

Literacy Instructional Practices
Teacher Survey

This survey is administered by the University of Michigan for a study to assess how various literacy instructional practices may impact student reading and writing outcomes. The survey will take approximately 20 minutes to complete, and survey responses will be kept strictly confidential. Your responses will only be viewed by the research team, and all responses will be anonymized and reported out in aggregate form to protect respondent confidentiality. Once you have completed the survey, please seal it in the enclosed self-addressed stamped envelope and mail back to the research team.

Please use blue or black ink to complete the survey.

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

	0-1 years	2-5 years	6-10 years	11+ years
Any grade and any subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades K-5 any subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades K-5 ELA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is your highest level of education?

<input type="checkbox"/>	Bachelor's degree
<input type="checkbox"/>	Master's degree
<input type="checkbox"/>	Education Specialist (EdS)
<input type="checkbox"/>	Doctor of Philosophy (PhD)
<input type="checkbox"/>	Other (please explain _____)

3. Did you teach ELA this year?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. If you taught ELA this year, indicate the grades to which you taught ELA (*mark all that apply*)

<input type="checkbox"/>	Second grade
<input type="checkbox"/>	Third grade
<input type="checkbox"/>	Fourth grade
<input type="checkbox"/>	Fifth grade
<input type="checkbox"/>	Sixth grade
<input type="checkbox"/>	Seventh grade
<input type="checkbox"/>	Eighth grade
<input type="checkbox"/>	Other (specify)

Instructional Practices

5. In a typical week, approximately how much time do you spend each day on ELA instruction, including reading, writing, and spelling?

	Monday	Tuesday	Wednesday	Thursday	Friday
Whole group	_____ min/day	_____ min/day	_____ min/day	_____ min/day	_____ min/day
Small group	_____ min/day	_____ min/day	_____ min/day	_____ min/day	_____ min/day
Individual	_____ min/day	_____ min/day	_____ min/day	_____ min/day	_____ min/day
Total	_____ min/day	_____ min/day	_____ min/day	_____ min/day	_____ min/day

The following sections ask you to consider your ELA instructional activities and identify how often, if ever, you utilize each practice. Please check one box per row that best describes your instructional activities.

6. Please describe your use of the following ELA instructional activities – Reading Text in the past year (*Check one box per row, answer each row*):

		Daily	Frequently (2-5 times per week)	Occasionally (2-4 times per month)	Never
Reading text	Students read aloud unfamiliar text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students reread familiar stories multiple times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I listen to students read aloud without correcting errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I listen to students read aloud and correct errors immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I stop students while reading and have them self-correct misidentified words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I provide error correction guidance, without pronouncing the word, when an error occurs during students' reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I discuss new and unusual words before reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I pre-teach students how to read unfamiliar / multi-syllable vocabulary words before students encounter them in reading text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students are given time to read on their own for enjoyment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I include writing opportunities in reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I provide spelling instruction during reading instruction time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please describe your use of the following ELA instructional activities- Working with Sounds and Words in the past year (*Check one box for each statement*):

		Daily	Frequently (2-5 times per week)	Occasionally (2-4 times per month)	Never
Work with sounds and words	I teach students to decode multi-syllabic words in isolation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I teach decoding skills while reading stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students say sounds in unfamiliar words as they read and write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students memorize sight words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students read irregularly spelled words and non-sense words in isolation or on flash cards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students practice reading high frequency words for automaticity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students use knowledge of root words, prefixes, and suffixes to decode new words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students use context clues to identify unknown words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students practice reading and writing words as separate syllables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I encourage students to guess unfamiliar words or insert a word that would make sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I encourage students to look at the picture to read text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please describe your use of the following ELA instructional activities- Reading Materials in the past year (*Check one box for each statement*):

