

SRI International

August, 1999

SPECIAL EDUCATION ELEMENTARY LONGITUDINAL STUDY (SEELS)

“ALMOST FINAL” TEACHER SURVEY

SRI Project 3421

SEELS is being designed under Task Order 6 to SRI International and Research Triangle Institute under the Office of Special Education Programs' Initiative to Link Research and practice to Improve Results for Individuals with Disabilities.

**THE SPECIAL EDUCATION ELEMENTARY LONGITUDINAL STUDY
(SEELS)**

Teacher Survey

Label with student's name

Dear Teacher:

PLEASE TURN THE PAGE TO BEGIN THE SURVEY ❀ ❀ ❀ ❀ ❀

Do you provide Language Arts, Reading or English instruction to the student named on the front cover? (This could include instruction in writing, literature studies, language or communication.)

No **STOP:** Do not complete this survey. Please pass this survey on to this student's main language arts, reading, or English instructor.

Yes **PLEASE GO ON TO SECTION A.**

SECTION A. ABOUT THIS STUDENT'S LANGUAGE ARTS/READING/ENGLISH INSTRUCTIONAL SETTING

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT THE INSTRUCTIONAL SETTING IN WHICH YOU PROVIDE LANGUAGE ARTS, READING, OR ENGLISH INSTRUCTION TO THE STUDENT NAMED ON THE FRONT COVER.

A1. Do you provide language arts, reading, or English instruction to this student in a classroom setting or individually (e.g., homebound instruction)?

PLEASE CIRCLE ONE NUMBER.

- 1 Classroom setting **✿ PLEASE CONTINUE WITH QUESTION A2.**
- 2 Individually **✿ PLEASE GO TO SECTION B, PAGE 3.**

A2. What is the grade level of this class?

PLEASE CIRCLE ALL THAT APPLY.

- | | | |
|----------------|-------------|---------------|
| 0 Ungraded | 4 4th grade | 9 9th grade |
| K Kindergarten | 5 5th grade | 10 10th grade |
| 1 1st grade | 6 6th grade | 11 11th grade |
| 2 2nd grade | 7 7th grade | 12 12th grade |
| 3 3rd grade | 8 8th grade | |

A3. How many of the following are usually in this classroom during language arts, reading or English instruction?

PLEASE ENTER ONE NUMBER ON EACH LINE. ENTER "0" IF NONE ARE IN THIS CLASS.

- | | |
|--------|---|
| Number | |
| _____ | a. General education teachers |
| _____ | b. Special education teachers |
| _____ | c. Teacher aides |
| _____ | d. One-to-one instructional assistants assigned to a specific student |
| _____ | e. Other specialists |
| _____ | f. Adult volunteers |
| _____ | g. General education students |
| _____ | h. Special education students |

A4. How many of the students in this class are English language learners (ELL) (e.g., limited-English-proficient [LEP] or English-as-a-second-language [ESL] students)?

_____ Number of ELL (or LEP or ESL) students

A5. Compared with other students this age or grade, about what percentage of students in this language arts, reading, or English class are at each of the following academic ability levels **in reading**?

PLEASE ENTER ONE NUMBER ON EACH LINE.

- | | |
|------------------------|------------------------|
| Percentage of students | |
| _____ | Much above average |
| _____ | Somewhat above average |
| _____ | Average |
| _____ | Somewhat below average |
| _____ | Much below average |
- (Total = 100%)

SECTION B. ABOUT YOUR LANGUAGE ARTS/READING INSTRUCTION

B1. For approximately how much time in a typical week do you provide language arts, reading, or English instruction to this student?

PLEASE ENTER ONE NUMBER.

 Number of minutes per week of language arts, reading, or English instruction
minutes

OR

 Number of hours per week of language arts, reading, or English instruction
hours

B2. Approximately how much time each day in a typical week do you provide instructional services directly to this student in your instructional setting (include all classes and subject areas)?

