

C-SAIL SWD Teacher Survey

California Version

Spring 2017

Teacher Background

All teachers

1. This school year (2016-17), what grade(s) do you teach at {{SCHNAME}}?

PLEASE SELECT all that apply

1 <input type="checkbox"/> Preschool	7 <input type="checkbox"/> 5 th	13 <input type="checkbox"/> 11 th
2 <input type="checkbox"/> Kindergarten	8 <input type="checkbox"/> 6 th	14 <input type="checkbox"/> 12 th
3 <input type="checkbox"/> 1 st	9 <input type="checkbox"/> 7 th	15 <input type="checkbox"/> 13 th (students with disabilities aged 18-22)
4 <input type="checkbox"/> 2 nd	10 <input type="checkbox"/> 8 th	16 <input type="checkbox"/> Ungraded
5 <input type="checkbox"/> 3 rd	11 <input type="checkbox"/> 9 th	
6 <input type="checkbox"/> 4 th	12 <input type="checkbox"/> 10 th	

2. This school year (2016-17), what subject(s) do you teach?

PLEASE SELECT all that apply.

- 1 English/Language arts/reading/writing
- 2 Mathematics
- 3 Social Studies
- 4 Science, Technology and/or Engineering
- 5 World language(s)
- 6 Visual or performing arts (art, music, dance, theater)
- 7 Health/physical education
- 8 Career/technical education
- 9 Special education
- 10 English Language Development
- 11 Specialized Instructional Support Personnel (SISP)
- 12 Other (*specify*) _____

[SHOW THIS TEXT THROUGH Q3 IF SURVSELECTED=SWD]

Please use the following definitions in this survey:

Students with disabilities refers to students with IEPs who participate in the regular state assessment (with or without accommodations). Please do not answer for students who participate in the alternate assessment.

Push-in services refers to services where the special education teacher

- provides instruction directly to students with disabilities within the general education classroom, OR
- provides support to help students with disabilities participate meaningfully by adapting the instruction designed by the general education teacher by adapting that instruction, OR
- consults or collaborates with the regular education teacher to help students with disabilities participate meaningfully in the general education teacher's instruction.

Pull-out services refers to services where the special education teacher provides instruction to students with disabilities outside of the general education classroom (e.g., in one-to-one instruction, small-group instruction, or large-group instruction).

3. Is your primary role providing instruction for students with disabilities (e.g., working with students in a whole class setting, push-in instruction, or pull-out instruction)?

- Yes
- No → [GO TO THANK YOU PAGE]

4. Including the current school year (2016-17), how long have you worked as a teacher?
Include the current year.

Record whole years, not fractions or months.
Please do not include student teaching.

	Years
a. Total amount of time teaching	
b. Total amount of time teaching in current school	
c. Total amount of time teaching in current district	
d. Total amount of time teaching in California	

SWD teachers only

[all questions in this section shown for SWD teachers only]

5. Including the current school year (2016-17), how long have you been teaching students with disabilities overall, and in each of the following grade levels?

Include the current year.
Record whole years, not fractions or months.
Please do not include student teaching.

	Years
a. Total amount of time teaching students with disabilities	
b. Total amount of time teaching students with disabilities in elementary school grades	
c. Total amount of time teaching students with disabilities in middle school grades	
d. Total amount of time teaching students with disabilities in high school grades	

6. [4th GRADE SELECTED IN Q1 AND RANDNO =1] Do you teach mathematics to any of the 4th grade students with disabilities in {{SCHNAME}}?
- Yes
 - No

7. [(5th GRADE SELECTED IN Q1 AND RANDNO=2) OR NO TO Q5] Do you teach ELA to any of the 5th grade students with disabilities in {{SCHNAME}}?
- Yes
- No

[IF NO TO Q6 AND NO TO Q7 AND ANY_HS=0 THEN GO TO THANK YOU PAGE.]

8. [HIGH SCHOOL SELECTED AND RANDNO=1] Do you teach mathematics to high school students with disabilities in {{SCHNAME}}?
- Yes
- No
9. [HIGH SCHOOL SELECTED AND (RANDNO=2 OR NO TO Q8)] Do you teach ELA to high school students with disabilities in {{SCHNAME}}?
- Yes
- No → [GO TO THANK YOU PAGE]

[THE SUBJECT TAUGHT (ELA/MATH) IS DERIVED FROM QUESTIONS 5 THROUGH Q9:

- IF YES TO Q5 OR Q8, SUBJ =Mathematics.
- IF YES TO Q7 OR Q9, SUBJ =ELA.]

