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.

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.

The Study of Instructional Improvement
Institute for Social Research
University of Michigan
426 Thompson Street - EP Room 332
Ann Arbor, MI 48106-1248

If you have any questions, please feel free to call our toll-free number at: 1-877-397-2374

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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: ☑️ ❌ ❌

Place barcode label here

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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>How Many Teachers in This School</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.

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

4. Please indicate the extent to which you agree or disagree with the following statements. 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>I have detailed knowledge of the content covered and instructional methods used by other teachers at this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I begin working with a new group of students, I have detailed knowledge of what those students learned previously</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's easy for other teachers in this school to know what students learned in my class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I frequently plan and coordinate instruction with my students' other teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In this school, teachers who work with students at the same achievement level use similar methods and cover the same content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students at this school are expected to master the content they are working on before moving to new topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Under 5%</th>
<th>5-10%</th>
<th>11-24%</th>
<th>25-50%</th>
<th>51-75%</th>
<th>76% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited English Proficient (LEP) or use English as a Second Language (ESL)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severely emotionally impaired or behaviorally disordered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabled or Mentally Impaired</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This page was intentionally left blank.
6. How many students are in your target reading class?  Print number of students in the boxes.

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.

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.

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.

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.

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

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
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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the students in my target reading class can learn what I am supposed to teach them</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>
</tr>
<tr>
<td>I feel a great deal of satisfaction when students in my target reading class learn what I am supposed to teach them</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Approach</th>
<th>Rarely or never</th>
<th>A few times a month</th>
<th>A few times a week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class grouping (e.g., all students are taught the same thing at the same time)</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>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)</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

59. 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

60. 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

61. 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) _______________

62. 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) _______________

63. 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
55. Are you: Mark (X) ONE box.
- Female
- Male

56. 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) ____________________________

57. 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) ____________________________

58. 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.)
- 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
- Science
- Special Education
- Social Studies, History, Government
- Speech, Communication
- Writing Specialist
- Other (please specify) ____________________________

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

- Editing the capitalization, punctuation, or spelling of their own writing
- Editing the word use, grammar, or syntax of their own writing
- Revising their writing by working on elaborating and extending what they wrote
- Revising their writing by reorganizing or refining what they wrote

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

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

- Wrote brief answers to questions
- Wrote extensive answers to questions
- Did a think-aloud or explained how they applied a skill or strategy
- Worked on a written literature extension project

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

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.

- Editing the capitalization, punctuation, or spelling of their own writing
- Editing the word use, grammar, or syntax of their own writing
- Revising their writing by working on elaborating and extending what they wrote
- Revising their writing by reorganizing or refining what they wrote

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

2840289003
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...

Informational text

Chapter book

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

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
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.

24. Mr. Siter is using the following text to determine which of his students can evaluate an author’s perspective and the evidence the author uses to support that perspective. Mr. Siter refers to this skill as “critical reading.”

The Civil War was fought from 1861 to 1865. The Northern states fought against a collection of 11 states, mainly in the Southern United States. According to most authors, the Civil War was fought to earn freedom for African-American slaves in the Southern United States. But the Civil War was really fought to preserve the sovereignty of states over the national government. While issues such as slavery may have accelerated the conflict, the states’ rights issue would have surfaced eventually. Even if slavery had not existed as an issue, the North and South would have eventually gone to war.

The teacher’s guide includes a few questions a teacher might ask about this passage. Which of these questions could Mr. Siter choose to assess his students’ ability to read critically?

Mark (X) EACH item.

- During what years was the Civil War fought?
- According to most authors, why was the Civil War fought?
- Does the author of this text have a point of view? If so, what is it?
- What attitude toward the Civil War does the author of this text want you to take?
- What evidence does the author present to support his claim about the inevitability of the war?

48. Please indicate how many professional development sessions you participated in this year that focused on the following topics:  Mark (X) EACH item.

