

Appendix A

Survey Instruments

NOTICE: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB Control Number for this information collection is XXXX-YYYY (expires DD/MM/YYYY). The time required to complete this information collection is estimated to average 30 minutes per response, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

Reading First Impact Study—Non-RF Principal Survey Draft

Background Information on You and Your School

1. Including this year, how many years have you been at *this* school in *this* position?

2. Including this year, what is the total number of years you have served as a principal:

3. Please provide the following information about *students* in your school for the current year (2004-2005):
 - a. Total number of students currently enrolled _____
 - b. Percentage of students who were new to the school at the beginning of this year, including incoming kindergarten students (*excluding* pre-K students) _____
 - c. Percentage of students who have left the school at any point during the year, including the summers between school years, *excluding* those who have left having completed the highest grade available at your school (i.e., mobility rate) _____
 - d. Average attendance rate _____
 - e. Percentage of students in your school who are English Language Learners _____

<p><i>Use: NA = Not Applicable</i> <i>DK = Don't know</i></p>

4. Compared to 5 years ago, has student enrollment in your school increased, decreased, or remained stable?
 - ₁ Decreased
 - ₂ Remained stable
 - ₃ Increased
 - ₉ Not applicable (school is new)
5. Please indicate the number of children currently enrolled in Grades K-3 in your school:
 - a. Kindergarten _____
 - b. First grade _____
 - c. Second grade _____
 - d. Third grade _____

6. Please indicate the percentage of students in each grade who:

Percentage of students who...	2004-2005			
	K	1	2	3
a. read at or above grade level	_____	_____	_____	_____
b. participate in interventions for struggling readers	_____	_____	_____	_____
c. receive special education services	_____	_____	_____	_____
d. receive ESL instruction	_____	_____	_____	_____
e. receive reading instruction a language other than English	_____	_____	_____	_____

7. How many classroom teachers are assigned to grades K-3 this year (2004-05) (please include regular education classes only)?

Grade	No. of Classroom Teachers	Grade	No. of Classroom Teachers
K	_____	2	_____
1	_____	3	_____

8. Please indicate the number of classroom teachers for grades K-3 who are:

	number
a. Veteran teachers with more than ten years of teaching experience	_____
b. Experienced teachers with four to ten years of teaching experience	_____
c. New teachers with one to three years of teaching experience	_____
Total:	_____

9. Please indicate the number of classroom teachers for grades K-3 who are:

	number
a. Certified teachers with elementary, reading, early childhood, or other related state certification	_____
b. Provisional teachers with a temporary teaching certification	_____
c. Emergency teachers without teaching certification	_____
Total:	_____

10. Please indicate the number of classroom teachers for grades K-3 who are considered *highly qualified*. Highly qualified teachers have full state certification, at least a bachelor's degree, and proven knowledge in the subject that they teach.

Number of K-3 teachers who are highly qualified _____

11. How many of each type of *reading* support personnel does your school have *for grades K-3*?

Type	Number
a. Certified non-classroom teachers, including special education teachers, Title I teachers, and reading coaches or specialists	_____
b. Instructional aides or assistants (during school day)	_____
c. Tutors (before or after school)	_____

12. How many certified staff positions has your school added *this year* (such as a reading coach) to support reading instruction in Grades K-3?
(If no positions were added, write 0).

Number of staff positions added: _____

13. If your school has a reading coach, from what funding source(s) is that person supported?
(Check all that apply.)

NOTE: A reading coach is a staff member whose primary role is to ASSIST CLASSROOM TEACHERS in the delivery of effective reading instruction. This assistance may include planning instruction, providing demonstration lessons, observing and providing feedback, using assessment results to guide instruction, etc.

- 1 Do not have a reading coach
 2 Title I
 3 Reading First
 4 State/local funds
 5 Don't Know
 6 Other (Please specify): _____

14. "Adequate yearly progress" (AYP) is the amount of yearly improvement each school is expected to make. Each state is responsible for defining AYP and for determining the methods used to measure AYP.

Did your school make "adequate yearly progress" in reading/language arts on the basis of 2003-04 test scores, according to NCLB accountability provisions? (Check only one)

- 0 No
 1 Yes
 9 Not sure/don't know

Resources and Support for Your School's Reading Program

15. What sources of funding are being or have been used to support your school's reading program this year? (*Check all that apply*)

Funding source	(2004–2005)
District general funds	<input type="checkbox"/> 1
State funds for reading programs	<input type="checkbox"/> 1
State textbook funds	<input type="checkbox"/> 1
Title I	<input type="checkbox"/> 1
Title II (Professional development to improve teacher quality)	<input type="checkbox"/> 1
Title III (Professional development for ELL teachers)	<input type="checkbox"/> 1
Comprehensive School Reform	<input type="checkbox"/> 1
21 st Century	<input type="checkbox"/> 1
Reading First	<input type="checkbox"/> 1
Reading Excellence Act	<input type="checkbox"/> 1
Professional development funds	<input type="checkbox"/> 1
Private grants	<input type="checkbox"/> 1
Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1

16. Beyond financial support, has your school received *external* assistance this year (from district, state, publisher, university expert, etc.) implementing any of the following K-3 reading program activities?

	No	Yes
a. Selecting of instructional programs/materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Selecting of assessment instruments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Selecting of professional development providers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Conducting classroom observation	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Conducting demonstration lessons	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Interpreting of assessment results	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Recruiting staff with reading expertise, e.g. teachers, coaches	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Setting up intervention program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Planning professional development	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Providing technical assistance in implementing core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Providing technical assistance for using supplementary reading materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. Conducting needs assessment for professional development	<input type="checkbox"/> 1	<input type="checkbox"/> 2
m. Diagnosing needs of struggling readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. Reviewing reading program effectiveness	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. Leading teacher study groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Reading Instructional Materials

17. Which **core reading program** is being used to teach reading in each of Grades K–3 at this school? Please indicate the publisher, title, and publication year for the program used in each grade.

A Core Reading Program is one that provides a comprehensive program of instruction on a daily basis in all aspects of reading.

	Publisher	Title	Year Published
a. Kindergarten	_____	_____	_____
b. Grade 1	_____	_____	_____
c. Grade 2	_____	_____	_____
d. Grade 3	_____	_____	_____

18. Do K-3 teachers use supplementary reading materials with the students to whom they teach reading?

Supplementary Reading Materials provide additional instruction in a targeted area of reading to **all** students. *Do not* include materials that are used only with struggling readers. Include teacher-made materials, if applicable.

Yes No
₁ ₂

b. If yes, for which components of reading were the supplementary reading materials selected? (*Check all that apply*).

- a. I don't know. ₁
- b. No particular area. ₁
- c. Phonemic awareness ₁
- d. Phonics ₁
- e. Fluency ₁
- f. Vocabulary ₁
- g. Comprehension ₁
- h. Other (*Please specify*): _____ ₁

Instructional Time

19. How often *this year* is time set aside during the school day for K-3 teachers to:

	Not at all	1-3 times a year	Once a quarter	Once a month	Once a week or more
a. Collaborate on reading lesson planning and instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b. Observe reading instruction in other classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c. Use assessment data to plan instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d. Participate in coaching with or be coached about reading by other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e. Be coached about reading instruction by a reading coach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f. Coordinate reading interventions with special education staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g. Coordinate reading interventions with ELL staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
(Check if no ELLs)	<input type="checkbox"/> ₁				

20. Please indicate for which grades your school has a scheduled reading block. If yes, please indicate for how many minutes the reading block is scheduled.

Does your school have a reading or literacy time block in:

	No	Yes	Scheduled number of minutes
Kindergarten	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="text"/>
First grade	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="text"/>
Second grade	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="text"/>
Third grade	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="text"/>

21. On average, how many total minutes **per day** (including the reading block) are devoted *this year* to classroom reading instruction for students in Grades K-3?

Grade Level	Average number of minutes per day
a. Kindergarten	_____
b. First grade	_____
c. Second grade	_____
d. Third grade	_____

22. *This year, for which of the following activities are state staff, district staff, the principal, and the school reading coach responsible? (For each activity, check all that apply.)*

Activities	State	District	Principal	School's reading coach	NA
a. Selection of core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
b. Selection of supplemental or intervention reading program materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
c. Monitoring implementation of reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
d. Review of teachers' reading lesson plans	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
e. Review individual students' progress in reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
f. Selection of reading assessment instruments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
g. Interpretation of assessment results	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
h. Feedback to teachers about reading instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
i. Selection of reading professional development topics and opportunities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7

23. This school year, how often have you, as principal, evaluated K–3 reading instruction using the following methods?

Activity	Not at all	1-3 times a year	Once a quarter	Once a month	Once a week or more
a. Observed classroom reading instruction informally	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Observed classroom reading instruction using an evaluation form	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Met with teachers individually to discuss strategies for improving reading instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Met with groups of teachers to discuss strategies for improving reading instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

24. At the beginning of the current school year (2004-2005), did your school made any of the following *changes* to your reading program?

	No	Yes
a. Adopted a new core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Added a new intervention program for struggling readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Added new supplementary materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Added new materials for ELLs	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Adopted new reading assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

25. Which of the following methods has your school used *this year* to assess the effectiveness of reading instruction for Grades K-3? (*Check all that apply.*)

- 1 It is not assessed
- 2 Observation by reading coach
- 3 Observation by school principal
- 4 Observation by external consultant or evaluator
- 5 Discussion at grade-level meetings
- 6 Progress monitoring assessments
- 7 Norm-referenced test data or state assessments
- 8 Other (*Please specify*): _____

Reading Interventions for Struggling Readers

26. What methods has your school used to meet the needs of at-risk or *struggling readers*? Please check whether or not you use the method at your school.

Methods of meeting needs of struggling readers	Use this method	Not used
Materials		
a. Use separate program materials in interventions	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Use core reading program with supplemental materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Use core reading program only	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Teach reading in students' home language rather than English	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Use alternative materials designed for English learners	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Staff activities		
f. A certified reading specialist provides additional direct instruction to struggling readers, individually or in small groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. The classroom teacher provides additional direct instruction to struggling readers, individually or in small groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. The classroom teacher provides additional opportunities for reading skill practice for struggling readers (e.g., partner reading, peer tutors, audio tapes, computer programs)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. A certified Bilingual/ELL/ESL specialist provides recommendations to classroom teachers on accommodations for struggling readers. (Indicate which type of specialist.)		
• A special education teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2
• A bilingual/ESL teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2
• Other (Please specify): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Trained aides or volunteers work with students under the direction of the classroom teacher <i>during the school day</i> .	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Trained aides or volunteers work with students in a <i>before or after school</i> program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. Untrained aides or volunteers work with students under the direction of the classroom teacher <i>during the school day</i> .	<input type="checkbox"/> 1	<input type="checkbox"/> 2
m. Untrained aides or volunteers work with students in a <i>before or after school</i> program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2

27. Which of the following methods has your school used *this year* to identify students for reading interventions in Grades K-3? (Check all that apply.)

Method of identifying students	Used?
a. Standardized achievement test scores in reading	<input type="checkbox"/> 1
b. Curriculum-based test scores in reading	<input type="checkbox"/> 1
c. Screening test scores in reading	<input type="checkbox"/> 1
d. Diagnostic test scores in reading	<input type="checkbox"/> 1
e. Progress monitoring test scores in reading	<input type="checkbox"/> 1
f. Documented classroom observations	<input type="checkbox"/> 1
g. Teacher recommendations	<input type="checkbox"/> 1
h. Other school staff recommendations	<input type="checkbox"/> 1
i. Requests from parents	<input type="checkbox"/> 1
j. Literacy coach recommendation	<input type="checkbox"/> 1
k. Other (Please specify): _____	<input type="checkbox"/> 1

28. Are reading intervention services available *this year* to children who need them? (Check 'no' if there are no children who need intervention services)

- 1 No, reading intervention services are not available
- 2 Yes, the average wait for reading intervention services is _____ school days. (Please enter 'zero' if there is no wait for services)

Professional Development in Reading

29. During the current school year, including summer 2004, approximately what proportion of the reading *professional development activities* for **K-3 teachers** :

	Percent of activities				
	None	1-25%	26-50%	51-75%	76-100%
a. require teachers to attend?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. provide teachers options among which they can choose?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. provide a stipend?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. provide follow-up activities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. include release time for participating teachers?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. offer graduate college credits?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. are held in a convenient location (e.g., activities held at school)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h. use a team-based approach (joint training of people who work together)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i. are given by trainers or facilitators who have a well established reputation?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j. Other (Please specify): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

30. Below is a list of topics that are often covered in professional development activities that are designed for **building administrators**. In column A, identify the topics that were addressed in professional development activities in which you participated *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which you would like need more professional development, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 5 choices in column B.*)

Topic	A Topics addressed in professional development	B Topics in which I would like more professional development INDICATE NO MORE THAN 5 TOPICS
Content of Reading Instruction		
a. Phonemic Awareness	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Decoding	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Vocabulary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Fluency	<input type="checkbox"/> 1	<input type="checkbox"/> 2
u. Comprehension	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Teaching Strategies		
a. How to use the core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. How to use children's literature to teach reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. How to use reading research to guide content of instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. How the core reading program incorporates research principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. How to use the supplemental reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. How to integrate reading and writing instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Strategies for teaching reading to ELLs	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Grouping		
h. Learning styles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. How to organize small group instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Assessment		
j. How to diagnose reading problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. How to administer assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. How to interpret and use assessment data to guide instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Struggling Readers		
m. How to help struggling readers with decoding	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. How to help struggling readers with vocabulary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. How to help struggling readers with comprehension	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. How to motivate readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
q. Strategies for teaching reading to students with diagnosed learning disabilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Organization/planning

- r. How to use content standards for curriculum planning and teaching ₁ ₂
- s. Alignment of reading curriculum and instruction with state/district assessments ₁ ₂
- t. How to work with parents ₁ ₂
- u. Classroom management ₁ ₂
- v. Other (*Please specify*): _____ ₁ ₂

31. Please indicate who participated in the completion of this questionnaire. (*Check all that apply.*)

- ₁ Principal
- ₂ Assistant or vice principal
- ₃ District reading coordinator
- ₅ School-based reading coach
- ₆ Classroom teacher(s)
- ₇ School secretary
- ₈ Other (*Please specify*): _____

32. Please complete the following information so that we can contact you if we need clarification on any responses.

Name

Phone number

email address

33. If there is anything else that you would like to tell us about your school's reading program, please do so.

Thank you very much for completing the survey. Please return your survey in the enclosed envelope addressed to:

Abt Associates Inc., 55 Wheeler Street, Cambridge, MA 02138, Attn: RF Impact

NOTICE: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB Control Number for this information collection is XXXX-YYYY (expires DD/MM/YYYY). The time required to complete this information collection is estimated to average 30 minutes per response, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

THIS PAGE INTENTIONALLY LEFT BLANK

Reading First Impact Study— Grade 1 Teacher Survey Draft

Your Background and Experience

1. Including this year, how long have you been teaching?

Total number of years teaching: _____ years
Number of years teaching in grades K-3: _____ years
Number of years teaching at this school: _____ years
Number of years teaching reading: _____ years

2. What grades are you currently teaching? (*Check all that apply*)

- 1 Kindergarten
- 2 First grade
- 3 Second grade
- 4 Third grade
- 9 Other (*Please specify*): _____

3. Describe your certification and endorsement status.

a. Which of the following describes the teaching certificate you currently hold in this state? (*Check one*)

- 1 Regular or standard state certificate or advanced professional certificate
- 2 Probationary certificate (issued after satisfying all requirements except the completion of a probationary period).
- 3 Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program.”
- 4 Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained).
- 5 Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching).
- 6 I do not have any of the above certifications in this state.

b. If certified, identify the area(s): (*Check all that apply*)

- 1 Elementary education
- 2 Early childhood education
- 3 Reading
- 4 Special education
- 5 Bilingual education
- 6 Other (*Please specify*): _____

4. What is the highest degree you have obtained as of December 2004? (*Please check one.*)

- 1 Bachelors
- 2 Bachelors + additional courses
- 3 Masters
- 4 Masters + additional courses
- 5 Doctorate
- 6 Other (*Please specify*): _____

Characteristics of Your Students

In answering the remainder of the questionnaire, include ALL of the students to whom you teach reading, whether you teach reading on your own in a self-contained classroom, to a group that includes students from other classes, or to more than one group of students.