All teachers

10. Which option below best describes your familiarity with the Common Core State Standards (CCSS) for **{{SUBJ}}** for **{{SURVGRLEVEL}}**?
- I am unfamiliar or only slightly familiar with the CCSS for **{{SUBJ}}**.
 - I have a general understanding of the CCSS for **{{SUBJ}}**, but I am not familiar enough with the details to use them in the development of lessons and assessments.
 - I am familiar enough with the details of the CCSS for **{{SUBJ}}** to use them in the development of lessons and assessments.
11. How prepared did you feel to teach the CCSS for **{{SUBJ}}** for the students in the grade(s) you teach?
- I do not feel prepared.
 - I feel slightly prepared.
 - I feel moderately well prepared.
 - I feel well prepared.

Classroom Practices: SWDs

[ALL QUESTIONS IN THIS SECTION SHOWN ONLY FOR SURVSELECTED=SWD]

Target group instructions for SWD ELA teachers

[TARGET GROUP instructions for elementary special education teachers who provide ELA instruction]

- For the next set of questions, please focus on your instruction in English Language Arts or reading to 5th grade students with disabilities who you teach this year. Please do not answer for students who participate in the alternate assessment.
- If you teach English Language Arts or reading to more than one group that includes 5th grade students, please think about the group or class that includes the largest number of 5th grade students with disabilities. For the purpose of this survey, this is your **target group**.
- Your target group may be in a setting in which you provide instruction to this group, which includes students with disabilities, in a push-in or pull-out format.

[TARGET GROUP instructions for high school special education teachers who provide ELA instruction]

- For the next set of questions, please focus on your instruction in English Language Arts or reading to high school students with disabilities who you teach this year. Please do not answer for students who participate in the alternate assessment.
- If you teach English Language Arts or reading to more than one group of students, please think about your largest group of students with disabilities. For the purposes of this survey, this is your **target group**.
- Your target group may be in a setting in which you provide instruction to this group, which includes students with disabilities, in a push-in or pull-out format.

Target group instructions for SWD math teachers

[SHOW IF SUBJ_SWD=MATH AND SURVGRLEVEL=4TH GRADE]

- For the next set of questions, please focus on your instruction in mathematics to 4th grade students with disabilities who you teach this academic year. Please do not answer for students who participate in the alternate assessment.
- If you teach mathematics to more than one group that includes 4th grade students, please think about the group or class that includes the largest number of 4th grade students with disabilities.
- For the purpose of this survey, this is called your **target group**.
- Your target group may be in a setting in which you provide instruction to this group, which includes students with disabilities, in a push-in or pull-out format.

[SHOW IF SUBJ_SWD=MATH AND SURVGRLEVEL=HIGH SCHOOL]

12. In which of the following mathematics courses are you currently teaching, or providing support to, students with disabilities? Please do not answer for students who participate in the alternate assessment.

PLEASE SELECT all that apply.

- Pre-algebra
- Algebra or Algebra I
- Advanced Algebra or Algebra II
- Geometry
- Integrated mathematics

- Pre-calculus
- Calculus (non-AP)
- Trigonometry
- Any AP/IB math class
- Any dual enrollment math class
- Other, specify: _____

[If respondent DOES NOT select Algebra or Algebra I, Advanced Algebra or Algebra II, or Geometry, they will receive question 13. If they select Algebra or Algebra I, Advanced Algebra or Algebra II, or Geometry, they will skip question 13, and receive question 14. If respondent only chooses "AP/IB" and/ or "Any dual enrollment math class", they will end the survey]

[TARGET GROUP instructions for high school teachers who DO NOT teach algebra or geometry]

- For the next set of questions, we would like you to think about your largest group or class of students with disabilities that **focuses on mathematics instruction** that you teach this year. For the purposes of this survey, this is your **target group**.
- Your target group may be in a setting in which you provide instruction to this group, which includes students with disabilities, in a push-in or pull-out format.

13. Which of the following best describes the mathematics content that you are teaching to your largest group or class of students with disabilities (i.e., your **target group**)?

- Pre-algebra
- Integrated mathematics
- Pre-calculus
- Calculus
- Trigonometry
- Other, specify:

[TARGET GROUP instructions for high school teachers who teach algebra or geometry]

- For the next set of questions, we would like you to think about your largest group or class of students with disabilities that **focuses on mathematics instruction in algebra or geometry** that you teach this year. For the purposes of this survey, this is your **target group**.
- Your target group may be in a setting in which you provide instruction to this group, which includes students with disabilities, in a push-in or pull-out format.

14. Which of the following best describes the algebra or geometry content that you are teaching to your largest group of class of students with disabilities (i.e., your **target group**)?

- Algebra or Algebra I
- Advanced Algebra or Algebra II
- Geometry

Target group information for all SWD teachers

[SHOW THIS SECTION TO ALL SWD TEACHERS]

15. How many students are in this **target group**?

Number of students:

16. Are all of the students enrolled in your target group students with disabilities?

- Yes
- No

17. [NO TO Q16] How many of the students in your target group are students with disabilities?

Number of students with disabilities:

18. How do you provide instruction for this **target group**?

Select all that apply.

