



2019 American Instructional Resources Survey (AIR0519T): Teachers

This survey was fielded by the RAND American Educator Panels on behalf of The Bill & Melinda Gates Foundation, the Charles and Lynn Schusterman Family Foundation, and the Overdeck Family Foundation.

The ATP, which began in 2014, is a nationally representative panel of public K-12 teachers recruited through probability-based methods from a comprehensive list of U.S. teachers. Teachers recruited to the ATP have agreed to participate in online surveys several times per year and receive incentives for completing surveys. The ATP can produce national estimates as well as state-level estimates in about 25 oversampled states. Survey data files conducted with the ATP are weighted to state and national teacher characteristics to account for differences in sampling and response to ensure they are representative of the target population.

If you would like additional information about the panels or would like to use the panels in your research, please contact us at aep@rand.org or visit the American Educator Panels website at <https://www.rand.org/aep.html>.

Please use the following citation if you use or adapt any items from this survey for your own use:

RAND American Educator Panels, American Teacher Panel, "2019 American Instructional Resources Survey (AIRS)", survey questionnaire, RAND Corporation, Santa Monica, CA, May, 2019.

Footnotes are included for any items borrowed or adapted with permission from other sources.

CC-BY RAND Corporation¹



¹ This work is licensed under a Creative Commons Attribution 4.0 International License. You are free to share and/or adapt this survey or items from it for any purpose as long as you cite this survey as a source.

American Instructional Resources Survey (AIRS) 2019
American Teacher Panel

Table of Contents

Your Teaching Assignment	2
Curriculum Materials: English Language Arts	4
Intervention Materials	16
Modifying and Supplementing Materials	17
Principal Support and Instruction	20
Curriculum Materials: Mathematics	24
Intervention Materials	37
Modifying and Supplementing Materials	39
Principal Support and Instruction	42
Curriculum Materials: Science	45
Modifying and Supplementing Materials	54
Principal Support and Instruction	58
Professional Learning	63
Teacher Preparation Programs	70
Standards-Aligned Instructional Content and Approaches	73
Teacher Beliefs	84
School Culture	86
Demographics	88

Your Teaching Assignment

Questions in this section address your current teaching assignment for the 2018-19 school year.

air_t_scr_001_m

RESPONDENTS WHO INDICATED THAT THEY TAUGHT NO GRADES BETWEEN KINDERGARTEN AND GRADE 12 (air_t_scr_001_m_00 = 0 AND air_t_scr_001_m_01 = 0 AND air_t_scr_001_m_02 = 0 AND air_t_scr_001_m_03 = 0 AND air_t_scr_001_m_04 = 0 AND air_t_scr_001_m_05 = 0 AND air_t_scr_001_m_06 = 0 AND air_t_scr_001_m_07 = 0 AND air_t_scr_001_m_08 = 0 AND air_t_scr_001_m_09 = 0 AND air_t_scr_001_m_10 = 0 AND air_t_scr_001_m_11 = 0 AND air_t_scr_001_m_12 = 0) WERE SHOWN THE FOLLOWING MESSAGE (Thank you for your response. This survey is for current K-12th grade teachers only) AND THEN TERMINATED FROM THE SURVEY.

This school year (2018-19), what grade(s) do you teach?

SELECT ALL THAT APPLY

- 00 Kindergarten
- 01 Grade 1
- 02 Grade 2
- 03 Grade 3
- 04 Grade 4
- 05 Grade 5
- 06 Grade 6
- 07 Grade 7
- 08 Grade 8
- 09 Grade 9
- 10 Grade 10
- 11 Grade 11
- 12 Grade 12
- 13 Ungraded (including special education students aged 18-22)
- 91 Other (please specify): _____

air_t_scr_002_m

RESPONDENTS WHO INDICATED THAT THEY DID NOT TEACH MATHEMATICS, ENGLISH LANGUAGE ARTS (ELA), OR SCIENCE WERE SHOWN THE FOLLOWING MESSAGE (Thank you for your response. This survey is for current ELA, mathematics or natural science teachers only. We look forward to your participation in future ATP surveys!) AND THEN TERMINATED FROM THE SURVEY.

RESPONDENTS WHO INDICATED THAT THEY TAUGHT ONLY ONE SUBJECT (OF MATHEMATICS, ELA, OR SCIENCE), WERE ASSIGNED THAT SUBJECT PATH FOR THE ENTIRE SURVEY. RESPONDENTS WHO INDICATED THAT THEY TAUGHT TWO OR THREE OF THE SUBJECTS WERE RANDOMLY ASSIGNED A SUBJECT PATH BASED ON THE SUBJECTS THEY INDICATED THAT THEY TAUGHT.

Please indicate the main subject(s) you teach. If you teach more than one main subject (e.g., you are an elementary teacher of multiple subjects).

SELECT ALL THAT APPLY

- 01 Mathematics (including general mathematics, algebra, geometry, calculus, etc.)
- 02 English language arts (including English, language arts, reading, literature, writing, speech, etc.)
- 03 Natural science (including general science, biology, chemistry, physics, etc.)
- 04 Social science (including social studies, geography, history, government/civics, etc.)
- 05 Art and/or music
- 14 Health education
- 08 World languages
- 07 Computer science
- 09 Career or technical education
- 10 Special education
- 12 English as a Second Language (ESL) or English Language Development (ELD)
- 13 Physical education
- 91 Other (please specify): _____

air_t_scr_004_m

RESPONDENTS WHO INDICATED EITHER THAT THEY DID NOT TEACH GRADES 6-12 (air_t_scr_001_m_06 THROUGH air_t_scr_001_m_12 = 0) OR THAT THEY DID NOT TEACH MATHEMATICS (air_t_scr_002_m_01 = 0) DID NOT SEE air_t_scr_004_m.

You indicated that you teach mathematics. Please indicate whether you teach algebra and/or geometry. If you teach an integrated mathematics course, check algebra and/or geometry if you address them in your integrated course.

- 01 Algebra I
- 02 Geometry
- 99 Not applicable - I do not teach Algebra or Geometry

Please Note: Questions in all subsequent sections use the term “your district” to refer to districts as well as charter management organizations (CMOs).

Curriculum Materials: English Language Arts

Questions in this section will ask you about the curricula (textbooks, lesson plans and units, and other instructional materials) and any digital materials you use to deliver instruction to your students.

[BLOCK 1: ENGLISH LANGUAGE ARTS]

RESPONDENTS WHOSE SUBJECT PATH WAS NOT ELA (subject_path = 1 (Math) OR subject_path = 3 (Science)) DID NOT SEE THIS BLOCK OF QUESTIONS.

IF RESPONDENT TAUGHT GRADES 6-8 AND EITHER OR BOTH OF GRADE K-5 AND GRADES 9-12, THEN THEY WERE ASSIGNED TO THE “MIDDLE SCHOOL LEVEL” PATH (grades = 2 (Middle)). IF RESPONDENT DID NOT TEACH GRADES 6-8 AND TAUGHT BOTH GRADES K-5 AND GRADES 9-12, THEN THEY WERE RANDOMLY ASSIGNED TO EITHER THE “ELEMENTARY SCHOOL LEVEL” PATH (grades = 1 (Elementary)) OR THE “HIGH SCHOOL LEVEL” PATH (grades = 3 (High)).

air_t_cme_576_m

UNIVERSE: RESPONDENTS ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)) AND THE ELEMENTARY SCHOOL LEVEL PATH (grades = 1 (Elementary)). SEE NOTE ABOVE.

Which of the following ELA curricula do you use regularly (once a week or more) for your ELA instruction this school year (2018-19)?

SELECT ALL THAT APPLY

Elementary School (Grades K – 5)

- 103 Actively Learn (Actively Learn)
- 108 ARC Core (American Reading Company)
- 109 Benchmark Advance or Literacy (Benchmark Education)
- 113 Bookshop Core Literacy (BCL) Program (Mondo)
- 114 Bookworms (Comprehensive Reading Solutions or Open Up Resources)
- 118 Calvert Education Curriculum (Calvert Education Curriculum)
- 126 Collaborative Literacy (Center for Collaborative Classroom)
- 130 CommonLit (CommonLit)
- 135 Core Knowledge Language Arts (CKLA) (Amplify)

- 148 Edgenuity (Edgenuity, Inc)
- 151 EL Education or Expeditionary Learning (LearnZillion or Open Up Resources)
- 153 Engage NY (NYSED)
- 162 Express Readers (Express Readers)
- 166 Foundations (Wilson Language Training)
- 172 Good Habits, Great Readers (Pearson)
- 188 Into Reading (Houghton Mifflin Harcourt)
- 194 Journeys - 2009 (Houghton Mifflin Harcourt)
- 195 Journeys - 2017 (Houghton Mifflin Harcourt)
- 197 Junior Great Books (Great Books)
- 198 KIPP Wheatley (KIPP)
- 201 Lightsail (Lightsail)
- 202 Literacy by Design (Houghton Mifflin Harcourt)
- 203 Louisiana English Language Arts Guidebook Units (LearnZillion)
- 205 Match Fishtank (Match Education)
- 241 Project Read (Language Circle Enterprises)
- 245 Reading Street Common Core (Pearson)
- 246 Reading Wonders (McGraw-Hill Education)
- 248 ReadyGEN (Pearson)
- 244 Reach for Reading (National Geographic Learning, Cengage)
- 251 Saxon Phonics & Spelling (Houghton Mifflin Harcourt)
- 269 StoryTown (Houghton Mifflin Harcourt)
- 272 System of Courses (Pearson)
- 273 Teaching Tolerance (SPLC)
- 204 Lucy Calkins Units of Study or Teacher's College Reading and Writing Project (Heinemann or Columbia)
- 274 The Fountas & Pinnell Classroom (Heinemann)
- 277 ThinkCERCA (ThinkCERCA)
- 275 The Superkids Reading Program (Zaner-Bloser)
- 280 Waterford Early Learning Program (Pearson)
- 281 Wit & Wisdom (Great Minds)
- 200 Leveled Reader Series (please specify): _____
- 295 Curricula I create myself
- 296 Curricula my school or district created
- 291 Other curricula not listed (please specify): _____
- 299 N/A - I do not use a particular curriculum regularly

UNIVERSE: RESPONDENTS ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)) AND THE MIDDLE SCHOOL LEVEL PATH (grades = 2 (Middle)). SEE NOTE AT THE BEGINNING OF THE BLOCK.

