

Middle Grades Longitudinal Study of 2017-18 (MGLS:2017)

MS1 Special Education Teacher Survey

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ABOUT MGLS:2017

MGLS:2017 was the first study sponsored by NCES to follow a nationally representative sample of students as they entered and moved through the middle grades (grades 6 through 8). MGLS:2017 aims to enable an understanding of the development and learning that occur during students' middle-grade years (beginning in grade 6) and that are predictive of future success, along with the individual, social, and contextual factors that are related to successful development and academic achievement. The data collected provide a rich, descriptive picture of the experiences and lives of young adolescents during this critical time and permit researchers to examine associations between contextual factors and student outcomes. Because mathematics and literacy skills are important for preparing students for high school, later education, and career opportunities, the study focused on instruction and student growth in these areas.

In the 2017–18 school year (MS1), MGLS:2017 collected data for 14,281 cases where either the sixth-grade student or a parent participated, in 568 schools. The MGLS:2017 school and student samples were supplemented prior to the MS2 data collection in the 2019-20 school year due to low school response rates in MS1. In MS2, 562 of the original 568 schools participated, as well as 167 additional schools. A total of 15,478 students who had been enrolled in sixth grade in the 2017-2018 school year or their parents participated in MS2.

Students participated in in-school sessions facilitated by trained field staff or in a self-administered assessment via the web at home. Each student completed a direct assessment of mathematics, reading, and executive function skills important to learning. Students were also asked to complete a survey about school, social, and home experiences, and had their height and weight measured by field staff during the in-school student session.

The study also administered web-based surveys to school staff. School administrators answered questions about the characteristics of their school's population, staffing, programs, and academic supports and resources. Math teachers of students selected for the study were asked to complete surveys about their backgrounds and experience, their classrooms and instructional practices, and to rate the skills and abilities of specific students in the study. The special education teachers or related service providers for selected students with an Individualized Education Program (IEP) were asked to complete a survey about their backgrounds and the special education services they provided, and to rate the skills and abilities of specific students in the study. Field staff completed a school environment checklist that collected information on attributes of the school's physical environment, such as classroom setup, general upkeep, structure, and security.

A parent or guardian of each selected student was asked to complete a survey regarding household characteristics, their child's school and home life, and their engagement in their child's education.

Detailed information on study design and data elements, including the impact of COVID-19 school closures on the 2020 data collection methodologies, can be found in the *MGLS:2017 Data File User's Manual*.

HOW TO USE THIS DOCUMENT

This section defines the conventions and abbreviations used within this survey document.

Rounds of data collection: MS1 refers to the baseline, grade 6 round of data collection. MS2 refers to the follow-up round of data collection when most students were in grade 8.

Respondent items are in mixed case.

Programmer instructions are in all capitals, in a box labeled “PROGRAMMER INSTRUCTIONS ON [ITEM NUMBER]” that immediately follows the item.

Routing logic is found in three places:

- An entry requirements box above each item, indicating which respondents receive an item. Some items were administered at MS2 only when a response was missing at MS1. Those items are marked with, “MS1 RESPONSE = NULL.” NE means “not equal to.”
- To the right of response options on items containing a single list of response options. This set of logic indicates which item a respondent is routed to upon selecting a particular response option. If a response option in this item type does not have an item number displayed to its right, it should be assumed that respondents were routed to the next consecutive item in the document.
- In the PROGRAMMER INSTRUCTIONS box following the item. If routing is more complex than can be readily indicated to the right of the response options, it is presented in a PROGRAMMER INSTRUCTIONS box directly following the item.

Respondents were routed to the next item unless otherwise specified. Missing responses follow the “No” response routing except as indicated.


Checkbox items or those marked with squares and an instruction to select all that apply are coded on the data file as 1 for items that were selected and 2 for items that were not selected. **Radio button items** or those marked with circles where only one response selection is permitted are coded on the data file with the number corresponding to the response option selected.

Item ranges are located under dropdowns and textboxes, indicating the minimum and maximum values respondents could enter for an item. Ranges that were presented as dropdowns are noted in a textbox with this symbol: ▼

String length limits are denoted with “STRING” after a text box, indicating the maximum number of characters a respondent could enter in a text box.

“**Please specify**” **text boxes** follow “Other” response options. In the programmed instrument, respondents only see the “Please specify” text boxes when they selected the “Other” response option directly above it.

Response options added after MS1 data collection are marked “Other: [TEXT OF ADDED RESPONSE CATEGORY].” These response options were created when review of other/specify text strings indicated there were a sufficient number of similar responses that an additional category could be of analytic interest.

Help text was available on certain items containing terms with which some respondents may have been unfamiliar. Terms where help text was available were identified on screen by a help icon .

Fills: Logic for item-specific wording fills is specified in a box immediately preceding the item and beneath the routing logic box. Text that varies between different respondents is represented by fills contained within square brackets in the question wording. For example, a “[he/she]” fill indicates that some respondents may see “he” and other respondents may see “she” in place of the fill when taking the survey. For another example, a “[most recent]” fill indicates that some respondents may see “most recent” and other respondents may not see any text in place of the fill.

Common wording fills are defined as follows:

- Student pronouns were filled based on school roster information.
- STUDENT NAME was the student’s full name, based on the school roster.
- TEACHER NAME was the teacher’s full name, based on the school roster.
- TEACHER FIRST NAME was the teacher’s first name, based on the school roster.
- SCHOOL NAME was the name of the teacher’s school.

Hard and soft checks were displayed when respondents left certain items blank or entered values out of range. Hard check messages required the respondent to provide a response. Soft check messages could be bypassed by the respondent without providing a response. Unless a hard check message is specified in the item’s programmer instructions box, respondents were able to leave that item blank.

In addition to seeing these form-specific hard and soft check messages, if a respondent skipped three questions in a row, left all items in a grid blank on a screen, or left two consecutive questions blank on a screen with multiple questions, a soft check was displayed:

“Your responses are very important. Please answer as many questions as possible. Press “Edit” to return to this screen or press “Next” to continue.”

If a respondent left a specify field blank, a soft check was displayed:

“You have selected “Other” but have not provided a response to the “Please specify” prompt.”

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MS1 Special Education Teacher Survey

A. INTRO AND RESPONDENT SCREENING

ALL
IF SCHOOL ALLOWS INCENTIVE, DISPLAY: "You will receive a check for completing the parts about you and your instructional practices, plus an additional amount for each individual student about whom you answer questions." IF MORE THAN ONE STUDENT CONFIRMED, DISPLAY "ARE" AND "STUDENTS".

AOAA. You have received an invitation to complete this questionnaire because one or more students you teach or provide services to have been selected to participate in the MGLS:2017 Main Study. To enhance the information provided by your students and their parents, we need you to complete this survey.

After confirming whether you teach (or provide services to) the students selected for MGLS:2017, the survey will ask questions about these specific students. The survey will also ask questions about you and your instructional practices.

Taking part in the study is voluntary, and you can skip questions you do not want to answer. We realize you are very busy, but urge you to complete the questionnaire as completely and accurately as possible. Your answers are very important to the study's success. [You will receive a check for completing the parts about you and your instructional practices, plus an additional amount for each individual student about whom you answer questions.


NOTE: There [is/are] [FILL NUMBER OF STUDENTS] MGLS:2017 student[s] that we will ask you to confirm.