- I provide instruction to the whole class as the primary instructor
- I collaborate with another teacher who provides instruction to the whole class
- I provide instruction to a subset of students through a push-in format
- I provide instruction to a subset of students through a pull-out format
- Other. Please specify: _____

[If they only select "I provide instruction to the whole class as the primary instructor" they will skip 19.]

19. In your **target group**, to what extent do you coordinate your instruction with the mainstream classroom teacher by doing each of the following?

	Never	Rarely	Sometimes	Often
a. Joint lesson planning	1	2	3	4
b. Co-teaching	1	2	3	4
c. Consultation	1	2	3	4
d. Discuss individual students' progress	1	2	3	4

20. Before the 2010-11 school year (when California started implementing the CCSS for **{{SUBJ}}**) did you teach the same subject to students in the same grade as your **target group**?

- Yes
- No, I taught different subjects/grades
- No, I wasn't a teacher before the 2010-11 school year

Mathematics classroom practices

21. [SURVGRLEVEL=4TH GRADE AND SUBJ=Mathematics]

[IF YES TO Q20] We will ask you two sets of questions about your target class.

- In Column A, please indicate the level of emphasis you currently give to each of the following in your instruction.
- In Column B, please indicate whether—since the implementation of the CCSS for Mathematics in the 2010-11 school year— your level of coverage has decreased, stayed the same, or increased.

[IF NO TO Q20] Please indicate the level of emphasis you currently give to each of the following in your instruction.

	A. Current Level of Emphasis				B. Change in Coverage Since Implementation of the CCSS for Mathematics		
	None	Minor emphasis	Moderate emphasis	Major emphasis	Decreased	Stayed the same	Increased
a. Calculate simple probabilities	0	1	2	3	1	2	3
b. Demonstrate understanding of angle measurement	0	1	2	3	1	2	3
c. Demonstrate understanding of data in tables or graphs	0	1	2	3	1	2	3
d. Demonstrate understanding of fraction multiplication	0	1	2	3	1	2	3
e. Demonstrate understanding of geometric or arithmetic patterns	0	1	2	3	1	2	3
f. Demonstrate understanding of rate of change/slope	0	1	2	3	1	2	3
g. Perform measurement conversions	0	1	2	3	1	2	3
h. Perform the procedures of adding and subtracting fractions	0	1	2	3	1	2	3
i. Represent fractions	0	1	2	3	1	2	3
j. Solve one step equations (e.g., $5x = 12$)	0	1	2	3	1	2	3

22. [SURVGRLEVEL=HIGH SCHOOL AND SUBJ=Mathematics AND ALGEBRA/ALGEBRA I SELECTED IN Q12]

[IF YES TO Q20] We will ask you two sets of questions about your target class.

- In Column A, please indicate the level of emphasis you currently give to each of the following in your instruction.
- In Column B, please indicate whether—since the implementation of the CCSS for Mathematics in the 2010-11 school year— your level of coverage has decreased, stayed the same, or increased.

[IF NO TO Q20] Please indicate the level of emphasis you currently give to each of the following in your instruction.

	A. Current Level of Emphasis				B. Change in Coverage Since Implementation of the CCSS for Mathematics		
	None	Minor emphasis	Moderate emphasis	Major emphasis	Decreased	Stayed the same	Increased
a. Apply linear and non-linear functions to real-world settings	0	1	2	3	1	2	3
b. Compute with exponents and radicals (e.g., square roots)	0	1	2	3	1	2	3
c. Convert expressions involving radicals to expressions with rational exponents	0	1	2	3	1	2	3
d. Demonstrate understanding of estimation	0	1	2	3	1	2	3
e. Demonstrate understanding of exponential functions	0	1	2	3	1	2	3
f. Demonstrate understanding of sequences	0	1	2	3	1	2	3
g. Find the factors of an algebraic expression	0	1	2	3	1	2	3
h. Interpret the slope in real-world settings	0	1	2	3	1	2	3
i. Perform operations on polynomials	0	1	2	3	1	2	3
j. Perform procedures involving rate of change/slope	0	1	2	3	1	2	3

23. [SURVGRLEVEL=HIGH SCHOOL AND SUBJ=Mathematics AND ALGEBRA 2/ADVANCED ALGEBRA SELECTED IN Q12]

[IF YES TO Q20] We will ask you two sets of questions about your target class.

- In Column A, please indicate the level of emphasis you currently give to each of the following in your instruction.
- In Column B, please indicate whether—since the implementation of the CCSS for Mathematics in the 2010-11 school year— your level of coverage has decreased, stayed the same, or increased.

[IF NO TO Q20] Please indicate the level of emphasis you currently give to each of the following in your instruction.