- Student assessment
- Curriculum materials or frameworks
- Content or performance standards
- Teaching methods
- Use of technology in instruction
- Multicultural or diversity issues
- Classroom management and/or student discipline
- School governance (e.g., local school council, site-based management, decision making)
- School improvement planning or goal setting
- Social services for students
- Safety or school climate issues
- Parent involvement and/or community relations

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

- Did not teach this subject
- None
- 1-2 Sessions
- 3-7 Sessions
- 8 or more Sessions

- Analyzing or studying mathematics curriculum materials
- Improving my skills at designing mathematics tasks for my students
- Improving my knowledge of number concepts (e.g., even and odd numbers, divisibility, place value, fraction concepts)
- Improving my knowledge of how particular computational procedures work
- Improving my knowledge of patterns, functions, or algebra
- Extending my knowledge of different representations for number concepts
- Extending my knowledge of different representations for operations or computation
- Extending my knowledge of different representations for patterns, functions, and algebra

#304289004
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.”

44. 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) ____________________________________________

45. How much do you agree or disagree with the following statements about the school improvement program in your school? Strongly Disagree Disagree Agree Strongly Agree
- 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

46. 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

25. Ms. Marshal is concerned about Lonny’s spelling. She collects samples of misspelled words from his writing journal and shows them to Ms. Finley. She wants to figure out which sounds Lonny is confusing so she can help him hear and write these sounds. As the two teachers examine the words, they notice three major areas of confusion: voiced and voiceless consonant pairs, consonant blends, and short vowels. Which, if any, of these three types of confusion is suggested by the spelling errors in each of the following words? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Voiced and voiceless consonant pairs</th>
<th>Consonant blends</th>
<th>Short vowels</th>
<th>None of these</th>
<th>I'm not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT for mad</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAY for play</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PED for bed</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAEK for bake</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAST for best</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please continue on to page 12.

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

7116289004
Mathematics Instruction

26. 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 44 on page 18

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.

27a. Did you teach mathematics to more than one class of students each day (for example, you are a mathematics specialist)?
   □ Yes
   □ No - Go to 27b.

27b. 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 27c.

27c. 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 28.

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

29. 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

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.

41. Mrs. Akellar was reading a short story that had the following passage in it:

   Ten frogs sat on the side of a riverbank. Three frogs hopped in the water.
   Along came the rain, and three more frogs jumped in the water.

Mrs. Akellar asked her students to represent this passage using number sentences, and a student volunteered “10 - 3 = 7.” Mrs. Akellar continued to read:

   Along came the rain, and three more frogs jumped in the water.

What number sentence should Mrs. Akellar’s class choose to represent this next part of the story?
Mark (X) ONE answer.
   □ 10 - 3 = 7
   □ 10 - 4 = 6
   □ 7 - 3 = 4
   □ 7 - 4 = 3
   □ I’m not sure

42. Mrs. Jamieson was looking for a good problem to give her class that would produce many solutions, but not infinitely many solutions. Which of the following would work? Mark (X) EACH item.

Find the number of fractions between 0 and 1.
I have pennies, nickels, and dimes in my pocket. Suppose I pull out three coins. What amounts of money might I have?
If Joseph has three times as many cookies as Mary, how many cookies could they have altogether?

43. Mr. Grimes asked his students what they knew about finding the lowest common denominator (LCD) in order to add fractions. His students came up with a variety of ideas. Which of the following is true? Mark (X) ONE answer.
   □ You cannot add fractions without first finding the LCD.
   □ If you use the LCD, you will never have to simplify your answer.
   □ You can always find the LCD by multiplying the two denominators.
   □ None of these is true.
   □ I’m not sure.
39. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Mark (X) EACH 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>
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<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>
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<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>

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

<table>
<thead>
<tr>
<th>Mark (X) EACH 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>

30. 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

31. 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

32. How does the mathematics performance of your target math class compare to the national average of students in the grade you checked in question 31? 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

33. 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>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

- Most of the students in my target math 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 math class learn what I am supposed to teach them
34. On a typical day, how many minutes do you teach mathematics to your target math class? Print number of minutes in the boxes.

Minutes

35. 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)

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-2 times a 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>Only whole numbers 0-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole numbers 0-100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole numbers &gt;100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative numbers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fractions</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decimals</td>
<td></td>
<td></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 “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.