Please click below to start the survey.

ALL

A001. HOW TO COMPLETE THE SURVEY

Thank you for taking the time to complete this survey. Before you get started, here are a few helpful hints.

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Press the "Next" button to save your responses and move forward.
- Press the "Previous" button to go back.
- Some questions offer text to help you understand the question or the response options. Click on the HELP icon at the top of the screen or the help icon  in the survey to see the help text.
- If you need to take a break and leave the survey at any time, click "LOG OUT" in the top left-hand corner of your screen and close your browser (not just the tab). When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if you are idle for more than 20 minutes.

Please click on the "Next" button below to continue with the survey.

ALL

A00D. Welcome to the Middle Grades Longitudinal Study of 2017-18 (MGLS:2017) Special Education Teacher/Service Provider Questionnaire. This is the information we have on record about your school and your name. You will be able to correct your name at the end of the survey, if needed. Press “Next” to continue.

School: [SCHOOL NAME]
Teacher: [TEACHER NAME]

ALL

A005. First we would like to ask you some questions about your current position or assignment. Which of the following best describes your current position in this school?

- Special education teacher 1
- Special education teacher consultant 2
- General education teacher 3
- Special education classroom aide/paraprofessional 4
- Speech - language pathologist 5
- Physical therapist 6
- Physical therapy assistant or aide 7
- Occupational therapist 8
- Occupational therapy assistant or aide 9
- School psychologist 10
- School counselor 11
- School social worker 12
- Other (please specify) 99

Please specify:

(STRING 255)

ALL

A010. How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?

- Regular full-time teacher 1
- Regular full-time service provider 2
- Regular part-time teacher (at one school) 3
- Regular part-time service provider (at one school) 4
- Itinerant teacher (i.e., your assignment requires you to provide instruction/related services at more than one school) 5
- Itinerant related services consultant (e.g., speech and language therapist, social worker, psychologist, behavior specialist. Your assignment requires you to provide instruction/related services at more than one school). 6
- Long-term substitute teacher 7
- Teacher aide or paraprofessional 8
- Other (please specify) 99

Please specify:

(STRING 255)

A005 = 4 OR A010 = 8

A015. We're interested in determining the name of the primary special education teacher for each sampled student.

Press the "Next" button to proceed.

B. CONFIRMATION LOOP

ALL

B001. Now we would like to ask some questions about each of your students who are participating in MGLS:2017. This section includes questions about individual student’s IEP and primary disability, special education services received, and goals and expectations. First, however, we would like you to confirm whether you do in fact teach (or provide services to) student(s) at your school who were selected to participate in MGLS:2017.

Press the "Next" button to proceed.

ALL

B005. Have you served as the teacher or special education provider for [STUDENT NAME] at any point during this school year (2017-18)?

- Yes, and I am the current teacher or special education provider for [STUDENT NAME] 1 [SEE BELOW]
- Yes, although I am not currently the teacher or special education provider for [STUDENT NAME]..... 2 B010
- No..... 3 B015

PROGRAMMER INSTRUCTIONS ON B005

IF NO RESPONSE; DISPLAY HARD CHECK: "PLEASE PROVIDE AN ANSWER TO THIS QUESTION AND THEN CLICK "NEXT"."

IF B005 = 1 THEN DO:

IF B005 HAS NOT YET BEEN ADMINISTERED FOR EACH PRELOADED STUDENT ASSOCIATED WITH THE TEACHER RESPONDENT, LOOP BACK TO B005 AND ADMINISTER FOR THE NEXT PRELOADED STUDENT.

ELSE IF B005 HAS BEEN ADMINISTERED FOR EACH PRELOADED STUDENT ASSOCIATED WITH THE TEACHER RESPONDENT, AND B005=1 FOR AT LEAST ONE STUDENT, GO TO PROGRESS_SUMMARY.

IF B005 = 2, GO TO B010

ELSE IF B005 = 3, GO TO B015

B005 = 2

B010. In what month and year did you last serve as the teacher or special education provider for [STUDENT NAME]?

BIRTH DATE
Month Year

MONTH RANGE: January-December
YEAR RANGE: 2000-2018

B005 = 3 OR [A005 = 4 OR A010 = 8]

B015. Has anyone else at your school served as the teacher or special education provider for [STUDENT NAME] at any point during this school year (2017-18)?

- Yes 1
- No 2

PROGRAMMER INSTRUCTIONS ON B015

IF B015 = 1, GO TO B020.
ELSE IF B005 HAS NOT YET BEEN ADMINISTERED FOR EACH PRELOADED STUDENT ASSOCIATED WITH THE TEACHER RESPONDENT, LOOP BACK TO B005 AND ADMINISTER FOR THE NEXT PRELOADED STUDENT.
ELSE IF B005 HAS BEEN ADMINISTERED FOR EACH PRELOADED STUDENT ASSOCIATED WITH THE TEACHER RESPONDENT, AND B005 = 1 FOR AT LEAST ONE STUDENT, GO TO PROGRESS_SUMMARY.
ELSE GO TO END.

B005 = 3 AND B015 = 1 OR M

B020. What is the name of the special education teacher or special education provider for [STUDENT NAME]?

[_____] NAME (STRING 255)

PROGRAMMER INSTRUCTIONS ON B020

IF B005 HAS NOT YET BEEN ADMINISTERED FOR EACH PRELOADED STUDENT ASSOCIATED WITH THE TEACHER RESPONDENT, LOOP BACK TO B005 AND ADMINISTER FOR THE NEXT PRELOADED STUDENT.
ELSE IF B005 HAS BEEN ADMINISTERED FOR EACH PRELOADED STUDENT ASSOCIATED WITH THE TEACHER RESPONDENT, AND B005 = 1 FOR AT LEAST ONE STUDENT, GO TO PROGRESS_SUMMARY.
ELSE TEACHER IS INELIGIBLE; GO TO END.

C. STUDENT INFORMATION

SECTION C INTRO.

We have questions for you about these students.

[DISPLAY STUDENT NAME(S) CONFIRMED IN B005]

B005 = 1

C001. These first questions are about [STUDENT NAME]'s individualized services and grade.

Is [STUDENT NAME] currently receiving gifted/talented services or has [STUDENT NAME] received such services during this school year?

- Yes 1
No 2

B005 = 1

C005. Is [STUDENT NAME] currently receiving special education services based on an IEP or has [STUDENT NAME] received such services during this school year?

- Yes 1
No 2 CONFIRM

C005 = 1

C010. Are you a member of [STUDENT NAME]'s IEP team?

- Yes 1
No 2

C005 = 1

C015. In what capacity or capacities do you teach or provide services to [STUDENT NAME]? Do you...

Select all that apply.