	A. Current Level of Emphasis				B. Change in Coverage Since Implementation of the CCSS for Mathematics		
	None	Minor emphasis	Moderate emphasis	Major emphasis	Decreased	Stayed the same	Increased
a. Solve systems of equations	0	1	2	3	1	2	3
b. Perform procedures with complex numbers	0	1	2	3	1	2	3
c. Demonstrate understanding of linear functions	0	1	2	3	1	2	3
d. Demonstrate understanding of function operations	0	1	2	3	1	2	3
e. Perform procedures on polynomials	0	1	2	3	1	2	3
f. Apply functions to real world settings	0	1	2	3	1	2	3
g. Perform operations on exponential expressions	0	1	2	3	1	2	3
h. Demonstrate understanding of polynomials	0	1	2	3	1	2	3
i. Memorize attributes of exponential functions	0	1	2	3	1	2	3
j. Demonstrate understanding of inequalities	0	1	2	3	1	2	3

24. [SURVGRLEVEL=HIGH SCHOOL AND SUBJ=Mathematics AND GEOMETRY SELECTED IN Q12]

[IF YES TO Q20] We will ask you two sets of questions about your target class.

- In Column A, please indicate the level of emphasis you currently give to each of the following in your instruction.
- In Column B, please indicate whether—since the implementation of the CCSS for Mathematics in the 2010-11 school year— your level of coverage has decreased, stayed the same, or increased.

[IF NO TO Q20] Please indicate the level of emphasis you currently give to each of the following in your instruction.

	A. Current Level of Emphasis				B. Change in Coverage Since Implementation of the CCSS for Mathematics		
	None	Minor emphasis	Moderate emphasis	Major emphasis	Decreased	Stayed the same	Increased
Demonstrate understanding of rigid transformations (e.g. slides/ translations, flips/ reflections, turns/rotations)	0	1	2	3	1	2	3
Perform procedures associated with triangle	0	1	2	3	1	2	3
Use geometry to model situations (e.g. use circles, three-dimensional objects to model real-world situations)	0	1	2	3	1	2	3
Memorize definitions and formulas associated with triangles	0	1	2	3	1	2	3
Demonstrate understanding of similarity	0	1	2	3	1	2	3
Perform procedures to determine angle measures	0	1	2	3	1	2	3
Justify properties of circles	0	1	2	3	1	2	3
Memorize definitions and formulas associated with quadrilaterals	0	1	2	3	1	2	3
Generalize transformations to other concepts (e.g. congruence)	0	1	2	3	1	2	3
Perform procedures associated with circles	0	1	2	3	1	2	3

25. Thinking about your **target group**, how often do you engage in the following practices?

		Never or hardly ever	Sometimes	Often	Every time this class meets
a.	Build students' mathematical content knowledge by closely connecting it to their learning from the previous grade.	0	1	2	3
b.	Build students' use of mathematical language when presenting their ideas.	0	1	2	3
c.	Connect students' mathematical content knowledge across mathematical topics.	0	1	2	3
d.	Provide opportunities for students to apply mathematics to every-day problems.	0	1	2	3
e.	Integrate the Mathematics State Standards into my lesson planning.	0	1	2	3
f.	Use hands-on activities that support mathematical learning	0	1	2	3
g.	Provide structured opportunities for students to discuss their mathematical reasoning.	0	1	2	3
h.	Assess students in their mathematical procedural skills.	0	1	2	3

26. Thinking about your **target group**, when you teach mathematics to students with disabilities how often do you do each of the following?

		Never	Occasionally	Often	Always
a.	Teach the same content using simpler numbers.	1	2	3	4
b.	Teach the foundational-level skills that students with disabilities have not yet mastered; then have students with disabilities apply newly learned skills in the context of the grade-level content standards.	1	2	3	4
c.	Model explanations and have the students with disabilities practice those explanations to communicate (verbally and in writing) about mathematics.	1	2	3	4
d.	Simplify text that contextualizes mathematics problems.	1	2	3	4
e.	Read to the student text that contextualizes mathematics problems.	1	2	3	4
f.	Explicitly connect hands-on materials to pictorial representations and to symbolic representations of problems.	1	2	3	4
g.	When multiple strategies or algorithms apply, focus primarily on the one that's easiest for the students with disabilities to use.	1	2	3	4

ELA class practices for SWD teachers

27. [SURVGRLEVEL=5TH GRADE AND SUBJ=ELA]

[IF YES TO Q20] We will ask you two sets of questions about your target class.

- In Column A, please indicate the level of emphasis you currently give to each of the following in your instruction.
- In Column B, please indicate whether—since the implementation of the CCSS for Mathematics in the 2010-11 school year— your level of coverage has decreased, stayed the same, or increased.

[IF NO TO Q20] Please indicate the level of emphasis you currently give to each of the following in your instruction.