5. This section asks you to describe your students.

a. What is the total number of students to whom you teach reading?

_____ number of students

b. Do these students represent: (*please check only one*)

1. A single reading period in a self-contained classroom. 1

2. A single reading period that includes students from other classes. 2

3. More than one reading period 3
Specify number of periods _____

c. How many of these students are English Language Learners (ELLs), also referred to as Limited English Proficient (LEP) students?

_____ number of ELL students

_____ number of ELL students whose home language is Spanish

d. How many of your reading students also receive *special education services in reading*?

_____ number of students receiving special education in reading

e. How many of your reading students receive *intervention services in reading* from you or another teacher?

_____ number of students receiving reading intervention(s)

f. How many of your students are reading at or above the approximate level expected for their grade?

_____ number of students reading on grade level or above

Instruction and Assessment in Reading

The following questions ask about time devoted to reading instruction

6. **Last week**, how many minutes per day did you devote to reading instruction (include only reading instruction and not other language arts such as writing, spelling)? (Fill in the chart for each day last week with the number of minutes.)

Monday	Tuesday	Wednesday	Thursday	Friday

7. Has the average number of minutes you spend each day this year teaching reading increased, remained the same, or decreased from last year (2003-2004)? (Please check one.)

- 0 I did not teach reading last year
 1 Decreased
 2 Remained the same
 3 Increased

8. How often *this year* is time set aside during the school day for K-3 teachers to:

	Not at all	1-3 times a year	Once a quarter	Once a month	Once a week or more
a. Collaborate on reading lesson planning and instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Observe reading instruction in other classrooms	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Use assessment data to plan instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Participate in coaching with or be coached about reading by other teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Be coached about reading instruction by a reading coach	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Coordinate reading interventions with special education staff	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Coordinate reading interventions with ELL staff	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(Check if no ELLs)	<input type="checkbox"/> 1				

9. Please describe your use of the following reading instructional activities **this year**.
- A. **Check column A ONLY** if the instructional activity is one that you use frequently when you teach reading or one on which you rely heavily in your reading instruction.
- B. **Check column B** if you use the instructional activity, but it is a small part of your teaching, and not one you use frequently. It might be an activity that you use if there is time, but it is not one on which you rely heavily for your reading instruction.
- C. **Check column C** if the activity is not one you use in your reading instruction.
(Check only one box in each row.)

	A Central to my reading instruction	B Small part of my reading instruction	C Not Part of my reading instruction
Reading text			
a. I provide feedback on errors as students read orally.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Students read texts that are easy to decode.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. Students read silently.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Students reread familiar stories.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. Students select books from the library for independent reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f. I develop language experience stories with class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
g. Pairs of students read aloud together.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h. Students read aloud with expression and proper phrasing.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i. Students read to locate information.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
j. Create story maps.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
k. I listen to students read aloud without correcting errors.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Work with sounds and words			
l. Students isolate sounds in words when I say words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
m. Students practice naming letters.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
n. Students blend phonemes to form words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
o. Students practice reading high frequency words for automaticity.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
p. Students use knowledge of root words, prefixes, and suffixes to decode new words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
q. I stop students while reading and have them self-correct misidentified words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
r. Students use pictures to identify unknown words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
s. I teach decoding skills while reading stories.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
t. Students practice writing words as separate syllables.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
u. I teach decoding skills with word families.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Other techniques			
v. I engage students in rhyming games and songs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
w. Students retell stories in sequence and identify characters and main events.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
x. I read stories aloud to students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
y. Students write stories using invented spelling.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
z. I discuss new and unusual words before reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
aa. Students write vocabulary words in sentences.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
bb. Students read stories they have written to others.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
cc. Students make predictions while reading stories.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
dd. Students use dictionaries to find word meanings.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ee. Students are given time to read on their own for enjoyment.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ff. Students develop questions about text material.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
gg. Students act out story as a play.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

b. Have you eliminated any activities in the above lists that you did last year? If so, which ones have you eliminated? (*Identify by letter; if you eliminated something not on this list, please provide brief description.*)

10. Please describe your use of the following teaching strategies and materials **this year**.

- A. **Check column A ONLY** if the item is one that you use frequently or one on which you rely heavily in your reading instruction.
- B. **Check column B** if you use the item, but it is a small part of your teaching, and not one you use frequently. It might be an approach that you use if there is time, but it is not one on which you rely heavily.
- C. **Check column C** if the item is not one you use in your reading instruction.
(*Check only one box in each row.*)

	A Central to my reading instruction	B Small part of my reading instruction	C Not Part of my reading instruction
Teaching strategies			
a. Provide time in reading block for skill practice on own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Provide materials for at-home practice of skills introduced in class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. Provide extra reading instructional time for struggling students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Include writing opportunities in reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. Build spelling practice into reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f. Develop reading skills through science and social studies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Grouping			
g. Teach whole class reading lessons.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h. Work one-to-one with students on reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i. Work with small groups of students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
j. Group students based on skill levels.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
k. Group students based on mixed abilities (cooperative groups).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
l. Pair strong readers with those with weaker skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Reading materials			
m. Use core reading series.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
n. Use supplementary reading materials.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
o. Use children's trade books.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
p. Use books that are easy to decode.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
q. Use books with patterned predictable language.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
r. Use separate intervention materials for some students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
s. Use reading software/technology.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
t. Use teacher-made materials.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Assessments			
u. Use test results to organize instructional groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
v. Use informal reading inventories.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
w. Use tests to determine progress on skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
x. Use tests to determine who can benefit from the core reading series.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
y. Use diagnostic tests to identify students who need intervention.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
z. Use screening tests to identify students who need a supplementary reading program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
aa. Conduct miscue analysis.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

11. Which specific formal or informal assessment(s) do you find most useful for the following purposes?
List up to three names of assessments for each purpose?

a. Placement and/or grouping students

1. _____
2. _____
3. _____

b. Determining student mastery of skills

1. _____
2. _____
3. _____

c. Figuring out the core deficits of struggling students

1. _____
2. _____
3. _____

12. What materials do you use with English Language Learners (ELLs) who are part of your reading class? (*Check all that apply.*)

- 0 Do not teach ELLs (*Go to Question 13*)
- 1 Core reading program materials in the native language of the ELL
- 2 ELL students use the same materials as other students
- 3 Core reading program materials, plus supplementary/intervention resources written in the ELL's native language
- 4 Core reading program materials, plus supplementary/intervention resources written in English especially for ELLs
- 5 Alternative core reading program materials in English geared toward the instructional level of the ELL

13. What additional supports do students who are struggling readers receive? (*Check any of the following supports that your students who are struggling readers received during the past month.*)

Supports for Struggling Readers	Received in past month
a. Diagnostic assessment to determine core deficits.	<input type="checkbox"/> 1
b. Extra practice in the classroom with phonemic awareness.	<input type="checkbox"/> 1
c. Extra practice in the classroom with decoding.	<input type="checkbox"/> 1
d. Extra practice in the classroom with fluency.	<input type="checkbox"/> 1
e. Extra practice in the classroom with comprehension.	<input type="checkbox"/> 1
f. Placement in materials that supplement the core reading program.	<input type="checkbox"/> 1
g. Placement in different level of core reading program.	<input type="checkbox"/> 1
h. Placement in separate core reading program.	<input type="checkbox"/> 1
i. Placement in special intervention program.	<input type="checkbox"/> 1
j. Work with tutor on one-to-one basis	<input type="checkbox"/> 1
k. Work with reading specialist on one-to-one basis	<input type="checkbox"/> 1
l. Work with reading specialist in small group.	<input type="checkbox"/> 1
m. Work with more advanced peer.	<input type="checkbox"/> 1
n. Special materials for parents to provide practice.	<input type="checkbox"/> 1
o. If English language learner(s), English as a Second Language instruction.	<input type="checkbox"/> 1
p. If English language learner(s), provide reading instruction in home language.	<input type="checkbox"/> 1
q. If English language learner(s), in classroom help in reading from ELL teacher.	<input type="checkbox"/> 1

Professional Development

This section includes questions about the professional development opportunities you have had in reading and the topics in which you would like more training.

14. In the current school year (since July 1st), in how many of each of the following types of professional development activities *in reading* have you participated? What is the total number of hours you spent in these activities? (*Write in the number of activities of each type in which you have been engaged. Then, write the total number of hours you spent in these activities. Mark 00 if you participated in none.*)

a. Attended short, stand-alone training or workshop in reading (half-day or less)	_____ different workshops	Total number of hours _____
b. Attended longer institute or multi-part workshop in reading (more than half-day)	_____ different workshops	Total number of hours _____
c. Attended a college course in reading (include any courses you are currently attending)	_____ different courses	Total number of hours _____
d. Attended a conference about reading	_____ different conferences	Total number of hours _____

15. Below is a list of professional development activities that are often used to provide ongoing, direct support to teachers for teaching reading. Have you received any of the following types of assistance/support for teaching *during the current school year*? Check all that apply in the first column. In the second column, note if the assistance was not available to you.)

	Types of assistance received this year (Check all that apply)	Not available at my school
a. Coaching or mentoring by reading coach in programs, materials, or strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Coaching or mentoring from fellow teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Peer study group or collegial circle for group study	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Demonstrations in my classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Observations of other teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Diagnostic testing help from a reading coach or specialist for individual students	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Intervention service help from a reading coach or specialist for individual students	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Interpretation of assessment data	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Grade level meetings devoted to reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Using assessment data to determine topics that require additional instruction or practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

16. A. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about the **content of reading instruction**. In column A, identify the topics that were addressed in professional development activities in which you participated *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which you would like more training, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 5 choices in column B.*)

Professional development is defined as any activity in which you learned about reading or reading instruction. This includes school-based workshops, institutes or multi-part workshops, college courses in reading, meetings with reading coaches, and meetings with a study group of other reading teachers.

Topic	A Topics addressed in professional development	B Topics in which I would like more professional development INDICATE NO MORE THAN 5 TOPICS
Phonemic Awareness		
a. Building phonological awareness, e.g. rhymes, dividing spoken language into sentences, words, syllables	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Identifying, adding, deleting sounds in spoken words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Blending phonemes to form words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Decoding		
d. Teaching letter-sound correspondence	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Teaching letter patterns (blends, digraphs, diphthongs)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Using syllable patterns to read words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Teaching component parts: roots, prefixes, suffixes	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Vocabulary		
h. Teaching use of dictionary, thesaurus	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Direct teaching of vocabulary words and their meaning	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Antonyms and synonyms	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Fluency		
k. Teaching sight words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. Guided oral reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
m. Encouraging expression while reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Comprehension		
n. Setting motivation/asking prediction/preview questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. Constructing information about character, setting, and main events	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. Summarizing main ideas in narrative and informational text	<input type="checkbox"/> 1	<input type="checkbox"/> 2
q. Self-monitoring strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 2
r. Asking questions at different levels (literal, inferential)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
s. Strategies for organizing text structure, e.g. story maps	<input type="checkbox"/> 1	<input type="checkbox"/> 2
t. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

B. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about **teaching strategies used during reading instruction**. In column A, identify the topics that were addressed in professional development activities in which you participated *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which you would like more training, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 5 choices in column B.*)

Topic	A Topics addressed in professional development	B Topics in which I would like more professional development INDICATE NO MORE THAN 5 Topics
Teaching Strategies		
a. How to use the core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. How to use children's literature to teach reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. How to use reading research to guide content of instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. How the core reading program incorporates research principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. How to use the supplemental reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. How to integrate reading and writing instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Strategies for teaching reading to ELLs	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Grouping		
h. Learning styles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. How to organize small group instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Assessment		
j. How to diagnose reading problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. How to administer assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. How to interpret and use assessment data to guide instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Struggling Readers		
m. How to help struggling readers with decoding	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. How to help struggling readers with vocabulary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. How to help struggling readers with comprehension	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. How to motivate readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
q. Strategies for teaching reading to students with diagnosed learning disabilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Organization/planning		
r. How to use content standards for curriculum planning and teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2
s. Alignment of reading curriculum and instruction with state/district assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
t. How to work with parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2
u. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
v. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Support for Teaching Reading

17. Who provides you with feedback about your teaching of reading? (*Check all that apply.*)

- ₁ Principal
- ₂ School reading coach (NOTE: A reading coach is a staff member whose primary role is to ASSIST CLASSROOM TEACHERS in the delivery of effective reading instruction. This assistance may include planning instruction, providing demonstration lessons, observing and providing feedback, using assessment results to guide instruction, etc.)
- ₃ Peer coach
- ₄ Mentor teacher
- ₅ District reading coach
- ₆ External reading coach (e.g., university, regional, or state professional development or technical assistance provider)
- ₇ Students in my class
- ₈ No one provides feedback
- ₉ Other (*Please specify*):

18. What responsibilities does your principal or your reading coach (if there is one) have in the reading program? (*Check all that apply.*)

₁ *Please check here if there is no school-based reading coach.*

	Principal's responsibilities	Reading Coach responsibilities
	<i>(Check all that apply)</i>	<i>(Check all that apply)</i>
a. Selects reading instructional materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Models effective reading instructional strategies in classroom (demonstration lessons)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Observes and provides feedback to teachers about reading instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Selects reading assessment instruments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Assists teachers in using reading assessment data to make instructional decisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Identifies reading interventions for selected students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g. Leads grade level team meetings for reading	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h. Reviews teachers' reading lesson plans and offers suggestions for improvements	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

19. The next set of statements is about your reading program and your school. Please indicate the extent to which you agree or disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel I need to make changes in the methods I use to teach children to read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Other faculty/staff members have helped me to understand the difficulties that some children have in learning to read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. I have benefited from opportunities to learn more about methods for teaching reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. The children in my class are making satisfactory progress in learning to read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. I do not have sufficient materials to teach reading effectively.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. I do not understand why some children learn to read easily while other children struggle to learn basic reading skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. The reading coach supports my efforts to teach reading effectively.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. I have a good understanding of how children acquire language and literacy skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. I wish I had more opportunities to discuss how to teach reading with other teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. I know the current reading skill levels of all my students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. I know how to assess the progress of my students in reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. I have changed reading methods as a result of professional development in reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

20. Please complete the following information so that we can contact you if we need clarification on any responses and in order to assure that your honorarium is sent to the appropriate individual.