- a. Provide instruction directly to the student? 1
b. Provide related services directly to the student? 2
c. Provide consultation services directly to the student? 3
d. Provide indirect consultation services (e.g., consultation to the student's teacher)? 4
e. Provide case management? 5
f. Other

Please specify:

[Empty text box]

(STRING 255)

C005 = 1

- C020.** In which grade is [STUDENT NAME] enrolled?
- Sixth grade..... 1
 - This is an ungraded classroom 2

C005 = 1

- C025.** When did [STUDENT NAME] first have an IEP?
- Before sixth grade 1
 - During sixth grade 2
 - Don't know..... 99

C005 = 1

- C030.** Is this [STUDENT NAME]'s first year enrolled at this school?
- Yes 1
 - No..... 2 C045
 - Don't know..... 99 C045

C030 = 1 OR M

- C035.** To what extent were you involved in planning the transition from the previous school's special education program for [STUDENT NAME]?
- Not at all..... 1 C045
 - Somewhat 2
 - Extensively..... 3

C035 = 2 OR 3

- C040.** To what extent did you communicate with the person who provided special education for [STUDENT NAME] at [his/her] previous school?
- Not at all..... 1
 - Somewhat 2
 - Extensively..... 3

IF C025 = 1, OR C030 = 2 OR 99, OR C035 = 1

- C045.** Have you reviewed [STUDENT NAME]'s records related to special education services provided before this school year?
- Yes 1
 - No, I do not have access to the records 2
 - No, I have access to the records, but have not reviewed them..... 3

D. SERVICES RECEIVED

C005 = 1

D001. Next we would like to know about this student’s disability and the services [STUDENT NAME] may receive.

During this school year, has [STUDENT NAME] received formal individual evaluations in any of the following areas for purposes of developing IEP goals?

Select all that apply.

- a. Psychological 1
- b. Social work services 2
- c. Behavioral 3
- d. Speech/language 4
- e. Vision 5
- f. Hearing 6
- g. Learning style 7
- h. Motor skills 8
- i. Academics 9
- j. Other (please specify) 10

Please specify: (STRING 255)

- k. Don’t know 99

C005 = 1

D005. For which of the following disabilities has [STUDENT NAME] received special education or related services this school year, whether for [his/her] primary disability or another of [his/her] disabilities?

Select all that apply.

- a. Speech or language impairment 1
- b. Specific learning disability 2
- c. Emotional disturbance 3
- d. Intellectual disability 4
- e. Visual impairment (including blindness) 5
- f. Hearing impairment (including deafness) 6
- g. Orthopedic impairment 7
- h. Other health impairment 8

Please specify: (STRING 120)

- i. Autism 9
- j. Traumatic brain injury 10
- k. Deaf-blindness 11
- l. Multiple disabilities (students included in this category should be those who have more than one severe disability which does not include deaf-blindness) 99

Please specify: (STRING 120)

PROGRAMMER INSTRUCTIONS ON D005

IF D005H OTHER (SPECIFY) = MISSING, DISPLAY SOFT CHECK: "You have selected "other health impairment," but have not provided a response to the "Please specify the other health impairment(s) for which the student receives services" prompt."
IF MORE THAN ONE RESPONSE SELECTED, GO TO D010; ELSE GO TO D015.

C005 = 1 AND D005 HAS MORE THAN ONE RESPONSE SELECTED

ONLY DISPLAY OPTIONS SELECTED IN D005

D010. What is [STUDENT NAME]'s **primary** disability as identified on [his/her] IEP?

- Speech or language impairment 1
- Specific learning disability 2
- Emotional disturbance 3
- Intellectual disability 4
- Visual impairment (including blindness) 5
- Hearing impairment (including deafness) 6
- Orthopedic impairment 7
- Other health impairment [D005(E01)H_other] 8

Please specify: (STRING 120)

- Autism 9
- Traumatic brain injury 10
- Deaf-blindness 11
- Multiple disabilities 99

Please specify: (STRING 120)

C005 = 1

D015. Has [STUDENT NAME] received any special education or related services because of Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)?

- Yes 1
- No..... 2
- Don't know 99

C005 = 1

D020. Consider the IEP goals for [STUDENT NAME] during this school year.

Select all of the areas in which this student has IEP goals.

Academics

- a. Reading..... 1
- b. Mathematics 2
- c. Language Arts 3
- d. Science 4
- e. Social Studies..... 5

Speech and Language

- f. Auditory processing 6
- g. Listening comprehension 7
- h. Oral expression 8
- i. Voice/speech articulation, quality, or fluency..... 9
- j. Language pragmatics..... 10

Social-Emotional

- k. Social skills 11
- l. Behavior regulation 12
- m. Emotional or mood regulation 13

Life Skills

- n. Adaptive behavior or self-help skills 14
- o. Transition and postsecondary goals..... 15
- p. Organizational and planning skills..... 16

Physical/Mobility

- q. Fine motor skills 17
- r. Gross motor skills..... 18
- s. Orientation and mobility 19

Other

- t. Other (Please specify) 99

Please specify

(STRING 255)

D025. Which of the following related services has the school provided to [STUDENT NAME] during this school year? Include all services paid for by the school, including contracted services, whether they are received in the school or at another location.

Select all that apply.

- a. Audiology..... 1
- b. Counseling services 2
- c. Occupational therapy 3
- d. Physical therapy 4
- e. Psychological services 5
- f. Health services 6
- g. Social work services..... 7
- h. Special transportation 8
- i. Speech or language therapy..... 9
- j. Orientation and mobility services 10
- k. Rehabilitation services..... 12
- m. Other (please specify) 99

Please specify:

(STRING 255)

D030. Has [STUDENT NAME] received any of the following during the school year?

Select all that apply.

- a. Adaptive physical education 1
- b. Assistance from classroom aides or paraprofessionals (e.g., teacher aide, behavioral assistant, special education aide)..... 2
- c. Interpreter for the deaf or hard of hearing (oral or sign)..... 3
- d. Materials provided in Braille or Nemeth code to support learning/instruction 4
- e. Student was taught how to use Braille and/or the Nemeth code..... 5
- f. Instruction provided in American Sign Language..... 6
- g. Student was taught how to use American Sign Language 7
- h. Instruction provided in Manual English 8
- i. Student was taught how to use Manual English 9
- j. Instruction provided in Cued Speech 10
- k. Student was taught how to use Cued Speech 11
- l. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the student 12
- m. Tutoring/remediation from special education teacher 13
- n. Training, counseling, and other supports/services provided to this student's family 14
- o. Assistive technology 16
- p. Other (please specify) 17

Please specify:

(STRING 255)

E. INSTRUCTIONAL SETTINGS AND MATERIALS

C005 = 1

E001. Now we have a few questions about where and how this student receives instruction.

Which of the following best describes [STUDENT NAME]'s classroom placement?

- In general education classroom 80% of the time or more..... 1
- In general education classroom 40% to 79% of the time..... 2
- In general education classroom less than 40% of the time. 3

C005 = 1

E005. In what setting does [STUDENT NAME] primarily receive mathematics instruction?

- General education classroom..... 1
- Special education classroom 2
- Resource room 3
- Some other setting (specify) 99

Please specify: (STRING 255)

C005 = 1

E010. Does [STUDENT NAME] receive mathematics instruction in any additional setting or settings?

- Yes 1
- No 2 E020

E010 = 1

DO NOT DISPLAY OPTION SELECTED IN E005

E015. In what additional setting or settings does [STUDENT NAME] receive mathematics instruction?

Select all that apply.

- a. General education classroom..... 1
- b. Special education classroom 2
- c. Resource room 3
- d. Some other setting (specify) 99

Please specify: (STRING 255)

C005 = 1

E020. On average, how many hours per week of direct special education and related services has [STUDENT NAME] received this school year?

Please include hours for any services in which you or another professional staff member at your school provided services directly to [STUDENT NAME], and also hours for any services provided to [STUDENT NAME] by the school through a referral to another professional. Do not include paraprofessional services.