PLEASE ENTER ONE NUMBER IN EACH BOX. IF YOU DO NOT SEE THIS STUDENT ON A PARTICULAR DAY, PLEASE ENTER "0."

Monday	Tuesday	Wednesday	Thursday	Friday
<u> </u> minutes OR	<u> </u> minutes OR	<u> </u> minutes OR	<u> </u> minutes OR	<u> </u> minutes OR
<u> </u> hours	<u> </u> hours	<u> </u> hours	<u> </u> hours	<u> </u> hours

B3. Which of the following best describes the language arts curriculum materials for this student?

PLEASE CIRCLE ONE NUMBER.

- 1 General education grade-level curriculum materials are used without modification.
- 2 Some modifications in general education curriculum materials have been made (e.g., modified content expectations, somewhat below grade level curriculum used).
- 3 Substantial modifications in general education curriculum materials have been made (e.g., very different content expectations, significantly below-grade level curriculum used).
- 4 Specialized curriculum or materials are used (e.g., parallel curriculum, individualized curriculum or materials).

PLEASE GO TO SECTION C, PAGE 6.

PLEASE ANSWER QUESTION B4.

B4. What is the **primary** goal for reading achievement for this student?

PLEASE CIRCLE ONE NUMBER.

- 1 Reading at grade level
- 2 Improving general reading skills, but not necessarily to reach grade level
- 3 Developing functional reading skills, such as word recognition for daily living
- 4 Building pre-reading skills (i.e., letter recognition, auditory discrimination of sounds, matching words, etc.)
- 5 No goals regarding reading achievement
- 6 Don't know

B5. How often does this student's language arts, reading, or English program involve the following?

PLEASE CIRCLE ONE NUMBER FOR EACH LINE.

		Often	Some-times	Rarely/ never	Not applicable	Don't know
a.	Sight word reading program	1	2	3	4	5
b.	Listening to stories read	1	2	3	4	5
c.	Work with commercially developed curriculum and/or materials designed for special education students	1	2	3	4	5
d.	Work with below-grade-level general education curriculum and/or materials	1	2	3	4	5
e.	Work on phonics/phonological awareness	1	2	3	4	5
f.	Language/communication development, such as ESL, augmentative communication, or sign language	1	2	3	4	5
g.	Braille instruction	1	2	3	4	5
h.	Work on reading fluency and accuracy	1	2	3	4	5
i.	Vocabulary development	1	2	3	4	5

INSTRUCTIONS FOR NEXT SECTIONS

IF:

THEN:

The language arts, reading, or English instruction is in a general education setting , where the majority of students are not special education students...	Complete Section C.
--	----------------------------

The language arts, reading, or English instruction is <u>in a special education setting...</u>	Complete Section D.
The language arts, reading, or English instruction is <u>in a home-bound or home setting...</u>	Complete Section D, starting with Question D3.

SECTION C. ABOUT THE GENERAL EDUCATION LANGUAGE ARTS/READING/ENGLISH INSTRUCTION

- C1. Please think about the various **instructional materials** used during the language arts class of which this student is a part.
- In column A, please indicate how often the **class as a whole** uses these materials for language arts/reading.
PLEASE CIRCLE ONE NUMBER FOR EACH LINE IN COLUMN A.
 - In column B, please indicate how often **this student** uses these materials for language arts/reading.
PLEASE CIRCLE ONE NUMBER FOR EACH LINE IN COLUMN B.

		A The class as a whole			B This student		
		Rarely/ never	Occasionally	Frequently	Rarely/ never	Occasionally	Frequently
a.	Computers for Internet use	1	2	3	1	2	3
b.	Computers for writing and other language arts activities	1	2	3	1	2	3
c.	Printed materials to supplement textbooks (e.g., literature selections)	1	2	3	1	2	3
d.	Specialized skill-building curricula (e.g., phonics program, corrective reading programs)	1	2	3	1	2	3
e.	Textbooks	1	2	3	1	2	3
f.	Worksheets or workbooks	1	2	3	1	2	3

C2. Please think about the **instructional activities** during the language arts, reading, or English class of which this student is a part.

a. In column A, please indicate how often the **class as a whole** engages in these activities during language arts/reading.