Name

Phone number

Email address

21. If there is anything else that you would like to tell us, please do so.

***Thank you for taking the time to answer these questions. We appreciate your willingness to describe your reading program. Please return your survey in the enclosed envelope to:
RF Impact Study, Abt Associates Inc., 55 Wheeler Street, Cambridge, MA 02138***

NOTICE: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB Control Number for this information collection is XXXX-YYYY (expires DD/MM/YYYY). The time required to complete this information collection is estimated to average 30 minutes per response, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

THIS PAGE INTENTIONALLY LEFT BLANK

Reading First Impact Study— Grade 2-3 Teacher Survey Draft

Your Background and Experience

1. Including this year, how long have you been teaching?

Total number of years teaching: _____ years
Number of years teaching in grades K-3: _____ years
Number of years teaching at this school: _____ years
Number of years teaching reading: _____ years

2. What grades are you currently teaching? (*Check all that apply*)

- 1 Kindergarten
- 2 First grade
- 3 Second grade
- 4 Third grade
- 9 Other (*Please specify*): _____

3. Describe your certification and endorsement status.

a. Which of the following describes the teaching certificate you currently hold in this state? (*Check one*)

- 1 Regular or standard state certificate or advanced professional certificate
- 2 Probationary certificate (issued after satisfying all requirements except the completion of a probationary period).
- 3 Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program.”
- 4 Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained).
- 5 Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching).
- 6 I do not have any of the above certifications in this state.

b. If certified, identify the area(s): (*Check all that apply*)

- 1 Elementary education
- 2 Early childhood education
- 3 Reading
- 4 Special education
- 5 Bilingual education
- 6 Other (*Please specify*): _____

4. What is the highest degree you have obtained as of December 2004? (*Please check one.*)

- 1 Bachelors
- 2 Bachelors + additional courses
- 3 Masters
- 4 Masters + additional courses
- 5 Doctorate
- 6 Other (*Please specify*): _____

Characteristics of Your Students

In answering the remainder of the questionnaire, include ALL of the students to whom you teach reading, whether you teach reading on your own in a self-contained classroom , to a group that includes students from other classes, or to more than one group of students.

5. This section asks you to describe your students.

a. What is the total number of students to whom you teach reading?

_____ number of students

b. Do these students represent: (*please check only one*)

1. A single reading period in a self-contained classroom. 1

2. A single reading period that includes students from other classes. 2

3. More than one reading period 3

Specify number of periods _____

c. How many of these students are English Language Learners (ELLs), also referred to as Limited English Proficient (LEP) students?

_____ number of ELL students

_____ number of ELL students whose home language is Spanish

d. How many of your reading students also receive *special education services in reading*?

_____ number of students receiving special education in reading

e. How many of your reading students receive *intervention services in reading* from you or another teacher?

_____ number of students receiving reading intervention(s)

f. How many of your students are reading at or above the approximate level expected for their grade?

_____ number of students reading on grade level or above

Instruction and Assessment in Reading

The following questions ask about time devoted to reading instruction

6. **Last week**, how many minutes per day did you devote to reading instruction (include only reading instruction and not other language arts such as writing, spelling)? (Fill in the chart for each day last week with the number of minutes.)

Monday	Tuesday	Wednesday	Thursday	Friday

7. Has the average number of minutes you spend each day this year teaching reading increased, remained the same, or decreased from last year (2003-2004)? (Please check one.)

- 0 I did not teach reading last year
 1 Decreased
 2 Remained the same
 3 Increased

8. How often *this year* is time set aside during the school day for K-3 teachers to:

	Not at all	Once or twice a year	Once a quarter	Once a month	Once a week or more
a. Collaborate on reading lesson planning and instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Observe reading instruction in other classrooms	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Use assessment data to plan instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Participate in coaching with or be coached about reading by other teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Be coached about reading instruction by a reading coach	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Coordinate reading interventions with special education staff	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Coordinate reading interventions with ELL staff	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(Check if no ELLs)	<input type="checkbox"/> 1				

9. Please describe your use of the following reading instructional activities **this year**.
- A. **Check column A ONLY** if the instructional activity is one that you use frequently or one on which you rely heavily in your reading instruction.
- B. **Check column B** if you use the instructional activity, but it is a small part of your teaching, and not one you use frequently. It might be an activity that you use if there is time, but it is not one on which you rely heavily.
- C. **Check column C** if the activity is not one you use in your reading instruction.
(Check only one box in each row.)

A	B	C
Central to my reading instruction	Small part of my reading instruction	Not Part of my reading instruction

Reading text

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| a. Students read texts that are easy to decode. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| b. Students read to locate information. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| c. Students read aloud unfamiliar text. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| d. Students reread familiar stories. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| e. Students read aloud together. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| f. Students read silently. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| g. I listen to students read aloud without correcting errors. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| h. I listen to students read aloud and correct errors immediately. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| i. Students confirm or revise predictions after reading. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| j. Students generate their own questions about text material. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| k. Students identify their comprehension break-downs and use fix-up strategies with a partner. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| l. Students orally summarize main events/ideas in stories and informational texts. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| m. I use graphic and semantic organizers to track information. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Work with sounds and words

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| n. Students decode multi-syllabic words in isolation. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| o. I teach decoding skills while reading stories. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| p. Students memorize sight words. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| q. Students read irregularly spelled words and non-words. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| r. Students practice reading high frequency words for automaticity. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| s. Students use knowledge of roots, prefixes, and suffixes to decode new words. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| t. Students work with prefixes and suffixes to change the meaning of words. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| u. I stop students while reading and have them self-correct misidentified words. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| v. Students use context clues to guess unknown words. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| w. Students practice writing words as separate syllables. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Other techniques

- | | | | |
|---|----------------------------|----------------------------|----------------------------|
| x. Students learn vocabulary through study of antonyms, synonym, and homonyms. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| y. Students learn vocabulary through study of word categories. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| z. Students write vocabulary words in sentences. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| aa. Students use dictionaries to find word meanings. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| bb. I discuss new and unusual words before reading. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| cc. Students answer questions in writing after reading stories. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| dd. Students identify story structure and elements. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| ee. Students read stories that they have written to others. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| ff. Students participate in literature extensions, e.g., book talks, plays, readers' theaters, each week. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| gg. Students select books from the library for independent reading. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| hh. Students are given time to read on their own for enjoyment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| ii. Create group stories. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

b. Have you eliminated any activities in the above lists that you did last year? If so, which ones have you eliminated? (*Identify by letter; if you eliminated something not on this list, please provide brief description.*)

10. Please describe your use of the following teaching strategies and materials **this year**.

- A. **Check column A ONLY** if the item is one that you use frequently or one on which you rely heavily in your reading instruction.
- B. **Check column B** if you use the item, but it is a small part of your teaching, and not one you use frequently. It might be an approach that you use if there is time, but it is not one on which you rely heavily.
- C. **Check column C** if the item is not one you use in your reading instruction.
(*Check only one box in each row.*)

	A Central to my reading instruction	B Small part of my reading instruction	C Not Part of my reading instruction
Teaching strategies			
a. Provide time in reading block for skill practice on own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Provide materials for at-home practice of skills introduced in class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. Provide extra reading instructional time for struggling students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Include writing opportunities in reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. Build spelling practice into reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f. Develop reading skills through science and social studies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Grouping			
g. Teach whole class reading lessons.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h. Work one-to-one with students on reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i. Work with small groups of students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
j. Group students based on skill levels.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
k. Group students based on mixed abilities (cooperative groups).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
l. Pair strong readers with those with weaker skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Reading materials			
m. Use core reading series.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
n. Use supplementary reading materials.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
o. Use children's trade books.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
p. Use books that are easy to decode.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
q. Use books with patterned predictable language.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
r. Use separate intervention materials for some students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
s. Use reading software/technology.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
t. Use teacher-made materials.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Assessments			
u. Use test results to organize instructional groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
v. Use informal reading inventories.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
w. Use tests to determine progress on skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
x. Use tests to determine who can benefit from the core reading series.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
y. Use diagnostic tests to identify students who need intervention.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
z. Use screening tests to identify students who need a supplementary reading program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
aa. Conduct miscue analysis.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

11. Which specific formal or informal assessment(s) do you find most useful for the following purposes?
List up to three names of assessments for each purpose?

a. Placement and/or grouping students

1. _____
2. _____
3. _____

b. Determining student mastery of skills

1. _____
2. _____
3. _____

c. Figuring out the core deficits of struggling students

1. _____
2. _____
3. _____

12. What materials do you use with English Language Learners (ELLs) who are part of your reading class? (*Check all that apply.*)

- 0 Do not teach ELLs (*Go to Question 13*)
- 1 Core reading program materials in the native language of the ELL
- 2 ELL students use the same materials as other students
- 3 Core reading program materials, plus supplementary/intervention resources written in the ELL's native language
- 4 Core reading program materials, plus supplementary/intervention resources written in English especially for ELLs
- 5 Alternative core reading program materials in English geared toward the instructional level of the ELL

13. What additional supports do students who are struggling readers receive? (*Check any of the following supports that your students who are struggling readers received during the past month.*)

Supports for Struggling Readers	Received in past month
a. Diagnostic assessment to determine core deficits.	<input type="checkbox"/> 1
b. Extra practice in the classroom with phonemic awareness.	<input type="checkbox"/> 1
c. Extra practice in the classroom with decoding.	<input type="checkbox"/> 1
d. Extra practice in the classroom with fluency.	<input type="checkbox"/> 1
e. Extra practice in the classroom with comprehension.	<input type="checkbox"/> 1
f. Placement in materials that supplement the core reading program.	<input type="checkbox"/> 1
g. Placement in different level of core reading program.	<input type="checkbox"/> 1
h. Placement in separate core reading program.	<input type="checkbox"/> 1
i. Placement in special intervention program.	<input type="checkbox"/> 1
j. Work with tutor on one-to-one basis	<input type="checkbox"/> 1
k. Work with reading specialist on one-to-one basis	<input type="checkbox"/> 1
l. Work with reading specialist in small group.	<input type="checkbox"/> 1
m. Work with more advanced peer.	<input type="checkbox"/> 1
n. Special materials for parents to provide practice.	<input type="checkbox"/> 1
o. If English language learner(s), English as a Second Language instruction.	<input type="checkbox"/> 1
p. If English language learner(s), provide reading instruction in home language.	<input type="checkbox"/> 1
q. If English language learner(s), in classroom help in reading from ELL teacher.	<input type="checkbox"/> 1

Professional Development

This section includes questions about the professional development opportunities you have had in reading and the topics in which you would like more training.

14. In the current school year (since July 1st), in how many of each of the following types of professional development activities *in reading* have you participated? What is the total number of hours you spent in these activities? (*Write in the number of activities of each type in which you have been engaged. Then, write the total number of hours you spent in these activities. Mark 00 if you participated in none.*)

a. Attended short, stand-alone training or workshop in reading (half-day or less)	___ different workshops	Total number of hours ___
b. Attended longer institute or multi-part workshop in reading (more than half-day)	___ different workshops	Total number of hours ___
c. Attended a college course in reading (include any courses you are currently attending)	___ different courses	Total number of hours ___
d. Attended a conference about reading	___ different conferences	Total number of hours ___

15. Below is a list of professional development activities that are often used to provide ongoing, direct support to teachers for teaching reading. Have you received any of the following types of assistance/support for teaching through your school *during the current school year?* Check all that apply in the first column. In the second column, note if the assistance was not available to you.)

		Types of assistance received this year <i>(Check all that apply)</i>	Not available at my school
a.	Coaching or mentoring by reading coach in programs, materials, or strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b.	Coaching or mentoring from fellow teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c.	Peer study group or collegial circle for group study	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d.	Demonstrations in my classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e.	Observations of other teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f.	Diagnostic testing help from a reading coach or specialist for individual students	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g.	Intervention service help from a reading coach or specialist for individual students	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h.	Interpret assessment data	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i.	Grade level meetings devoted to reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j.	Using assessment data to determine topics that require additional instruction or practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2
	Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

16. A. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about the **content of reading instruction**. In column A, identify the topics that were addressed in professional development activities in which you participated *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which you would like more training, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 5 choices in column B.*)

Professional development is defined as any activity in which you learned about reading or reading instruction. This includes school-based workshops, institutes or multi-part workshops, college courses in reading, meetings with reading coaches, and meetings with a study group of other reading teachers.