HOURS PER WEEK

RANGE: 0–70, AND UP TO ONE DECIMAL PLACE

PROGRAMMER INSTRUCTIONS ON E020

IF NUMBER < 0 OR > 70, DISPLAY HARD CHECK: "Please enter a number from 0-70, with up to one decimal place."

HELP TEXT:

Direct special education services: This means you give services directly to the student in a group or individually. This is not consulting with others about the student.

C005 = 1

025. Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?

HOURS PER WEEK

RANGE: 0–70, AND UP TO ONE DECIMAL PLACE

PROGRAMMER INSTRUCTIONS ON E025

IF E001 NE 1 AND E025 = 0, DISPLAY SOFT CHECK: "You reported earlier that this student's placement is [response to e001]. Now you have reported that 0 hours of the instruction/services are provided outside of a general education classroom (but in the school building). Please confirm if 0 hours of service are provided in a different place in the school setting. Press "edit" to return to this screen or press "next" to continue."

IF E025 > E020, DISPLAY HARD CHECK: "Your answer is greater than the number of hours you reported in the previous question. Go back if you would like to change your answer to the previous question OR change your answer to this question, and then click "Next" to continue."

IF D030B = 1, THEN GO TO E030.

ELSE GO TO E035.

HELP TEXT:

Direct special education services: This means you give services directly to the student in a group or individually. This is not consulting with others about the student.

D030B = 1

E030. How many hours per week does [STUDENT NAME] receive paraprofessional support services?

HOURS PER WEEK

RANGE: 0.1–1,000

PROGRAMMER INSTRUCTIONS ON E030
IF E030a = 0 AND D030b = 1, DISPLAY SOFT CHECK: "Earlier you answered that the student receives assistance from classroom aides or paraprofessionals. Please confirm if 0 is the answer to hours per week the student receives paraprofessional support services. Press "Edit" to return to this screen or press "Next" to continue."

C005 = 1

E035. What teaching practices and methods have you and/or other special education service providers used with [STUDENT NAME] to meet [his/her] special education needs?

Select all that apply.

- a. One-on-one instruction 1
- b. Small-group instruction 2
- c. Large-group instruction 3
- d. Cooperative learning 4
- e. Peer tutoring 5
- f. Computer-based instruction 6
- g. Direct instruction 7
- h. Cognitive strategies 8
- i. Self-management 9
- j. Behavior management 10
- k. Instruction received through a sign interpreter 11
- l. Video-based instruction 12
- m. Audio-recorded texts or lessons 13
- n. Use of visual organizers or visual models 14
- o. Use of 3-dimensional materials and/or models
(e.g., base ten blocks, fraction bars) 15
- p. Other practices or accommodations (please specify) 16

Please specify: (STRING 255)

- q. Student did not receive instruction from me and/or other special education service providers 17

C005 = 1 AND E005 OR E015A IS SELECTED

E040. Which of the following math curriculum materials were used with [STUDENT NAME] in the **general education classroom**?

D25. Please indicate the extent to which you agree or disagree with each of the following statements.

<i>Select one per row.</i>	Yes	No	Don't know
a. General education curriculum materials were used without modification	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
b. General education curriculum materials were used with some modifications	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
c. General education curriculum materials were used with substantial modifications	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
d. Specially-designed commercial materials were used	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
e. Teacher-designed materials were used	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>

C005 = 1 AND E005 OR E015B IS SELECTED

E045. Which of the following best describes the curriculum materials used with [STUDENT NAME] in the **special education classroom/program**?

<i>Select one per row.</i>	Yes	No	Don't know
a. General education curriculum materials were used without modification	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
b. General education curriculum materials were used with some modifications	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
c. General education curriculum materials were used with substantial modifications	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
d. Specially-designed commercial materials were used	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
e. Teacher-designed materials were used	1 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>

E050. Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?

Select all that apply.

Mobility aids

- a. Vans, vehicles 1
- b. Wheelchairs..... 2
- c. White canes 3

Communication aids

- d. Electronic with voice output (e.g., Touch Talker)..... 4
- e. Nonelectronic (e.g., manual printing board or picture exchange system)..... 5

Hearing assistance

- f. Hearing aids 6
- g. FM loops..... 7
- h. TTYs/TDDs 8
- i. Cochlear implants..... 9
- j. Real time captioning..... 10

Visual aids

- k. Braille texts 11
- l. Electronic Braille devices 12
- m. Digital texts 13
- n. Magnifying devices..... 14
- o. Closed Captioned Television (CCTV) 15
- p. Screen readers 16
- q. Talking calculators..... 17
- r. Abacus..... 18

E050. (continued) Which of the following assistive technologies and devices has [STUDENT NAME] used this school year?

Learning aids

- s. Tape recorder or digital recorder 19
- t. Calculators 20
- u. Electronic spelling devices 21
- v. Dictation software 22

Computer hardware designed or adapted for students with disabilities (e.g., alternate keyboards, switch interface)

- w. Used solely by individual student 23
- x. Shared with other students 24

Computer software designed for students with disabilities

- y. Reading 25
- z. Writing 26
- aa. Mathematics 27

Other

- ab. Other (please specify) 29

Please specify:

(STRING (255))

Student did not use any assistive technologies

- ac. Student did not use any assistive technologies 28

Don't know

- ad. Don't know 99

C005 = 1

E055. Does [STUDENT NAME] have a computer, laptop, tablet, or word processing device assigned to [him/her] for use full time?

- Yes 1
- No 2

F. COMMUNICATION WITH TEACHERS AND PARENTS

C005 = 1

F001. The following questions ask about your communications with others regarding this student.

On average, how often have you met with general education teacher(s) to discuss [STUDENT NAME]'s IEP or progress during this school year?

- Every day or several times a week 1
- Once a week or several times a month 2
- Once a month 3
- A few times over the school year 4
- Once during this school year 5
- Never during this school year 6 F010
- Not applicable to my work with this student 7 F010
- Not applicable as student receives all instruction from me 8 F010

F001 = 1, 2, 3, 4, 5

F005. On average, how long were the meetings with the general education teacher(s) to discuss [STUDENT NAME]'s IEP or progress?

- 1 to 15 minutes 1
- 16 to 30 minutes 2
- 31 to 45 minutes 3
- 46 to 60 minutes 4
- More than 60 minutes 5

C005 = 1

F010. Approximately how often have you communicated with [STUDENT NAME]'s parents during this school year about [STUDENT NAME]'s IEP or progress (by phone, in person, or in writing, including email)?

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

G. GOALS AND EXPECTATIONS

C005 = 1

G001. To what extent is [STUDENT NAME] expected to achieve the same general education goals as other students at [his/her] grade level?

- Student is expected to attain grade level achievement for **all** of the academic content standards. 1
- Student is expected to attain grade level achievement for **some** of the academic content standards. 2
- Student is expected to attain grade level achievement for **only a few** of the academic content standards. 3
- Student is not expected to attain grade level achievement for **any** of the academic content standards. 4
- Don't know 99

C005 = 1

G005. Which of the following best expresses the likelihood that [STUDENT NAME] will continue to receive some level of special education services (through an IEP) in the next school year?