Which of the following ELA curricula do you use regularly (once a week or more) for your ELA instruction this school year (2018-19)?

SELECT ALL THAT APPLY

Middle School (Grade 6 – 8)

- 106 Amplify ELA (Amplify)
- 108 ARC Core (American Reading Company)
- 109 Benchmark Advance or Literacy (Benchmark Education)
- 118 Calvert Education Curriculum (Calvert Education Curriculum)
- 125 Code X (Houghton Mifflin Harcourt, Scholastic)
- 126 Collaborative Literacy (Center for the Collaborative Classroom)
- 127 Collections - 2015 (Houghton Mifflin Harcourt)
- 128 Collections - 2017 (Houghton Mifflin Harcourt)
- 130 CommonLit (CommonLit)
- 142 Developing Core Literacy Proficiencies (Odell Education)
- 143 Digital Public Library of America (DPLA)
- 148 Edgenuity (Edgenuity, Inc)
- 153 Engage NY (NYSED)
- 151 EL Education or Expeditionary Learning (LearnZillion or Open Up Resources)
- 181 Holt McDougal Literature (Houghton Mifflin Harcourt)
- 194 Journeys - 2009 (Houghton Mifflin Harcourt)
- 195 Journeys - 2017 (Houghton Mifflin Harcourt)
- 203 Louisiana English Language Arts Guidebook Units (LearnZillion)
- 174 Guidebooks (LearnZillion)
- 205 Match Fishtank (Match Education)
- 221 Mirrors and Windows (EMC School Publishing)
- 225 MyPerspectives - 2017 (Pearson)
- 232 Paths to College and Career (John Wiley and Sons)
- 237 Prentice Hall Literature: Timeless Voices, Timeless Themes (Prentice Hall)
- 243 Reach for Reading (National Geographic Learning, Cengage Learning)
- 245 Reading Street Common Core (Pearson)
- 246 Reading Wonders (McGraw-Hill Education)
- 248 ReadyGen (Pearson)
- 261 SpringBoard ELA – 2018 (College Board)
- 269 StoryTown (Houghton Mifflin Harcourt)
- 271 StudySync (McGraw-Hill Education)
- 272 System of Courses (Pearson)
- 204 Lucy Calkins Units of Study or Teacher's College Reading and Writing Project (Heinemann or Columbia)

- 277 ThinkCERCA (ThinkCERCA)
- 281 Wit & Wisdom (Great Minds)
- 200 Leveled Reader Series (please specify)
- 295 Curricula I create myself
- 296 Curricula my school or district created
- 291 Other curricula not listed (please specify): _____
- 299 N/A - I do not use a particular curriculum regularly

air_t_cme_578_m

UNIVERSE: REPOSNDENTS ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)) AND THE HIGH SCHOOL LEVEL PATH (grades = 3 (High)). SEE NOTE AT THE BEGINNING OF THE BLOCK.

Which of the following ELA curricula do you use regularly (once a week or more) for your ELA instruction this school year (2018-19)?

SELECT ALL THAT APPLY

High School (Grades 9 – 12)

- 108 ARC Core (American Reading Company)
- 127 Collections - 2015 (Houghton Mifflin Harcourt)
- 128 Collections – 2017 (Houghton Mifflin Harcourt)
- 130 CommonLit (CommonLit)
- 142 Developing Core Literacy Proficiencies (Odell Education)
- 148 Edgenuity (Edgenuity, Inc)
- 153 Engage NY (NYSED)
- 180 Holt McDougal Literature - 2012 (Houghton Mifflin Harcourt)
- 203 Louisiana English Language Arts Guidebook Units (LearnZillion)
- 205 Match Fishtank (Match Education)
- 225 MyPerspectives – 2017 (Pearson)
- 220 Mirrors & Windows: Connecting with Literature (EMC School Publishing)
- 232 Paths to College and Career (John Wiley and Sons)
- 234 Pearson Literature – 2015 (Pearson)
- 237 Prentice Hall Literature: Timeless Voices, Timeless Themes (Prentice Hall)
- 262 SpringBoard ELA Common Core Edition – 2017 (College Board)
- 270 StudySync – 2017 (McGraw-Hill Education)
- 272 System of Courses (Pearson)
- 277 ThinkCERCA (ThinkCERCA)
- 200 Leveled Reader Series (please specify): _____
- 295 Curricula I create myself
- 296 Curricula my school or district created
- 291 Other curricula not listed (please specify): _____
- 299 N/A - I do not use a particular curriculum regularly

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

Please indicate which *digital materials* your students and/or you use regularly (once a week or more) for ELA instruction this school year (2018-19). If you do not use a resource, skip that row and move on to the next one.

SELECT ALL THAT APPLY IN EACH ROW

	<i>My students use this <u>once a week or more</u> on their own during classroom instructional time</i>	<i>I use this <u>once a week or more</u> during whole-class instructional time or to plan my instruction</i>
701 ABCya!	1 <input type="checkbox"/>	2 <input type="checkbox"/>
702 Achieve 3000	1 <input type="checkbox"/>	2 <input type="checkbox"/>
706 BrainPOP	1 <input type="checkbox"/>	2 <input type="checkbox"/>
707 ck-12	1 <input type="checkbox"/>	2 <input type="checkbox"/>
708 Colorín Colorado	1 <input type="checkbox"/>	2 <input type="checkbox"/>
711 Edcite	1 <input type="checkbox"/>	2 <input type="checkbox"/>
713 Flocabulary	1 <input type="checkbox"/>	2 <input type="checkbox"/>
712 Flipgrid	1 <input type="checkbox"/>	2 <input type="checkbox"/>
714 Freckle	1 <input type="checkbox"/>	2 <input type="checkbox"/>
717 i-Ready (Curriculum Associates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
718 ixl.com	1 <input type="checkbox"/>	2 <input type="checkbox"/>
720 Khan Academy	1 <input type="checkbox"/>	2 <input type="checkbox"/>
719 Kahoot!	1 <input type="checkbox"/>	2 <input type="checkbox"/>
722 LearnZillion	1 <input type="checkbox"/>	2 <input type="checkbox"/>
723 LexiaCore5	1 <input type="checkbox"/>	2 <input type="checkbox"/>
724 MobyMax	1 <input type="checkbox"/>	2 <input type="checkbox"/>
726 Nearpod	1 <input type="checkbox"/>	2 <input type="checkbox"/>
727 Newsela	1 <input type="checkbox"/>	2 <input type="checkbox"/>
728 NoRedInk	1 <input type="checkbox"/>	2 <input type="checkbox"/>
732 Quill	1 <input type="checkbox"/>	2 <input type="checkbox"/>
733 Quizlet	1 <input type="checkbox"/>	2 <input type="checkbox"/>
735 ReadWorks	1 <input type="checkbox"/>	2 <input type="checkbox"/>
736 ReadWriteThink	1 <input type="checkbox"/>	2 <input type="checkbox"/>
734 Read Theory	1 <input type="checkbox"/>	2 <input type="checkbox"/>
740 Seesaw	1 <input type="checkbox"/>	2 <input type="checkbox"/>
743 Starfall	1 <input type="checkbox"/>	2 <input type="checkbox"/>
744 Study Island	1 <input type="checkbox"/>	2 <input type="checkbox"/>

	<i><u>My students use this once a week or more on their own during classroom instructional time</u></i>	<i><u>I use this once a week or more during whole-class instructional time or to plan my instruction</u></i>
745 Summit Learning (or Summit Basecamp)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
747 Time for Kids	1 <input type="checkbox"/>	2 <input type="checkbox"/>
749 YouTube	1 <input type="checkbox"/>	2 <input type="checkbox"/>
791 Other (please describe): _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>
799 N/A – No digital materials are used regularly	1 <input type="checkbox"/>	2 <input type="checkbox"/>

air_t_cme_580_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

Which of the following *additional* digital materials do you reference or use regularly (once a week or more) to plan your ELA instruction this school year (2018-19)?