37. 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

38. 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
34. 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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Approach</th>
<th>Rarely or never</th>
<th>A few times a month</th>
<th>A few times a week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class grouping (e.g., all students are taught the same thing at the same time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36. How frequently did your instruction focus on each of the following: 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>
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</thead>
<tbody>
<tr>
<td>Only whole numbers 0-20</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Did not teach this topic</th>
<th>1-2 lessons</th>
<th>3-5 lessons</th>
<th>6-10 lessons</th>
<th>11-15 lessons</th>
<th>More than 15 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Number concepts with whole numbers</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number concepts with fractions and decimals</td>
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<td>Subtraction</td>
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<tr>
<td>Multiplication</td>
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<td>Creating, continuing, or explaining patterns or sequences</td>
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<td></td>
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<tr>
<td>Measurement</td>
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</tbody>
</table>

38. 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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Did not teach this topic</th>
<th>1-2 lessons</th>
<th>3-5 lessons</th>
<th>6-10 lessons</th>
<th>11-15 lessons</th>
<th>More than 15 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>The meaning or properties of an operation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods or strategies for finding answers to basic facts</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing basic facts for speed or accuracy</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Why a conventional computational procedure works</td>
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</tr>
<tr>
<td>How to carry out the steps of a conventional computational procedure</td>
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</tr>
<tr>
<td>Practicing computational procedures for speed, accuracy, or ease of use</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Developing transitional, alternative, or non-conventional methods for doing computation</td>
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<td></td>
</tr>
<tr>
<td>Applying basic facts or computation to solve word problems</td>
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</tr>
<tr>
<td>Estimating the answer to a computation problem</td>
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</tr>
</tbody>
</table>
39. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

- Listen to me present the definition for a term or the steps of a procedure
- Perform tasks requiring methods or ideas already introduced to students
- Assess a problem and choose a method to use from those already introduced to the students
- Perform tasks requiring methods or ideas not already introduced to the students
- Explain an answer or a solution method for a particular problem
- Analyze similarities and differences among representations, solutions, or methods
- Prove that a method works for all similar cases

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

- Work on mathematics problems that have multiple answers or solution methods
- Discuss mathematics ideas, problems, solutions, or methods
- Write extended explanations of mathematical ideas, solutions, or methods
- Work on a mathematics investigation, problem, or project for several days

30. 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

31. 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

32. How does the mathematics performance of your target math class compare to the national average of students in the grade you checked in question 31? 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

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

- Most of the students in my target math 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 math class learn what I am supposed to teach them
### Mathematics Instruction

26. 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 44 on page 18

### Questions

28. How many students are in your target math class?

Print number of students in the boxes.

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

- Yes - Continue with the questions in this "Mathematics Instruction" section
- No - Skip to "Instructional Improvement" section question 44 on page 18

---

Mrs. Akellar was reading a short story that had the following passage in it:

Ten frogs sat on the side of a riverbank. Three frogs hopped in the water.

Along came the rain, and three more frogs jumped in the water.

What number sentence should Mrs. Akellar’s class choose to represent this next part of the story?

Mark (X) ONE answer.

- 10 - 3 = 7
- 10 - 4 = 6
- 7 - 3 = 4
- 7 - 4 = 3
- I’m not sure

---

41. Mrs. Akellar asked her students to represent this passage using number sentences, and a student volunteered “10 - 3 = 7.” Mrs. Akellar continued to read:

Along came the rain, and three more frogs jumped in the water.

What number sentence should Mrs. Akellar’s class choose to represent this next part of the story?

Mark (X) ONE answer.

- 10 - 3 = 7
- 10 - 4 = 6
- 7 - 3 = 4
- 7 - 4 = 3
- I’m not sure

---

42. Mrs. Jamieson was looking for a good problem to give her class that would produce many solutions, but not infinitely many solutions. Which of the following would work?

Mark (X) EACH item.

Find the number of fractions between 0 and 1.

I have pennies, nickels, and dimes in my pocket. Suppose I pull out three coins. What amounts of money might I have?

If Joseph has three times as many cookies as Mary, how many cookies could they have altogether?

---

43. Mr. Grimes asked his students what they knew about finding the lowest common denominator (LCD) in order to add fractions. His students came up with a variety of ideas. Which of the following is true?

Mark (X) ONE answer.