- Definitely** will continue in special education 1
- Very likely** to continue in special education 2
- Rather likely** to continue in special education 3
- Rather unlikely** to continue in special education 4
- Very unlikely** to continue in special education 5
- Definitely will **not** continue in special education (will be dismissed from services) 6

C005 = 1

G010. To what extent has [STUDENT NAME] participated in any grade-level assessment administered as part of the school's testing program during the current school year?

- Student did not participate in the school's testing or assessment program. 1
- Student participated in alternate assessments and no regular assessments. 2
- Student participated in some alternate assessments and some regular assessments. 3
- Student participated fully in the school's regular testing or assessment program. 4
- There is no testing or assessment program at this grade level. 5
- Don't know 99

C005 = 1

G015. Overall, at what grade level is [STUDENT NAME] performing in language and literacy skills?

- Preschool to Grade 2..... 1
- Grade 3..... 2
- Grade 4..... 3
- Grade 5..... 4
- Grade 6..... 5
- Grade 7..... 6
- Grade 8..... 7
- Grade 9..... 8
- Grade 10 or higher 9

C005 = 1

G020. Overall, at what grade level is [STUDENT NAME] performing in mathematical skills?

- Preschool to Grade 2..... 1
- Grade 3..... 2
- Grade 4..... 3
- Grade 5..... 4
- Grade 6..... 5
- Grade 7..... 6
- Grade 8..... 7
- Grade 9..... 8
- Grade 10 or higher 9

H. READING SKILLS AND ABILITIES

C005 = 1

H001. Thank you for answering our questions about the services [FILL STUDENT NAME] receives!

The next set of questions asks you to please rate [FILL STUDENT NAME]'s reading and mathematics skills as well as [his/her] functional abilities.

C005 = 1

H005. Please rate the student's skills, knowledge, and behaviors based on your experience with [him/her]. This is NOT a test and should not be administered directly to the student.

Each question includes examples that are meant to help you think of the range of situations in which the student may demonstrate the skills and behaviors. The examples are not exhaustive, but they do indicate the level of proficiency a student should have reached in order to receive the highest ratings.

It may be necessary to consider adaptations for some questions to make them more inclusive for this student's skills and/or use of adaptive equipment. For example, if a student utilizes alternative forms of verbal communication (e.g., sign language, communication boards) or written communication (e.g., word processors, Braille, dictation), please answer the questions with these adaptations in mind.

Each skill, knowledge, or behavior is rated on a five-point scale:

- 1 **Not yet** = Student has not yet demonstrated skill, knowledge, or behavior
- 2 **Beginning** = Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently
- 3 **In progress** = Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence
- 4 **Intermediate** = Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient
- 5 **Proficient** = Student demonstrates skill, knowledge, or behavior competently and consistently

For students with Limited English Proficiency or English language learners: Please answer the questions based on your knowledge of this student's skills. If the student does not yet demonstrate skills in English but does demonstrate them in his/her native language, please answer the questions with the student's native language in mind. You can also consult with the student's English language learner teacher or general education teacher to answer any question. If you feel you cannot answer any question, you will also have the option to indicate you are "unable to assess the student."

C005 = 1

H010. In this section, please rate [STUDENT NAME]’s reading-related abilities, including language, literacy, and listening comprehension skills. Let’s begin.

[STUDENT NAME] shows basic comprehension of a story or text read aloud to [him/her]. For example, by retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to [his/her] own life.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

H015. [STUDENT NAME] reads words with regular vowel sounds. For example, reads “coat,” “junk,” “lent,” “chimp,” “halt,” or “bite.”

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

H020. [STUDENT NAME] reads words with irregular vowel sounds. For example, reads "through," "point," "enough," or "shower."

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

H025. [STUDENT NAME] shows advanced comprehension of text read aloud to [him/her]. For example, identifies the author’s purpose, or relates how the story would be different if told from another point of view, or identifies techniques of persuasion.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

H030. [STUDENT NAME] conveys ideas clearly when speaking. For example, presents a well-organized oral report, or uses precise language to express opinions, feelings, and ideas, or provides relevant answers to questions that summarize classmates’ concerns.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

H035. [STUDENT NAME] uses different strategies to read unfamiliar words. For example, examines cues from pictures or context, or uses consonant sounds to read words, or uses prior knowledge in order to make predictions.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

ALL
FILL STUDENT GRADE FROM C020; IF C020 = 2 OR MISSING, FILL "6"

H040. [STUDENT NAME] reads grade [enter grade level] books independently with comprehension. For example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells the story after reading.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

ALL
FILL STUDENT GRADE FROM C020; IF C020 = 2 OR MISSING, FILL "6"

H045. [STUDENT NAME] reads grade [enter grade level] books fluently. For example, easily reads words in meaningful phrases rather than reading word by word.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

H050. [STUDENT NAME] reads and comprehends expository text. For example, after reading about how early colonists lived, creates a chart comparing life today with colonial life, or after reading a news story about pollution, [he/she] identifies cause and effect relationships, or summarizes main ideas and the supporting details in a science or social studies selection.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

H055. [STUDENT NAME] contributes relevant information to classroom discussions. For example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

H060. [STUDENT NAME] uses complex sentence structures. For example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip after we finish the assignment that you gave us last week?"

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

I. MATHEMATICS SKILLS AND ABILITIES

C005 = 1

Now we would like to know about this student's mathematics skills and abilities.

I001. [STUDENT NAME] shows an understanding of the relationship between quantities. For example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6
- NO RESPONSE..... M

C005 = 1

I005. [STUDENT NAME] creates and extends patterns. For example, extends an alternating pattern involving addition and subtraction (+3, -1, +3, -1, +3... or +5, -3, +5, -3,...) or creates a complex visual pattern (aabc).

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

PROGRAMMER INSTRUCTIONS ON I005
ENSURE “(+3, -1, +3, -1, +3... OR +5, -3, +5, -3,...)” IS DISPLAYED ON A SINGLE LINE.

C005 = 1

1010. [STUDENT NAME] sorts, classifies, and compares math materials by various rules and attributes. For example, by creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or by sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes."

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

1015. [STUDENT NAME] solves problems involving numbers using concrete objects. For example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

1020. [STUDENT NAME] subtracts numbers that require regrouping. For example, $1300 - 579$, or $2302 - 947$, or $2603 - 1594$.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

1025. [STUDENT NAME] shows understanding of place value with whole numbers to 100,000. For example, correctly orders the numbers 19,321, 14,999, 9,900, and 20,101 from least to greatest, or correctly regroups when adding and subtracting.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

1030. [STUDENT NAME] models, reads, writes, and compares fractions. For example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$, or shows that $\frac{1}{4}$ of 12 is 3.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

1035. [STUDENT NAME] reduces fractions to lowest denominator. For example, reduces $\frac{27}{63}$ to $\frac{3}{7}$, or $\frac{41}{6}$ to $6\frac{5}{6}$.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

1040. [STUDENT NAME] divides a 3-digit number by a 1-digit number. For example, $348 \div 4$ or $228 \div 6$.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

1045. [STUDENT NAME] shows understanding of place values with decimals. For example, compares decimals to the thousandths place ($1.04 > 1.009$).

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

PROGRAMMER INSTRUCTIONS ON I045

ENSURE “(1.04 > 1.009)” DISPLAYS ON A SINGLE LINE.

