

ICPSR 35003

**Third Grade Follow-up to the Head
Start Impact Study (HSIS),
2007-2008, United States**

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Third Grade Follow-up Principal Interview

ICPSR

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These data are made available by the Child Care and Early Education *Research Connections* project. *Research Connections* promotes high quality research in child care and early education and the use of that research in policymaking.

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Spring 2008



PRINCIPAL SURVEY

School Name:	
Setting ID:	
School Address:	
	Street
	City State Zip
School Phone:	()
Principal Name:	

Westat

Dear Principal,

This survey is an important part of the Third Grade Follow-up to the Head Start Impact Study, a major longitudinal study of children's school performance beginning with preschool and continuing through third grade. This study is conducted by Westat for the U.S. Department of Health and Human Services (HHS), Office of Planning, Research, and Evaluation (OPRE). You have received this survey because one or more of the children in your school are participants in this study.

This study is collecting information from children, parents, teachers, and principals to investigate the impact of Head Start on children's school performance. This survey is divided into three sections:

- The first section requests information regarding school characteristics, faculty and staff, instruction, technology, decision-making, educational goals, and community relations.
- The second section requests information about your background and experience in education.
- The third section requests that you rate the performance of the teachers who provide reading/language arts and/or math instruction to the children included in this study.

Although we realize you are very busy, we urge you to complete this survey as accurately as possible. The information you provide is confidential and only will be used for research purposes.

Please write your answers on the survey form by circling the appropriate number or writing your response in the space provided.

If you have any questions, please call 1-800-937-8281, ext. 2876.

Thank you very much for your help.

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PLEASE ENTER TODAY'S DATE:

2008
Month Day Year

SCHOOL CHARACTERISTICS

1. What type of school is this? (CIRCLE ONE NUMBER.)

- Public school 1
Catholic school 2
Private school with other religious affiliation 3
Private school with no religious affiliation 4

2. School enrollment. (WRITE IN THE APPROXIMATE NUMBER OF STUDENTS FOR EACH OF THE FOLLOWING. IF NO STUDENTS HAVE LEFT OR ENROLLED IN YOUR SCHOOL, ENTER "0" ON THAT LINE. WRITE THE NUMBER ON EACH LINE.)

Number of students

- a. Total enrollment in your school around October 1, 2007, or the date nearest to that for which data are available?
b. Number of students who have enrolled in your school since October 1, 2007?
c. Number of students who have left your school since October 1, 2007, and have not returned?.....

3. Approximately, what is the **Average Daily Attendance rate** for your school this year? (TO CALCULATE THE PERCENT, DIVIDE THE NUMBER OF STUDENTS ATTENDING ON AN AVERAGE DAY BY THE NUMBER OF STUDENTS ENROLLED.)

_____ % AVERAGE DAILY ATTENDANCE

4. Is your school building enrollment beyond its capacity?

- Yes 1 (GO TO QUESTION 5)
No 2 (GO TO QUESTION 6)

5. Is your school using portable classrooms?

- Yes 1
No 2

6. Approximately, what percent of your students are eligible for free or reduced-price lunch?

_____ %

7. Does your school currently receive Title I funds?

- Yes 1
No 2 (GO TO QUESTION 9)

8. Under Title I, is your school designated as a: (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. School-wide program?	1	2
b. School in need of improvement?	1	2

9. Approximately, what percent of the students in your school belongs to each of the following racial/ethnic groups? (ENTER "0" ON THE LINE IF YOUR SCHOOL HAS NO STUDENTS OF THAT RACIAL-ETHNIC GROUP. THE TOTAL ON THE PERCENT COLUMN SHOULD ADD TO 100%.)