PLEASE CIRCLE ONE NUMBER FOR EACH LINE IN COLUMN A.

b. In column B, please indicate how often **this student** engages in these same activities during language arts/reading.

PLEASE CIRCLE ONE NUMBER FOR EACH LINE IN COLUMN B.

		A The class as a whole			B This student		
		Rarely/ Never	Occasionally	Frequently	Rarely/ Never	Occasionally	Frequently
a.	Responds orally to questions	1	2	3	1	2	3
b.	Takes quizzes or tests	1	2	3	1	2	3
c.	Participates in class discussion	1	2	3	1	2	3
d.	Completes a reading assignment	1	2	3	1	2	3
e.	Works on a project or presentation	1	2	3	1	2	3
f.	Completes a writing assignment	1	2	3	1	2	3
g.	Receives skill-building instruction	1	2	3	1	2	3

C3. Please think about the various **instructional groupings** used during the language arts, reading, or English class of which this student is a part.

a. In column A, please indicate how often the **class as a whole** engages in the following instructional groupings.

PLEASE CIRCLE ONE NUMBER ON EACH LINE IN COLUMN A.

b. In column B, please indicate how often **this student** engages in the following instructional groupings.

PLEASE CIRCLE ONE NUMBER ON EACH LINE IN COLUMN B.

		A The class as a whole			B This student		
		Rarely/ never	Occasionally	Frequently	Rarely/ never	Occasionally	Frequently
a.	Working with a peer partner	1	2	3	1	2	3
b.	Whole class instruction	1	2	3	1	2	3
c.	Instruction within small groups	1	2	3	1	2	3

d.	Individual instruction from classroom teacher	1	2	3	1	2	3
e.	Individual instruction from another adult	1	2	3	1	2	3

C4. Please think about the various factors used in determining grades or other formal evaluations of progress for students in the language arts, reading, or English class of which this student is a part. *IF PROGRESS IS NOT EVALUATED OR GRADES ARE NOT DETERMINED FOR THIS STUDENT, CIRCLE "999."*

- a. In column A, please indicate how important each of the factors listed below is in determining grades or formal progress reports for students in the **class as a whole**.
PLEASE CIRCLE ONE NUMBER ON EACH LINE IN COLUMN A.
- b. In column B, please indicate how important each of the factors listed below is in determining grades or formal progress reports for **this student**.
PLEASE CIRCLE ONE NUMBER ON EACH LINE IN COLUMN B.

		A The class as a whole			B This student		
		Not important in determining grades	Somewhat important in determining grades	Very important in determining grades	Not important in determining grades	Somewhat important in determining grades	Very important in determining grades
999	<i>Progress is not evaluated, or grades are not determined for this student.</i>						
a.	Attitude/behavior	1	2	3	1	2	3
b.	Class participation	1	2	3	1	2	3
c.	Homework	1	2	3	1	2	3
d.	Items in student portfolios	1	2	3	1	2	3
e.	Performance on daily class work	1	2	3	1	2	3
f.	Performance on special projects	1	2	3	1	2	3
g.	Performance relative to a set standard	1	2	3	1	2	3
h.	Performance relative to the rest of the class.	1	2	3	1	2	3
i.	Results of tests	1	2	3	1	2	3

C5. If this student needs to be disciplined, to what extent is this similar to what is done with other students in this class?

PLEASE CIRCLE ONE NUMBER.

- 1 The same
- 2 Somewhat different
- 3 Very different
- 4 I do not discipline this student
- 5 Student does not require or rarely requires disciplining from adults

C6. Does this student have either an Individualized Education Plan (IEP) or a “504 plan” for students with disabilities?

PLEASE CIRCLE ONE NUMBER.