	A. Current Level of Emphasis				B. Change of Coverage Since Implementation of the CCSS for ELA		
	None	Minor emphasis	Moderate emphasis	Major emphasis	Decreased	Stayed the same	Increased
a. Apply cognitive strategies when reading	1	2	3	4	1	2	3
b. Apply grammatical rules	1	2	3	4	1	2	3
c. Compare multiple texts on the same theme	1	2	3	4	1	2	3
d. Demonstrate ability to write different forms of text	1	2	3	4	1	2	3
e. Demonstrate correct spelling rules	1	2	3	4	1	2	3
f. Discuss different examples of literary devices	1	2	3	4	1	2	3
g. Engage in effective conversation and discussions with peers	1	2	3	4	1	2	3
h. Identify main, key and supporting ideas, and details	1	2	3	4	1	2	3
i. Interpret words and phrases with multiple meanings	1	2	3	4	1	2	3
j. Locate and use textual evidence to support comprehension	1	2	3	4	1	2	3

28. [SURVGRLEVEL=HIGH SCHOOL AND SUBJ=ELA]

[IF YES TO Q20] We will ask you two sets of questions about your target class.

- In Column A, please indicate the level of emphasis you currently give to each of the following in your instruction.
- In Column B, please indicate whether—since the implementation of the CCSS for Mathematics in the 2010-11 school year— your level of coverage has decreased, stayed the same, or increased.

[IF NO TO Q20] Please indicate the level of emphasis you currently give to each of the following in your instruction.

	A. Current Level of Emphasis				B. Change of Coverage Since Implementation of the CCSS for ELA		
	None	Minor emphasis	Moderate emphasis	Major emphasis	Decreased	Stayed the same	Increased
a. Analyze aesthetic aspects of text (e.g., use of rhythm or alliteration)	1	2	3	4	1	2	3
b. Analyze vocabulary choices in different forms of text (e.g., use of technical or figurative language as appropriate)	1	2	3	4	1	2	3
c. Apply rules for capitalization and punctuation	1	2	3	4	1	2	3
d. Compare multiple texts on the same theme	1	2	3	4	1	2	3
e. Demonstrate ability to write for different purposes	1	2	3	4	1	2	3
f. Demonstrate correct grammar rules	1	2	3	4	1	2	3
g. Demonstrate speaking and listening skills in different engagements with peers (e.g., conversations, discussions, debates)	1	2	3	4	1	2	3
h. Discuss the characteristics of different genres of text	1	2	3	4	1	2	3
i. Locate and use textual evidence to support comprehension	1	2	3	4	1	2	3
j. Vary sentence construction in writing	1	2	3	4	1	2	3

29. Thinking about your **target group**, how often do you engage in the following practices?

		Never or hardly ever	Sometimes	Often	Every time this class meets
a.	Build content knowledge through content-rich non-fiction	0	1	2	3
b.	Provide instruction in academic vocabulary to support students' understanding of complex text	0	1	2	3
c.	Provide opportunities for students to have conversations and develop arguments based on the texts they've read	0	1	2	3
d.	Provide regular opportunities for students to engage with complex grade-level text	0	1	2	3
e.	Have students cite textual evidence to support their inferences about both literary and informational texts.	0	1	2	3
f.	Have students analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole text	0	1	2	3
g.	Have students strengthen their writing by planning, revising, editing, rewriting, or trying a new approach	0	1	2	3
h.	Have students adapt their language to a variety of contexts and communicative tasks	0	1	2	3
i.	Use the model curriculum units developed by the state	0	1	2	3

30. Thinking about your **target group**, when you provide ELA instruction to **students with disabilities** how often do you do each of the following?

		Never	Occasionally	Often	Always
a.	Ensure adequate background knowledge on text before having students with disabilities work on those passages.	1	2	3	4
b.	Pre-teach key vocabulary & concepts needed to comprehend the text.	1	2	3	4
c.	Highlight main ideas to help students with disabilities generate inferences related to the text.	1	2	3	4
d.	Provide opportunities for repeated reading.	1	2	3	4
e.	Provide explicit instruction about text structure.	1	2	3	4
f.	Provide graphic models/organizers for students with disabilities to fill in 'gaps' in text.	1	2	3	4
g.	Structure peer-mediated activities in which higher-performing readers support word recognition among lower-performing readers.	1	2	3	4

Misc/Barriers to implementing CCR in target class
 [THIS SECTION SHOWN TO ALL SWD TEACHERS]

31. In your **target group**, when you provide **{{SUBJ}}** instruction to **students with disabilities**, what percentage of time do you teach to the grade-level standards (as opposed to teaching to standards for a higher or lower grade level)?

Percent of time spent teaching to grade-level standards to students with disabilities:

32. Approximately what percentage of students with disabilities in your **target group** will be able to meet the majority of the CCSS for **{{SUBJ}}** for their grade level by the end of the academic year?

of students with disabilities in my target group will meet the majority of grade-level standards.

33. Thinking about your **target group**, to what extent is each of the following a challenge to your efforts to implement the CCSS for **{{SUBJ}}**?