	Percent
a. Asian or Pacific Islander	_____ %
b. Hispanic, regardless of race	_____ %
c. Black, not of Hispanic origin	_____ %
d. White, not Hispanic origin	_____ %
e. American Indian or Alaska Native	_____ %
f. Other (<i>Specify</i>)	_____ %
g. TOTAL	_____ %

10. Are any of the students in this school English Language Learners (ELL)?

Yes 1
No 2 (GO TO QUESTION 13)

11. Approximately what percent of your school's enrollment are ELL students?
_____ %

12. Are any of the following special services provided to families of ELL students? (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Translators are made available to parents for parent/teacher and parent/school staff meetings and/or meetings are conducted in the parents' non-English language	1	2
b. Translations of written communications are provided to ELL families	1	2
c. Home visits are made to families of ELL students	1	2
d. An outreach worker assists in enrolling ELL students first entering school	1	2
e. The school conducts special parent meetings for non-English background families	1	2
f. Other (<i>Specify</i>)	1	2

13. Approximately what percent of your students have Individual Education Plans (IEPs)?
_____ % (IF ZERO, GO TO QUESTION 15)

14. Where are students with Individual Education Plans (IEPs) typically served in this school?

Students with IEPs typically spend most of their day in
separate classes 1

Students with IEPs typically spend most of their day in
the regular classroom 2

15. Are any of the following available to students at this school who are in the **third grade**? (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Gifted and talented program	1	2
b. Participation in community service programs	1	2
c. Before or after school programs	1	2
d. Summer school.....	1	2

16. By the end of the **third grade**, what is the maximum number of times that a student can be retained in grade?

_____ TIMES

17. In general, how adequate is each of the following school facilities for meeting the needs of the students in your school? (CIRCLE ONE NUMBER ON EACH LINE.)

	Do not have	Never adequate	Often not adequate	Sometimes adequate	Always adequate
a. Cafeteria	1	2	3	4	5
b. Computer lab	1	2	3	4	5
c. Library/media center	1	2	3	4	5
d. Art room	1	2	3	4	5
e. Gymnasium	1	2	3	4	5
f. Music room	1	2	3	4	5
g. Playground	1	2	3	4	5
h. Classrooms.....	1	2	3	4	5
i. Auditorium	1	2	3	4	5
j. Multipurpose room	1	2	3	4	5
k. Science room or lab.....	1	2	3	4	5
l. Health room	1	2	3	4	5

18. Does your school take any of the following measures to ensure the safety of students? (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Security guards.....	1	2
b. Metal detectors	1	2
c. Locked exterior doors during the day.....	1	2
d. A requirement that visitors sign in.....	1	2
e. A requirement that visitors be escorted by school staff.....	1	2
f. Teachers assigned to supervise the hallways	1	2
g. Hall passes required to leave class	1	2
h. Intercoms or telephones in classrooms	1	2

19. Approximately how many staff members does your school currently have in the following categories?(PLEASE PROVIDE RESPONSES IN COLUMN (1) FOR STAFF MEMBERS WHO WORK FULL TIME AT YOUR SCHOOL AND IN COLUMN (2) FOR STAFF WHO WORK PART TIME AT YOUR SCHOOL. PLACE EACH STAFF MEMBER IN ONLY ONE STAFF CATEGORY. IF THERE ARE NO STAFF IN YOUR SCHOOL IN A CATEGORY, WRITE ZERO.)

	Number who work full time in the school	Number who work part time in the school
a. Assistant Principal.....	_____	_____
b. Regular classroom teachers.....	_____	_____
c. Gym teachers.....	_____	_____
d. Drama, art, music teachers	_____	_____
e. Special education and related service providers	_____	_____
f. ELL/Bilingual education teachers	_____	_____
g. Reading teachers/specialists.....	_____	_____
h. Teachers of gifted/talented	_____	_____
i. School nurse or health professional	_____	_____
j. School psychologist, counselor, or social worker	_____	_____
k. Paraprofessionals (e.g., classroom aides)	_____	_____
l. Technology Coordinator	_____	_____
m. Library media specialists/librarians.....	_____	_____

20. During the current school year, how many teachers:

Number of teachers

- a. Were newly hired in your school?
- b. Were hired of your own choice?
- c. Have you encouraged to leave?
- d. Left of their own choice?
- e. From last year did not return this year?