SELECT ALL THAT APPLY

- 801** Achieve the Core
- 802** BetterLesson
- 803** Common Core State Standards Initiative (corestandards.org)
- 804** Common Sense Education
- 806** Edutopia
- 805** Edmodo
- 812** NCTE (National Council of Teachers of English)
- 815** OER Commons
- 819** Scholastic Teacher
- 820** Share My Lesson
- 823** Teacher.org
- 824** Teachers Pay Teachers
- 825** TeachingChannel
- 826** UnboundEd
- 829** Vermont Writing Collaborative
- 821** State department of education website
- 827** Using a search engine (e.g. Google)
- 817** Resources obtained through a search on Pinterest
- 891** Other (please describe): _____
- 899** N/A – I do not use any other digital materials regularly

air_t_cme_581_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

To what extent are each of the following barriers to using digital materials?

	Not a barrier	A minor barrier	A major barrier
01 Internet access is not available and/or reliable at my school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
02 Students do not have access to devices or reliable internet at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
03 My school does not have sufficient numbers of computers, tablets, or other electronic devices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
04 My district or school does not support use of digital materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
05 I do not have enough knowledge about digital materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
06 Digital materials are expensive	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
07 Digital materials are not aligned with my state's standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
08 Digital materials are inappropriate for my students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
09 Digital materials are not engaging for my students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
91 Other (please specify): _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

air_t_cme_582_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).
RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN (air_t_cme_576_m OR air_t_cme_577_m
OR air_t_cme_578_m) AND air_t_cme_579_a.

Of the ELA curricula and digital materials you indicated using regularly, please indicate how long you have been using those materials.

	Just this year	For the past 2-3 years	For the past 4-5 years	For more than 5 years
MATERIALS SELECTED IN (air_t_cme_576_m OR air_t_cme_577_m OR air_t_cme_578_m) AND air_t_cme_579_a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

air_t_cme_583_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).
RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN (air_t_cme_576_m OR air_t_cme_577_m
OR air_t_cme_578_m) AND air_t_cme_579_a.

Of the ELA curricula and digital materials you indicated using regularly, please indicate which are provided by your district or school, either as a requirement or recommendation.

	Required by my district or school	Recommended by my district or school but not required	Neither required nor recommended by my district or school
MATERIALS SELECTED IN (air_t_cme_576_m OR air_t_cme_577_m OR air_t_cme_578_m) AND air_t_cme_579_a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

air_t_cme_584_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).
RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN (air_t_cme_576_m OR air_t_cme_577_m
OR air_t_cme_578_m) AND air_t_cme_579_a.

Of the ELA curricula and digital materials you indicated using regularly, please indicate approximately what percent of ELA instructional time you dedicate towards using them for a typical class of students each week?

	10% or less	11%-24%	25%-49%	50%-74%	75-100%
MATERIALS SELECTED IN (air_t_cme_576_m OR air_t_cme_578_m) AND air_t_cme_579_a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_cme_585_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).
RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN (air_t_cme_576_m OR air_t_cme_577_m
OR air_t_cme_578_m) AND air_t_cme_579_a.

Of the ELA curricula and digital materials you indicated using regularly, please choose the ONE main material you use the most.

If there is not one main material you use most, or you use different main materials for different sets of students you teach, choose 2-3 main materials you use most.

This will be the “main material” you respond about for the remaining questions in this section.

	Not main materials	Main material used for the majority of my classroom lessons
MATERIALS SELECTED IN (air_t_cme_576_m OR air_t_cme_577_m OR air_t_cme_578_m) AND air_t_cme_579_a. SELECTION WAS LIMITED TO 3.	1 <input type="checkbox"/>	2 <input type="checkbox"/>

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

Indicate your agreement with the following statements about your main ELA materials.

My main ELA materials...

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
02 Help my students master my state's ELA standards	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Cover content addressed by <i>benchmark and districtwide assessments</i> sufficiently	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 Cover content addressed by <i>my state-mandated assessment</i> sufficiently	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
09 Meet the needs of students with IEPs ¹ or 504 Plans ²	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

¹ HOVER-OVER DEFINITION OF "IEPs": Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services

² HOVER OVER DEFINITION OF "504 plans": A 504 Plan is a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
22 Meet the needs of English Language Learners ³	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
08 Provide me with a manageable number of topics to teach in a school year	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
14 Help me accelerate the learning of students who are performing below grade level	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
16 Provide suggestions for additional materials (e.g. pacing guides) or external resources for my lessons	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
18 Are culturally relevant	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
19 Are closely aligned with my district's goals and vision for good teaching	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
23 Provide digital instructional materials for use by <i>all students</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
24 Provide digital instructional materials for use by <i>students who are below grade level</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

³ HOVER-OVER DEFINITION OF "English Language Learners": English Language Learners are students who come from non-English speaking homes and who are learning English

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
25 Provide digital instructional materials for use by English Language Learners ⁴	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
20 Provide texts and topics that are linguistically appropriate for English Language Learners ⁵	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
27 Are engaging for students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
29 Are very user-friendly and easy for me to implement	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

air_t_cme_587_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

My main ELA materials are...

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 Too challenging for most students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 At the right level for most students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Not challenging enough for most students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

⁴ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

⁵ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
04 Provide differentiated (i.e., scaffolded) materials to meet the needs of different students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Intervention Materials

The following questions pertain to intervention materials that you use in your classroom to support students who are below grade level.

air_t_cme_588_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

Which of the following English language arts intervention materials do you use to support students below grade level?

SELECT ALL THAT APPLY

- 869** Accelerated Reader (Renaissance)
- 870** eSTAR (Round Rock ISD)
- 871** iLit Literacy and ELL Solutions (Pearson)
- 872** Literacy Navigator (Pearson)
- 873** mClass (Amplify Education, Inc.)
- 874** MyPath (Edgenuity, Inc)
- 875** QuickReads (Pearson)
- 876** ReadyUP! (Pearson)
- 877** Read 180 (Houghton Mifflin Harcourt)
- 878** Response to Intervention (RTI) Everyday Intervention (Nasco)
- 879** Study Island (Edmentum)
- 880** SuccessMaker (Pearson)
- 881** Total Motivation Reading (Mentoring Minds)
- 991** Other (please specify)
- 999** N/A – I do not use intervention materials

air_t_cme_595_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).
RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN air_t_cme_588_m.

Of the English language arts intervention materials you indicated using, please indicate how frequently your students use those materials.

	1 time per month	2-3 times per month	1-2 times per week	3-5 times per week
MATERIALS SELECTED in air_t_cme_588_g	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_cme_589_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).
RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN air_t_cme_588_m.

For each of the intervention materials you indicated using, how would you rate the extent to which they prepare students to access your main ELA instructional materials?

	Not at all	Slightly	Moderately	Fully
MATERIALS SELECTED IN air_t_cme_588_g	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Modifying and Supplementing Materials

The following questions ask about when you make modifications or supplement your main materials. When we refer to “supplement” in this section, we are referring to use of any materials (i.e., curricula, digital materials, etc.) **in addition** to what you indicated were your main materials.

air_t_cme_590_s_00

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

Please complete the following sentence.

I typically use lesson plans from my main ELA materials...

- 99 N/A – My main materials do not include lesson plans or I typically create my own lesson plans.
- 1 ...with no or few modifications.
 - 2 ...with modifications to less than half of a lesson plan.
 - 3 ...with modifications to more than half of a lesson plan.

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

Please indicate the frequency with which you make the following types of modifications to your main ELA materials.

I skip activities, modify activities, or supplement my main ELA materials to...

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
01 Make them more culturally relevant for my students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 Make them more challenging for my students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Make them less challenging for my students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 Make them more relevant to my students' future education and careers	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 Make them more appropriate for my students with IEPs ⁶ or 504 Plans ⁷	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

⁶ HOVER-OVER DEFINITION OF “IEPs”: Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services

⁷ HOVER OVER DEFINITION OF “504 plans”: A 504 Plan is a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
06 Make them more appropriate for English language Learners ⁸	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
07 Make them more appropriate for students who are below grade level	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
08 Reduce the time they will take (e.g., fit them into the lesson or into a unit)	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
09 Better address my students' learning needs, based on assessment results	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
10 Better address state standards	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11 Better address the content in my subject area	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12 Scale them for a larger class size	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
91 Other (please describe): _____	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

⁸ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

Principal Support and Instruction

The following questions pertain to your overall experience teaching ELA (e.g., priorities, resources, instruction, etc.) in your school.

air_t_cme_592_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

Indicate your agreement with the following statements.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 My principal encourages me to use existing ELA curricula as the basis for my lessons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 My principal encourages me to plan lessons from scratch instead of using existing ELA curricula	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 My principal provides me with feedback on how well I use ELA curricula	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
04 My principal knows which curricula are and are not aligned with my state's standards	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 My teacher <i>evaluations</i> take into account my use of the required ELA curricula	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
06 My teacher <i>observations</i> take into account my use of the required ELA curricula	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

In **this school year (2018-19)**, what proportion of your students typically engage in each of the following activities at least once a week for the English language arts classes you teach?

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
01 Read fictional texts of sufficient grade-level complexity with the whole class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 Read nonfiction texts of sufficient grade-level complexity with the whole class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 Read or discuss texts of sufficient grade-level complexity for at least half of instructional time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
04 Use evidence from a text to make inferences about central ideas and key details	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
05 Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of text relate to each other and the whole	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
06 Analyze how two or more texts address similar themes or topics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
07 Write arguments to support claims in an analysis of substantive topics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
08 Strengthen writing by planning, revising, editing, and/or rewriting	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
09 Conduct short or sustained research projects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
10 Participate in a range of conversations and collaborations with diverse partners	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11 Learn and use a range of general academic and domain-specific vocabulary (i.e., words and phrases) sufficient for college and career readiness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
12 Build volume of independent reading on conceptually coherent topics to build knowledge about topics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_cme_594_s_00

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

Do you receive feedback from observations of ELA instruction that help you improve your instructional practice?