	Not a challenge in my target group	Minor challenge in my target group	Moderate challenge in my target group	Major challenge in my target group
a. Inadequate student preparation in prior grades	1	2	3	4
b. Lack of support from parents	1	2	3	4
c. Student absenteeism and tardiness	1	2	3	4
d. Insufficient class time to cover all the content	1	2	3	4
e. Wide range of student abilities to address	1	2	3	4
f. Large class size	1	2	3	4
g. Inadequate instructional resources (e.g., textbooks)	1	2	3	4
h. Frequent changes in school priorities or leadership (e.g. principal turnover)	1	2	3	4
i. Lack of school resources to provide extra help for students	1	2	3	4
j. Lack of planning time built into the school day	1	2	3	4
k. Lack of guidance for teaching grade-level standards to special education students (including those with mild learning disabilities but excluding those with severe or profound disabilities).	1	2	3	4
l. Lack of guidance for teaching grade-level standards for English Language Learners	1	2	3	4

Perceptions of the standards

The following questions are no longer specific to your target class.

34. Please indicate your agreement with the following statements.

SELECT ONE RESPONSE PER ROW	Don't know	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a. [ANY_ES=1] The CCSS for {{SUBJ}} positively affect the degree to which students with disabilities are prepared for middle school.	0	1	2	3	4
b. [ANY_HS=1] The CCSS for {{SUBJ}} positively affect the degree to which students are prepared for college and career.	0	1	2	3	4
b. The CCSS for {{SUBJ}} makes learning relevant to the everyday lives of students with disabilities.	0	1	2	3	4
c. Since California started implementing the CCSS for {{SUBJ}}, I have made instructional shifts to ensure students with disabilities meet those standards.	0	1	2	3	4
d. Students' results from the {{SUBJ}} sections of the Smarter Balanced Assessments provide valuable information about how well my students with disabilities are mastering the state standards.	0	1	2	3	4
e. The CCSS for {{SUBJ}} sets appropriate expectations for students with disabilities.	0	1	2	3	4
f. The CCSS for {{SUBJ}} exclude important content that students with disabilities should learn.	0	1	2	3	4
g. The CCSS for {{SUBJ}} provide a manageable number of topics to teach to students with disabilities in a school year.	0	1	2	3	4
h. The CCSS for {{SUBJ}} give educators the flexibility they need to help students with disabilities who are below grade level.	0	1	2	3	4
i. The CCSS for {{SUBJ}} are more rigorous than the previous state standards.	0	1	2	3	4

ALL TEACHERS

35. Please indicate your agreement with the following statements

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a.	The CCSS for [[SUBJ]] clearly indicate the content I should teach.	1	2	3	4
b.	I have received guidance from my district that clearly indicates <u>the order in which</u> I should teach each content area in the CCSS for [[SUBJ]] .	1	2	3	4
c.	I have received guidance from my district that clearly indicates <u>how much time I should spend</u> on each content area in the CCSS for [[SUBJ]] .	1	2	3	4

36. Please indicate your agreement with the following statements.

		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a.	My <u>district</u> has made teaching to the CCSS for [[SUBJ]] a major priority.	1	2	3	4
b.	My <u>principal</u> has made teaching to the CCSS for [[SUBJ]] a major priority.	1	2	3	4
c.	Teachers who poorly implement the CCSS for [[SUBJ]] will have a lower summative evaluation rating.	1	2	3	4
d.	There are negative repercussions for teachers at this school whose students performed poorly on the Smarter Balanced Assessments test.	1	2	3	4
e.	Teachers at this school are recognized for using exemplary classroom practices that support the implementation of the CCSS for [[SUBJ]] .	1	2	3	4
f.	Teachers at this school are recognized for their student's achievement gains on the Smarter Balanced Assessments test.	1	2	3	4

37. Please indicate the extent to which each source, on balance, has been critical or supportive of the CCSS for {{SUBJ}}.

		Mostly critical	Mixed, but more critical than supportive	Neutral	Mixed, but more supportive than critical	Mostly supportive	I don't know
a.	The superintendent of my district	1	2	3	4	5	0
b.	My school principal	1	2	3	4	5	0
c.	Other teachers in my school	1	2	3	4	5	0
d.	Local teacher organization	1	2	3	4	5	0
e.	Parents of my students	1	2	3	4	5	0

38. Which of the following supports did you use for implementing the CCSS for {{SUBJ}} (part A), and which supports would you like more of in the future (part B)?

	A. Availability and Use			B. How much of this resource would you like in the future, compared to what you receive now?		
	Not available	Available, but did not use	Used	Less	Same amount	More
a. Textbooks aligned to the CCSS for {{SUBJ}}	0	1	2	1	2	3
b. Curriculum resources aligned to the CCSS for {{SUBJ}}	0	1	2	1	2	3
c. Formative or diagnostic assessments aligned to the CCSS for {{SUBJ}}	0	1	2	1	2	3
d. Digital tools (e.g., on-line textbooks, webinars, videos, online communities, applications)	0	1	2	1	2	3
e. Information about how the CCSS for {{SUBJ}} change what students are expected to learn	0	1	2	1	2	3
f. Information about how the CCSS for {{SUBJ}} change what is expected of teachers' instructional practice	0	1	2	1	2	3
g. Professional development on the CCSS for {{SUBJ}}	0	1	2	1	2	3
h. Other (specify): _____	0	1	2	1	2	3

39. How useful were the supports you used in implementing the CCSS for {{SUBJ}}?
[Only show items that were used per Q38.]