21. To what extent do you agree or disagree with the following statements about most of the faculty at your school? (CIRCLE ONE NUMBER FOR EACH ITEM.)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Teachers have a "can do" attitude	1	2	3	4	5
b. Teachers are continually learning and seeking new ideas	1	2	3	4	5
c. Teachers work together to do what is "best for kids"	1	2	3	4	5
d. Teachers support me in enforcing school rules and discipline	1	2	3	4	5
e. Teachers at this school respect their colleagues who are expert at their craft	1	2	3	4	5
f. Teachers design instructional programs together	1	2	3	4	5
g. Teachers at this school work hard to help their students succeed	1	2	3	4	5
h. Teachers in this school really care about their students	1	2	3	4	5
i. Rules for students are consistently enforced by teachers in this school, even for students who are not in their classes	1	2	3	4	5
j. Teachers share my beliefs and values about the central mission of this school	1	2	3	4	5
k. This school makes an effort to reach out to the community	1	2	3	4	5
l. Most staff are aware of issues and concerns of the community in which the school is located	1	2	3	4	5
m. Teachers in this school have a good grasp of the subject matter they teach	1	2	3	4	5
n. Teachers in this school are really trying to improve their teaching	1	2	3	4	5

22. Please indicate whether the following are part of your school's current program for students in **third grade**.
(CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Interdisciplinary teams of teachers who share the same students.....	1	2
b. Common planning period for grade-level teams	1	2
c. Classes organized for cooperative learning where students work in groups to help each other learn	1	2
d. Self-contained classrooms.....	1	2
e. Schools-within-a-school with their own administrative staffs such as alternative or magnet school programs	1	2
f. Curriculum to emphasize critical thinking skills	1	2
g. Regrouping by ability for instruction within grade	1	2
h. Regrouping by ability for instruction across grades	1	2

23. For students in the **third grade** in your school:

- a. How many hours are in a typical **school day**? (ROUND TO THE NEAREST HOUR.)
_____ HOURS
- b. How many minutes are devoted to lunch in a typical **school day**?
_____ MINUTES
- c. How many minutes are devoted to recess and/or physical education in a typical **school week**?
_____ MINUTES
- d. How many minutes are devoted to non "core subjects" (e.g., art, music) in a typical **school week**?
_____ MINUTES

24. Approximately how many computers in this school are used for instructional purposes (i.e., available for students to use either in classrooms and/or in a computer lab)?

_____ COMPUTERS

25. Approximately what percent of these computers are connected to the Internet?

_____ %

26. About how much time does your technology coordinator spend on the following activities? (CIRCLE ONE NUMBER ON EACH LINE.)

☐ IF YOUR SCHOOL DOES NOT HAVE A TECHNOLOGY COORDINATOR, CHECK THIS BOX AND THEN GO TO QUESTION 27.

	None	A little	Some	A lot
a. Technical issues (troubleshooting hardware and software, network)	1	2	3	4
b. Developing curriculum to help teachers integrate technology into classroom lessons	1	2	3	4
c. Providing professional development to teachers	1	2	3	4
d. Teaching in computer labs.....	1	2	3	4
e. Team-teaching with classroom teachers	1	2	3	4

27. To what extent, if any, are each of these a barrier to teachers' use of school computers or the Internet for instruction? (CIRCLE ONE NUMBER ON EACH LINE.)

	Not a barrier	Small barrier	Moderate barrier	Great barrier
a. Not enough computers	1	2	3	4
b. Infrastructure issues (wiring, network, etc.)	1	2	3	4
c. Reliable Internet access	1	2	3	4
d. Lack of release time for teachers to learn/practice ways to use technology	1	2	3	4
e. Lack of appropriate professional development for teachers.....	1	2	3	4
f. Difficulty recruiting and hiring computer teachers or technology coordinators.....	1	2	3	4

28. To what extent does each of the following influence you (and your leadership team) in determining school priorities? (CIRCLE ONE NUMBER ON EACH LINE.)

	Not at all	A little	Some	To a great extent
a. Standardized test scores	1	2	3	4
b. Other formal assessments.....	1	2	3	4
c. Academic grades	1	2	3	4
d. Rubric scoring of student work	1	2	3	4
e. Student attendance.....	1	2	3	4
f. Disciplinary records	1	2	3	4
g. Direct classroom observations.....	1	2	3	4
h. Surveys of students, teachers, or parents	1	2	3	4
i. Other (<i>Specify</i>)	1	2	3	4

29. In general, to what extent do you use standardized test results to do the following? (CIRCLE ONE NUMBER ON EACH LINE.)