99 N/A – I don't receive feedback from observations of my ELA instruction

1 No

2 Yes

Curriculum Materials: Mathematics

Questions in this section will ask you about the curricula (textbooks, lesson plans and units, and other instructional materials) and any digital materials you use to deliver instruction to your students.

[BLOCK 2: MATHEMATICS]

RESPONDENTS WHOSE SUBJECT PATH WAS NOT MATHEMATICS (subject_path = 2 (ELA) OR subject_path = 3 (Science)) DID NOT SEE THIS BLOCK OF QUESTIONS.

IF RESPONDENT TAUGHT GRADES 6-8 AND EITHER OR BOTH OF GRADE K-5 AND GRADES 9-12, THEN THEY WERE ASSIGNED TO THE “MIDDLE SCHOOL LEVEL” PATH (grades = 2 (Middle)). IF RESPONDENT DID NOT TEACH GRADES 6-8 AND TAUGHT BOTH GRADES K-5 AND GRADES 9-12, THEN THEY WERE RANDOMLY ASSIGNED TO EITHER THE “ELEMENTARY SCHOOL LEVEL” PATH (grades = 1 (Elementary)) OR THE “HIGH SCHOOL LEVEL” PATH (grades = 3 (High)).

air_t_cmm_601_m

UNIVERSE: RESPONDENTS ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND THE ELEMENTARY SCHOOL LEVEL PATH (grades = 1 (Elementary)). SEE NOTE AT THE BEGINNING OF THE BLOCK.

Which of the following mathematics curricula do you use regularly (once a week or more) for your mathematics instruction this school year (2018-19)?

SELECT ALL THAT APPLY

Elementary School (Grades K – 5)

- 315 Bridges In Mathematics (Math Learning Center)
- 329 Common Core Coach (Triumph Learning or School Specialty, Inc)
- 332 Connecting Math Concepts (McGraw-Hill Education)
- 339 Creative Core Curriculum for Mathematics with STEM, Literacy and Art (TPS Publishing)
- 348 Edgenuity (Edgenuity, Inc)
- 353 EngageNY (NYSED)
- 356 enVision Math - 2012 (Pearson)
- 357 enVision Math 2.0 - 2016 (Pearson)
- 358 Eureka Math (Great Minds)
- 359 Everyday Math 3 (McGraw-Hill Education)
- 360 Everyday Math 4 (McGraw-Hill Education)
- 361 Everyday Math Common Core Edition (2013)
- 371 Go Math (Houghton Mifflin Harcourt)

- 389 Investigations in Number, Data and Space 2nd Edition - 2012 (Pearson)
- 390 Investigations in Number, Data and Space 3rd Edition – 2017 (Pearson)
- 393 Japan Math (Japan Math Corp)
- 396 JUMP Math (JUMP Math)
- 399 LearnZillion Companion Curriculum
- 405 Match Fishtank (Match Education)
- 406 Math Expressions - 2013 (Houghton Mifflin Harcourt)
- 407 Math Expressions - 2018 (Houghton Mifflin Harcourt)
- 408 Math in Focus (Houghton Mifflin Harcourt)
- 414 Math Trailblazers (Kendall Hunt)
- 423 My Math - 2014 (McGraw-Hill Education)
- 424 My Math - 2018 (McGraw-Hill Education)
- 440 Primary Math (Singapore)
- 447 Ready (Curriculum Associates)
- 450 Saxon Math (Houghton Mifflin Harcourt)
- 458 Singapore Math (Marshall Cavendish Education Pte Ltd)
- 467 Stepping Stones – 2014 (ORIGO Education)
- 468 Stepping Stones 2.0 – 2018 (ORIGO Education)
- 472 System of Courses (Pearson)
- 483 Wowzers (Wowzers, LLC)
- 484 Zearn (Zearn, Inc)
- 495 Curricula I create myself
- 496 Curricula my school or district created
- 491 Other curricula not listed (please specify): _____
- 499 N/A - I do not use a particular curriculum regularly.

air_t_cmm_602_m

UNIVERSE: RESPONDENTS ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND THE MIDDLE SCHOOL LEVEL PATH (grades = 2 (Middle)). SEE NOTE AT THE BEGINNING OF THE BLOCK.

Which of the following mathematics curricula do you use regularly (once a week or more) for your mathematics instruction this school year (2018-19)?

SELECT ALL THAT APPLY

Middle School (Grade 6 – 8)

- 305 Agile Mind Middle School Mathematics (Agile Mind)
- 311 Big Ideas Math (Big Ideas Learning, LLC)
- 320 Carnegie Learning Math Series - 2011 (Carnegie Learning)
- 321 Carnegie Learning Math Solution- 2018 (Carnegie Learning)
- 329 Common Core Coach (Triumph Learning or School Specialty, Inc)
- 331 Connected Mathematics Project 3 (Pearson)
- 334 Core Connections (CPM Educational Programs)
- 339 Creative Core Curriculum for Mathematics with STEM, Literacy and Art (TPS Publishing)

- 344 Digits (Pearson)
- 345 Discovering Math (Singapore)
- 347 EdGems (EdGems, LLC)
- 348 Edgenuity (Edgenuity, Inc)
- 353 Engage NY (NYSED)
- 357 enVision Math 2.0 - 2016 (Pearson)
- 358 Eureka Math (Great Minds)
- 360 Everyday Math 4 (McGraw-Hill Education)
- 363 Flexbook Textbook (CK-12 Foundation)
- 365 FuelEd Summit Curriculum (Fuel Education, LLC)
- 369 Glencoe Math (McGraw-Hill Education)
- 371 Go Math (Houghton Mifflin Harcourt)
- 379 Holt McDougal Mathematics (Houghton Mifflin Harcourt)
- 384 Illustrative Math (Kendall Hunt or LearnZillion)
- 396 JUMP Math (JUMP Math)
- 405 Match Fishtank (Match Education)
- 408 Math in Focus (Houghton Mifflin Harcourt)
- 409 Math Innovations (Kendall Hunt)
- 410 Math Links (Center for Math and Teaching)
- 411 Math Techbook (Discovery Education)
- 429 Open Up Resources 6-8 Math or Illustrative Math(Open Up Resources)
- 438 Prentice Hall Mathematics (Pearson)
- 447 Ready (Curriculum Associates)
- 459 Singapore Math: Dimensions Math (Singapore Math Inc., Star Publishing Pte Ltd)
- 464 SpringBoard Middle (College Board)
- 472 System of Courses (Pearson)
- 476 The Utah Middle School Math Project (University of Utah Middle School Math Project)
- 483 Wowzers (Wowzers, LLC)
- 495 Curricula I create myself
- 496 Curricula my school or district created
- 491 Other curricula not listed (please specify): _____
- 499 N/A - I do not use a particular curriculum regularly.

UNIVERSE: RESPONDENTS ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND THE HIGH SCHOOL LEVEL PATH (grades = 1 (High)). SEE NOTE AT THE BEGINNING OF THE BLOCK.

Which of the following mathematics curricula do you use regularly (once a week or more) for your mathematics instruction this school year (2018-19)?

SELECT ALL THAT APPLY

High School (Grades 9 – 12)

- 304** Agile Mind (Agile Mind)
- 307** AMSCO Math: Algebra 1, Geometry, Algebra 2 (Perfection Learning)
- 310** Big Ideas Integrated (Big Ideas Learning, LLC)
- 312** Big Ideas Traditional (Big Ideas Learning, LLC)
- 319** Carnegie Integrated (Carnegie Learning)
- 322** Carnegie Traditional (Carnegie Learning)
- 323** CCSS Integrated Pathway (Walch Education)
- 324** CME Traditional (Pearson)
- 333** CORD: Learning in Context (CORD Communications)
- 336** Core-Plus Mathematics (McGraw-Hill Education)
- 337** CPM Integrated Math (CPM Education Program)
- 338** CPM Traditional Math (CPM Education Program)
- 346** Discovering Mathematics: Algebra, Geometry, Advanced Algebra (Kendall Hunt)
- 349** Edgenuity Integrated (Edgenuity, Inc)
- 350** Edgenuity Traditional (Edgenuity, Inc)
- 353** Engage NY (NYSED)
- 354** enVision A/G/A (Pearson)
- 355** enVision Integrated (pearson)
- 358** Eureka Math (Great Minds)
- 363** Flexbook Textbook (CK-12 Foundation)
- 365** FuelEd Summit Curriculum (Fuel Education, LLC)
- 370** Glencoe Traditional (McGraw-Hill Education)
- 376** HMH Integrated (Houghton Mifflin Harcourt)
- 378** HMH Traditional (Houghton Mifflin Harcourt)
- 386** Interactive Mathematics Program (IMP) - Integrated (Activate Learning)
- 379** Holt McDougal Larson Traditional Series (Houghton Mifflin Harcourt)
- 405** Match Fishtank (Match Education)
- 412** Math Techbook Integrated Math I, II, and III (Discovery Education)
- 413** Math Techbook Traditional Series (Discovery Education)
- 418** Meaningful Math Algebra 1, Geometry, Algebra 2 (Activate Learning)
- 415** Mathematics Vision Project Integrated (Mathematics Vision Project, Utah) **416** Mathematics Vision Project Traditional (Mathematics Vision Project, Utah) **433** Pearson Integrated (Pearson)
- 436** Pearson Traditional (Pearson)

- 449 Saxon Algebra I, Geometry, Algebra II (Houghton Mifflin Harcourt)
 463 SpringBoard Integrated (College Board)
 465 SpringBoard Traditional (College Board)
 472 System of Courses (Pearson)
 478 Walch Integrated (Walch Education)
 479 Walch Traditional (Walch Education)
 495 Curricula I create myself
 496 Curricula my school or district created
 491 Other curricula not listed (please specify): _____
 499 N/A - I do not use a particular curriculum regularly.

air_t_cmm_604_a

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

Please indicate which *digital materials* your students and/or you use regularly (once a week or more) for mathematics instruction this school year (2018-19). If you do not use a resource, skip that row and move on to the next one.