	Not useful	Somewhat useful	Useful	Very useful
a. Textbooks aligned to the CCSS for {{SUBJ}}	0	1	2	3
b. Curriculum resources aligned to the CCSS for {{SUBJ}}	0	1	2	3
c. Formative or diagnostic assessments aligned to the CCSS for {{SUBJ}}	0	1	2	3
d. Digital tools (e.g., online textbooks, webinars, videos, online communities, applications)	0	1	2	3
e. Information about how the CCSS for {{SUBJ}} change what students are expected to learn	0	1	2	3
f. Information about how the CCSS for {{SUBJ}} change what is expected of teachers' instructional practice	0	1	2	3
g. Professional development on the CCSS for {{SUBJ}}	0	1	2	3
h. Other (specify): _____	0	1	2	3

40. Please indicate your opinion on the degree to which the following are aligned to the CCSS for {{SUBJ}}.

	N/A	Don't know	Not at all aligned	Somewhat aligned	Aligned	Strongly aligned
a. The {{SUBJ}} sections of the Smarter Balanced Assessments	NA	1	2	3	4	5
b. District-mandated summative assessments	NA	1	2	3	4	5
c. Formative or diagnostic assessments selected or created by schools	NA	1	2	3	4	5
d. Formative or diagnostic assessments used district-wide	NA	1	2	3	4	5
e. {{SUBJ}} textbooks used in your school	NA	1	2	3	4	5
f. {{SUBJ}} curriculum selected or developed by your district	NA	1	2	3	4	5
g. State-developed or organized professional development activities that you've participated in this year	NA	1	2	3	4	5
h. District-developed or organized professional development activities that you've participated in this year	NA	1	2	3	4	5
i. Administrator feedback provided to you from classroom observations (i.e. walk-throughs, formal observations etc.)	NA	1	2	3	4	5

41. Including this current school year, how long do you believe each of the following will remain in effect?

	1-2 years	3 years	4 years	5+ years
a. The CCSS for {{SUBJ}}	1	2	3	4
b. The {{SUBJ}} section of the Smarter Balanced Assessments test	1	2	3	4
c. The current {{SUBJ}} proficiency standards (i.e., cut scores) for the Smarter Balanced Assessments test	1	2	3	4

Educator Growth and Development

42. During the current school year (2016-17), approximately how many hours total did you spend in each of the following professional development activities?

If the answer is "none", please enter 0.

Professional Development Activities	Number of hours
a. Workshops, conferences, institutes or seminars.	---
b. Professional learning community or meeting of colleagues deigned to enhance professional learning.	---
c. Formal coaching or mentoring.	---
d. Course extended over several weeks, such as a college course.	---
e. Other (please specify):	---

43. Of all of your professional development hours in 2016-17 (in question 41, above), how many hours were focused on the CCSS for **{{SUBJ}}**?

- 1-10 hours
- 11-20 hours
- 21-40 hours
- 41-80 hours
- More than 80 hours
- None

44. Please indicate whether the professional development you received on the CCSS for **{{SUBJ}}** focused on each of the following topics and if it was useful.

Professional Development Topics		How useful was the PD?				
		Did your PD cover this?	Not at all useful	A little useful	Somewhat useful	Very useful
a.	Content of the CCSS for {{SUBJ}}	<input type="checkbox"/> Yes	1	2	3	4
		<input type="checkbox"/> No				
b.	Instructional shifts associated with the CCSS for {{SUBJ}}	<input type="checkbox"/> Yes	1	2	3	4
		<input type="checkbox"/> No				
c.	Test preparation strategies for the Smarter Balanced Assessments test	<input type="checkbox"/> Yes	1	2	3	4
		<input type="checkbox"/> No				
d.	Instructional strategies for teaching the CCSS for {{SUBJ}} to SWDs	<input type="checkbox"/> Yes	1	2	3	4
		<input type="checkbox"/> No				
e.	Instructional strategies for teaching the CCSS for {{SUBJ}} to ELLs	<input type="checkbox"/> Yes	1	2	3	4
		<input type="checkbox"/> No				
f.	Other (please specify): _____	<input type="checkbox"/> Yes	1	2	3	4
		<input type="checkbox"/> No				

45. **[SURVSELECTED=ELA OR MATH]** Indicate your agreement with the following statements about all the professional development activities that you are participating in during the 2016-17 school year (including summer 2016). My professional development activities are...