C005 = 1

1050. [STUDENT NAME] divides multi-digit problems with remainders in the quotient. For example, computes $536 \div 30$ or $6135 \div 7$.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

1055. [STUDENT NAME] uses a variety of strategies to solve math problems. For example, using manipulative materials, using trial and error, making an organized list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

C005 = 1

1060. [STUDENT NAME] demonstrates algebraic thinking. For example, solves for an unknown in an equation such as $16 \times A = 48$; or expresses a function as a general rule that enables [him/her] to determine any term in the sequence.

- Not yet**—Student has not yet demonstrated skill, knowledge, or behavior. 1
- Beginning**—Student is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently..... 2
- In progress**—Student demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence..... 3
- Intermediate**—Student demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.. 4
- Proficient**—Student demonstrates skill, knowledge, or behavior competently and consistently. 5
- I am unable to assess the student..... 6

J. FUNCTIONAL SKILLS AND ABILITIES

C005 = 1

The next few questions ask about this student's functional skills and abilities.

J001. Which of the following best describes [STUDENT NAME]'s expressive communication?¹

- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal 1
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. 2
- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate..... 3
- I am unable to assess the student..... 6

C005 = 1

J005. Does [STUDENT NAME] use an augmentative communication system in addition to or in place of oral speech?¹

- Yes 1
- No..... 2
- I am unable to assess the student..... 6

C005 = 1

J010. Which of the following best describes [STUDENT NAME]'s vision?¹

- Vision appears to be within normal limits 1
- Corrected vision within normal limits 2
- Low vision; uses vision for some activities of daily living 3
- No functional use of vision for activities of daily living, or unable to determine functional use of vision 4
- I am unable to assess the student..... 6

HELP TEXT:

Correct vision: Corrected vision refers to how the student sees when wearing glasses or contact lenses. Choose this option if wearing glasses or contact lenses is able to correct the student's vision to normal.

Low vision: Low vision indicates that the student's vision is not within normal vision even with glasses or contact lenses. Choose this option if wearing glasses or contact lenses is not able to correct the student's vision to normal.

¹ Used with permission. Adapted from Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, KY: University of Kentucky, National Alternate Assessment Center.

C005 = 1

J015. Which of the following best describes [STUDENT NAME]’s hearing?²

- Hearing appears to be within normal limits..... 1
- Corrected hearing loss within normal limits 2
- Hearing loss aided, but still with a significant loss 3
- Profound loss, even with aids 4
- Unable to determine functional use of hearing..... 5
- I am unable to assess the student..... 6

HELP TEXT:

Correct hearing: Corrected hearing refers to how the student hears when using a hearing aid. Choose this option if using a hearing aid is able to correct the student's hearing to normal.

Hearing loss aided: Hearing loss aided, but still with a significant loss indicates that the student’s hearing is not within normal hearing even with a hearing aid. Choose this option if using a hearing aid is not able to correct the student's hearing to normal.

C005 = 1

J020. Which of the following best describes [STUDENT NAME]’s motor abilities?²

- No significant motor dysfunction that requires adaptations 1
- Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard) 2
- Uses wheelchair, positioning equipment, and/or assistive devices for most activities 3
- Needs personal assistance for most/all motor activities 4
- I am unable to assess the student..... 6

C005 = 1

J025. Which of the following best describes [STUDENT NAME]’s social interactions?²

- Initiates and sustains social interactions..... 1
- Responds with social interaction, but does not initiate or sustain social interactions 2
- Alerts to others 3
- Does not alert to others 4
- I am unable to assess the student..... 6

C005 = 1

CONFIRM.

You have completed the questions for [STUDENT NAME]. Thank you very much!

Please click the “Next” button to confirm you have finished answering questions about [STUDENT NAME]. If you want to make changes or review your responses, click the “Previous” button.

² Used with permission. Adapted from Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, KY: University of Kentucky, National Alternate Assessment Center.

PROGRAMMER INSTRUCTIONS ON CONFIRM

IF STUDENT-SPECIFIC QUESTIONS HAVE BEEN ADMINISTERED FOR EACH STUDENT
WHERE C005 = 1, GO TO L001.

ELSE GO TO PROGRESS_SUMMARY AND REPEAT STUDENT LOOP FOR THE NEXT
STUDENT.

PROGRESS_SUMMARY

Thank you very much for answering questions about the following student[s]:

[COMPLETED STUDENT 1 NAME]

[COMPLETED STUDENT 2 NAME]

We also have questions questions for you about [this/these] student[s]:

[STUDENT 3 NAME]

K. YOUR TEACHING ASSIGNMENT AND YOUR SCHOOL

IF A005 IS NOT 4 AND A010 IS NOT 8

K001. You have completed the portion of the survey about your students that are in the study. Thank you.

Now we have some questions about you and your instructional practices.

Do you coteach with another teacher or professional educator?

- Yes 1
- No 2 K010

K001 = 1

K005. Which of the following models best describes your current coteaching arrangement?

- One teach, one drift (one teacher leads the class and the other moves throughout the classroom to make sure everyone is on track). 1
- Station teaching (class divided into two or more stations; each teacher spends at least half of the period with one group, and then teachers switch). 2
- Alternative teaching (one teacher teaches the large group and the other teacher works with a smaller group of students to reteach any necessary information)... 3
- Parallel teaching (both teachers are teaching at the same time, and both lead discussion; class may be divided into groups)..... 4
- Team teaching (both coteachers balance the responsibilities of the class in such a way that both teach the same amount in front of the classroom). 5
- Other (please specify) 99

Please specify:

(STRING 255)

A005 IS NOT 4 AND A010 IS NOT 8

K010. During this school year, where have you worked with students with IEPs?

Select all that apply.

- a. In a general education classroom..... 1
- b. In a special education classroom 2
- c. In a nonclassroom space (e.g., office, therapy room, small work space, mobile van, etc.) 3
- d. Other (please specify) 99

Please specify:

(STRING 255)

- e. I do not work directly with students who have IEPs 4

A005 IS 1 OR 2 AND K010 IS NOT 4

K015. Do you teach academic content to students who have IEPs?

- Yes 1
- No 2 K035

K015 = 1

K020. When teaching academic content to students who have IEPs, how often do you use each of the following instructional strategies?

<i>Select one per row.</i>	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Every day
a. Provide students with background knowledge and skills	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Provide practice for prescribed strategies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. Incorporate systematic cumulative reviews of skills and information	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
d. Include self-regulation strategies that promote on-task thinking and hard work	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
e. Explicitly teach for transfer of skills and strategies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
f. Use validated forms of progress monitoring of student responsiveness to the instruction or intervention	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
g. Apply validated decision-making rules with progress monitoring tools to determine when to revise the program	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
h. Other strategies (please specify) <input style="width: 150px; height: 15px;" type="text"/> (STRING 255)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

HELP TEXT:

Validated forms of progress monitoring: Validated forms of progress monitoring are tools and methods that have been found by research to relate to student performance on more in-depth assessments and student outcomes.

Validated decision-making rules: Validated decision-making rules have been tested by researchers and found to reliably indicate when a change is needed.

A005 IS NOT 4 AND A010 IS NOT 8 AND K015 IS NOT 2

K025. Do you teach mathematics to students who have IEPs?

- Yes 1
- No 2 K035

K025 = 1

K030. When teaching mathematics to students who have IEPs, how often do you use each of the following instructional strategies?