SELECT ALL THAT APPLY IN EACH ROW

	<i>My students use this <u>once or</u> <u>week or more</u> on their own during classroom instructional time</i>	<i>I use this <u>once a week or more</u> during whole-class instructional time or to plan my instruction</i>
703 ALEKS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
704 Amplify	1 <input type="checkbox"/>	2 <input type="checkbox"/>
705 ASSISTments	1 <input type="checkbox"/>	2 <input type="checkbox"/>
706 BrainPOP	1 <input type="checkbox"/>	2 <input type="checkbox"/>
707 ck-12	1 <input type="checkbox"/>	2 <input type="checkbox"/>
709 Desmos	1 <input type="checkbox"/>	2 <input type="checkbox"/>
710 Dreambox	1 <input type="checkbox"/>	2 <input type="checkbox"/>
711 Edcite	1 <input type="checkbox"/>	2 <input type="checkbox"/>
714 Freckle	1 <input type="checkbox"/>	2 <input type="checkbox"/>
715 Greg Tang Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>
716 Illuminations (NCTM)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
717 i-Ready (Curriculum Associates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
718 ixl.com	1 <input type="checkbox"/>	2 <input type="checkbox"/>
719 Kahoot!	1 <input type="checkbox"/>	2 <input type="checkbox"/>
720 Khan Academy	1 <input type="checkbox"/>	2 <input type="checkbox"/>
721 LearnBop	1 <input type="checkbox"/>	2 <input type="checkbox"/>

	<i>My students use this <u>once or week or more</u> on their own during classroom instructional time</i>	<i>I use this <u>once a week or more</u> during whole-class instructional time or to plan my instruction</i>
722 LearnZillion	1 <input type="checkbox"/>	2 <input type="checkbox"/>
724 MobyMax	1 <input type="checkbox"/>	2 <input type="checkbox"/>
731 Prodigy	1 <input type="checkbox"/>	2 <input type="checkbox"/>
733 Quizlet	1 <input type="checkbox"/>	2 <input type="checkbox"/>
737 Redbird	1 <input type="checkbox"/>	2 <input type="checkbox"/>
738 Reflex	1 <input type="checkbox"/>	2 <input type="checkbox"/>
741 Splash Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>
742 ST Math	1 <input type="checkbox"/>	2 <input type="checkbox"/>
743 Starfall	1 <input type="checkbox"/>	2 <input type="checkbox"/>
744 Study Island	1 <input type="checkbox"/>	2 <input type="checkbox"/>
745 Summit Learning (or Summit Basecamp)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
748 XtraMath	1 <input type="checkbox"/>	2 <input type="checkbox"/>
749 YouTube	1 <input type="checkbox"/>	2 <input type="checkbox"/>
791 Other (please describe): _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>
799 N/A – No digital materials are used regularly	1 <input type="checkbox"/>	2 <input type="checkbox"/>

air_t_cmm_605_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

Which of the following *additional* digital materials do you reference or use regularly (once a week or more) to *plan your mathematics instruction* this school year (2018-19)?

SELECT ALL THAT APPLY

- 801** Achieve the Core
- 802** BetterLesson
- 803** Common Core State Standards Initiative (corestandards.org)
- 804** Common Sense Education
- 806** Edutopia
- 805** Edmodo
- 807** Kuta Software
- 809** Mathematics Assessment Project
- 808** Mathalicious
- 811** National Library of Virtual Manipulatives (NLVM)
- 815** OER Commons

- 816 Open Middle
- 818 Robert Kaplinsky
- 819 Scholastic Teacher
- 820 Share My Lesson
- 823 Teacher.org
- 822 Teacher Advisor with Watson
- 824 Teachers Pay Teachers
- 825 TeachingChannel
- 826 UnboundEd
- 828 Utah Middle School Math
- 821 State department of education website
- 827 Using a search engine (e.g. Google)
- 817 Resources obtained through a search on Pinterest
- 891 Other (please describe): _____
- 899 N/A – I do not use any other digital materials regularly

air_t_cmm_606_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

To what extent are each of the following barriers to using digital materials?

	Not a barrier	A minor barrier	A major barrier
01 Internet access is not available and/or reliable at my school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
02 Students do not have access to devices or reliable internet at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
03 My school does not have sufficient numbers of computers, tablets, or other electronic devices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
04 My district or school does not support use of digital materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
05 I do not have enough knowledge about digital materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
06 Digital materials are expensive	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
07 Digital materials are not aligned with my state's standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
08 Digital materials are inappropriate for my students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
09 Digital materials are not engaging for my students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
91 Other (please specify): _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

air_t_cmm_607_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN (air_t_cmm_601_m OR air_t_cmm_602_m OR air_t_cmm_603_m) AND air_t_cmm_604_a.

Of the mathematics curricula and digital materials you indicated using regularly, please indicate how long you have been using those materials.

	Just this year	For the past 2-3 years	For the past 4-5 years	For more than 5 years
MATERIALS SELECTED IN (air_t_cmm_601_m OR air_t_cmm_602_m OR air_t_cmm_603_m) AND air_t_cmm_604_a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

air_t_cmm_608_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN (air_t_cmm_601_m OR air_t_cmm_602_m OR air_t_cmm_603_m) AND air_t_cmm_604_a.

Of the mathematics curricula and digital materials you indicated using regularly, please indicate which are provided by your district or school, either as a requirement or recommendation.

	Required by my district or school	Recommended by my district or school but not required	Neither required nor recommended by my district or school
MATERIALS SELECTED IN (air_t_cmm_601_m OR air_t_cmm_602_m OR air_t_cmm_603_m) AND air_t_cmm_604_a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

air_t_cmm_609_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN (air_t_cmm_601_m OR air_t_cmm_602_m OR air_t_cmm_603_m) AND air_t_cmm_604_a.

Of the mathematics curricula and digital materials you indicated using regularly, please indicate approximately what percent of mathematics instructional time you dedicate towards using them for a typical class of students each week?

	10% or less	11%-24%	25%-49%	50%-74%	75-100%
MATERIALS SELECTED IN (air_t_cmm_601_m OR air_t_cmm_602_m OR air_t_cmm_603_m) AND air_t_cmm_604_a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_cmm_610_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN (air_t_cmm_601_m OR air_t_cmm_602_m OR air_t_cmm_603_m) AND air_t_cmm_604_a.

Of the mathematics curricula and digital materials you indicated using regularly, please choose the ONE main material you use the most.

If there is not one main material you use most, or you use different main materials for different sets of students you teach, choose 2-3 main materials you use most.

This will be the “main material” you respond about for the remaining questions in this section.

	<i>Not main materials</i>	<i>Main material used for the majority of my classroom lessons</i>
MATERIALS SELECTED IN (air_t_cmm_601_m OR air_t_cmm_602_m OR air_t_cmm_603_m) AND air_t_cmm_604_a. SELECTION WAS LIMITED TO 3 RESPONSES.	1 <input type="checkbox"/>	2 <input type="checkbox"/>

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

Indicate your agreement with the following statements about your main mathematics materials.

My main mathematics materials...

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
02 Help my students master my state's mathematics standards	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Cover content addressed by <i>benchmark and districtwide assessments sufficiently</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 Cover content addressed by <i>my state-mandated assessment sufficiently</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
09 Meet the needs of students with IEPs ⁹ or 504 Plans ¹⁰	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
22 Meet the needs of English Language Learners ¹¹	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

⁹ HOVER-OVER DEFINITION OF “IEPs”: Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services

¹⁰ HOVER OVER DEFINITION OF “504 plans”: A 504 Plan is a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment

¹¹ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
08 Provide me with a manageable number of topics to teach in a school year	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
14 Help me accelerate the learning of students who are performing below grade level	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
16 Provide suggestions for additional materials (e.g. pacing guides) or external resources for my lessons	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
18 Are culturally relevant	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
19 Are closely aligned with my district's goals and vision for good teaching	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
23 Provide digital instructional materials for use by <i>all students</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
24 Provide digital instructional materials for use by <i>students who are below grade level</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
25 Provide digital instructional materials for use by English Language Learners ¹²	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
20 Provide texts and topics that are linguistically appropriate for English Language Learners ¹³	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
27 Are engaging for students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
29 Are very user-friendly and easy for me to implement	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

¹² HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

¹³ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

air_t_cmm_612_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

My main mathematics materials are ...