- 1 No, this student does not have an IEP or 504 plan. **PLEASE GO TO SECTION E, PAGE 14.**
- 2 Yes, this student has an IEP for special education services. **PLEASE GO TO QUESTION C7.**
- 3 Yes, this student has a 504 plan. **PLEASE GO TO QUESTION C7.**
- 4 Don't know.

C7. Which of the following, if any, have been made available to you in order to support your teaching efforts with this student?

PLEASE CIRCLE ALL THAT APPLY.

- 1 Special materials to use with the student
- 2 In-service training on the needs of this student
- 3 Special procedures to use with the student
- 4 Consultation services
- 5 Teacher aides or instructional assistants
- 6 Smaller student load or class size
- 7 Other: _____
- 8 None of these
- 9 No assistance necessary

C8. In preparing for this student's enrollment in this language arts, reading, or English class, which of the following were provided to you?

PLEASE CIRCLE ALL THAT APPLY.

- 1 This student's IEP goals
- 2 This student's academic abilities or previous academic performance
- 3 This student's social/behavioral needs
- 4 Instructional modifications or adaptations needed by this student
- 5 Grading modifications needed by this student
- 6 Behavioral support plans that apply to this student
- 7 None of these

C9. Which of the following, if any, are provided to this student to help him/her in this class?
PLEASE CIRCLE ALL THAT APPLY OR CIRCLE "999" IF NONE OF THESE HAVE BEEN PROVIDED.

Accommodations/modifications

- 1 More time in taking tests
- 2 Test read to student
- 3 Modified tests
- 4 Modified grading standards
- 5 Slower-paced instruction
- 6 Additional time to complete assignments
- 7 Shorter assignments
- 8 Physical adaptations (e.g., preferential seating, special desks)

Additional personnel

- 9 Reader or interpreter
- 10 Teacher aides or instructional assistants

Additional supports & assistance

- 11 Student progress monitored by special education teacher or related services provider
- 12 Tutoring by special education teacher
- 13 Behavior management program
- 14 Learning strategies/study skills assistance

Learning aids

- 15 Books on tape
- 16 Communication aids (e.g., Touch Talker, manual printing board)
- 17 Use of spell checker
- 18 Computer software designed for students with disabilities
- 19 Computer hardware adapted for student's unique needs (e.g., alternative keyboards, switch interface)
- 20 Other: _____
- 999 **None of these provided**

C10. Overall, how appropriate is this student's placement in your classroom?
PLEASE CIRCLE ONE NUMBER.

- 1 Very appropriate
- 2 Somewhat appropriate
- 3 Not very appropriate
- 4 Not at all appropriate
- 5 Not sure

C11. Overall, how adequate are the educational supports that are provided to this student because of his/her disabilities?

PLEASE CIRCLE ONE NUMBER.

- 1 Very adequate
- 2 Somewhat adequate
- 3 Not very adequate
- 4 Not at all adequate
- 5 Not sure

**PLEASE GO ON TO SECTION E.
YOU DO NOT NEED TO COMPLETE SECTION D.**

SECTION D. ABOUT THE INDIVIDUALIZED OR SPECIAL EDUCATION LANGUAGE ARTS/READING/ENGLISH INSTRUCTION PROVIDED TO THIS STUDENT

PLEASE COMPLETE THIS SECTION ONLY IF YOU PROVIDE LANGUAGE ARTS, READING, OR ENGLISH INSTRUCTION TO THIS STUDENT IN A SPECIAL EDUCATION OR INDIVIDUALIZED INSTRUCTIONAL SETTING.

IF YOU TEACH THIS STUDENT IN AN INDIVIDUALIZED SETTING, PLEASE BEGIN WITH QUESTION D3.

D1. How many students in the language arts, reading, or English class of which this student is a part are identified as having the following primary disabilities?

PLEASE ENTER ONE NUMBER ON EACH LINE THAT REPRESENTS THE PRIMARY DISABILITY OF STUDENTS. INCLUDE EACH STUDENT IN ONLY ONE CATEGORY.