	Not at all	A little	Some	To a great extent
a. Set school-wide goals for student achievement.....	1	2	3	4
b. Set goals for individual student achievement.....	1	2	3	4
c. Relate the use of particular instructional programs to student performance results	1	2	3	4
d. Relate teaching practices to student performance results	1	2	3	4
e. Compare classrooms and/or grades	1	2	3	4
f. Compare subgroups of students (gender, race)	1	2	3	4
g. Compare your school to similar schools	1	2	3	4
h. Examine trends in student performance over time.....	1	2	3	4
i. Examine trends in teacher performance over time	1	2	3	4

30. To what extent do you agree with each of the following statements? (CIRCLE ONE NUMBER ON EACH LINE.)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I feel responsible for making the school successful.....	1	2	3	4	5
b. I have adequate time for teacher evaluation	1	2	3	4	5
c. There is adequate time for teacher professional development	1	2	3	4	5
d. It is very difficult to find enough time for this faculty to work together.....	1	2	3	4	5
e. I have been too busy dealing with other requirements to give curricular issues the attention they deserve	1	2	3	4	5
f. I use teacher evaluation to improve professional development	1	2	3	4	5

31. For the decisions and policies made at your school, who makes the following educational and administrative decisions? (CIRCLE ONE NUMBER ON EACH LINE.)

	Decision not made at school level	School admin decides alone	School admin and teachers decide together	Teachers decide alone
a. Student promotion/retention policies.....	1	2	3	4
b. Selecting students for special or remedial services	1	2	3	4

	Decision not made at school level	School admin decides alone	School admin and teachers decide together	Teachers decide alone
c. Selecting teachers to provide special or remedial services.....	1	2	3	4
d. Determining if students will be grouped in class by ability	1	2	3	4
e. Determining discipline policies.....	1	2	3	4
f. Determining consequences for student misbehavior	1	2	3	4
g. Use of funds for staff development	1	2	3	4
h. Selection of staff for professional development activities	1	2	3	4
i. Hiring new staff.....	1	2	3	4
j. Determining classroom composition	1	2	3	4

32. There are many educational goals. Inevitably teachers emphasize some goals more than others. In your school, how much do you want teachers to emphasize each of the following: (CIRCLE ONE NUMBER ON EACH LINE.)

	None	A little	Some	A great deal
a. Teaching basic skills	1	2	3	4
b. Preparing students for standardized tests	1	2	3	4
c. Engaging students in higher-order thinking	1	2	3	4
d. Developing students' commitments and capacities for active citizenship	1	2	3	4
e. Developing students' creative and artistic capacities	1	2	3	4
f. Assisting students achieve high standards	1	2	3	4
g. Using curricula aligned with high standards.....	1	2	3	4
h. Maintaining a quiet and orderly classroom	1	2	3	4
i. Providing challenging tasks for higher-achieving students.....	1	2	3	4
j. Using instructional strategies aligned with high standards.....	1	2	3	4
k. Communicating well with parents	1	2	3	4
l. Openness to new ideas and methods.....	1	2	3	4
m. Participation in professional development activities.....	1	2	3	4
n. Participation in school management.....	1	2	3	4
o. Providing extra support to students outside of class (lunch, recess, before or after school)	1	2	3	4
p. Consistently enforcing rules for students not in his/her class	1	2	3	4

	None	A little	Some	A great deal
q. Speaks for the goals and mission of the school.....	1	2	3	4
r. Teacher communicates with other teachers for planning curriculum and activities	1	2	3	4

33. Since the start of the school year, how has your time been spent? (CIRCLE ONE NUMBER ON EACH LINE.)

	Never	Rarely	Monthly	Weekly	Daily
a. Hiring staff	1	2	3	4	5
b. Supervising staff.....	1	2	3	4	5
c. Evaluating staff performance.....	1	2	3	4	5
d. Staff development (planning, conducting)	1	2	3	4	5
e. All staff meetings	1	2	3	4	5
f. Working with individual teachers	1	2	3	4	5
g. Student discipline	1	2	3	4	5
h. Student-related activities (meetings, clubs, teams, special programs)	1	2	3	4	5
i. Working with parents	1	2	3	4	5
j. Principal's professional development	1	2	3	4	5
k. Walking hallways, playgrounds, lunch room, etc.	1	2	3	4	5
l. Visiting classrooms.....	1	2	3	4	5

34. Below are several factors which some principals consider "roadblocks" that may prevent a school from improving. Please indicate the extent to which each may be a factor at your school. (CIRCLE ONE NUMBER ON EACH LINE.)