Topic	A Topics addressed in professional development	B Topics in which I would like more professional development INDICATE NO MORE THAN 5 TOPICS
Phonemic Awareness		
a. Identifying, adding, deleting sounds in spoken words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Blending phonemes to form words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Decoding		
c. Teaching letter patterns (blends, digraphs, diphthongs)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Using syllable patterns to read words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Teaching component parts: roots, prefixes, suffixes	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Vocabulary		
f. Teaching use of dictionary, thesaurus	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Direct teaching of vocabulary words and their meaning	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Antonyms and synonyms	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Fluency		
i. Teaching sight words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Guided oral reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Encouraging expression while reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Comprehension		
l. Setting motivation/asking prediction/preview questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2
m. Constructing information about character, setting, and main events	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. Summarizing main ideas in narrative and informational text	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. Self-monitoring strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. Asking questions at different levels (literal, inferential)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
q. Strategies for organizing text structure, e.g. story maps	<input type="checkbox"/> 1	<input type="checkbox"/> 2
r. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

B. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about **teaching strategies used during reading instruction**. In column A, identify the topics that were addressed in professional development activities in which you participated *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which you would like more training, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 5 choices in column B.*)

Topic	A Topics addressed in professional development	B Topics in which I would like more professional development INDICATE NO MORE THAN 5 Topics
Teaching Strategies		
a. How to use the core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. How to use children's literature to teach reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. How to use reading research to guide content of instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. How the core reading program incorporates research principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. How to use the supplemental reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. How to integrate reading and writing instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Strategies for teaching reading to ELLs	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Grouping		
h. Learning styles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. How to organize small group instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Assessment		
j. How to diagnose reading problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. How to administer assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. How to interpret and use assessment data to guide instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Struggling Readers		
m. How to help struggling readers with decoding	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. How to help struggling readers with vocabulary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. How to help struggling readers with comprehension	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. How to motivate readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
q. Strategies for teaching reading to students with diagnosed learning disabilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Organization/planning		
r. How to use content standards for curriculum planning and teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2
s. Alignment of reading curriculum and instruction with state/district assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
t. How to work with parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2
u. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
v. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Support for Teaching Reading

17. Who provides you with feedback about your teaching of reading? (*Check all that apply.*)

- 1 Principal
- 2 School reading coach (NOTE: A reading coach is a staff member whose primary role is to ASSIST CLASSROOM TEACHERS in the delivery of effective reading instruction. This assistance may include planning instruction, providing demonstration lessons, observing and providing feedback, using assessment results to guide instruction, etc.)
- 3 Peer coach
- 4 Mentor teacher
- 5 District reading coach
- 6 External reading coach (e.g., university, regional, or state professional development or technical assistance provider)
- 7 Students in my class
- 8 No one provides feedback
- 9 Other (*Please specify*): _____

18. What responsibilities does your principal or your reading coach (if there is one) have in the reading program? (*Check all that apply.*)

1 *Please check here if there is no school-based reading coach.*

	Principal's responsibilities	Reading Coach responsibilities
	<i>(Check all that apply)</i>	<i>(Check all that apply)</i>
a. Selects reading instructional materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Models effective reading instructional strategies in classroom (demonstration lessons)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Observes and provides feedback to teachers about reading instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Selects reading assessment instruments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Assists teachers in using reading assessment data to make instructional decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Identifies reading interventions for selected students	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Leads grade level team meetings for reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Reviews teachers' reading lesson plans and offers suggestions for improvements	<input type="checkbox"/> 1	<input type="checkbox"/> 2

19. The next set of statements is about your reading program and your school. Please indicate the extent to which you agree or disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel I need to make changes in the methods I use to teach children to read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. I get help from other faculty/staff members to understand some children's difficulties learning to read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. I have benefited from opportunities to learn more about methods for teaching reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. The children in my class are making satisfactory progress in learning to read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. I do not have sufficient materials to teach reading effectively.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. I do not understand why some children learn to read easily while other children struggle to learn basic reading skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. The reading coach or specialist supports my efforts to teach reading effectively.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. I have a good understanding of how children acquire language and literacy skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. I wish I had more opportunities to discuss how to teach reading with other teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. I know the current reading skill levels of all my students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. I know how to assess the progress of my students in reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

20. Please complete the following information so that we can contact you if we need clarification on any responses and in order to assure that your honorarium is sent to the appropriate individual.

Name

Phone number

Email address

21. If there is anything else that you would like to tell us, please do so.

***Thank you for taking the time to answer these questions. We appreciate your willingness to describe your reading program. Please return your survey in the enclosed envelope to:
RF Impact Study, Abt Associates Inc., 55 Wheeler Street, Cambridge, MA 02138***

NOTICE: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB Control Number for this information collection is XXXX-YYYY (expires DD/MM/YYYY). The time required to complete this information collection is estimated to average 30 minutes per response, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

THIS PAGE INTENTIONALLY LEFT BLANK

Reading First Impact Study— Kindergarten Teacher Survey Draft

Your Background and Experience

1. Including this year, how long have you been teaching?

Total number of years teaching: _____ years
Number of years teaching in grades K-3: _____ years
Number of years teaching at this school: _____ years
Number of years teaching reading: _____ years

2. What grades are you currently teaching? (*Check all that apply*)

- 1 Kindergarten
- 2 First grade
- 3 Second grade
- 4 Third grade
- 9 Other (*Please specify*): _____

3. Describe your teaching certification.

a. Which of the following describes the teaching certificate you currently hold in this state? (*Check one*)

- 1 Regular or standard state certificate or advanced professional certificate
- 2 Probationary certificate (issued after satisfying all requirements except the completion of a probationary period).
- 3 Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program.”
- 4 Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained).
- 5 Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching).
- 6 I do not have any of the above certifications in this state.

b. If certified, identify the area(s): (*Check all that apply*)

- 1 Elementary education
- 2 Early childhood education
- 3 Reading
- 4 Special education
- 5 Bilingual education
- 6 Other (*Please specify*): _____

4. What is the highest degree you have obtained as of December 2004? (*Check one*)

- 1 Bachelors
- 2 Bachelors + additional courses
- 3 Masters
- 4 Masters + additional courses
- 5 Doctorate
- 6 Other (*Please specify*): _____

Characteristics of Your Students

In answering the remainder of the questionnaire, include ALL of the students to whom you teach reading, whether you teach reading on your own in a self-contained classroom, to a group that includes students from other classes, or to more than one group of students.

5. This section asks you to describe your students.

a. What is the total number of students to whom you teach reading?

_____ number of students

b. Do these students represent: (*please check only one*)

1. A single reading period in a self-contained classroom. 1

2. A single reading period that includes students from other classes. 2

3. More than one reading period 3
Specify number of periods _____

c. How many of these students are English Language Learners (ELLs), also referred to as Limited English Proficient (LEP) students?

_____ number of ELL students

_____ number of ELL students whose home language is Spanish

d. How many of your reading students also receive *special education services in reading*?

_____ number of students receiving special education in reading

e. How many of your reading students receive *intervention services in reading* from you or another teacher?

_____ number of students receiving reading intervention(s)

f. How many of your students are reading at or above the approximate level expected for their grade?

_____ number of students reading on grade level or above

Instruction and Assessment in Reading

The following questions ask about time devoted to reading instruction

6. **Last week**, how many minutes per day did you devote to reading instruction (include only reading instruction and not other language arts such as writing, spelling)? (Fill in the chart for each day last week with the number of minutes.)

Monday	Tuesday	Wednesday	Thursday	Friday

7. Has the average number of minutes you spend each day this year teaching reading increased, remained the same, or decreased from last year (2003-2004)? (Please check one.)

- ₀ I did not teach reading last year
 ₁ Decreased
 ₂ Remained the same
 ₃ Increased

8. How often *this year* is time set aside during the school day for K-3 teachers to:

	Not at all	Once or twice a year	Once a quarter	Once a month	Once a week or more
a. Collaborate on reading lesson planning and instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b. Observe reading instruction in other classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c. Use assessment data to plan instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d. Participate in coaching with or be coached about reading by other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e. Be coached about reading instruction by a reading coach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f. Coordinate reading interventions with special education staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g. Coordinate reading interventions with ELL staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(Check if no ELLs)	<input type="checkbox"/> ₁				

9. Please describe your use of the following reading instructional activities **this year**.

- A. **Check column A ONLY** if the instructional activity is one that you use frequently or one on which you rely heavily in your reading instruction.
- B. **Check column B** if you use the instructional activity, but it is a small part of your teaching, and not one you use frequently. It might be an activity that you use if there is time, but it is not one on which you rely heavily.
- C. **Check column C** if the activity is not one you use in your reading instruction.
(Check only one box in each row.)

	A Central to my reading instruction	B Small part of my reading instruction	C Not Part of my reading instruction
Reading text			
a. I read stories aloud to whole class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. I conduct story discussions with small groups of students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. I read stories to small groups of students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. I highlight personal connections to stories read aloud.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. I develop language experience stories with class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f. Students read aloud their own written dictation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
g. Students orally answer questions about stories they have heard.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h. Students read texts that are easy to decode.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i. Students reread familiar books.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
j. Students "read" picture books.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
k. Students create story maps based on stories read aloud.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Work with sounds and words			
l. I teach phonemic awareness skills while reading stories.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
m. Students isolate first sounds when I say words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
n. Students isolate final sounds when I say words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
o. Students isolate middle sounds when I say words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
p. Students blend sounds with rhyming words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
q. Students practice naming letters.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
r. Students match sounds with letters.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
s. Students blend sounds to form words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
t. I practice identifying sounds and syllables in spoken words by clapping and counting.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
u. I teach site words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
v. Students use pictures to identify unknown words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Other techniques			
w. I engage students in rhyming games and songs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
x. Students memorize poems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
y. Students retell stories in sequence and identify characters and main events.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
z. Students write words and sentences using invented spelling.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
aa. Students write words that use sounds we have practiced.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
bb. I discuss meaning of new and unusual words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
cc. Students practice writing vocabulary words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
dd. Students give definitions for words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ee. Students tell opposites of words.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ff. Students read stories they have written to others.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
gg. Students make predictions while listening to stories.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
hh. Students use dictionaries to find word meanings.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ii. Students act out story as a play.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
jj. Students point out parts of books.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

b. Have you eliminated any activities in the above lists that you did last year? If so, which ones have you eliminated? (*Identify by letter; if you eliminated something not on this list, please provide brief description.*)

10. Please describe your use of the following reading instructional activities **this year**.

- A. **Check column A ONLY** if the instructional activity is one that you use frequently or one on which you rely heavily in your reading instruction.
- B. **Check column B** if you use the instructional activity, but it is a small part of your teaching, and not one you use frequently. It might be an activity that you use if there is time, but it is not one on which you rely heavily.
- C. **Check column C** if the activity is not one you use in your reading instruction.
(*Check only one box in each row.*)

	A Central to my reading instruction	B Small part of my reading instruction	C Not Part of my reading instruction
Teaching strategies			
a. Provide time in reading block for skill practice on own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Provide materials for at-home practice of skills introduced in class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. Provide extra reading instructional time for struggling students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Include writing opportunities in reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. Build spelling practice into reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f. Develop reading skills through science and social studies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Grouping			
g. Teach whole class reading lessons.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h. Work one-to-one with students on reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i. Work with small groups of students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
j. Group students based on skill levels.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
k. Group students based on mixed abilities (cooperative groups).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
l. Pair strong readers with those with weaker skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Reading materials			
m. Use core reading series.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
n. Use supplementary reading materials.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
o. Use children's trade books.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
p. Use books that are easy to decode.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
q. Use books with patterned predictable language.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
r. Use separate intervention materials for some students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
s. Use reading software/technology.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
t. Use teacher-made materials.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Assessments			
u. Use test results to organize instructional groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
v. Use informal reading inventories.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
w. Use tests to determine progress on skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
x. Use tests to determine who can benefit from the core reading series.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
y. Use diagnostic tests to identify students who need intervention.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
z. Use screening tests to identify students who need a supplementary reading program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
aa. Conduct miscue analysis.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

11. Which specific formal or informal assessment(s) do you find most useful for the following purposes?
List up to three names of assessments for each purpose?

a. Placement and/or grouping students

1. _____
2. _____
3. _____

b. Determining student mastery of skills

1. _____
2. _____
3. _____

c. Figuring out the core deficits of struggling students

1. _____
2. _____
3. _____

12. What materials do you use with English Language Learners (ELLs) who are part of your reading class? (*Check all that apply.*)

- 0 Do not teach ELLs (*Go to Question 13*)
- 1 Core reading program materials in the native language of the ELL
- 2 ELL students use the same materials as other students
- 3 Core reading program materials, plus supplementary/intervention resources written in the ELL's native language
- 4 Core reading program materials, plus supplementary/intervention resources written in English especially for ELLs
- 5 Alternative core reading program materials in English geared toward the instructional level of the ELL

13. What additional supports do students who are struggling readers receive? (*Check any of the following supports that your students who are struggling readers received during the past month.*)

Supports for Struggling Readers	Received in past month
a. Diagnostic assessment to determine core deficits.	<input type="checkbox"/> 1
b. Extra practice in the classroom with phonemic awareness.	<input type="checkbox"/> 1
c. Extra practice in the classroom with decoding.	<input type="checkbox"/> 1
d. Extra practice in the classroom with fluency.	<input type="checkbox"/> 1
e. Extra practice in the classroom with comprehension.	<input type="checkbox"/> 1
f. Placement in materials that supplement the core reading program.	<input type="checkbox"/> 1
g. Placement in different level of core reading program.	<input type="checkbox"/> 1
h. Placement in separate core reading program.	<input type="checkbox"/> 1
i. Placement in special intervention program.	<input type="checkbox"/> 1
j. Work with tutor on one-to-one basis	<input type="checkbox"/> 1
k. Work with reading specialist on one-to-one basis	<input type="checkbox"/> 1
l. Work with reading specialist in small group.	<input type="checkbox"/> 1
m. Work with more advanced peer.	<input type="checkbox"/> 1
n. Special materials for parents to provide practice.	<input type="checkbox"/> 1
o. If English language learner(s), English as a Second Language instruction.	<input type="checkbox"/> 1
p. If English language learner(s), provide reading instruction in home language.	<input type="checkbox"/> 1
q. If English language learner(s), in classroom help in reading from ELL teacher.	<input type="checkbox"/> 1

Professional Development

This section includes questions about the professional development opportunities you have had in reading and the topics in which you would like more training.