Number of students	
_____	Autism
_____	Deaf-blindness
_____	Developmental delay
_____	Emotional or behavioral impairment
_____	Hearing impairment/deafness
_____	Learning disability
_____	Mental retardation
_____	Orthopedic impairment
_____	Other health impairment
_____	Multiple disabilities
_____	Speech or language impairment
_____	Traumatic brain injury
_____	Visual impairment/blindness
_____	Other: _____

- D2. How often does this student engage in the following **instructional groupings** in this class?
PLEASE CIRCLE ONE NUMBER ON EACH LINE.

		Frequently	Occasionally	Rarely/never
a.	Working with a peer partner	1	2	3
b.	Whole class instruction	1	2	3
c.	Instruction within small groups	1	2	3
d.	Individual instruction from classroom teacher	1	2	3
e.	Individual instruction from another adult	1	2	3

- D3. How often does this student use each of the following **instructional materials** for language arts, reading, or English instruction?
PLEASE CIRCLE ONE NUMBER ON EACH LINE.

		Frequently	Occasionally	Rarely/never
a.	Computers for Internet use	1	2	3
b.	Computers for writing and other language arts activities	1	2	3
c.	Printed materials to supplement textbooks (e.g., literature selections)	1	2	3
d.	Specialized skill-building curricula (e.g., phonics program, corrective reading programs)	1	2	3
e.	Textbooks	1	2	3
f.	Worksheets or workbooks	1	2	3

- D4. How often does this student engage in each of the following **instructional activities** during language arts, reading, or English instruction?
PLEASE CIRCLE ONE NUMBER ON EACH LINE.

		Frequently	Occasionally	Rarely/never
a.	Responds orally to questions	1	2	3
b.	Takes quizzes or tests	1	2	3
c.	Participates in class discussion	1	2	3
d.	Completes a reading assignment	1	2	3
e.	Works on a project or presentation	1	2	3
f.	Completes a writing assignment	1	2	3
g.	Receives skill-building instruction	1	2	3
h.	Reads silently	1	2	3

D5. How important are the following factors in determining grades or evaluations of progress for this student in this language arts, reading, or English class?

PLEASE CIRCLE ONE NUMBER ON EACH LINE, OR CIRCLE "999" IF YOU DO NOT DETERMINE GRADES OR EVALUATE PROGRESS FOR THIS STUDENT.

<i>999 Progress is not evaluated, or grades are not determined for this student.</i>		Not important in determining grades	Somewhat important in determining grades	Very important in determining grades
a.	Attitude/behavior	1	2	3
b.	Class participation	1	2	3
c.	Homework	1	2	3
d.	Items in student portfolios	1	2	3
e.	Performance on daily class work	1	2	3
f.	Performance on special projects	1	2	3
g.	Performance relative to a set standard	1	2	3
h.	Performance relative to the rest of the class	1	2	3
i.	Results of tests	1	2	3

D6. Which of the following, if any, are provided to this student to help him/her in this class?
PLEASE CIRCLE ALL THAT APPLY.

Accommodations/modifications

- 1 More time in taking tests
- 2 Test read to student
- 3 Modified tests
- 4 Modified grading standards
- 5 Slower-paced instruction
- 6 Additional time to complete assignments
- 7 Shorter assignments
- 8 Physical adaptations (e.g., preferential seating, special desks)

Additional supports & assistance

- 9 Reader or interpreter
- 10 Teacher aides or instructional assistants
- 11 Student progress monitored by special education teacher or related services provider
- 12 Tutoring by special education teacher
- 13 Behavior management program
- 14 Learning strategies/study skills assistance

Learning aids

- 15 Books on tape
- 16 Communication aids (e.g., Touch Talker, manual printing board)
- 17 Use of spell checker
- 18 Computer software designed for children with disabilities
- 19 Computer hardware adapted for child's unique needs (e.g. alternative keyboards, switch interface)
- 20 Other: _____
- 21 **None of these provided**

SECTION E. ABOUT THIS STUDENT'S PERFORMANCE AND FAMILY SUPPORT

ALL RESPONDENTS, PLEASE COMPLETE THIS SECTION.