	Not a factor	Somewhat a factor	Serious factor
a. Lack of community support.....	1	2	3
b. Pressure to constantly adopt new programs.....	1	2	3
c. Pressure to get test scores up quickly	1	2	3
d. Pressure to obtain external funds	1	2	3
e. Lack of teacher knowledge or skills	1	2	3
f. Lack of time for teacher planning and professional development	1	2	3
g. Faculty apathy and resistance to change	1	2	3
h. Teacher turnover	1	2	3
i. Difficulty recruiting and hiring the right teachers	1	2	3
j. Difficulty removing poor teachers.....	1	2	3
k. Lack of time to evaluate teachers	1	2	3
l. Lack of leaders within the faculty	1	2	3

	Not a factor	Somewhat a factor	Serious factor
m. Lack of recognition/reward for principals	1	2	3
n. State or federal mandates	1	2	3
o. Mistrust between teachers and parents	1	2	3
p. Parents apathetic or irresponsible about their children	1	2	3
q. Social problems in the school's community	1	2	3
r. Racial or ethnic tensions in the school's community	1	2	3

35. Indicate how much you agree or disagree with the following statements about the school's climate in the early grades. (CIRCLE ONE NUMBER ON EACH LINE.)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Parents are actively engaged in this school's programs.....	1	2	3	4	5
b. Teacher absenteeism is a problem in this school	1	2	3	4	5
c. Teacher turnover is a problem in this school	1	2	3	4	5
d. Student absenteeism is a problem at this school	1	2	3	4	5
e. The community is supportive of the school's goals and activities	1	2	3	4	5
f. There is consensus among administrators and teachers on goals and expectations	1	2	3	4	5
g. Order and discipline are maintained satisfactorily	1	2	3	4	5
h. Overcrowding is a problem at this school ...	1	2	3	4	5
i. There are many opportunities for school-community activities (carnival, plays, etc.) .	1	2	3	4	5

36. Please indicate which of the following are available at your school: (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Parent resource center	1	2
b. Designated liaison to work with parents and teachers	1	2
c. Opportunities for parents to work as classroom volunteers, tutors, or aides.....	1	2
d. Teaching parents activities they can use at home to reinforce instruction	1	2
e. Parent advisory council.....	1	2
f. Special activities for parents who lack literacy skills	1	2

PRINCIPAL CHARACTERISTICS

37. What is your gender?

Male..... 1
Female..... 2

38. In what year were you born?

19_____

39. Are you of Spanish origin, or Hispanic or Latino?

Yes 1
No 2 (GO TO QUESTION 41)

40. Which one of these best describes you? (CIRCLE ONE NUMBER.)

Mexican, Mexican American, Chicano..... 1
Puerto Rican..... 2
Cuban..... 3
Another Spanish/Hispanic/Latino group..... 4

41. What is your race? You may indicate more than one if you like. (CIRCLE ALL THAT APPLY.)

a. White 01
b. Black, African American, or Negro..... 02
c. American Indian or Alaska Native (*Specify*) 03
d. Asian Indian..... 04
e. Chinese 05
f. Filipino 06
g. Japanese..... 07
h. Korean..... 08
i. Vietnamese..... 09
j. Asian (not further specified)..... 10
k. Native Hawaiian..... 11
l. Guamanian or Chamorro..... 12
m. Samoan 13
n. Other Pacific Islander (*Specify*) 14
o. Another race (*Specify*) 15

42. Counting the 2007-2008 school year, how many years of experience do you have in each of the following positions? (WRITE THE NUMBER ON EACH LINE.)