14. In the current school year (since July 1st), in how many of each of the following types of professional development activities *in reading* have you participated? What is the total number of hours you spent in these activities? (*Write in the number of activities of each type in which you have been engaged. Then, write the total number of hours you spent in these activities. Mark 00 if you participated in none.*)

a. Attended short, stand-alone training or workshop in reading (half-day or less)	___ different workshops	Total number of hours ___
b. Attended longer institute or multi-part workshop in reading (more than half-day)	___ different workshops	Total number of hours ___
c. Attended a college course in reading (include any courses you are currently attending)	___ different courses	Total number of hours ___
d. Attended a conference about reading	___ different conferences	Total number of hours ___

15. Below is a list of professional development activities that are often used to provide ongoing, direct support to teachers for teaching reading. Have you received any of the following types of assistance/support for teaching through your school *during the current school year*? Check all that apply in the first column. In the second column, note if the assistance was not available to you.)

	Types of assistance received this year <i>(Check all that apply)</i>	Not available at my school
a. Coaching or mentoring by reading coach in programs, materials, or strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Coaching or mentoring from fellow teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Peer study group or collegial circle for group study	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Demonstrations in my classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Observations of other teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Diagnostic testing help from a reading coach or specialist for individual students	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Intervention service help from a reading coach or specialist for individual students	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Interpret assessment data	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Grade level meetings devoted to reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Using assessment data to determine topics that require additional instruction or practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Other <i>(Please specify)</i> :	<input type="checkbox"/> 1	<input type="checkbox"/> 2

16. A. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about the **content of reading instruction**. In column A, identify the topics that were addressed in professional development activities in which you participated *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which you would like more training, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 5 choices in column B.*)

Professional development is defined as any activity in which you learned about reading or reading instruction. This includes school-based workshops, institutes or multi-part workshops, college courses in reading, meetings with reading coaches, and meetings with a study group of other reading teachers.

Topic	A Topics addressed in professional development	B Topics in which I would like more professional development INDICATE NO MORE THAN 5 TOPICS
Phonemic Awareness		
a. Building phonological awareness, e.g. rhymes, dividing spoken language into sentences, words, syllables	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Identifying, adding, deleting sounds in spoken words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Blending phonemes to form words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Decoding		
d. Teaching letter-sound correspondence	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Teaching letter patterns (blends, digraphs, diphthongs)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Using syllable patterns to read words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Teaching component parts: roots, prefixes, suffixes	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Vocabulary		
h. Direct teaching of vocabulary words and their meaning	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Antonyms and synonyms	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Comprehension		
j. Setting motivation/asking prediction/preview questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Constructing information about character, setting, and main events	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. Summarizing main ideas in narrative and informational text	<input type="checkbox"/> 1	<input type="checkbox"/> 2
m. Asking questions at different levels (literal, inferential)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. Shared book conversations	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

B. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about **teaching strategies used during reading instruction**. In column A, identify the topics that were addressed in professional development activities in which you participated *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which you would like more training, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 5 choices in column B.*)

Topic	A Topics addressed in professional development	B Topics in which I would like more professional development INDICATE NO MORE THAN 5 TOPICS
Teaching Strategies		
a. How to use the core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. How to use children's literature to teach reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. How to use reading research to guide content of instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. How the core reading program incorporates research principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. How to use the supplemental reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. How to integrate reading and writing instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Strategies for teaching reading to ELLs	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Grouping		
h. Learning styles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. How to organize small group instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Assessment		
j. How to diagnose reading problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. How to administer assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. How to interpret and use assessment data to guide instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Struggling Readers		
m. How to help struggling readers with decoding	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. How to help struggling readers with vocabulary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. How to help struggling readers with comprehension	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. How to motivate readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
q. Strategies for teaching reading to students with diagnosed learning disabilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Organization/planning		
r. How to use content standards for curriculum planning and teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2
s. Alignment of reading curriculum and instruction with state/district assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
t. How to work with parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2
u. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
v. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Support for Teaching Reading

17. Who provides you with feedback about your teaching of reading? (*Check all that apply.*)

- ₁ Principal
- ₂ School reading coach (NOTE: A reading coach is a staff member whose primary role is to ASSIST CLASSROOM TEACHERS in the delivery of effective reading instruction. This assistance may include planning instruction, providing demonstration lessons, observing and providing feedback, using assessment results to guide instruction, etc.)
- ₃ Peer coach
- ₄ Mentor teacher
- ₅ District reading coach
- ₆ External reading coach (e.g., university, regional, or state professional development or technical assistance provider)
- ₇ Students in my class
- ₈ No one provides feedback
- ₉ Other (*Please specify*): _____

18. What responsibilities do your principal or your reading coach (if there is one) have in the reading program? (*Check all that apply.*)

- ₁ *Please check here if there is no school-based reading coach.*

	Principal's responsibilities	Reading Coach responsibilities
	<i>(Check all that apply)</i>	<i>(Check all that apply)</i>
a. Selects reading instructional materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Models effective reading instructional strategies in classroom (demonstration lessons)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Observes and provides feedback to teachers about reading instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Selects reading assessment instruments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Assists teachers in using reading assessment data to make instructional decisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Identifies reading interventions for selected students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g. Leads grade level team meetings for reading	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h. Reviews teachers' reading lesson plans and offers suggestions for improvements	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

19. The next set of statements is about your reading program and your school. Please indicate the extent to which you agree or disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel I need to make changes in the methods I use to teach children to read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. I get help from other faculty/staff members to understand some children's difficulties learning to read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. I have benefited from opportunities to learn more about methods for teaching reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. The children in my class are making satisfactory progress in learning to read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. I do not have sufficient materials to teach reading effectively.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. I do not understand why some children learn to read easily while other children struggle to learn basic reading skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. The reading coach supports my efforts to teach reading effectively.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. I have a good understanding of how children acquire language and literacy skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. I wish I had more opportunities to discuss how to teach reading with other teachers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. I know the current reading skill levels of all my students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. I know how to assess the progress of my students in reading.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

20. Please complete the following information so that we can contact you if we need clarification on any responses and in order to assure that your honorarium is sent to the appropriate individual.

Name

Phone number

Email address

21. If there is anything else that you would like to tell us, please do so.

***Thank you for taking the time to answer these questions. We appreciate your willingness to describe your reading program. Please return your survey in the enclosed envelope to:
RF Impact Study, Abt Associates Inc., 55 Wheeler Street, Cambridge, MA 02138***

NOTICE: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB Control Number for this information collection is XXXX-YYYY (expires DD/MM/YYYY). The time required to complete this information collection is estimated to average 30 minutes per response, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

Reading First Impact Study—Reading Coach Survey Draft

Your Background and Experience

1. Including this year, for how many years have you been the K–3 reading coach for *this* school?
(If this is your first year, enter 1).

_____ years

2. Including this year, for how many years have you worked at this school in any capacity?
(If this is your first year, enter 1).

_____ years

3. Including this year, how many years of teaching experience do you have?

a. Number of years teaching: _____ years

b. Number of years teaching in grades K-3: _____ years

c. Number of years teaching at this school: _____ years

d. Number of years teaching reading: _____ years

4. By whom are you employed?

- 1 School
 2 District Office
 3 County/Regional Office of Education
 4 State Department of Education
 5 Other (Please specify): _____

5. What is your job title? _____

6. Describe your certification status.

(Please check all that apply)

- 0 Provisional certification or not certified currently
 1 Elementary education
 2 Early childhood education
 3 Reading Specialist
 4 Special education
 5 Bilingual education
 6 Other (Please specify): _____

7. For what grades *at this school* are you currently providing coaching to teachers?
(Check all that apply)

- 1 Kindergarten
 2 First grade
 3 Second grade
 4 Third grade
 5 Self-contained special education classes
 6 Other (Please specify): _____

Coach Responsibilities

8. This year, for how many schools do you serve as the reading coach (including this school)?

_____ Schools

9. This year, for how many teachers do you serve as the reading coach (include all teachers across all schools)?

_____ Teachers

10. What percentage of your time do you spend as the K–3 reading coach **for this school**?

_____ %

11. How central is each of the following activities to your work this year (since July 1st) at this school? Please rate the activity a “1” if you do not do the activity or if it is not at all central to your role as the literacy coach. Rate the activity a “5” if it is absolutely central or critical to your work.

Activity	Do not do or not at all central	1	2	Somewhat central	3	4	Absolutely central	5		
a. Administering/coordinating reading assessments	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
b. Compiling reading assessment data for teachers	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
c. Facilitating grade level meetings	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
d. Participating in school leadership team meetings	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
e. Facilitating or coordinating family literacy activities	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
f. Ordering/managing reading instruction materials	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
g. Participating in professional development provided by the district, state or other consultants	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
h. Providing sub time for teachers to observe other more experienced teachers	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
i. Providing direct reading instruction to students	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
j. Providing training/professional development in reading materials, strategies, and assessments	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
k. Coaching teachers on a range of topics (note: specific coaching activities are asked about in the next item)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
l. Organizing professional development for K-3 teachers	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
m. Other (Please specify): _____	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5

12. When you **coach** K-3 teachers, how central has each of the following activities been to your work this year (since July 1st)? Please rate the activity a “1” if you do not do the activity or if it is not at all central to your role as the literacy coach. Rate the activity a “5” if it is absolutely central or critical to your work.

Coaching Activity	Do not do or not at all central		Somewhat central		Absolutely central
a. Giving demonstration lessons using core or supplemental materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Assisting teachers in using the core program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Observing and providing feedback to teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Assisting teachers in forming instructional groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. Assisting teachers in designing or selecting intervention activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. Assisting teachers to monitor effectiveness of intervention activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. Giving demonstrations on assessment administration and scoring	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h. Planning reading instruction with teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i. Reviewing teachers’ lesson plans and providing feedback	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j. Assisting teachers in interpreting assessment results	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Reading Instructional Materials

13. Which **core reading program** is being used to teach reading in each of Grades K–3 **at this school**? Please indicate the publisher, title, and publication year for the program used in each grade.

A Core Reading Program is one that provides a comprehensive program of instruction on a daily basis in all aspects of reading.

	Publisher	Title	Year Published
a. Kindergarten	_____	_____	_____
b. Grade 1	_____	_____	_____
c. Grade 2	_____	_____	_____
d. Grade 3	_____	_____	_____

14. a. Do K-3 teachers use supplementary reading materials with the students to whom they teach reading?

Supplementary Reading Materials provide additional instruction in a targeted area of reading to **all** students. *Do not* include materials that are used only with struggling readers. Include teacher-made materials, if applicable.

Yes No
 1 2

- b. If yes, for which components of reading were the supplementary reading materials selected? (Select any options that apply).

- a. I don't know 1
- b. No particular area 1
- c. Phonemic awareness 1
- d. Phonics 1
- e. Fluency 1
- f. Vocabulary 1
- g. Comprehension 1
- h. Other (Please specify): _____ 1

15. Has your school made any of the following **changes** to your reading program that took effect at the beginning of the current school year (2004-2005)?

	No	Yes
a. Adopted a new core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Added a new intervention program for struggling readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Added new supplementary materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Added new materials for ELLs	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Adopted new reading assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Other (Please specify): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Instructional Time

16. How often *this year* is time set aside during the school day for K-3 teachers to:

	Not at all	1-3 times a year	Once a quarter	Once a month	Once a week or more
a. Collaborate on reading lesson planning and instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Observe reading instruction in other classrooms	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Use assessment data to plan instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Participate in coaching with or be coached about reading by other teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. Be coached about reading instruction by a reading coach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. Coordinate reading interventions with special education staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. Coordinate reading interventions with ELL staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(Check if no ELLs)	<input type="checkbox"/> 1				

17. Please indicate for which grades your school has a scheduled reading block. If yes, please indicate for how many minutes the reading block is scheduled.

Does your school have a reading or literacy time block in:

	No	Yes	Scheduled number of minutes
Kindergarten	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="text"/>
First grade	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="text"/>
Second grade	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="text"/>
Third grade	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="text"/>

18. On average, how many total minutes **per day** (including the reading block) are devoted *this year* to classroom reading instruction for students in Grades K-3?

Grade Level	Average number of minutes <u>per day</u>
a. Kindergarten	_____
b. First grade	_____
c. Second grade	_____
d. Third grade	_____

Reading Interventions for Struggling Readers

19. What methods has your school used to meet the needs of at-risk or *struggling readers*? Please check whether or not you use the method at your school.

Methods of meeting needs of struggling readers	Use this method	Not used
Materials		
a. Use intervention program materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Use core reading program with supplemental materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Use core reading program only	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Use Spanish language core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Use alternative materials designed for English learners	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Staff activities		
f. A certified reading specialist provides additional direct instruction to struggling readers, individually or in small groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. The classroom teacher provides additional direct instruction to struggling readers, individually or in small groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. The classroom teacher provides additional opportunities for reading skill practice for struggling readers (e.g., partner reading, peer tutors, audio tapes, computer programs)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. A certified specialist provides recommendations to classroom teachers on accommodations for struggling readers. (Indicate which type of specialist.)		
A special education teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2
A bilingual/ESL teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Other (Please specify): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Trained aides or volunteers work with students under the direction of the classroom teacher <i>during the school day</i> .	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Trained aides or volunteers work with students in a <i>before or after school</i> program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Professional Development in Reading for K-3 Teachers

20. A. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about the **content of reading instruction**. In column A, identify the topics that were addressed in **K-3 teachers'** professional development activities *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which you think teachers need more professional development, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 5 choices in column B.*)

Professional development is defined as any activity in which a teacher has learned about reading or reading instruction. This includes school-based workshops, meetings with reading coaches, and meetings with a study group of other teachers.