<i>Select one per row.</i>	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Every day
a. Have students discuss different ways to solve a problem	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Have students generate new strategies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. Have students work on an investigation, problem or project over an extended period of time	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
d. Have students solve problems using multiple methods	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
e. Begin instructional units with worked examples (explaining how work is completed, step by step, and what you think as you complete each step)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
f. Teach the most efficient solution strategy using simple, direct language	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
g. Have students explain solutions in their own words	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
h. Have students practice solution strategies that you taught	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
i. Have students explain how taught strategies are efficient	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	<input type="radio"/>
j. Other strategies (please specify: <div style="border: 1px solid black; height: 15px; width: 150px; margin: 2px 0;"></div> (STRING 255)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

K035. When teaching life skills, how often do you use the following instructional strategies:⁴

Select one per row.	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Every day
a. Time delay (e.g., constant, progressive)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Computer-assisted instruction	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. Community-based instruction	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
d. Video modeling	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
e. Prompting strategies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
f. Mnemonic strategies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
g. One-more-than (next dollar strategy)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
h. Peer-mediated instruction	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
i. Visual displays	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
j. Self-management (self-monitoring, self-instruction)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
k. Other strategies (please specify) <input type="text"/> (STRING 255)						

⁴ Adapted with permission from Mazzotti, V. L., & Plotner, A. J. (2016). Implementing Secondary Transition Evidence-Based Practices: A Multi-State Survey of Transition Service Providers. *Career Development and Transition for Exceptional Individuals*, 39(1), 12–22. Reprinted by permission of SAGE Publications, Inc.

A005 IS NOT 4 AND A010 IS NOT 8

K040. Please indicate the extent to which you agree or disagree with each of the following statements about your work at this school.

<i>Select one per row.</i>	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
a. I really enjoy my present job.	1 ○	2 ○	3 ○	4 ○	5 ○
b. I am certain I am making a difference in the lives of the students I work with.	1 ○	2 ○	3 ○	4 ○	5 ○
c. If I could start over, I would choose this career again.	1 ○	2 ○	3 ○	4 ○	5 ○
d. I am satisfied with my class size/caseload.	1 ○	2 ○	3 ○	4 ○	5 ○
e. I worry about the security of my job because of the performance of the students in my class(es) on state or local tests.	1 ○	2 ○	3 ○	4 ○	5 ○
f. I get frustrated working with general education teachers.	1 ○	2 ○	3 ○	4 ○	5 ○
g. I plan to continue to work in special education for at least the next five years.	1 ○	2 ○	3 ○	4 ○	5 ○
h. The amount of paperwork that I need to complete for my students takes away from my ability to deliver high quality instruction.	1 ○	2 ○	3 ○	4 ○	5 ○

A005 IS NOT 4 AND A010 IS NOT 8

K045. Please indicate the extent to which you agree or disagree with each of the following statements:

<i>Select one per row.</i>	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable
a. I have a team of professionals who support my work with students.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. I have regular meetings with consultants.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. I often feel isolated in my school.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

A005 IS NOT 4 AND A010 IS NOT 8

K050. Please indicate how strongly you agree or disagree with each of the following statements:

<i>Select one per row.</i>	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not applicable*
a. I have adequate planning time.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	–
b. I meet regularly with other special education professionals about how to meet the needs of the students that I serve.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	–
c. I have adequate support from my colleagues.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	–
d. I check in every week with the general education teachers who are teaching my students.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
e. The school supports inclusion in general education classrooms by accommodating the needs of special education students.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
f. General education teachers who are teaching my students regularly use Response to Intervention (RTI) for learning.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
g. General education teachers who are teaching my students regularly use universal design for learning.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

*PROGRAMMING NOTE: This option was not available on K050a-c.

A005 IS NOT 4 AND A010 IS NOT 8

K055. During this school year, how many students with IEPs have you worked with or provided services for, on average, each week?

Include students you work with directly, as well as students for whom you consult with the general education teacher and/or another special education teacher/service provider.

- 1-10 1
- 11-20 2
- 21-40 3
- More than 40 4
- Don't know 99

L. BACKGROUND AND EDUCATION

A005 IS NOT 4 AND A010 IS NOT 8

L001. The next several questions ask about your background and education.

What is your sex?

- Male 1
- Female..... 2

A005 IS NOT 4 AND A010 IS NOT 8

L005. In what year were you born?

YEAR BORN
RANGE: 1925–2000

A005 IS NOT 4 AND A010 IS NOT 8

L010. Are you of Hispanic or Latino/Latina origin?

- Yes 1
- No..... 2

HELP TEXT:

Hispanic or Latino/Latina: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish cultures or origin (or descent), regardless of race.

A005 IS NOT 4 AND A010 IS NOT 8

L015. Which of the following best describes your race?

Select all that apply.

- a. White 1
- b. Black or African American 2
- c. Asian 3
- d. Native Hawaiian or other Pacific Islander 4
- e. American Indian or Alaska Native 5
- NO RESPONSE..... M

HELP TEXT:

White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American: a person having origins in any of the black racial groups of Africa.

Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native Hawaiian or other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

American Indian or Alaska Native: a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

A005 IS NOT 4 AND A010 IS NOT 8

L020. What is the highest level of education you have completed?

- Did not complete high school 1
- High school diploma or equivalent/GED 2
- Some college or technical or vocational school 3
- Associate's degree..... 4
- Bachelor's degree 5
- Master's degree 6
- An advanced professional degree beyond a master's degree
(for example, PhD, EdD) 7

L025. Which of the following credentials, licenses, or certificates do you have for working with students with disabilities?

Select all that apply.

- a. Emergency credential 1
- b. Provisional or temporary credential 2
- c. Disability-specific credential or endorsement 3
- d. Special education credential or endorsement (for more than one disability category) 4
- e. General education credential 5
- f. Speech/language therapy state license or certification 6
- g. Physical therapy state license or certification 7
- h. Occupational therapy state license or certification 8
- i. Social work license or certification 9
- j. School psychology license or certification 10
- k. Clinical psychology license or certification 11
- l. Certificate of Clinical Competence 12
- m. Other professional license, credential, or endorsement (please specify) 13

Please specify:

(STRING 255)

L030. Which of the following describes the teaching certificate you currently hold?

- Regular or standard state certificate or advanced professional certificate 1
- Certificate issued after satisfying all requirements except the completion of a probationary teaching period 2
- Certificate that requires some additional coursework or passing a test 3
- Certificate issued to persons who must complete a certification program in order to continue teaching 4
- I do not hold any of these certifications 5

L030 = 1, 2, 3, OR 4

L035. In what area(s) and subject(s) are you certified?

Select all that apply.

Areas

- a. Early childhood or Pre-K, general 1
- b. Elementary grades, general 2
- c. Middle grades, general 3
- d. Secondary grades, general 4
- e. Special education, general 5
- f. Specific area of disability (for example, autism, learning disabilities, etc.) 6

Please specify: (STRING 255)

- g. Instruction for English Language Learners (e.g., English for Speakers of Other Languages or bilingual education)..... 7

Subjects

- j. English/Language arts 10
- k. Reading..... 11
- m. Mathematics 12
- n. Science (including general science, biology or life sciences, earth science, and other natural sciences)..... 13
- o. Social studies (including history, government or civics, geography) 14
- p. Social or behavioral science (including psychology, sociology, anthropology, and other social sciences) 15
- q. Other (please specify) 99

Please specify: (STRING 255)

A005 IS NOT 4 AND A010 IS NOT 8

L040. Have you received any training related to Response to Intervention (RTI) from any of the following sources?