- You cannot add fractions without first finding the LCD.
- If you use the LCD, you will never have to simplify your answer.
- You can always find the LCD by multiplying the two denominators.
- None of these is true.
- I’m not sure.
25. Ms. Marshal is concerned about Lonny's spelling. She collects samples of misspelled words from his writing journal and shows them to Ms. Finley. She wants to figure out which sounds Lonny is confusing so she can help him hear and write these sounds. As the two teachers examine the words, they notice three major areas of confusion: voiced and voiceless consonant pairs, consonant blends, and short vowels. Which, if any, of these three types of confusion is suggested by the spelling errors in each of the following words? Mark (X) EACH item.

- MAT for mad
- PAY for play
- PED for bed
- BAEK for bake
- BAST for best

Please continue on to page 12.
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.

24. Mr. Stier is using the following text to determine which of his students can evaluate an author's perspective and the evidence the author uses to support that perspective. Mr. Stier refers to this skill as "critical reading."

The Civil War was fought from 1861 to 1865. The Northern states fought against a collection of 11 states, mainly in the Southern United States. According to most authors, the Civil War was fought to earn freedom for African-American slaves in the Southern United States. But the Civil War was really fought to preserve the sovereignty of states over the national government. While issues such as slavery may have accelerated the conflict, the states' rights issue would have surfaced eventually. Even if slavery had not existed as an issue, the North and South would have eventually gone to war.

The teacher's guide includes a few questions a teacher might ask about this passage. Which of these questions could Mr. Stier choose to assess his students' ability to read critically?

Mark (X) EACH item.

- During what years was the Civil War fought?
- According to most authors, why was the Civil War fought?
- Does the author of this text have a point of view? If so, what is it?
- What attitude toward the Civil War does the author of this text want you to take?
- What evidence does the author present to support his claim about the inevitability of the war?

48. Please indicate how many professional development sessions you participated in this year that focused on the following topics: Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Topic</th>
<th>None</th>
<th>1-2 Sessions</th>
<th>3-7 Sessions</th>
<th>8 or more Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum materials or frameworks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content or performance standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of technology in instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural or diversity issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom management and/or student discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School governance (e.g., local school council, site-based management, decision making)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School improvement planning or goal setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social services for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety or school climate issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent involvement and/or community relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Did not teach this subject

<table>
<thead>
<tr>
<th>Topic</th>
<th>None</th>
<th>1-2 Sessions</th>
<th>3-7 Sessions</th>
<th>8 or more Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing or studying mathematics curriculum materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my skills at designing mathematics tasks for my students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my knowledge of number concepts (e.g., even and odd numbers, divisibility, place value, fraction concepts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my knowledge of how particular computational procedures work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my knowledge of patterns, functions, or algebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extending my knowledge of different representations for number concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extending my knowledge of different representations for operations or computation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extending my knowledge of different representations for patterns, functions, and algebra</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
18. How often were the following comprehension topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

- Activating prior knowledge or making personal connections to text
- Students generating their own questions
- Summarizing important or critical details
- Analyzing or evaluating text
- Examining literary techniques
- Identifying the author’s purpose
- Using concept maps, story maps, or text structure frames
- Answering questions that have answers directly stated in the text
- Answering questions that require inferences

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

- Wrote brief answers to questions
- Wrote extensive answers to questions
- Did a think-aloud or explained how they applied a skill or strategy
- Worked on a written literature extension project

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.

- Editing the capitalization, punctuation, or spelling of their own writing
- Editing the word use, grammar, or syntax of their own writing
- Revising their writing by working on elaborating and extending what they wrote
- Revising their writing by reorganizing or refining what they wrote

21. This year, how often did the students in your target reading class work on the following areas in written composition?

- Editing the capitalization, punctuation, or spelling of their own writing
- Editing the word use, grammar, or syntax of their own writing
- Revising their writing by working on elaborating and extending what they wrote
- Revising their writing by reorganizing or refining what they wrote

22. How often did the students in your target reading class work on the following areas in written composition?

- Editing the capitalization, punctuation, or spelling of their own writing
- Editing the word use, grammar, or syntax of their own writing
- Revising their writing by working on elaborating and extending what they wrote
- Revising their writing by reorganizing or refining what they wrote

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

- I watched an instructional leader (e.g., coach, coordinator, or facilitator) model instruction
- An instructional leader observed me teach and gave me feedback about improving my teaching techniques
- An instructional leader (e.g., coach, coordinator, or facilitator) observed me teach and gave me feedback about my use of curriculum materials
- An instructional leader studied my students’ work and commented on ways I could improve their learning of subject matter

54. 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., conferencing with a colleague) learning experiences. Mark (X) EACH item.