Topic	A Topics addressed in professional development for teachers	B Topics in which teachers need more professional development INDICATE NO MORE THAN 5 TOPICS
Phonemic Awareness		
a. Building phonological awareness, e.g. rhymes, dividing spoken language into sentences, words, syllables	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Identifying, adding, deleting sounds in spoken words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Blending phonemes to form words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Decoding		
d. Teaching letter-sound correspondence	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Teaching letter patterns (blends, digraphs, diphthongs)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Using syllable patterns to read words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Teaching component parts: roots, prefixes, suffixes	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Vocabulary		
h. Teaching use of dictionary, thesaurus	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Direct teaching of vocabulary words and their meaning	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Antonyms and synonyms	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Fluency		
k. Teaching sight words	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. Guided oral reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
m. Encouraging expression while reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Comprehension		
n. Setting motivation/asking prediction/preview questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. Constructing information about character, setting, and main events	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. Summarizing main ideas in narrative and informational text	<input type="checkbox"/> 1	<input type="checkbox"/> 2
q. Self-monitoring strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 2
r. Asking questions at different levels (literal, inferential)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
s. Strategies for organizing text structure, e.g. story maps	<input type="checkbox"/> 1	<input type="checkbox"/> 2
t. Shared book conversations	<input type="checkbox"/> 1	<input type="checkbox"/> 2
u. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

B. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about **teaching strategies used during reading instruction**. In column A, identify the topics that were addressed in **K-3 teachers'** professional development activities *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which teachers need more professional development, whether or not your school's professional development activities have covered these topics. *(Please check all that apply in column A, and 5 choices in column B.)*

	A Topics addressed in professional development for teachers	B Topics in which teachers need more professional development INDICATE NO MORE THAN 5 TOPICS
Teaching Strategies		
a. How to use the core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. How to use children's literature to teach reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. How to use reading research to guide content of instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. How the core reading program incorporates research principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. How to use the supplemental reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. How to integrate reading and writing instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Strategies for teaching reading to ELLs	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Grouping		
h. Learning styles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. How to organize small group instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Assessment		
j. How to diagnose reading problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. How to administer assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. How to interpret and use assessment data to guide instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Struggling Readers		
m. How to help struggling readers with decoding	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. How to help struggling readers with vocabulary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. How to help struggling readers with comprehension	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. How to motivate readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
q. Strategies for teaching reading to students with diagnosed learning disabilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Organization/planning		
r. How to use content standards for curriculum planning and teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2
s. Alignment of reading curriculum and instruction with state/district assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
t. How to work with parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2
u. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
v. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

21. For the current school year, including summer 2004, approximately what proportion of the reading *professional development activities for teachers*:

		Percent of activities				
		None	1–25%	26–50%	51–75%	76–100%
a.	Require teachers to attend?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b.	provide teachers options among which they can choose?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c.	provide a stipend?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d.	provide follow-up activities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e.	include release time for participating teachers?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f.	offer graduate college credits?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g.	are held in a convenient location (e.g., activities held at school)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h.	use a team-based approach (joint training of people who work together)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i.	are given by trainers or facilitators who have a well established reputation?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j.	Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

22. Below is a list of professional development topics for **reading coaches** in which you may have participated. In column A, identify any topics that were addressed in **reading coaches'** professional development activities *since July 1st of the current school year*. Then, in column B, please identify no more than 3 topics in which you would like more professional development, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 3 choices in column B.*)

Topics	A	B
	Topics addressed in professional development for reading coaches	Topics in which you would like more professional development INDICATE NO MORE THAN 3 TOPICS
a. Using reading assessment data to guide instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Providing constructive feedback to teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Establishing credibility with teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Essential components of scientifically based reading instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Role of the reading coach in fostering change	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Types of assessments: screening, diagnostic, progress monitoring, and outcome	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Using assessment data to form instructional groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Planning instructional interventions for struggling students	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Classroom management within the literacy block time	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Topics	A	B
	Topics addressed in professional development for reading coaches	Topics in which you would like more professional development INDICATE NO MORE THAN 3 TOPICS
j. Conducting effective grade level meetings	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Helping teachers identify appropriate instructional materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. Helping teachers make reading instruction systematic and explicit	<input type="checkbox"/> 1	<input type="checkbox"/> 2
m. Conducting demonstration lessons	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. Conducting classroom observations	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. Providing onsite professional development	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. Other: _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Reading Instruction

23. This item asks you to describe your school using the statements below. Please read each statement, and indicate whether the statement is a good description of your school on a scale from a “Very inaccurate” description of your school to a “Very accurate” description of your school. (Check one response for each statement.)

In this school . . .	<i>Descriptive of this school:</i>				
	Very inaccurate				Very accurate
a. K-3 teachers are knowledgeable about scientifically-based reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. K-3 teachers are motivated to improve reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Reading instruction in K-3 classrooms is aligned with the state reading/language arts content standards.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. There is a school-wide focus on reading and language arts.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. K-3 teachers are experienced with the core reading program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. K-3 teachers are experienced with supplemental reading materials.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. K-3 teachers are experienced with reading intervention materials and strategies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h. K-3 classrooms have ample, high quality instructional materials.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i. Teachers use a variety of instructional materials to fill in gaps in the core program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

In this school . . .	Descriptive of this school:				
	Very inaccurate				Very accurate
materials to fill in gaps in the core program.					
j. The core reading program is aligned with scientifically based reading research.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k. Supplemental reading materials are aligned with scientifically based reading research.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
l. Reading intervention materials are aligned with scientifically based reading research.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
m. The reading coach has the support of the school principal.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
n. K-3 teachers seek the assistance of the reading coach to improve their reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
o. Sufficient time during the school day is allotted for reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
p. Sufficient time during the school day is allotted for teacher planning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
q. K-3 teachers collaborate and plan for reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
r. K-3 teachers integrate writing and reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
s. K-3 teachers integrate reading instruction with content area instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
t. Sufficient time during the school day is allotted for professional development.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
u. Reading assessments are used to screen students for reading difficulties.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
v. Diagnostic assessments are used to identify strengths and weaknesses of struggling readers.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
w. Reading assessments are used to monitor student progress.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
x. Assessment data are used to group students for instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
y. Assessment data are used to guide and/or modify instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
z. The district provides direction concerning reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
aa. The state provides direction concerning reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
bb. K-3 teachers make an effort to involve parents in their children's reading instruction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
cc. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Conclusions and Recommendations

24. What are the most significant changes this school made this year in K–3 reading instruction?
25. What are the most significant obstacles you encountered in your efforts to work with this school to improve reading instruction?
26. Please complete the following information so that we can contact you if we need clarification on any responses and in order to assure that your honorarium is sent to the appropriate individual.

Name

Phone number

Email address

27. If there is anything else that you would like to tell us, please do so.

***Thank you for taking the time to answer these questions. We appreciate your willingness to describe your reading program. Please return your survey in the enclosed envelope to:
RF Impact Study, Abt Associates Inc., 55 Wheeler Street, Cambridge, MA 02138***

NOTICE: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB Control Number for this information collection is XXXX-YYYY (expires DD/MM/YYYY). The time required to complete this information collection is estimated to average 30 minutes per response, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

Reading First Impact Study—Principal Survey Draft

Background Information on You and Your School

1. Including this year, how many years have you been at *this* school in *this* position?

2. Including this year, what is the total number of years you have served as a principal:

3. Please provide the following information about *students* in your school for the current year (2004-2005):
 - a. Total number of students currently enrolled _____
 - b. Percentage of students who were new to the school at the beginning of this year, including incoming kindergarten students (*excluding* pre-K students) _____
 - c. Percentage of students who have left the school at any point during the year, including the summers between school years, *excluding* those who have left having completed the highest grade available at your school (i.e., mobility rate) _____
 - d. Average attendance rate _____
 - e. Percentage of students in your school who are English Language Learners _____

<p><i>Use: NA = Not Applicable</i> <i>DK = Don't know</i></p>

4. Compared to 5 years ago, has student enrollment in your school increased, decreased, or remained stable?
 - ₁ Decreased
 - ₂ Remained stable
 - ₃ Increased
 - ₉ Not applicable (school is new)
5. Please indicate the number of children currently enrolled in Grades K-3 in your school:
 - a. Kindergarten _____
 - b. First grade _____
 - c. Second grade _____
 - d. Third grade _____

6. Please indicate the percentage of students in each grade who:

Percentage of students who...	2004-2005			
	K	1	2	3
a. read at or above grade level	_____	_____	_____	_____
b. participate in interventions for struggling readers	_____	_____	_____	_____
c. receive special education services	_____	_____	_____	_____
d. receive ESL instruction	_____	_____	_____	_____
e. receive reading instruction a language other than English	_____	_____	_____	_____

7. How many classroom teachers are assigned to grades K-3 this year (2004-05) (please include regular education classes only)?

Grade	No. of Classroom Teachers	Grade	No. of Classroom Teachers
K	_____	2	_____
1	_____	3	_____

8. Please indicate the number of classroom teachers for grades K-3 who are:

	number
a. Veteran teachers with more than ten years of teaching experience	_____
b. Experienced teachers with four to ten years of teaching experience	_____
c. New teachers with one to three years of teaching experience	_____
Total:	_____

9. Please indicate the number of classroom teachers for grades K-3 who are:

	number
a. Certified teachers with elementary, reading, early childhood, or other related state certification	_____
b. Provisional teachers with a temporary teaching certification	_____
c. Emergency teachers without teaching certification	_____
Total:	_____

10. Please indicate the number of classroom teachers for grades K-3 who are considered *highly qualified*. Highly qualified teachers have full state certification, at least a bachelor's degree, and proven knowledge in the subject that they teach.

Number of K-3 teachers who are highly qualified _____

11. How many of each type of *reading* support personnel does your school have *for grades K-3*?

Type	Number
a. Certified non-classroom teachers, including special education teachers, Title I teachers, and reading coaches or specialists	_____
b. Instructional aides or assistants (during school day)	_____
c. Tutors (before or after school)	_____

12. How many certified staff positions has your school added *this year* (such as a reading coach) to support reading instruction in Grades K-3?
(If no positions were added, write 0).

Number of staff positions added: _____

13. If your school has a reading coach, from what funding source(s) is that person supported?
(Check all that apply.)

NOTE: A reading coach is a staff member whose primary role is to ASSIST CLASSROOM TEACHERS in the delivery of effective reading instruction. This assistance may include planning instruction, providing demonstration lessons, observing and providing feedback, using assessment results to guide instruction, etc.

- 1 Do not have a reading coach
 2 Title I
 3 Reading First
 4 State/local funds
 5 Don't Know
 6 Other (Please specify): _____

14. "Adequate yearly progress" (AYP) is the amount of yearly improvement each school is expected to make. Each state is responsible for defining AYP and for determining the methods used to measure AYP.

Did your school make "adequate yearly progress" in reading/language arts on the basis of 2003-04 test scores, according to NCLB accountability provisions? (Check only one)

- 0 No
 1 Yes
 9 Not sure/don't know

Resources and Support for Your School's Reading Program

15. What sources of funding are being or have been used to support your school's reading program this year? (*Check all that apply*)

Funding source	(2004–2005)
District general funds	<input type="checkbox"/> 1
State funds for reading programs	<input type="checkbox"/> 1
State textbook funds	<input type="checkbox"/> 1
Title I	<input type="checkbox"/> 1
Title II (Professional development to improve teacher quality)	<input type="checkbox"/> 1
Title III (Professional development for ELL teachers)	<input type="checkbox"/> 1
Comprehensive School Reform	<input type="checkbox"/> 1
21 st Century	<input type="checkbox"/> 1
Reading First	<input type="checkbox"/> 1
Reading Excellence Act	<input type="checkbox"/> 1
Professional development funds	<input type="checkbox"/> 1
Private grants	<input type="checkbox"/> 1
Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1

16. When did your school first receive funding from Reading First? (month/year) _____/_____
17. When did your school begin Reading First professional development activities?
(month/year) _____/_____
18. When did your school begin implementation of Reading First instructional activities?
(month/year) _____/_____
19. What is the amount of the Reading First grant for your school this year (2004–05)? \$ _____,000
20. What is the duration of your Reading First grant? _____ years

21. Beyond financial support, has your school received *external* assistance this year (from district, state, publisher, university expert, etc.) implementing any of the following K-3 reading program activities?

	No	Yes
a. Selecting of instructional programs/materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Selecting of assessment instruments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Selecting of professional development providers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Conducting classroom observation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Conducting demonstration lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Interpreting of assessment results	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g. Recruiting staff with reading expertise, e.g. teachers, coaches	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h. Setting up intervention program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i. Planning professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j. Providing technical assistance in implementing core reading program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k. Providing technical assistance for using supplementary reading materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l. Conducting needs assessment for professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m. Diagnosing needs of struggling readers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n. Reviewing reading program effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o. Leading teacher study groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Reading Instructional Materials

22. Which **core reading program** is being used to teach reading in each of Grades K–3 at this school? Please indicate the publisher, title, and publication year for the program used in each grade.

A Core Reading Program is one that provides a comprehensive program of instruction on a daily basis in all aspects of reading.

	Publisher	Title	Year Published
a. Kindergarten	_____	_____	_____
b. Grade 1	_____	_____	_____
c. Grade 2	_____	_____	_____
d. Grade 3	_____	_____	_____

23. Do K-3 teachers use supplementary reading materials with the students to whom they teach reading?

Supplementary Reading Materials provide additional instruction in a targeted area of reading to **all** students. *Do not* include materials that are used only with struggling readers. Include teacher-made materials, if applicable.

Yes No
₁ ₂

b. If yes, for which components of reading were the supplementary reading materials selected? (Check all that apply).

- a. I don't know. ₁
- b. No particular area. ₁
- c. Phonemic awareness ₁
- d. Phonics ₁
- e. Fluency ₁
- f. Vocabulary ₁
- g. Comprehension ₁
- h. Other (Please specify): _____ ₁

Instructional Time

24. How often *this year* is time set aside during the school day for K-3 teachers to:

	Not at all	1-3 times a year	Once a quarter	Once a month	Once a week or more
a. Collaborate on reading lesson planning and instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b. Observe reading instruction in other classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c. Use assessment data to plan instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d. Participate in coaching with or be coached about reading by other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e. Be coached about reading instruction by a reading coach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f. Coordinate reading interventions with special education staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g. Coordinate reading interventions with ELL staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
(Check if no ELLs)	<input type="checkbox"/> ₁				

25. Please indicate for which grades your school has a scheduled reading block. If yes, please indicate for how many minutes the reading block is scheduled.

Does your school have a reading or literacy time block in:

	No	Yes	Scheduled number of minutes
Kindergarten	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="text"/>
First grade	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="text"/>
Second grade	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="text"/>
Third grade	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="text"/>

26. On average, how many total minutes **per day** (including the reading block) are devoted *this year* to classroom reading instruction for students in Grades K-3?

Grade Level	Average number of minutes per day
a. Kindergarten	_____
b. First grade	_____
c. Second grade	_____
d. Third grade	_____

27. *This year*, for which of the following activities are state staff, district staff, the principal, and the school reading coach responsible? (For each activity, check all that apply.)

Activities	State	District	Principal	School's reading coach	NA
a. Selection of core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
b. Selection of supplemental or intervention reading program materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
c. Monitoring implementation of reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
d. Review of teachers' reading lesson plans	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
e. Review individual students' progress in reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
f. Selection of reading assessment instruments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
g. Interpretation of assessment results	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
h. Feedback to teachers about reading instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7
i. Selection of reading professional development topics and opportunities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 7

28. This school year, how often have you, as principal, evaluated K–3 reading instruction using the following methods?

Activity	Not at all	1-3 times a year	Once a quarter	Once a month	Once a week or more
a. Observed classroom reading instruction informally	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Observed classroom reading instruction using an evaluation form	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Met with teachers individually to discuss strategies for improving reading instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Met with groups of teachers to discuss strategies for improving reading instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

29. At the beginning of the current school year (2004-2005), did your school made any of the following *changes* to your reading program?