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 Too challenging for most students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 At the right level for most students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Not challenging enough for most students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 Provide differentiated (i.e., scaffolded) materials to meet the needs of different students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Intervention Materials

The following questions pertain to intervention materials that you use in your classroom to support students below grade level.

air_t_cmm_613_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

Which of the following mathematics intervention materials do you use to support students below grade level?

SELECT ALL THAT APPLY

851 3-Tier Math Model Intervention (Meadows Center)

852 Assessment and Learning in Knowledge Spaces (ALEKS) (McGraw-Hill Education)

- 853 Do The Math (Scholastic/Houghton Mifflin Harcourt)
- 854 Do The Math Now! (Scholastic/Houghton Mifflin Harcourt)
- 855 enVision MATH: Diagnosis and Intervention System (Pearson)
- 856 eSTAR (Round Rock ISD)
- 857 focusMATH (Pearson)
- 858 Math Expressions: Response to Intervention (Houghton Mifflin Harcourt)
- 859 Math Navigator (Pearson)
- 860 MathXL for School (Pearson)
- 861 MSTAR (The University of Texas at Austin/The Meadows Center for Preventing Educational Risk)
- 862 MyPath (Edgenuity, Inc)
- 863 On Ramp to Algebra (Pearson)
- 864 Response to Intervention (RTI) Everyday Intervention (Nasco)
- 865 Study Island (Edmentum)
- 866 SuccessMaker (Pearson)
- 867 Total Motivation Math (Mentoring Minds)
- 991 Other (please specify): _____
- 999 N/A – I do not use intervention materials

air_t_cmm_620_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN air_t_cmm_613_m.

Of the mathematics intervention materials you indicated using, please indicate how frequently your students use those materials.

	1 time per month	2-3 times per month	1-2 times per week	3-5 times per week
MATERIALS SELECTED IN air_t_cmm_613_g	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_cmm_614_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN air_t_cmm_613_m.

For each of the intervention materials you indicated using, how would you rate the extent to which they prepare students to access your main mathematics materials?

	Not at all	Slightly	Moderately	Fully
MATERIALS SELECTED FOR air_t_cmm_613_g	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Modifying and Supplementing Materials

The following questions ask about when you make modifications or supplement your main materials. When we refer to “supplement” in this section, we are referring to use of any materials (i.e., curricula, digital materials, etc.) **in addition** to what you indicated were your main materials.

air_t_cmm_615_s_00

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

Please complete the following sentence.

I typically use lesson plans from my main mathematics materials...

99 N/A – My main materials do not include lesson plans or I typically create my own lesson plans.

1 ...with no or few modifications.

2 ... with modifications to less than half of a lesson plan.

3 ... with modifications to more than half of a lesson plan.

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

Please indicate the frequency with which you make the following types of modifications to your main mathematics materials.

I skip activities, modify activities, or supplement my main mathematics materials to...

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
01 Make them more culturally relevant for my students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 Make them <i>more</i> challenging for my students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Make them <i>less</i> challenging for my students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 Make them more relevant to my students' future education and careers	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 Make them more appropriate <i>for my students with IEPs¹⁴ or 504 Plans¹⁵</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

¹⁴ HOVER-OVER DEFINITION OF “IEPs”: Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services

¹⁵ HOVER-OVER DEFINITION OF “504 plans”: A 504 Plan is a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
06 Make them more appropriate <i>for English Language Learners</i> ¹⁶	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
07 Make them more appropriate <i>for students who are below grade level</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
08 Reduce the time they will take (e.g., fit them into the lesson or into a unit)	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
09 Better address my students' learning needs, based on assessment results	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
10 Better address state standards	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11 Better address the content in my subject area	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12 Scale them for a larger class size	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
91 Other (please describe): _____	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

¹⁶ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

Principal Support and Instruction

The following questions pertain to your overall experience teaching mathematics (e.g., priorities, resources, support, etc.) in your school.

air_t_cmm_617_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

Indicate your agreement with the following statements.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 My principal encourages me to use existing mathematics curricula as the basis for my lessons.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 My principal encourages me to plan lessons from scratch instead of using existing mathematics curricula.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 My principal provides me with feedback on how well I use mathematics curricula.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
04 My principal knows which curricula are and are not aligned with my state's standards.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 My teacher <i>evaluations</i> take into account my use of the required mathematics curricula.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
06 My teacher <i>observations</i> take into account my use of the required mathematics curricula.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

air_t_cmm_618_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

In this school year (2018-19), what proportion of your students typically engage in each of the following activities at least once a week for the mathematics classes you teach?

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
01 Spend at least half of instructional time on grade-level mathematics topics addressed by the state mathematics standards for my grade level	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 Relate new mathematics content to other mathematics content within and across grade levels	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 Pursue conceptual understanding, procedural skill and fluency, and application with equal intensity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
04 Explain their thinking and build on other students' thinking	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
05 Make sense of problems that do not include clear procedures for solving and persevere in solving them	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
06 Use repeated practice to improve their computational skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
07 Apply mathematics to solve problems in real-world contexts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
08 Look for and make use of structure (e.g., patterns in numbers, shapes or algorithms)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
09 Choose and use appropriate tools when solving a problem	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_cmm_619_s_00

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

Do you receive feedback from observations of mathematics instruction that helps you improve your instructional practice?

99 N/A – I don't receive feedback from observations of my mathematics instruction

1 No

2 Yes

Curriculum Materials: Science

Questions in this section will ask you about the curricula (textbooks, lesson plans and units, and other instructional materials) and any digital materials you use to deliver instruction to your students.

[BLOCK 3: SCIENCE]

RESPONDENTS WHOSE SUBJECT PATH WAS NOT SCIENCE (subject_path = 1 (Math) OR subject_path = 2 (ELA)) DID NOT SEE THIS BLOCK OF QUESTIONS.

air_t_cms_626_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

Which of the following science curricula do you use regularly (once a week or more) for your science instruction this school year (2018-19)?

SELECT ALL THAT APPLY

- 501** Activate Learning high school curricula (Activate Learning)
- 502** Activate Science (Activate Learning)
- 506** Amplify Science (Amplify)
- 516** Bring Science Alive! Discipline Specific (TCI)
- 517** Bring Science Alive! Integrated (TCI)
- 552** Elevate Science (Pearson)
- 564** FOSS Next Generation Middle School (Delta)
- 567** Gateway to Science (Education Service Center)
- 568** Glencoe Life Science (McGraw-Hill Education)
- 573** Green Ninja Integrated Middle School Science (Green Ninja)
- 575** Harcourt Science (Houghton Mifflin Harcourt)
- 577** HMH Science Dimensions (Houghton Mifflin Harcourt)
- 583** Holt Science and Technology (Houghton Mifflin Harcourt)
- 585** Inspire Science (McGraw-Hill Education)
- 587** Interactive Science (Pearson)

- 592 Issues and Science (Lab-Aids)
 591 IQWST (Activate Learning)
 617 McGraw-Hill Science (McGraw-Hill Education)
 619 Measuring Up (People's Education)
 622 Motivation Science (Mentoring Minds)
 627 Nancy Larson Science (Nancy Larson)
 628 Next Generation Science Storylines units (Next Generation Science Storylines)
 630 OpenSciEd units (OpenSciEd)
 635 Pearson Science (Pearson)
 639 Prentice Hall Science Explorer (Pearson)
 642 Project-Based Inquiry Science (Activate Learning)
 652 Science and Technology Concepts (STC) Program (Carolina Biological Supply Company)
 653 Science Education for Public Understanding Program (SEPUP) (Lab-Aids)
 656 ScienceFusion (Houghton Mifflin Harcourt)
 654 Science Studies Weekly (American Legacy Publishing)
 655 Science Techbook (Discovery Education)
 657 Scott Foresman Science (Pearson)
 660 SMART NGSS (Science Bits)
 666 STEMscopes (Accelerate Learning, Inc)
 695 Curricula I create myself
 696 Curricula my school or district created
 691 Other curricula not listed (please specify): _____
 699 N/A - I do not use a particular curriculum regularly.

air_t_cms_627_a

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

Please indicate which *digital materials* your students and/or you use regularly (once a week or more) for science instruction this school year (2018-19). If you do not use a resource, skip that row and move on to the next one.

SELECT ALL THAT APPLY IN EACH ROW

	<i><u>My students use this once or week or more on their own during classroom instructional time</u></i>	<i><u>I use this once a week or more during whole-class instructional time or to plan my instruction</u></i>
706 BrainPOP	1 <input type="checkbox"/>	2 <input type="checkbox"/>
707 ck-12	1 <input type="checkbox"/>	2 <input type="checkbox"/>
711 Edcite	1 <input type="checkbox"/>	2 <input type="checkbox"/>
714 Freckle	1 <input type="checkbox"/>	2 <input type="checkbox"/>
718 ixl.com	1 <input type="checkbox"/>	2 <input type="checkbox"/>
719 Kahoot!	1 <input type="checkbox"/>	2 <input type="checkbox"/>

	<i>My students use this <u>once or week or more</u> on their own during classroom instructional time</i>	<i>I use this <u>once a week or more</u> during whole-class instructional time or to plan my instruction</i>
720 Khan Academy	1 <input type="checkbox"/>	2 <input type="checkbox"/>
746 The Lawrence Hall of Science (or 24/7 Science)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
724 MobyMax	1 <input type="checkbox"/>	2 <input type="checkbox"/>
730 PhET Interactive Simulations	1 <input type="checkbox"/>	2 <input type="checkbox"/>
733 Quizlet	1 <input type="checkbox"/>	2 <input type="checkbox"/>
739 Science Channel	1 <input type="checkbox"/>	2 <input type="checkbox"/>
744 Study Island	1 <input type="checkbox"/>	2 <input type="checkbox"/>
745 Summit Learning (or Summit Basecamp)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
791 Other (please describe): _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>
799 N/A – No digital materials are used regularly	1 <input type="checkbox"/>	2 <input type="checkbox"/>

air_t_cms_628_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

Which of the following *additional* digital materials do you reference or use regularly (once a week or more) to *plan your science instruction* this school year (2018-19)?