	Number of years
a. Years as a teacher before becoming a principal.....	_____
b. Total number of years as a principal.....	_____
c. Number of years as principal at this school	_____

43. Have you earned any of the following degrees or participated in advanced course work? (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Bachelor's (<i>Specify major</i>) _____ ..	1	2
b. At least one year of course work beyond a Bachelor's but not a graduate degree	1	2
c. Master's (<i>Specify major</i>) _____	1	2
d. Education specialist or professional diploma based on at least one year of course work past Master's degree level	1	2
e. Doctorate (<i>Specify major</i>) _____	1	2
f. Other professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	1	2
g. Other (<i>Specify major</i>) _____	1	2

44. Please enter the types of teaching certifications you hold in each of the following.

None	1
Elementary school (<i>Specify</i>) _____	2
Middle school (<i>Specify</i>) _____	3
Secondary school (<i>Specify</i>) _____	4
Other (<i>Specify</i>) _____	5

THE FOLLOWING PAGES ARE DESIGNED FOR YOU TO RATE THE INSTRUCTION PROVIDED BY SELECTED TEACHERS IN YOUR SCHOOL. PLEASE COMPLETE ALL LABELED PAGES. NOTE THAT LABELED PAGES MAY NOT BE CONSECUTIVE AND RATINGS FOR READING AND MATH INSTRUCTION ARE RECORDED ON SEPARATE PAGES.

INSERT READING/LANGUAGE ARTS TEACHER LABEL

☐ IF THE TEACHER IDENTIFIED ON THE ABOVE LABEL DID NOT TEACH AT YOUR SCHOOL AT ANY TIME DURING THE 2007-2008 SCHOOL YEAR, CHECK THIS BOX, WRITE THE NAME OF THE REPLACEMENT TEACHER ON THE LINE BELOW AND COMPLETE THIS FORM FOR THE REPLACEMENT TEACHER. OTHERWISE COMPLETE THIS FORM FOR THE TEACHER IDENTIFIED ON THE LABEL.

Teacher: _____

45. Compared with other teachers in the school, how well does this study teacher do the following in reading/language arts instruction: (CIRCLE ONE NUMBER ON EACH LINE.)

	Substantially below average		Average		Substantially above average	
a. Uses advance planning to meet student-learning needs in reading/language arts?	1	2	3	4	5	
b. Uses instructional discussions and activities to promote higher-order thinking?	1	2	3	4	5	
c. Modifies instruction during a reading/language arts lesson when necessary to meet individual student needs?	1	2	3	4	5	
d. Uses a variety of materials, techniques, and resources to actively engage students in curriculum activities during reading/language arts?	1	2	3	4	5	
e. Provides opportunities for student questions during reading/language arts?	1	2	3	4	5	
f. Encourages multiple student responses and student discussion during reading/language arts?	1	2	3	4	5	
g. Provides feedback to students that help them gain a deeper level of understanding?	1	2	3	4	5	
h. Sets up classroom rules and expectations for behavior that are understood by students?	1	2	3	4	5	
i. Develops pleasant, supportive relationships with her/his students?	1	2	3	4	5	
j. Responds sensitively to students who need her/his help?	1	2	3	4	5	
k. Is flexible and 'goes with the flow' of students' ideas and interests?	1	2	3	4	5	
l. Is prepared for lessons and activities (e.g., has all materials/equipment, knows lesson plan)?	1	2	3	4	5	

INSERT MATH TEACHER LABEL

☐ IF THE TEACHER IDENTIFIED ON THE ABOVE LABEL DID NOT TEACH AT YOUR SCHOOL AT ANY TIME DURING THE 2007-2008 SCHOOL YEAR, CHECK THIS BOX, WRITE THE NAME OF THE REPLACEMENT TEACHER ON THE LINE BELOW AND COMPLETE THIS FORM FOR THE REPLACEMENT TEACHER. OTHERWISE COMPLETE THIS FORM FOR THE TEACHER IDENTIFIED ON THE LABEL.

Teacher: _____

46. Compared with other teachers in the school, how well does this study teacher do the following in math instruction: (CIRCLE ONE NUMBER ON EACH LINE.)

	Substantially below average		Average		Substantially above average	
a. Uses advance planning to meet student-learning needs in math?	1	2	3	4	5	
b. Uses instructional discussions and activities to promote higher-order thinking?	1	2	3	4	5	
c. Modifies instruction during a math lesson when necessary to meet individual student needs?	1	2	3	4	5	
d. Uses a variety of materials, techniques, and resources to actively engage students in curriculum activities during math?	1	2	3	4	5	
e. Provides opportunities for student questions during math instruction?	1	2	3	4	5	
f. Encourages multiple student responses and student discussion during math instruction?	1	2	3	4	5	
g. Provides feedback to students that help them gain a deeper level of understanding?	1	2	3	4	5	
h. Sets up classroom rules and expectations for behavior that are understood by students?	1	2	3	4	5	
i. Develops pleasant, supportive relationships with her/his students?	1	2	3	4	5	
j. Responds sensitively to students who need her/his help?	1	2	3	4	5	
k. Is flexible and 'goes with the flow' of students' ideas and interests?	1	2	3	4	5	
l. Is prepared for lessons and activities (e.g., has all materials/equipment, knows lesson plan)?	1	2	3	4	5	