	SELECT ONE RESPONSE PER ROW					
	Not applicable	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly	No opinion
a. improving my content knowledge of the academic subjects I teach.	NA	1	2	3	4	NOp
b. advancing my understanding of effective instructional strategies.	NA	1	2	3	4	NOp
c. having a positive impact on my classroom instruction.	NA	1	2	3	4	NOp
d. improving my teaching of the CCSS for {{SUBJ}} .	NA	1	2	3	4	NOp
e. helping me use the analyses of student performance data to identify the needs of struggling students.	NA	1	2	3	4	NOp
f. helping me address the social emotional needs of my students	NA	1	2	3	4	NOp
g. well-aligned to teach the CCSS for {{SUBJ}}	NA	1	2	3	4	NOp
h. helping me teach the CCSS for {{SUBJ}} to students with disabilities	NA	1	2	3	4	NOp
i. helping me teach content aligned to the CCSS for {{SUBJ}} to English language learners	NA	1	2	3	4	NOp
j. Other (please specify)	NA	1	2	3	4	NOp

46. So far, during the 2016-17 school year, how often have you done each of the following?

		Never	Once or twice	3-9 times	10 or more times
a.	Observed another teacher's classroom to offer feedback	1	2	3	4
b.	Observed another teacher's classroom to get ideas for your own instruction	1	2	3	4
c.	Gone over student assessment data with other teachers to make instructional decisions	1	2	3	4
d.	Worked with other teachers to develop materials or activities for particular classes	1	2	3	4
e.	Worked on instructional strategies with other teachers	1	2	3	4

47. Which of the following sentences best describes the impact of your collaboration with other teachers? As a result of my collaboration with other teachers....

- I did not change my instructional practice.
- I made some changes to improve my instructional practice.
- I made major changes to improve my instructional practice.
- I did not collaborate with other teachers.

48. During the 2016-17 school year, did you receive feedback on any classroom observations (e.g., observations for formal and informal evaluation, walkthroughs, coaching) of your teaching?

Please consider "feedback" to include oral feedback, written feedback, or a rating of any kind.

- Yes
- No

49. Who conducted the observations of your teaching (e.g., formal, informal, or formative observations; walkthroughs) for which you later received feedback?

Check all that apply.

- Other teachers in my school
- Mentor
- Coach
- Principal
- Assistant principal
- Parents/Families
- External experts (i.e., external to your school)
- Other; please specify _____

50. Based on the observations of your teaching, which of the following forms of feedback did you receive?

Check all that apply.

- Oral feedback
- Written narrative
- Rating (e.g., rating on a number scale, or a ratings such as "Satisfactory")
- Other (specify): _____

51. Thinking back across all of the oral feedback you received based on a classroom observation, approximately how many minutes total did you spend discussing the feedback with the observer?

For example, if you had three observations with feedback sessions that were each 20 minutes, please enter in one hour.

			Hours, and			Minutes
--	--	--	------------	--	--	---------

52. Thinking back on all of the feedback (oral or written) you received during the 2016-17 school year, how useful was the feedback on each of the following topics?

	I did not receive feedback on this topic	Not useful	Somewhat useful	Useful	Very useful
a. Pedagogical content knowledge	0	1	2	3	4
b. Classroom organization	0	1	2	3	4
c. Emotional support for students	0	1	2	3	4
d. Instructional strategies to help students with disabilities (including those with mild learning disabilities but excluding those with severe or profound disabilities).	0	1	2	3	4
e. Instructional strategies to help ELLs	0	1	2	3	4
f. How to align my teaching to the CCSS for {{SUBJ}}	0	1	2	3	4
g. Behavior management	0	1	2	3	4
h. Other (please specify): _____	0	1	2	3	4

53. Please mark the extent to which you agree or disagree with each of the following statements.

<i>The principal at my school:</i>		Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a.	Has confidence in the expertise of the teachers.	1	2	3	4
b.	Reaches out to teachers for input on important decisions.	1	2	3	4
c.	Participates in instructional planning with teams of teachers.	1	2	3	4
d.	Makes clear to the staff his or her instructional expectations.	1	2	3	4
e.	Communicates a clear vision for our school.	1	2	3	4
f.	Sets high standards for teaching.	1	2	3	4
g.	Understands how children learn.	1	2	3	4
h.	Sets high standards for student learning.	1	2	3	4
i.	Actively tracks student academic progress.	1	2	3	4
j.	Actively monitors the quality of teaching in this school.	1	2	3	4
k.	Has helped me implement the CCSS for {}SUBJ{} in my classroom.	1	2	3	4

Thank you page

Thank you for completing the teacher survey for the C-SAIL College and Career-Ready Study. We appreciate your time and input. Your responses will be utilized by policymakers and educational leaders to inform future decisions about standards implementation.

[IF TEACHER CAN RECEIVE INCENTIVE] As a token of our appreciation for your time, we would like to offer you a \$20 gift card to Amazon.com. Please [click here](#) to redeem it.

If you have any questions or concerns, please contact us at 1-866-519-1884.