	No	Yes
a. Adopted a new core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Added a new intervention program for struggling readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Added new supplementary materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Added new materials for ELLs	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Adopted new reading assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Other (<i>Please specify</i>): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

30. Which of the following methods has your school used *this year* to assess the effectiveness of reading instruction for Grades K-3? (*Check all that apply.*)

1 It is not assessed

2 Observation by reading coach

3 Observation by school principal

4 Observation by external consultant or evaluator

5 Discussion at grade-level meetings

6 Progress monitoring assessments

7 Norm-referenced test data or state assessments

8 Other (*Please specify*): _____

Reading Interventions for Struggling Readers

31. What methods has your school used to meet the needs of at-risk or *struggling readers*? Please check whether or not you use the method at your school.

Methods of meeting needs of struggling readers	Use this method	Not used
Materials		
a. Use separate program materials in interventions	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Use core reading program with supplemental materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Use core reading program only	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Teach reading in students' home language rather than English	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Use alternative materials designed for English learners	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Staff activities		
f. A certified reading specialist provides additional direct instruction to struggling readers, individually or in small groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. The classroom teacher provides additional direct instruction to struggling readers, individually or in small groups.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. The classroom teacher provides additional opportunities for reading skill practice for struggling readers (e.g., partner reading, peer tutors, audio tapes, computer programs)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. A certified Bilingual/ELL/ESL specialist provides recommendations to classroom teachers on accommodations for struggling readers. (Indicate which type of specialist.)		
• A special education teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2
• A bilingual/ESL teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2
• Other (Please specify): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Trained aides or volunteers work with students under the direction of the classroom teacher <i>during the school day</i> .	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Trained aides or volunteers work with students in a <i>before or after school</i> program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. Untrained aides or volunteers work with students under the direction of the classroom teacher <i>during the school day</i> .	<input type="checkbox"/> 1	<input type="checkbox"/> 2
m. Untrained aides or volunteers work with students in a <i>before or after school</i> program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2

32. Which of the following methods has your school used *this year* to identify students for reading interventions in Grades K-3? (Check all that apply.)

Method of identifying students	Used?
a. Standardized achievement test scores in reading	<input type="checkbox"/> 1
b. Curriculum-based test scores in reading	<input type="checkbox"/> 1
c. Screening test scores in reading	<input type="checkbox"/> 1
d. Diagnostic test scores in reading	<input type="checkbox"/> 1
e. Progress monitoring test scores in reading	<input type="checkbox"/> 1
f. Documented classroom observations	<input type="checkbox"/> 1
g. Teacher recommendations	<input type="checkbox"/> 1
h. Other school staff recommendations	<input type="checkbox"/> 1
i. Requests from parents	<input type="checkbox"/> 1
j. Literacy coach recommendation	<input type="checkbox"/> 1
k. Other (Please specify): _____	<input type="checkbox"/> 1

33. Are reading intervention services available *this year* to children who need them? (Check 'no' if there are no children who need intervention services)

- 1 No, reading intervention services are not available
- 2 Yes, the average wait for reading intervention services is _____ school days. (Please enter 'zero' if there is no wait for services)

Professional Development in Reading

35. During the current school year, including summer 2004, approximately what proportion of the reading *professional development activities* for **K-3 teachers** :

	Percent of activities				
	None	1-25%	26-50%	51-75%	76-100%
a. require teachers to attend?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. provide teachers options among which they can choose?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. provide a stipend?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. provide follow-up activities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. include release time for participating teachers?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. offer graduate college credits?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. are held in a convenient location (e.g., activities held at school)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h. use a team-based approach (joint training of people who work together)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i. are given by trainers or facilitators who have a well established reputation?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j. Other (Please specify): _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

34. Below is a list of topics that are often covered in professional development activities that are designed for **building administrators**. In column A, identify the topics that were addressed in professional development activities in which you participated *since July 1st of the current school year*. Then, in column B, please identify 5 topics in which you would like need more professional development, whether or not your school's professional development activities have covered these topics. (*Please check all that apply in column A, and 5 choices in column B.*)

Topic	A Topics addressed in professional development	B Topics in which I would like more professional development INDICATE NO MORE THAN 5 TOPICS
Content of Reading Instruction		
a. Phonemic Awareness	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Decoding	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Vocabulary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Fluency	<input type="checkbox"/> 1	<input type="checkbox"/> 2
u. Comprehension	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Teaching Strategies		
a. How to use the core reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. How to use children's literature to teach reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. How to use reading research to guide content of instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. How the core reading program incorporates research principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. How to use the supplemental reading program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. How to integrate reading and writing instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Strategies for teaching reading to ELLs	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Grouping		
h. Learning styles	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. How to organize small group instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Assessment		
j. How to diagnose reading problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. How to administer assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2
l. How to interpret and use assessment data to guide instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Struggling Readers		
m. How to help struggling readers with decoding	<input type="checkbox"/> 1	<input type="checkbox"/> 2
n. How to help struggling readers with vocabulary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
o. How to help struggling readers with comprehension	<input type="checkbox"/> 1	<input type="checkbox"/> 2
p. How to motivate readers	<input type="checkbox"/> 1	<input type="checkbox"/> 2
q. Strategies for teaching reading to students with diagnosed learning disabilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Organization/planning

- | | | |
|--|----------------------------|----------------------------|
| r. How to use content standards for curriculum planning and teaching | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| s. Alignment of reading curriculum and instruction with state/district assessments | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| t. How to work with parents | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| u. Classroom management | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| v. Other (<i>Please specify</i>): _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

36. Please indicate who participated in the completion of this questionnaire. (*Check all that apply.*)

- 1 Principal
- 2 Assistant or vice principal
- 3 District reading coordinator
- 5 School-based reading coach
- 6 Classroom teacher(s)
- 7 School secretary
- 8 Other (*Please specify*): _____

37. Please complete the following information so that we can contact you if we need clarification on any responses.

Name

Phone number

email address

38. If there is anything else that you would like to tell us about your school's reading program, please do so.

Thank you very much for completing the survey. Please return your survey in the enclosed envelope addressed to:
Abt Associates Inc., 55 Wheeler Street, Cambridge, MA 02138, Attn: RF Impact

Appendix B

District Interviews

NOTICE: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB Control Number for this information collection is XXXX-YYYY (expires DD/MM/YYYY). The time required to complete this information collection is estimated to average 45 minutes per response, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

RF Impact Study District Staff Protocol

Note: Before conducting these interviews, researchers are responsible for reviewing district application and district or state web-sites, to retrieve information about the topics covered in the interview protocol.

Information about the Respondent

(All respondents)

1. What is your position? What are your responsibilities, and how long have you been in this position? What is your prior experience?

District Context

(District RF application; web-site, RF Coordinator and district administrator interview)

2. What is the size of the district: number of students, number and configuration of schools (elementary, middle, high school, other); percent minority, percent poverty, percent ELL?
3. What other reform initiatives have taken place in the district during the last five years, especially those with a major emphasis on reading skills in the early grades?
4. What is the current status of reading achievement in the district – how is the district doing on standardized tests? Is there a positive trajectory in achievement? How does the achievement compare to the state average and/or other similar districts in the state?

The Application Process

(RF Coordinator, other district administrator)

5. Who was involved in the application process? How were decisions made about the specifics of the grant? In particular, how were the criteria for school selection constructed?
6. How did the district work to coordinate with other reading programs in the district/state?
7. What role did the state education agency play in the grant competition and the application process? How specific were the instructions? What kind of technical assistance (if any) was provided by the state agency?
8. Did the district receive any other technical assistance in the grant process, and if so, how and from whom? Why were these sources used?

Management and Funds Allocation

(RF Coordinator)

9. How is the RF program organized in the district? How is the reading priority organized in the district (at the LEA level)? Who and what positions are involved (e.g., persons directing

curriculum, instruction, assessment, professional development, Title I, reading coordinators, etc.)
Is there a reading leadership team? Are there other organizations involved at the district level?

10. How are the RF funds allocated? (e.g., funds for professional staff, curriculum and instructional materials, professional development, conferences, etc.) How were the allocation decisions made? Who monitors the allocation of funds? Has the district obtained any matching funds for non-Reading First schools?
11. Has does the district pulled funding from any schools? Or replaced any former Reading First schools? If so, please describe.

Curriculum and Instruction

(District RF application; RF Coordinator, Director of Curriculum)

12. What curriculum programs, readings series or instructional materials are used in the RF schools? How similar/different are these for non Reading First schools?
13. Did the state sponsor or endorse any specific curriculum, reading series, or instructional materials for use in RF schools in the district? If there were choices, what criteria were used when selecting among reading programs? How were these decisions made?
14. What kind of assistance is offered to the schools in implementing the reading program and materials? Who provides that assistance?

Assessment Policies and Practices for Reading

(District RF application; RF Coordinator, Assessment Director)

15. How does the district assess reading performance, diagnostically and for accountability purposes? What test instruments are used? How were they selected? Are they new since the RF grant or were they used in the district prior to the grant? Are the same instruments used for RF and non-RF schools?
16. How do the SEA assessments interact with RF? Did the state have a role in the district selection of the assessments? What (accountability) policies are in place to assess gains in student reading achievement? What will the district or the SEA do if there are no gains in reading in the RF schools?

Professional Development

(District RF application; RF Coordinator, Director of Professional Development)

17. What is the district's role in selecting professional development providers and topics regarding reading instruction and assessment? Does this role differ for RF and non-RF schools? How is professional development for reading divided between district-based and school-based offerings?
18. How and how often is district-based professional development provided? Is there different professional development for teachers and administrators? Who provides the professional

development from within the district? Are there other providers (organizations, consultants) brought in to present or assist?

19. What topics have been covered by district-based professional development for principals? For teachers? (e.g., components of reading skill, uses of assessments, modifications for struggling readers)
20. How (if at all) is the professional development assessed? What feedback have you received about its usefulness and effectiveness? How is the feedback used?
21. What is the state's role in providing professional development to districts and schools? How does RF implementation interact with state-level professional development requirements?

Monitoring /Evaluation

(RF Coordinator, other district administrator)

22. What role does the district play in monitoring RF implementation in the schools? What indicators have been developed and used? How is this carried out? What issues have arisen since the grant began?
23. How is district- and school-level RF implementation monitored by the SEA? What indicators of district and or school implementation progress have been applied by the state? What issues have arisen from state monitoring?
24. How has monitoring influenced any changes in the program's structure, content or in the provision of professional development?

Appendix C

Classroom Observation Template

Quality of Instructional Practice in Reading (QUIP-R)

The Quality of Instruction and Practice in Reading (QUIP-R) will be used to conduct systematic observations in Reading First (RF) and comparison classrooms to measure the impact of RF on classroom instruction. Observations will document how closely the teacher's instructional practice in each classroom resembles the Reading First "ideal" in terms of the presence and absence of critical features of instruction identified by recent syntheses of the research on beginning reading (NICHD, 2000). Critical features are defined as some of the expected characteristics of the delivery of instruction within the five dimensions of reading specified by the Reading First legislation.

Classroom observations will be conducted in the middle of the year during 2004-05, 2005-06, and 2006-06 school years. In order to have a greater chance of observing a range of instructional activities and make decisions on the quality of instruction, first and second grade classrooms will be observed during the full reading block for two consecutive days.

QUIP_R guides trained observers to carry out simultaneously two types of ratings: In **Part I**, the observer notes the frequency and presence/absence of key instructional behaviors; and in **Part II**, the observer selects descriptors for a snapshot of what is happening in the classroom during a 15 second segment of time. Observers fill in one box every 5 minutes during the reading block.

Part I of the QUIP-R requires judgments of whether or not critical aspects of instruction are provided by teachers in the five reading domains mandated by Reading First: phonemic awareness, decoding/word study, vocabulary, comprehension, and fluency. **In Part I**, the observer focuses on specific aspects of the teacher's instructional practice during whole class and small group instruction, tracking instances of specific instructional behaviors within the five reading domains. The behaviors are concrete statements that explicate several key features of "ideal" Reading First instruction: (a) explicitness/ intentionality of instruction, (b) interactive teaching/practice on skills, (c) corrective feedback/ scaffolding, and (d) management/ responsiveness to students.

The 45 items in Part I can be itemized as follows: (a) decoding/word study/oral reading (10 items), (b) phonemic awareness (8 items), (c) vocabulary (7 items), (d) comprehension (14 items), (e) fluency building (2 items), and (f) management/ responsiveness to students (4 items). If the teacher's instruction in a given reading block includes all five domains, the observer will make 44 ratings. If the teacher's instruction in a given reading block includes only decoding/word study/oral reading and vocabulary, the observer will make 17 ratings.

The items for the study and their operational definitions are based on the following sources: (a) Reading First Impact Study research questions, (b) a review of the extant literature on effective instructional practices in reading, and (c) feedback from experts in the field.

The items in Part I about teaching behaviors are rated either on a frequency (0, ≤ 5 , >5) or "Yes-No" basis. The frequency scale differentiates teachers who are minimally competent,

partially effective, and good/excellent. Tallied items consist of explicit, observable teacher behaviors that should occur several times during effective reading instruction. For example, an item in *Comprehension* states “*Teacher provides opportunities for students to demonstrate strategy use.*” Using the 0, ≤ 5 , >5 scale, the observer tallies the number of times students are given the opportunity to demonstrate the reading comprehension strategy being taught. The observer stops tallying after the sixth instance of the teaching behavior being observed. “Yes-No” items address global behaviors that should occur in an effective lesson. For example, an item in *Phonemic Awareness* states “*Does the teacher calls on a variety of students to check for understanding and accuracy?*” This item is rated at the conclusion of phonemic awareness portion of the lesson.

After rating the teacher in the six areas listed above, the observer makes an overall judgment of the teaching practices in each domain by completing the section, *Impressions of Teaching Practice*. These items are rated on a 4-point Likert scale. A rating of 1 indicates that the quality of instruction was minimal or erratic while a rating of 4 indicates excellent instructional practices. This global scale can be used to detect inconsistencies in the observation. For example, if the tallied and “Yes-No” items indicate effective instruction in the area of comprehension but the observer gives the teacher a comprehension rating of 2 (partially effective), the lead observer will note the inconsistency and discuss it with the observer. These highly inferential items are included because researchers have often found that they correlate well with growth in reading.