My learning experiences this year...

- Gave me many opportunities to work on aspects of my teaching that I am trying to develop
- Provided me with knowledge or information that is very useful to me in the classroom
- Allowed me to focus on a problem over an extended period of time
- Provided me with useful feedback about my teaching
- Made me pay closer attention to particular things I was doing in the classroom
- Led me to seek out additional information from other teachers, an instructional leader, or some other source
- Led me to think about an aspect of my teaching in a new way
- Led me to try new things in the classroom
55. Are you: Mark (X) ONE box.
- Female
- Male

56. 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) ____________________________

57. 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) ____________________________

58. 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.)
  - Mathematics
  - Physical Education
  - Reading Specialist
  - Science
  - Special Education
  - Social Studies, History, Government
  - Speech, Communication
  - Writing Specialist
  - Other (please specify) ____________________________

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>
<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
- Neutral
- Agree
- Strongly Agree

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

- Strongly Disagree
- Disagree
- Neutral
- 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
- Neutral
- 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

16. What is 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)

17. 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)

18. 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
5. How many students are in your target reading class?

Print number of students in the boxes.

6. Do you teach reading as part of your assignment? Mark (X) ONE box.
   - Yes - Continue with the questions in this “Reading/Language Arts Instruction” section
   - No - Skip to the “Mathematics Instruction” section question 26 on page 12

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.

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

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:
3. Please indicate the extent to which you agree or disagree with the following statements. 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>Policies about how I should teach are often contradictory</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I often have difficulty choosing what to do in my classroom out of all the options I hear about</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Out of all the information about teaching I receive, I am often unsure about how to prioritize things</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Overall, the instructional policies I am supposed to follow in my classroom seem inconsistent</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

4. Please indicate the extent to which you agree or disagree with the following statements. 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>I have detailed knowledge of the content covered and instructional methods used by other teachers at this school</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>When I begin working with a new group of students, I have detailed knowledge of what those students learned previously</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>It's easy for other teachers in this school to know what students learned in my class</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I frequently plan and coordinate instruction with my students' other teachers</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>In this school, teachers who work with students at the same achievement level use similar methods and cover the same content</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Students at this school are expected to master the content they are working on before moving to new topics</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Under 5%</th>
<th>5-10%</th>
<th>11-24%</th>
<th>25-50%</th>
<th>51-75%</th>
<th>76% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited English Proficient (LEP) or use English as a Second Language (ESL)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Severely emotionally impaired or behaviorally disordered</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Learning Disabled or Mentally Impaired</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
### 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>
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<tr>
<td>Teachers respect other teachers who take the lead in school improvement efforts</td>
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<tr>
<td>Many teachers openly express their professional views at faculty meetings</td>
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<tr>
<td>Teachers in this school are willing to question one another's views on issues of teaching and learning</td>
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<tr>
<td>We do a good job of talking through views, opinions, and values</td>
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<tr>
<td>Teachers are expected to continually learn and seek out new ideas in this school</td>
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<tr>
<td>Teachers are encouraged to experiment in their classrooms in this school</td>
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<tr>
<td>Teachers are encouraged to take risks in order to improve their teaching</td>
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<tr>
<td>Teachers in this school expect students to complete every assignment</td>
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<tr>
<td>Teachers in this school encourage students to keep trying even when the work is challenging</td>
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<tr>
<td>Teachers in this school set high expectations for academic work</td>
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<tr>
<td>Teachers in this school think it's important that all students do well in their classes</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</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>
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<tr>
<td>Help maintain positive student behavior in the entire school</td>
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<tr>
<td>Take responsibility for improving the overall quality of teaching in the school</td>
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</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: ☑️ ☐️ ☐️

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Place barcode label here
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.

The Study of Instructional Improvement
Institute for Social Research
University of Michigan
426 Thompson Street - EP Room 332
Ann Arbor, MI 48106-1248

If you have any questions, please feel free to call our toll-free number at: 1-877-397-2374

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Teacher Questionnaire
2002-2003

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.