INSERT READING/LANGUAGE ARTS TEACHER LABEL

☐ IF THE TEACHER IDENTIFIED ON THE ABOVE LABEL DID NOT TEACH AT YOUR SCHOOL AT ANY TIME DURING THE 2007-2008 SCHOOL YEAR, CHECK THIS BOX, WRITE THE NAME OF THE REPLACEMENT TEACHER ON THE LINE BELOW AND COMPLETE THIS FORM FOR THE REPLACEMENT TEACHER. OTHERWISE COMPLETE THIS FORM FOR THE TEACHER IDENTIFIED ON THE LABEL.

Teacher: _____

47. Compared with other teachers in the school, how well does this study teacher do the following in reading/language arts instruction: (CIRCLE ONE NUMBER ON EACH LINE.)

	Substantially below average		Average		Substantially above average	
a. Uses advance planning to meet student-learning needs in reading/language arts?	1	2	3	4	5	
b. Uses instructional discussions and activities to promote higher-order thinking?	1	2	3	4	5	
c. Modifies instruction during a reading/language arts lesson when necessary to meet individual student needs?	1	2	3	4	5	
d. Uses a variety of materials, techniques, and resources to actively engage students in curriculum activities during reading/language arts?	1	2	3	4	5	
e. Provides opportunities for student questions during reading/language arts?	1	2	3	4	5	
f. Encourages multiple student responses and student discussion during reading/language arts?	1	2	3	4	5	
g. Provides feedback to students that help them gain a deeper level of understanding?	1	2	3	4	5	
h. Sets up classroom rules and expectations for behavior that are understood by students?	1	2	3	4	5	
i. Develops pleasant, supportive relationships with her/his students?	1	2	3	4	5	
j. Responds sensitively to students who need her/his help?	1	2	3	4	5	
k. Is flexible and 'goes with the flow' of students' ideas and interests?	1	2	3	4	5	
l. Is prepared for lessons and activities (e.g., has all materials/equipment, knows lesson plan)?	1	2	3	4	5	

INSERT MATH TEACHER LABEL

- ☐ IF THE TEACHER IDENTIFIED ON THE ABOVE LABEL DID NOT TEACH AT YOUR SCHOOL AT ANY TIME DURING THE 2007-2008 SCHOOL YEAR, CHECK THIS BOX, WRITE THE NAME OF THE REPLACEMENT TEACHER ON THE LINE BELOW AND COMPLETE THIS FORM FOR THE REPLACEMENT TEACHER. OTHERWISE COMPLETE THIS FORM FOR THE TEACHER IDENTIFIED ON THE LABEL.

Teacher: _____

48. Compared with other teachers in the school, how well does this study teacher do the following in math instruction: (CIRCLE ONE NUMBER ON EACH LINE.)

	Substantially below average		Average		Substantially above average	
a. Uses advance planning to meet student-learning needs in math?	1	2	3	4	5	
b. Uses instructional discussions and activities to promote higher-order thinking?	1	2	3	4	5	
c. Modifies instruction during a math lesson when necessary to meet individual student needs?	1	2	3	4	5	
d. Uses a variety of materials, techniques, and resources to actively engage students in curriculum activities during math?	1	2	3	4	5	
e. Provides opportunities for student questions during math instruction?	1	2	3	4	5	
f. Encourages multiple student responses and student discussion during math instruction?	1	2	3	4	5	
g. Provides feedback to students that help them gain a deeper level of understanding?	1	2	3	4	5	
h. Sets up classroom rules and expectations for behavior that are understood by students?	1	2	3	4	5	
i. Develops pleasant, supportive relationships with her/his students?	1	2	3	4	5	
j. Responds sensitively to students who need her/his help?	1	2	3	4	5	
k. Is flexible and 'goes with the flow' of students' ideas and interests?	1	2	3	4	5	
l. Is prepared for lessons and activities (e.g., has all materials/equipment, knows lesson plan)?	1	2	3	4	5	