SELECT ALL THAT APPLY

- 801** Achieve the Core
- 802** BetterLesson
- 804** Common Sense Education
- 806** Edutopia
- 805** Edmodo
- 811** National Library of Virtual Manipulatives (NLVM)
- 813** Next Generation Science Standards (www.nextgenscience.org)
- 814** NSTA (National Science Teachers Association)
- 815** OER Commons
- 820** Share My Lesson
- 823** Teacher.org
- 824** Teachers Pay Teachers
- 825** TeachingChannel
- 821** State department of education website
- 827** Using a search engine (e.g. Google)

- 817 Resources obtained through a search on Pinterest
 891 Other (please specify): _____
 899 N/A – I do not use any other digital materials regularly

air_t_cms_629_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

To what extent are each of the following barriers to using digital materials?

	Not a barrier	A minor barrier	A major barrier
01 Internet access is not available and/or reliable at my school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
02 Students do not have access to devices or reliable internet at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
03 My school does not have sufficient numbers of computers, tablets, or other electronic devices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

	Not a barrier	A minor barrier	A major barrier
04 My district or school does not support use of digital materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
05 I do not have enough knowledge about digital materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
06 Digital materials are expensive	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

	Not a barrier	A minor barrier	A major barrier
07 Digital materials are not aligned with my state's standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
08 Digital materials are inappropriate for my students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
09 Digital materials are not engaging for my students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
91 Other (please specify): _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

air_t_cms_630_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN air_t_cms_626_m AND air_t_cms_627_a.

Of the science curricula and digital materials you indicated using regularly, please indicate how long you have been using those materials.

	Just this year	For the past 2-3 years	For the past 4-5 years	For more than 5 years
MATERIALS SELECTED IN air_t_cms_626_m AND air_t_cms_627_a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

air_t_cms_631_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN air_t_cms_626_m AND air_t_cms_627_a.

Of the science curricula and digital materials you indicated using regularly, please indicate which are provided by your district or school, either as a requirement or recommendation.

	Required by my district or school	Recommended by my district or school but not required	Neither required nor recommended by my district or school
MATERIALS SELECTED IN air_t_cms_626_m AND air_t_cms_627_a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

air_t_cms_632_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN air_t_cms_626_m AND air_t_cms_627_a.

Of the science curricula and digital materials you indicated using regularly, please indicate approximately what percent of mathematics instructional time you dedicate towards using them for a typical class of students each week?

	10% or less	11%-24%	25%-49%	50%-74%	75-100%
MATERIALS SELECTED IN air_t_cms_626_m AND air_t_cms_627_a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_cms_633_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

RESPONDENTS SEE ONLY THE MATERIALS THEY SELECTED IN air_t_cms_626_m AND air_t_cms_627_a.

Of the science curricula and digital materials you indicated using regularly, please choose the ONE main material you use the most.

If there is not one main material you use most, or you use different main materials for different sets of students you teach, choose 2-3 main materials you use most.

This will be the “main material” you respond about for the remaining questions in this section.

	Not main materials	Main material used for the majority of my classroom lessons
MATERIALS SELECTED IN air_t_cms_626_m AND air_t_cms_627_a. SELECTIONS WERE LIMITED TO 3 RESPONSES.	1 <input type="checkbox"/>	2 <input type="checkbox"/>

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

Indicate your agreement with the following statements about your main science materials.

My main science materials ...

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
02 Help my students master my state's science standards	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Cover content addressed by <i>benchmark and districtwide assessments sufficiently</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 Cover content addressed by <i>my state-mandated assessment sufficiently</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
09 Meet the needs of students with IEPs ¹⁷ or 504 plans ¹⁸	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

¹⁷ OVER-OVER DEFINITION OF "IEPs": Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services

¹⁸ HOVER-OVER DEFINITION OF "504 plans": A 504 Plan is a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
22 Meet the needs of English Language Learners ¹⁹	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
08 Provide me with a manageable number of topics to teach in a school year	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
14 Help me accelerate the learning of students who are performing below grade level	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
16 Provide suggestions for additional materials (e.g. pacing guides) or external resources for my lessons	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
18 Are culturally relevant	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
19 Are closely aligned with my district's goals and vision for good teaching	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
23 Provide digital instructional materials for use by <i>all students</i>	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

¹⁹ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
24 Provide digital instructional materials for use by students who are below grade level	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
25 Provide digital instructional materials for use by English Language Learners ²⁰	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
20 Provide texts and topics that are linguistically appropriate for English Language Learners ²¹	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
27 Are engaging for students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
29 Are very user-friendly and easy for me to implement	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

²⁰ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

²¹ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

air_t_cms_635_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

My main science materials are ...

	Not applicable for my students	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 Too challenging for most students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 At the right level for most students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Not challenging enough for most students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
04 Provide differentiated (i.e., scaffolded) materials to meet the needs of different students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Modifying and Supplementing Materials

The following questions ask about when you make modifications or supplement your main materials. When we refer to “supplement” in this section, we are referring to use of any materials (i.e., curricula, digital materials, etc.) **in addition** to what you indicated were your main materials.

air_t_cms_636_s_00

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

Please complete the following sentence.

I typically use lesson plans from my main science materials...

- 99** N/A – My main materials do not include lesson plans or I typically create my own lesson plans.
- 1** ...with no or few modifications
- 2** ... with modifications to less than half of a lesson plan
- 3** ... with modifications to more than half of a lesson plan

air_t_cms_637_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

ROWS WERE RANDOMIZED.

Please indicate the frequency with which you make the following types of modifications to your main science materials.

I skip activities, modify activities, or supplement my main science materials to...

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
01 Make them more culturally relevant for my students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 Make them more challenging for my students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Make them less challenging for my students	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
04 Make them more relevant to my students' future education and careers	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
05 Make them more appropriate for my students with IEPs ²⁵ or 504 Plans ²⁶	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
06 Make them more appropriate for English language learners ²⁷	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
07 Make them more appropriate for students who are below grade level	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
08 Reduce the time they will take (e.g., fit them into the lesson or into a unit)	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
09 Better address my students' learning needs, based on assessment results	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

²⁵ HOVER-OVER DEFINITION OF “IEPs”: Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services

²⁶ HOVER-OVER DEFINITION OF “504 plans”: A 504 Plan is a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment

²⁷ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
10 Better address state standards	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11 Better address the content in my subject area	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12 Scale them for a larger class size	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A – I do not make this type of modification	Less than once a week	Once a week	2-3 times a week	For nearly every lesson
91 Other (please describe): _____	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Principal Support and Instruction

The following questions pertain to your overall experience teaching science (e.g., priorities, resources, support, etc.) in your school.

air_t_cms_638_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

Indicate your agreement with the following statements.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 My principal encourages me to <i>use existing science curricula as the basis for my lessons</i> .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 My principal encourages me to <i>plan lessons from scratch instead of using existing science curricula</i> .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 My principal provides me with feedback on how well I use science curricula.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
04 My principal knows which curricula are and are not aligned with my state's standards.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 My teacher <i>evaluations</i> take into account my use of the required mathematics curricula.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
06 My teacher <i>observations</i> take into account my use of the required mathematics curricula.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

air_t_cms_639_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

In this school year (2018-19), what proportion of your students typically engage in each of the following activities at least once a week for the science classes you teach?

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
01 Discuss different ways to approach a problem	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 Justify their scientific reasoning in writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 Develop their own questions about a scientific topic	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
04 Develop or use scientific models	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
05 Plan and carry out a scientific investigation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
06 Analyze or interpret data	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	No students	A few of my students	Less than half of my students	More than half of my students	All or nearly all my students
07 Use mathematics or computational thinking in science	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
08 Construct their own explanations and arguments using evidence and reasoning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
09 Participate in a hands-on scientific experience	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10 Write in a science journal (e.g., taken notes/recorded questions or observations)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_cms_640_s_00

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

Is your school currently implementing the Next Generation Science Standards (NGSS) standards?

- 1 No
- 2 Yes
- 98 I don't know

air_t_cms_641_s_00

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)) AND THE MIDDLE SCHOOL LEVEL PATH (grades = 2 (Middle)).

Please indicate which approach comes closest to describing how your school currently approaches teaching science in grades 6-8?

- 1 *Integrated or spiraled model:*** Students are exposed to a combination of earth, life, and physical sciences at each grade level.
- 2 *Traditional discipline or topic-specific model:*** Topics are grouped together within grade level roughly by discipline (e.g. earth science in 6th grade, life science in 7th grade, and physical science in 8th grade)

air_t_cms_642_s_00

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)) AND MIDDLE SCHOOL LEVEL PATH (grades = 2 (Middle)) AND WHO USED AN INTEGRATED OR SPIRALED MODEL (air_t_cms_641_s_00 = 1).