E1. On the basis of this student's performance in your class, what is your best estimate of the student's overall reading ability?

PLEASE CIRCLE ONE NUMBER.

- | | |
|----------------------------------|--------------------------|
| 0 Preschool/Kindergarten level | 7 7th grade level |
| 1 1st grade level | 8 8th grade level |
| 2 2nd grade level | 9 9th grade level |
| 3 3rd grade level | 10 10th grade level |
| 4 4th grade level | 11 11th grade level |
| 5 5th grade level | 12 12th grade or higher |
| 6 6th grade level | |

E2. Which of the following best describes the grades this student is receiving for his/her performance in this language arts, reading, or English class?

PLEASE CIRCLE ONE NUMBER; SELECT THE TYPE OF GRADES THAT MOST CLOSELY RESEMBLES THOSE YOU GIVE, OR CIRCLE "999."

999 Student does not receive grades, progress notes, or report cards.

Circle
ONE

OR

Circle
ONE

- | | |
|----------------------|--------------------------------|
| 1 Mostly A's | 10 Mostly "excellent" |
| 2 Mostly A's & B's | |
| 3 Mostly B's | 11 Mostly "good" |
| 4 Mostly B's & C's | |
| 5 Mostly C's | 12 Mostly "fair" |
| 6 Mostly C's & D's | |
| 7 Mostly D's | 13 Mostly "needs improvement" |
| 8 Mostly D's & F's | |
| 9 Mostly F's | |

E3a. Which of the following best describes this student's English language proficiency?

PLEASE CIRCLE ONE NUMBER.

- 1 Native English-speaker

PLEASE GO TO QUESTION E4.

- 2 Bilingual (proficient or developing proficiency in both first language and English)
 - 3 Limited-English-proficient
 - 4 Non-English speaker
- PLEASE GO TO QUESTION E3b.**

E3b. Are you proficient in the language other than English used by this student?

- 1 Yes
- 2 No

E4. How often does this student do each of the following in this class?

PLEASE CIRCLE ONE NUMBER FOR EACH LINE.

Items related to this question will be listed here. These items and categories for rating student social behaviors and/or adaptive behaviors are being constructed.

E5. Approximately how often have you communicated with this student's parent/guardian(s) during this school year about his/her progress (by phone, in person, or in writing), not counting routine progress reports or report cards?

PLEASE CIRCLE ONE NUMBER.

- 0 Never
- 1 Once
- 2 A few times over the school year
- 3 Once every other month
- 4 Once a month
- 5 Once a week or several times a month
- 6 Every day or several times a week

E6. This school year, has this student's parent/guardian(s) attended parent-teacher conferences with you or attended "back-to-school night?"

PLEASE CIRCLE ONE NUMBER.

- 1 Yes
- 2 No
- 3 Not applicable. We do not have parent conferences or "back-to-school night."
- 4 Don't know

E7. How involved is this student's parent/guardian(s) in his/her school experiences (e.g., monitoring homework or student's progress in school)?

PLEASE CIRCLE ONE NUMBER.

- 1 Not at all involved
- 2 Not very involved

- 3 Fairly involved
- 4 Very involved
- 5 Don't know

SECTION F. ABOUT YOU

ALL RESPONDENTS, PLEASE COMPLETE THIS SECTION.

F1. What are your main assignments at this school (i.e., the activity at which you spend most of your time)? *PLEASE CIRCLE ALL THAT APPLY.*

- 1 Full-time general education teacher
- 2 Full-time special education teacher
- 3 Part-time general education teacher
- 4 Part-time special education teacher
- 5 Itinerant teacher (i.e., you provide instruction at more than one school)
- 6 Long-term substitute (i.e., will fill the role of a regular teacher on a long-term basis, but are still considered a substitute)
- 7 Related services provider
(e.g., speech therapist)
- 8 Paraeducator
- 9 Other: _____

PLEASE GO TO QUESTION F5.