INSERT READING/LANGUAGE ARTS TEACHER LABEL

☐ IF THE TEACHER IDENTIFIED ON THE ABOVE LABEL DID NOT TEACH AT YOUR SCHOOL AT ANY TIME DURING THE 2007-2008 SCHOOL YEAR, CHECK THIS BOX, WRITE THE NAME OF THE REPLACEMENT TEACHER ON THE LINE BELOW AND COMPLETE THIS FORM FOR THE REPLACEMENT TEACHER. OTHERWISE COMPLETE THIS FORM FOR THE TEACHER IDENTIFIED ON THE LABEL.

Teacher: _____

49. Compared with other teachers in the school, how well does this study teacher do the following in reading/language arts instruction: (CIRCLE ONE NUMBER ON EACH LINE.)

	Substantially below average		Average		Substantially above average	
a. Uses advance planning to meet student-learning needs in reading/language arts?	1	2	3	4	5	
b. Uses instructional discussions and activities to promote higher-order thinking?	1	2	3	4	5	
c. Modifies instruction during a reading/language arts lesson when necessary to meet individual student needs?	1	2	3	4	5	
d. Uses a variety of materials, techniques, and resources to actively engage students in curriculum activities during reading/language arts?	1	2	3	4	5	
e. Provides opportunities for student questions during reading/language arts?	1	2	3	4	5	
f. Encourages multiple student responses and student discussion during reading/language arts?	1	2	3	4	5	
g. Provides feedback to students that help them gain a deeper level of understanding?	1	2	3	4	5	
h. Sets up classroom rules and expectations for behavior that are understood by students?	1	2	3	4	5	
i. Develops pleasant, supportive relationships with her/his students?	1	2	3	4	5	
j. Responds sensitively to students who need her/his help?	1	2	3	4	5	
k. Is flexible and 'goes with the flow' of students' ideas and interests?	1	2	3	4	5	
l. Is prepared for lessons and activities (e.g., has all materials/equipment, knows lesson plan)?	1	2	3	4	5	

INSERT MATH TEACHER LABEL

☐ IF THE TEACHER IDENTIFIED ON THE ABOVE LABEL DID NOT TEACH AT YOUR SCHOOL AT ANY TIME DURING THE 2007-2008 SCHOOL YEAR, CHECK THIS BOX, WRITE THE NAME OF THE REPLACEMENT TEACHER ON THE LINE BELOW AND COMPLETE THIS FORM FOR THE REPLACEMENT TEACHER. OTHERWISE COMPLETE THIS FORM FOR THE TEACHER IDENTIFIED ON THE LABEL.

Teacher: _____

50. Compared with other teachers in the school, how well does this study teacher do the following in math instruction: (CIRCLE ONE NUMBER ON EACH LINE.)

	Substantially below average		Average		Substantially above average	
a. Uses advance planning to meet student-learning needs in math?	1	2	3	4	5	
b. Uses instructional discussions and activities to promote higher-order thinking?	1	2	3	4	5	
c. Modifies instruction during a math lesson when necessary to meet individual student needs?	1	2	3	4	5	
d. Uses a variety of materials, techniques, and resources to actively engage students in curriculum activities during math?	1	2	3	4	5	
e. Provides opportunities for student questions during math instruction?	1	2	3	4	5	
f. Encourages multiple student responses and student discussion during math instruction?	1	2	3	4	5	
g. Provides feedback to students that help them gain a deeper level of understanding?	1	2	3	4	5	
h. Sets up classroom rules and expectations for behavior that are understood by students?	1	2	3	4	5	
i. Develops pleasant, supportive relationships with her/his students?	1	2	3	4	5	
j. Responds sensitively to students who need her/his help?	1	2	3	4	5	
k. Is flexible and 'goes with the flow' of students' ideas and interests?	1	2	3	4	5	
l. Is prepared for lessons and activities (e.g., has all materials/equipment, knows lesson plan)?	1	2	3	4	5	

If found, return to:
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Room RB3111 – 8365.02.05
Rockville, MD 20850