In addition to quantitative rating of the items, the QUIP-R allows the observer to take field notes. These field notes help not only in substantiating the ratings, but also provide examples of instructional practices in classrooms.

Part II is an adaptation of portions of the Teachers’ Instructional Practices (TIP), an observation instrument developed by Carlisle and Scott (2003) which was used in the Michigan Reading First evaluation. This instrument employs momentary time sampling at 5-minute intervals. Every five minutes, the observer looks around the classroom for 15 seconds and records the nature of the activity in the classroom at that time. For each interval, the observer selects codes for pre-defined descriptors within the following four fields: purpose of instruction, the interaction of the teacher with student(s), the grouping arrangements, and modality of the activities, e.g., reading, writing, listening. The observer continues recording descriptors at five-minute intervals throughout the full reading block. For a 90 minute reading block, the observer will complete 18 records; for a 120-minute reading block, the observer will complete 36 records. A description of the four fields follows:

Purpose of instruction: This category addresses the five domains mandated by Reading First, phonological awareness, phonics/word study, vocabulary, comprehension and fluency. Four additional categories (assessment; other non-instructional activities; other reading and language activities; oral reading) reflect common classroom activities that are not captured in the five domains. The observer can code up to two areas in this category.

Interaction of the teacher with student(s): The observer codes whether the teacher is working with the entire class, a small group, pairs of students, or is engaged in one-on-one instruction.

Grouping Arrangements: This category addresses the nature of the grouping configuration while the teacher is instructing. The observer codes whether the students are working in a whole group, small groups, in pairs, individually or transitioning between activities.

Modality refers to activities in which the students are engaged. Options include reading, writing, listening and speaking, listening, drawing/manipulatives, and other. The observer can choose a maximum of two options.

In addition to a coding sheet with abbreviated definitions to aid in making the descriptive judgments, observers also will have a code book that provides additional examples.

Construct validity of the TIP derives from Carlisle and her colleagues' analysis of previous studies of critical features of reading instruction in early elementary years, including recent national reports and summaries of research studies (e.g., the National Reading Panel Report, 2000; No Child Left Behind, 2002; Snow, Burns, & Griffin, 1998); and documentation of the extent to which literacy classrooms are language-rich environments (interweaving speaking, listening, reading and writing) (e.g., Adger, Snow & Christian, 2002; Dickinson, 2003).

2004



CLASSROOM READING OBSERVATION

Quality Instructional Practice-Reading (QUIP-R) is an observational tool created for the purpose of classroom observation of reading practice in grades one and two.

Using the QUIP-R requires the observer to carry out ***simultaneously*** two types of ratings:

- In Part I, the observer focuses on dimensions of the teacher's instructional practice during whole class and small group instruction;
- In Part II, the observer selects descriptors for a snapshot of what is happening in the classroom every five minutes during the full reading block.

Part II is adaptation of TIP, the Teacher's Instructional Practice observation instrument, developed by Joanne Carlisle.

Observer _____ Today's Date / /
 mm dd yyyy
 School _____
 District _____ Start _____
 Teacher _____ End _____
 Grade 1 2 Other

PART I Dimensions of Teaching Practice
Whole Group and Small Group Instruction

Decoding/Word Study/Oral Reading			Notes
A. Explicitness/Intentionality	Tally		
1. Teacher explains and demonstrates skills/strategies.		0 ≤5 >5	
2. Teacher gives explanations that are clear, logically sequenced, specific, and accurate.		0 ≤5 >5	
3. When the teacher provides models for explanation or practice, the words/items include examples and non-examples of the focus skill.		0 ≤5 >5	
6. Teacher defines words being decoded.		0 ≤5 >5	
B. Interactive Teaching/Practice			
1. Teacher provides practice opportunities to apply newly taught strategies to decode words.		0 ≤5 >5	
2. Does the teacher call individually on half or more of students to check for understanding and accuracy?		Y N	
3. Does the teacher provide opportunities for students to encode words using sounds that they were taught?		Y N	
C. Corrective Feedback/Scaffolding			
1. Teacher corrects or addresses errors.		0 ≤5 >5	
2. Teacher communicates clearly what students did correctly or reminds child to try again using a strategy.		0 ≤5 >5	
3. Teacher reiterates, reinforces main points/objectives of the lesson.		0 ≤5 >5	

Overall Rating:

Decoding/Word Study/Oral Reading Not Observed 4 = Excellent 3 = Good 2 = Partially Effective 1 = Minimal/Erratic

PART I Dimensions of Teaching Practice

Whole Group and Small Group Instruction

Comprehension			
<i>A. Explicitness/Intentionality</i>	Tally		Notes
1. Teacher demonstrates skills/strategies. (e.g. Uses think alouds to make the thinking process public. Shows students how to go back to the text for find information.)		0 ≤5 >5	
2. Teacher gives explanations that are clear, logically sequenced, specific, and accurate.		0 ≤5 >5	
3. Teaches vocabulary prior to lesson as needed.		0 ≤5 >5	
4. Teaches vocabulary during lesson as needed.		0 ≤5 >5	
<i>B. Interactive Teaching/Practice</i>			
1. Teacher selects and incorporates students' responses, ideas, examples, and experiences into lesson.		0 ≤5 >5	
2. Teacher provides opportunities for students to demonstrate strategy use.		0 ≤5 >5	
3. Teacher asks questions requiring inferences based on text.		0 ≤5 >5	
4. Teacher asks follow-up questions requiring students to justify or elaborate on their answers.		0 ≤5 >5	
5. Teacher gives class wait time before choosing individual students to respond.		0 ≤5 >5	
6. Do teacher/students discuss relevant background knowledge?		Y N	
7. Does teacher call individually on half or more of students to check for understanding?		Y N	
<i>C. Corrective Feedback/Scaffolding</i>			
1. Teacher encourages students to use comprehension strategies when they experience difficulty.		0 ≤5 >5	
2. Teacher addresses misunderstandings that occur.		0 ≤5 >5	
3. Teacher reiterates, reinforces main points/objectives of the lesson.		0 ≤5 >5	

Overall Rating:

Comprehension

Not Observed

4 = Excellent

3 = Good

2 = Partially Effective

1 = Minimal/Erratic

PART I Dimensions of Teaching Practice

Whole Group and Small Group Instruction

Phonemic Awareness			
A. Explicitness/Intentionality	Tally		Notes
1. Teacher demonstrates strategies for segmenting and blending.		0 ≤5 >5	
2. Teacher uses visuals, manipulatives or kinesthetics to teach or reinforce.		0 ≤5 >5	
3. Teacher provides models that are clear and accurate.		0 ≤5 >5	
4. Teacher defines words being segmented and blended.		0 ≤5 >5	
B. Interactive Teaching/Practice			
1. Teacher provides opportunities for students to practice newly taught sounds and strategies.		0 ≤5 >5	
2. Does the teacher call individually on half or more students to check for understanding and accuracy?		Y N	
C. Corrective Feedback/Scaffolding			
1. Teacher corrects or addresses errors.		0 ≤5 >5	
2. Teacher communicates clearly what students did correctly or reminds them to try again using a strategy.		0 ≤5 >5	

Overall Rating:
 Phonemic Awareness Not Observed 4 = Excellent 3 = Good 2 = Partially Effective 1 = Minimal/Erratic

Fluency Building			
A. Explicitness/Intentionality	Tally		Notes
1. Teacher models fluent reading.		0 ≤5 >5	
B. Interactive Teaching/Practice			
1. Does the teacher provide an opportunity for students to engage in repeated reading?		Y N	

Overall Rating:
 Fluency Building Not Observed 4 = Excellent 3 = Good 2 = Partially Effective 1 = Minimal/Erratic

PART II Teacher's Instructional Practice (Adaptation of TIP)

Complete a row every five minutes, noting what is happening within 15 seconds.

Begin recording five minutes after the reading lesson has started and continue every five minutes for the full reading block.

1. Phonemic Awareness

Examples:
Phoneme isolation
Phoneme blending
Phoneme segmentation
Phoneme substitution
Phoneme identification
Phoneme deletion
Phoneme addition
Phoneme categorization

2. Phonics/Word Study/Oral

Reading
Examples:
Word blending
Word building
Syllabification
Word families
Vowel rule
Applying new strategies to decode unknown words

3. Fluency

Examples:
Echo reading
Repeated reading
Buddy reading
Timed reading

4. Comprehension

Examples:
Identifying the main idea
Storymapping
Wh-questions
Predicting
Summarizing
Beginning/middle/end
Modeling comp. strategies
Generating questions

5. Vocabulary

Examples:
Using a dictionary
Exploring word parts
Using context clues
Word mapping
Talking about words

6. Assessment

(NOTE: code only one in Section A if selecting assessment)
Examples:

DIBELS
Informal assessment
Story test
Progress monitoring
Running records

7. Oral Reading

Examples:
Reading with the teacher
Round robin reading
Choral reading

8. Other Reading and Language Activities

Examples:
Silent reading
Authors chair/Story sharing
Readers theatre
Writing
Spelling

9. Other Non-Instructional

Examples:
Transitions,
Fire drill
Centers
Birthday party

INTERVAL	SECTION A Purpose/ Nature of Instruction	SECTION B Teacher is... (choose one)	SECTION C Students are... (choose one)	SECTION D Modality of activity (choose no more than two)
Every five minutes.	(choose no more than 2; if assessment, choose only one). Use the list at the left for clarification.	Teacher is... (choose one) 1. Working with whole class 2. Working with small groups 3. Working with pairs 4. Working with individual student 5. Other (not direct student contact)	Students are... (choose one) 1. Working with whole class 2. Working with small groups 3. Working with a partner 4. Reading individually 5. Doing other individual work, e.g., seat work, computer work 6. Other	Modality of activity (choose no more than two) 1. Reading 2. Writing 3. Listening and Speaking 4. Listening 5. Drawing/Manipulatives 6. Other
1	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
2	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
3	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
4	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
5	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
6	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
7	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
8	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
9	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
10	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
11	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>
12	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 7 8 9 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>	<div style="display: flex; justify-content: space-between;"> 1 2 3 4 5 6 </div>

PART II Teacher's Instructional Practice (Adaptation of TIP)

1. Phonemic Awareness

Examples:
Phoneme isolation
Phoneme blending
Phoneme segmentation
Phoneme substitution
Phoneme identification
Phoneme deletion
Phoneme addition
Phoneme categorization

2. Phonics/Word Study/Oral

Reading
Examples:
Word blending
Word building
Syllabification
Word families
Vowel rule
Applying new strategies to decode unknown words

3. Fluency

Examples:
Echo reading
Repeated reading
Buddy reading
Timed reading

4. Comprehension

Examples:
Identifying the main idea
Storymapping
Wh-questions
Predicting
Summarizing
Beginning/middle/end
Modeling comp. strategies
Generating questions

5. Vocabulary

Examples:
Using a dictionary
Exploring word parts
Using context clues
Word mapping
Talking about words

6. Assessment

(NOTE: code only one in Section A if selecting assessment)
Examples:
DIBELS
Informal assessment
Story test
Progress monitoring
Running records

7. Oral Reading

Examples:
Reading with the teacher
Round robin reading
Choral reading

8. Other Reading and Language Activities

Examples:
Silent reading
Authors chair/Story sharing
Readers theatre
Writing
Spelling

9. Other Non-Instructional

Examples:
Transitions,
Fire drill
Centers
Birthday party

INTERVAL	SECTION A Purpose/ Nature of Instruction	SECTION B Teacher is... (choose one)	SECTION C Students are... (choose one)	SECTION D Modality of activity (choose no more than two)
Every five minutes.				
13	 (choose no more than 2; if assessment, choose only one). Use the list at the left for clarification.	1. Working with whole class 2. Working with small groups 3. Working with pairs 4. Working with individual student 5. Other (not direct student contact)	1. Working with whole class 2. Working with small groups 3. Working with a partner 4. Reading individually 5. Doing other individual work, e.g., seat work, computer work 6. Other	1. Reading 2. Writing 3. Listening and Speaking 4. Listening 5. Drawing/Manipulatives 6. Other
14		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
15		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
16		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
17		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
18		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
19		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
20		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
21		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
22		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
23		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6
24		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6

PART II Teacher's Instructional Practice (Adaptation of TIP)

1. Phonemic Awareness

Examples:
Phoneme isolation
Phoneme blending
Phoneme segmentation
Phoneme substitution
Phoneme identification
Phoneme deletion
Phoneme addition
Phoneme categorization

2. Phonics/Word Study/Oral

Reading
Examples:
Word blending
Word building
Syllabification
Word families
Vowel rule
Applying new strategies to decode unknown words

3. Fluency

Examples:
Echo reading
Repeated reading
Buddy reading
Timed reading

4. Comprehension

Examples:
Identifying the main idea
Storymapping
Wh-questions
Predicting
Summarizing
Beginning/middle/end
Modeling comp. strategies
Generating questions

5. Vocabulary

Examples:
Using a dictionary
Exploring word parts
Using context clues
Word mapping
Talking about words

6. Assessment

(NOTE: code only one in Section A if selecting assessment)

Examples:
DIBELS
Informal assessment
Story test
Progress monitoring
Running records

7. Oral Reading

Examples:
Reading with the teacher
Round robin reading
Choral reading

8. Other Reading and Language Activities

Examples:
Silent reading
Authors chair/Story sharing
Readers theatre
Writing
Spelling

9. Other Non-Instructional

Examples:
Transitions,
Fire drill
Centers
Birthday party

INTERVAL	SECTION A Purpose/ Nature of Instruction	SECTION B Teacher is... (choose one)	SECTION C Students are... (choose one)	SECTION D Modality of activity (choose no more than two)
Every five minutes.	(choose no more than 2; if assessment, choose only one). Use the list at the left for clarification.	1. Working with whole class 2. Working with small groups 3. Working with pairs 4. Working with individual student 5. Other (not direct student contact)	1. Working with whole class 2. Working with small groups 3. Working with a partner 4. Reading individually 5. Doing other individual work, e.g., seat work, computer work 6. Other	1. Reading 2. Writing 3. Listening and Speaking 4. Listening 5. Drawing/Manipulatives 6. Other
25 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
26 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
27 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
28 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
29 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
30 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
31 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
32 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
33 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
34 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
35 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6
36 _ _ : _ _	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6