



# Reading School Questionnaire

---

**2018  
Grade 12  
(Pilot)**

**Pilot**

1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Use of English/language arts across the curriculum	(A)	(B)	(C)	(D)	VH259997
b. Interpreting and analyzing literature	(A)	(B)	(C)	(D)	VH240555
c. Interpreting and analyzing informational texts	(A)	(B)	(C)	(D)	VH240559
d. Understanding the cognitive process of an individual when they are reading or writing	(A)	(B)	(C)	(D)	VH260000
e. Use of scoring guides to evaluate student work	(A)	(B)	(C)	(D)	VH260001
f. Instructional strategies for teaching English/language arts	(A)	(B)	(C)	(D)	VH260002

**Questions 2–5** ask about reading specialists and literacy coaches.

*Reading specialists* provide additional instructional support to students and have special expertise in assessing and diagnosing students' reading strengths and needs.

*Literacy coaches* work with teachers to help them implement and use strategies to improve their students' ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

2. Is there a reading specialist available (full- or part-time) to twelfth-grade students at your school?
- (A) Yes, available full-time to twelfth-grade students
  - (B) Yes, available part-time to twelfth-grade students
  - (C) No → *Question 3 is not applicable and will be skipped.*

VH240714

3. To what extent are each of the following a responsibility of the reading specialist(s) available to twelfth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide one-on-one help to students with various reading strategies (e.g., basic comprehension, making inferences, building vocabulary)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240715
b. Provide one-on-one help to students at various achievement levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240716

VH240025

4. Is there a literacy coach available (full- or part-time) to twelfth-grade teachers at your school?

- Ⓐ Yes, available full-time to twelfth-grade teachers
- Ⓑ Yes, available part-time to twelfth-grade teachers
- Ⓒ No → Question 5 is not applicable and will be skipped.

VH240718

5. To what extent are each of the following a responsibility of the literacy coach(es) available to twelfth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240720
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240719

6. To what extent is your school's English/language arts program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240607
b. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240606
c. In-school curriculum frameworks and standards for learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240609
d. Results from district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH586890
e. Results from state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240608
f. Recommendations from school English/language arts department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240611
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240612
h. Results from school assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240614
i. Resources found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240610

VH240721

7. To what extent does your school’s twelfth-grade English/language arts curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240724
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240725
c. School assessments (e.g., quizzes or tests created by teachers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240723

VH592388

8. To what extent does your school provide up-to-date technology resources for English/language arts teaching and learning?

- A Not at all
- B Small extent
- C Moderate extent
- D Large extent

Pilot

9. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for twelfth-grade students with disabilities (SD)? Select **one** circle in each row.

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/>	<input type="radio"/>	VH240727
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH240728
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH240729
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/>	<input type="radio"/>	VH240733
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH240730

10. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for twelfth-grade English language learners (ELL)? Select **one** circle in each row.

	Yes	No	
a. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VH240735
b. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VH240736
c. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VH240737
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	VH240741
e. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VH240738

11. How much is your school's ability to provide instruction affected by a lack of the following resources? Select **one** circle in each row.

	Not at all	A little	Some	A lot	
a. Teachers with a specialization in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260138
b. Computer software for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260140
c. Library books	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260142
d. Audio-visual resources for English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH260143

12. Does your school offer online English/language arts courses for credit?

- A Yes  
 B No

13. Are courses of at least one semester in length taught in your school in each of the following subjects? Select **one** circle in each row.

	Yes	No	
a. Advanced Placement English Language and Composition	<input type="radio"/> A	<input type="radio"/> B	VH240743
b. Advanced Placement English Literature and Composition	<input type="radio"/> A	<input type="radio"/> B	VH240745
c. English language and composition (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VH240747
d. English literature and composition (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	VH240748
e. International Baccalaureate <sup>®</sup> Language A1	<input type="radio"/> A	<input type="radio"/> B	VH240746

14. Approximately what percentage of students in this year's graduating class has enrolled in an English/language arts academic course for dual credit taught at the following locations? Select **one** circle in each row.

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do NOT include Advanced Placement and International Baccalaureate<sup>®</sup> courses.)

	0%	1–5%	6–10%	11–25%	26–50%	51–75%	Over 75%	
a. On your high school campus	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH240751
b. On a postsecondary campus	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH240752
c. Through distance learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VH240753