		Daily	Frequently (2-5 times per week)	Occasionally (2-4 times per month)	Never
Reading Materials	Use books that are easy to decode.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use books with patterned predictable language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	As a class we read current event or other non-fiction articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students read leveled books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Classroom instruction includes reading novels as a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use core reading series.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In class students read books that challenge them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students read books that they have chosen themselves from the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students develop reading skills through science and social studies texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use reading software/technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please describe your use of the following ELA instructional activities- Writing Activities in the past year (*Check one box for each statement*):

		Daily	Frequently (2-5 times per week)	Occasionally (2-4 times per month)	Never
Writing Activities	I dictate sentences/paragraphs for students to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students write vocabulary words in sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use whole-class scaffolded writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students write on white boards or tablets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students write summary sentences for comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students use inventive spelling (I encourage students to use their own spellings of new words in their writing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I correct capitalization and punctuation mistakes in students' writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I correct spelling errors in students' writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Students self-correct spelling errors in their writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How often do your students who are struggling readers receive each of the following supports? (*Check only one box for each statement*)

Support for Struggling Readers	Daily	Frequently (2-5 times per week)	Occasionally (2-4 times per month)	Never
Diagnostic assessment to determine core deficits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra instruction and practice in the classroom with phonemic awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra instruction and practice in the classroom with decoding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra instruction and practice in the classroom with reading fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra instruction and practice in the classroom with reading comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra content area/subject-matter instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of materials that supplement the core reading program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement in different level of core reading program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement in separate core reading program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student(s) work with a reading specialist on one-to-one basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student(s) work with a reading specialist in a small group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student(s) work with more advanced peer(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special materials are given to parents to provide practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development & Support for Teaching Reading

This section asks you to consider your overall preparation for teaching reading, recent training programs you may have experienced, and any additional training you may need.

11. Please indicate the extent to which you agree or disagree with each statement. *(Check one box for each statement)*

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have a good understanding of how children acquire language and literacy skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to assess the progress of my students in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How well prepared do you feel you are to teach each of the following dimensions of literacy? *(Check one box for each statement)*

	Not at all prepared	Insufficiently prepared	Adequately prepared	Well prepared	Extremely well prepared
Phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decoding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How well prepared do you feel to handle each of the following situations? *(Check one box for each statement)*

	Not at all prepared	Insufficiently prepared	Adequately prepared	Well prepared	Extremely well prepared
Help bring a struggling reader to grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help provide adequate challenge for students performing above grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnose the challenges faced by struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please indicate how often you have received these supports during this past academic year.
(Check one box for each statement)

	Daily	Frequently (2-5 times per week)	Occasionally (2-4 times per month)	Infrequently (once or twice per year)	Never
Received mentoring by a reading coach*.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received help with diagnostic testing for individual students .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received help in coordinating reading interventions for struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received help using assessment data to determine topics that require additional instruction or practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended grade-level or subject-specific meetings in my school devoted to reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessed online videos, webinars or other online resources to enhance my teaching of reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilized new methods of teaching reading as a result of professional development this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*A **reading coach** is someone whose primary role is to **provide ongoing training and support to classroom teachers** in the delivery of effective reading instruction. This assistance may include planning instruction, providing demonstration lessons, observing and providing feedback, using assessment results to guide instruction, etc.

15. Did you take any University-based course in the teaching of reading or writing in the past 12 months (including last summer)? (Check one box)

1	Yes
1	No

16. If you answered yes to question 15, enter number of classes here: _____

17. Other than coursework, did you receive any other professional development in the teaching of reading or writing in the past 12 months (including last summer)? (Check one box)

1	Yes
1	No

18. If you answered yes to question 17, please indicate the amount of time you devoted to this professional development in the past 12 months:

Number of days: _____ Average hours per day: _____

19. Have you heard of or received training in Evidence-Based Literacy Instruction (EBLI) before this school year? *(Please check one box)*

Heard of EBLI	<input type="checkbox"/>
Received training in EBLI	<input type="checkbox"/>
Have not heard of or received training in EBLI	<input type="checkbox"/>

Questions about the survey.....

How long did it take you to fill this out?

What are the survey strengths?

What improvements can be made?