Select all that apply.

- a. College courses..... 1
- b. Professional development 2
- c. Personal reading and study 3
- d. I have not received any training on issues related to Response to Intervention 4
- e. Other training (please specify) 99

Please specify: (STRING 255)

M. PROFESSIONAL EXPERIENCE

A005 IS NOT 4 AND A010 IS NOT 8

M001. Next, we would like to ask about your years of experience.

Counting this school year, how many total years (including part-time) have you been working with any students in any school? This would include both providing special education services as well as teaching in a regular classroom.

Enter the number of years.

If you have been working for less than one year, enter 1.

YEARS WORKED WITH STUDENTS

RANGE: 0 – 99

PROGRAMMER INSTRUCTIONS ON M001

IF M001 < 1 OR > 45, DISPLAY SOFT CHECK: "Just to confirm, you answered [M001] YEARS WORKED WITH STUDENTS. Press "Edit" to return to this screen or press "Next" to continue."

IF ANYTHING OTHER THAN A WHOLE NUMBER IS ENTERED, DISPLAY HARD CHECK: "Please enter a whole number."

A005 IS NOT 4 AND A010 IS NOT 8

M005. Counting this school year, how many total years (including part-time) have you been working with students receiving special education or related services in any school?

Enter the number of years.

If you have been working for less than one year, enter 1.

YEARS WORKED WITH SPECIAL EDUCATION STUDENTS

RANGE: 0 – 99

PROGRAMMER INSTRUCTIONS ON M005

IF M005 < 1 OR > 45, DISPLAY SOFT CHECK: "Just to confirm, you answered ([M005]) YEARS WORKED WITH SPECIAL EDUCATION STUDENTS. Press "Edit" to return to this screen or press "Next" to continue."

IF ANYTHING OTHER THAN A WHOLE NUMBER IS ENTERED, DISPLAY HARD CHECK: "Please enter a whole number."

IF M001 < M005, DISPLAY HARD CHECK: "Your total years working with any students ([M001]) is inconsistent with the number of years you have worked with special education students ([M005]). Please change your response to this question or go back and change your response for years worked with any students." IF M001 = MISSING, DO NOT DISPLAY HARD CHECK.

A005 IS NOT 4 AND A010 IS NOT 8

M010. Counting this school year, how many years of experience do you have teaching general education math classes to students (in any grades 6-12)?

Enter the number of years.

If you have been working for less than one year, enter 1.

If you have never been a Math teacher, enter 0.

YEARS WORKED TEACHING MATH

RANGE: 0 – 99

PROGRAMMER INSTRUCTIONS ON M010

IF M010 < 0 OR > 45, DISPLAY SOFT CHECK: "Just to confirm, you answered ([M010]) YEARS WORKED TEACHING MATH 6–12. Press "Edit" to return to this screen or press "Next" to continue."

IF ANYTHING OTHER THAN A WHOLE NUMBER IS ENTERED, DISPLAY HARD CHECK: "Please enter a whole number."

IF M001 < M010, DISPLAY HARD CHECK: "Your total years working with any students ([M001]) is inconsistent with the number of years you have taught math ([M010]). Please change your response to this question or go back and change your response for years worked with any students." IF M001 = MISSING, DO NOT DISPLAY HARD CHECK.

A005 IS NOT 4 AND A010 IS NOT 8

M015. Counting this school year, how many years have you worked in your current school, including part time?

Enter the number of years.

If you have been working for less than one year, enter 1.

YEARS WORKED IN CURRENT SCHOOL

RANGE: 0 – 99

PROGRAMMER INSTRUCTIONS ON M015

IF M015 < 1 OR M015 > 45, DISPLAY SOFT CHECK: "Just to confirm, you answered [M015] YEARS WORKED IN CURRENT SCHOOL. Press "Edit" to return to this screen or press "Next" to continue."

IF ANYTHING OTHER THAN A WHOLE NUMBER IS ENTERED, DISPLAY HARD CHECK: "Please enter a whole number."

IF M001 < M015, DISPLAY HARD CHECK: "Your total years working with any students ([M001]) is inconsistent with the number of years you have worked in your current school ([M015]). Please change your response to this question or go back and change your response for years worked with any students." IF M001 = MISSING, DO NOT DISPLAY HARD CHECK.

INCENTADDR.

To show our appreciation for completing the survey today, we would like to send you a check. Please provide the name and address to which you would like the check mailed.

(Allow 4 weeks for delivery.)

- a. Name: [] (STRING 255)
- b. Street address1: [] (STRING 255)
- c. Street address2: [] (STRING 255)
- d. City: [] (STRING 255)
- e. State: [] (STRING 2)
- f. Zip code: [] (STRING 9)

- I do not want to receive any money for completing this survey.

PROGRAMMER INSTRUCTIONS ON INCENTADDR

IF CHECKBOX SELECTED AND (NAME OR STREET ADDRESS OR ZIP CODE OR CITY OR STATE NE MISSING), DISPLAY SOFT CHECK: "You have indicated that you do not wish to receive any money for completing the survey, but have also provided contact information. If you wish to receive money for completing the survey, please select "Edit" Then, uncheck "I do not want to receive any money for completing this survey." and provide complete contact information."

IF NAME AND STREET ADDRESS AND ZIP CODE AND CITY AND STATE = MISSING, DISPLAY SOFT CHECK: "We need your address information in order to send you your incentive."

IF NAME = MISSING, DISPLAY SOFT CHECK: "Please provide your full name. We need this information in order to send you your incentive."

IF STREET ADDRESS LINE 2 NE MISSING AND STREET ADDRESS LINE 1 = MISSING, DISPLAY SOFT CHECK: "You provided information for address line 2, but did not provide a street address."

IF NAME OR STREET ADDRESS OR ZIP CODE OR CITY OR STATE = MISSING, DISPLAY SOFT CHECK: "You did not provide a street address, ZIP code, city, state]. Without a complete address, we may not be able to send your incentive check to you. If this information is available, please select 'Edit.'"

IF ZIP CODE IS NOT RECOGNIZED IN DATABASE, DISPLAY HARD CHECK: "ZIP code ##### is not in our database; please reenter if this is not correct."

IF CITY CONTAINS NUMBERS, DISPLAY HARD CHECK: "The city you have entered contains numbers. Please revise so you may continue."

ALL

IF INELIGIBLE, DISPLAY: "Since you are not a special education teacher for any MGLS:2017 students, it is not necessary for you to answer any other questions." OTHERWISE, DISPLAY: "You have reached the end of the survey."

FEPREEND

[Since you are not a special education teacher for any MGLS:2017 students, it is not necessary for you to answer any other questions. / You have reached the end of the survey.]

You will **not** be able to log back into the survey after clicking "Next" on this screen.

If you would like to check any of your responses, use the "Previous" button to return to the desired screen(s).

If you are comfortable with all of your responses, click 'Next' to go to the final screen and complete the survey.

ALL

END These are all the questions we have for you. We appreciate your taking the time to complete the survey.

Thank you very much for participating in MGLS:2017!

Press "Finish" to complete and close the survey.