F2. Are you credentialed to teach language arts, reading, or English at this student's grade level?

- 1 Yes
- 2 No

F3. For how many years have you been a teacher?

_____ Years in teaching

F4. How many years have you taught or had special education students in your classroom?

_____ Years in teaching special education students

F5. What is the highest level of education you have completed?

PLEASE CIRCLE ONE NUMBER.

- 1 High school diploma
- 2 Associate's degree
- 3 Bachelor's degree
- 4 At least 1 year of course work beyond a bachelor's but not a graduate degree
- 5 Master's degree

- 6 Education specialist or professional diploma with at least 1 year of course work past a master's degree
- 7 Doctorate degree
- 8 Other: _____

F6. Which of the following types of credentials do you hold in this state for your current teaching assignment?

PLEASE CIRCLE ONE NUMBER.

- 1 Regular or standard or advanced certificate
- 2 Probationary certificate
- 3 Provisional (or other type given to persons who are still participating in an "alternative certification program")
- 4 Temporary certificate (requires some additional coursework and/or student teaching)
- 5 Emergency certificate or waiver
- 6 Other: _____
- 7 None of the above

F7. Which of the following certificates, credentials, or licenses do you hold in this state?

PLEASE CIRCLE ALL THAT APPLY.

- 1 General education credential
- 2 Disability-specific credential or endorsement
- 3 Special education credential or endorsement (for more than one disability category)
- 4 Speech/language certification
- 5 Physical therapy license
- 6 Occupational therapy license
- 7 Other: _____
- 8 None of these

F8. During the past 3 years, have you attended in-services totaling 8 or more hours to help you in any of the following areas?

IF YES, PLEASE CIRCLE ALL AREAS IN WHICH YOU RECEIVED 8 OR MORE HOURS OF IN-SERVICE TRAINING.

- 1 Teach language arts, reading, English, or writing
- 2 Work with students who are considered to be "at risk"
- 3 Work with students with disabilities
- 4 Classroom management
- 5 None of these

- F9. On a scale of 1 (needs improvement) to 5 (fully competent), how would you rate your current ability to do each of the following?

PLEASE CIRCLE ONE NUMBER FOR EACH STATEMENT.

		Needs improvement	—————▶			Fully competent
a.	Motivate students to participate in academic tasks	1	2	3	4	5
b.	Use technology in instruction	1	2	3	4	5
c.	Adapt instruction and/or materials to address varying needs and achievements of individual students	1	2	3	4	5
d.	Teach reading skills	1	2	3	4	5
e.	Teach English at this student's grade level	1	2	3	4	5
f.	Monitor students' progress	1	2	3	4	5
g.	Adjust instruction based on student progress	1	2	3	4	5
h.	Manage behavior	1	2	3	4	5

- F10. Please indicate the extent to which you agree or disagree with each of the following statements.

PLEASE CIRCLE ONE NUMBER ON EACH LINE.

		Strongly agree	Agree	Disagree	Strongly disagree
a.	I am given the support I need to teach students with special needs.	1	2	3	4
b.	I have adequate training for teaching students with disabilities.	1	2	3	4
c.	The school leadership has high expectations and standards for students and teachers.	1	2	3	4
d.	The principal promotes instructional improvement among school staff.	1	2	3	4
e.	This school is a safe place for students.	1	2	3	4

F11. Which best describes you?

PLEASE CIRCLE ALL THAT APPLY.

- 1 African-American or Black
- 2 American Indian or Alaska Native
- 3 Asian
- 4 Caucasian or White
- 5 Hispanic or Latino
- 6 Native Hawaiian or other Pacific Islander
- 7 Other: _____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

**Please return it in the postage-paid envelope to:
The Special Education Elementary Longitudinal Study (SEELS)
(contractor address)**