If your school switched from a traditional discipline²⁸ or topic-specific model to an integrated²⁹ or spiraled approach, did teachers go through professional development to support them in incorporating this change?

- 99** N/A - My school did not switch models during my time as a teacher.
- 1** No
 - 2** Yes
- 98** I don't know

²⁸ HOVER-OVER DEFINITION OF “traditional discipline”: A traditional discipline or topic-specific model is one in which topics are grouped together within grade level roughly by discipline (e.g. earth science in 6th grade, life science in 7th grade, and physical science in 8th grade)

²⁹ HOVER-OVER DEFINITION OF “integrated”: An integrated or spiraled approach is one in which students are exposed to a combination of earth, life, and physical sciences at each grade level.)

air_t_cms_643_s_00

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

Do you receive feedback from observations of science instruction that help you improve your instructional practice?

99 N/A – I don't receive feedback from observations of my science instruction

1 No

2 Yes

air_t_cms_644_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE SCIENCE SUBJECT PATH (subject_path = 3 (Science)).

Indicate your agreement with the following statements.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 I have enough <i>classroom time</i> to teach science to my students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 I have enough <i>planning time to prepare</i> to teach science to my students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 My students have adequate exposure to science content relative to ELA and mathematics.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Professional Learning

Questions in this section will ask you about your professional learning activities. By professional learning, we mean the supports you receive to improve your teaching practice and knowledge (e.g., coaching and feedback, workshops, collaborative learning with other teachers).

air_t_prl_651_g

THE SUBJECT WAS PREFILLED BASED ON THE ASSIGNED SUBJECT PATH.

UNIVERSE: ALL RESPONDENTS

This school year (2018-19), how often have you participated in the following types of [ELA/mathematics/science] professional learning activities?

	Never	1-3 times per year	4-6 times per year	1-3 times per month	Weekly or more often
01 Workshops or trainings focused on [ELA/mathematics/science] teaching and learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 Workshops or trainings focused on use of my main [ELA/mathematics/science] materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 General (not subject-specific) workshops or trainings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	Never	1-3 times per year	4-6 times per year	1-3 times per month	Weekly or more often
04 Coaching focused on my [ELA/mathematics/science] teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
05 Coaching focused on use of my main	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	Never	1-3 times per year	4-6 times per year	1-3 times per month	Weekly or more often
<i>[ELA/mathematics/science] materials</i>					
06 Collaborative learning with other teachers (e.g., Professional Learning Communities) focused on <i>[ELA/mathematics/science] teaching and learning</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	Never	1-3 times per year	4-6 times per year	1-3 times per month	Weekly or more often
07 Collaborative learning with other teachers (e.g., Professional Learning Communities) focused on <i>use of my main [ELA/mathematics/science] instructional materials</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
08 Online learning I access on my own	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
91 Other in-person trainings that I access on my own (please specify): _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_prl_652_g

UNIVERSE: ALL RESPONDENTS

Please indicate whether the following professional learning activities in which you have participated were provided by district/school staff or an external vendor from outside of your district.

	Provided by district/school staff	Provided by an external vendor
OPTIONS FROM air_t_prl_651_g 01-05 WHERE RESPONDENTS SELECT GREATER THAN 1 (NEVER)	1 <input type="checkbox"/>	2 <input type="checkbox"/>

air_t_prl_653_g

UNIVERSE: ALL RESPONDENTS

This school year (2018-19), to what extent have the professional learning activities in which you participated helped you to improve your use of your main [ELA/mathematics/science] materials?

	Not at all	To a small extent	To a moderate extent	To a great extent
OPTIONS FROM air_t_prl_651_g 01-91 WHERE RESPONDENTS SELECT GREATER THAN 1 (NEVER)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

UNIVERSE: ALL RESPONDENTS

ROWS WITHIN TABLES WERE RANDOMIZED. THE ORDER OF THE TABLES WAS RANDOMIZED.

Indicate your agreement with the following statements about your professional learning activities during this school year (2018-19).

The professional learning activities in which I've participated this school year (2018-19) helped me to:

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 Use my instructional materials more effectively to meet student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 Engage in instructional practices that more effectively meet student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Address my own mindsets and biases about student achievement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	N/A	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
04 Address the needs of students below grade level	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 Use data effectively to modify and improve instruction	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
06 Better understand the subject area(s) I teach	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

UNIVERSE: ALL RESPONDENTS

ROWS WITHIN TABLES WERE RANDOMIZED. THE ORDER OF THE TABLES WAS RANDOMIZED.

SUBJECT AREA WAS PREFILLED BASED ON THE ASSIGNED SUBJECT PATH.

Since the end of last school year (2017-18), how many hours did you spend in professional learning activities related to the following topics in [SUBJECT AREA]? *It's okay to estimate if you do not know the exact amount of time.*

	0 hours	1-5 hours	6-10 hours	11-20 hours	21-30 hours	31-40 hours	41-60 hours	61-80 hours	More than 80 hours
01 Understanding my state standards in [SUBJECT AREA]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
02 Developing my knowledge of content in [SUBJECT AREA]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
03 Observing other teachers' lessons (in person or on video) that model instruction aligned to the standards in [SUBJECT AREA]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>

	0 hours	1-5 hours	6-10 hours	11-20 hours	21-30 hours	31-40 hours	41-60 hours	61-80 hours	More than 80 hours
04 Receiving feedback from observations on my [SUBJECT AREA] lessons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>

	0 hours	1-5 hours	6-10 hours	11-20 hours	21-30 hours	31-40 hours	41-60 hours	61-80 hours	More than 80 hours
05 Learning how to implement my main instructional materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
06 Modifying my main instructional materials so that they will better align to the standards in [SUBJECT AREA]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>

	0 hours	1-5 hours	6-10 hours	11-20 hours	21-30 hours	31-40 hours	41-60 hours	61-80 hours	More than 80 hours
07 Modifying my main instructional materials <i>to meet the needs of students below grade level</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
08 Modifying my main instructional materials <i>to provide culturally relevant instruction</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
09 Analyzing student work to determine whether it met the expectations of the standards in [SUBJECT AREA]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>

	0 hours	1-5 hours	6-10 hours	11-20 hours	21-30 hours	31-40 hours	41-60 hours	61-80 hours	More than 80 hours
10 Learning instructional strategies that support my students in meeting the demand of the [SUBJECT AREA] standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>

Teacher Preparation Programs

Questions in this section will ask you about your teacher preparation experiences.

air_t_tpp_305_s_00

UNIVERSE: ALL RESPONDENTS

How long ago did you complete your formal teacher preparation program?

- 99 N/A – I did not complete a formal teacher preparation program
- 1 In the last five years (2014 or later)
- 2 More than five years ago

air_t_tpp_306_s_00

UNIVERSE: RESPONDENTS WHO COMPLETED A FORMAL PREPARATION PROGRAM IN THE LAST FIVE YEARS (air_t_tpp_305_s_00 = 1).

What kind of preparation did you primarily receive before becoming a classroom teacher?

- 1 I went through a *university-run* teacher preparation program.
- 2 I went through a *district- or CMO- run* teacher preparation program.
- 3 I went through a teacher preparation program that was run by an entity besides a university, district, or CMO.
- 91 Other (please specify): _____

air_t_tpp_307_s_00

UNIVERSE: RESPONDENTS WHO COMPLETED A FORMAL PREPARATION PROGRAM IN THE LAST FIVE YEARS (air_t_tpp_305_s_00 = 1).

Please select the type of program through which you were prepared to teach.

- 1 Traditional teacher preparation program
- 2 Alternative certification program
- 98 I don't know

air_t_tpp_308_s_00

UNIVERSE: RESPONDENTS WHO COMPLETED A FORMAL PREPARATION PROGRAM IN THE LAST FIVE YEARS (air_t_tpp_305_s_00 = 1).

Which of the following did your program emphasize more (pick one):

- 1 My program emphasized how to develop my own lessons and unit plans from scratch.
- 2 My program emphasized curriculum literacy, focusing on how to skillfully use and modify curricula provided to me.
- 3 My program emphasized both of these approaches equally.
- 4 My program emphasized neither of these approaches.

air_t_tpp_309_s_00

UNIVERSE: RESPONDENTS WHO COMPLETED A FORMAL PREPARATION PROGRAM IN THE LAST FIVE YEARS (air_t_tpp_305_s_00 = 1) WHICH EMPHASIZED CURRICULUM LITERACY (air_t_tpp_308_s_00 = 2 OR air_t_tpp_308_s_00 = 3).

You indicated that your program emphasized curriculum literacy. Did courses in your program provide you with practice in using or modifying specific curricular materials?

- 0 No
- 1 Yes

air_t_tpp_310_g

UNIVERSE: RESPONDENTS WHO COMPLETED A FORMAL PREPARATION PROGRAM IN THE LAST FIVE YEARS (air_t_tpp_305_s_00 = 1).

ROWS WITHIN TABLES WERE RANDOMIZED. THE ORDER OF THE TABLES WAS RANDOMIZED.

Indicate your agreement with the following statements about your teaching preparation program (including practicum/internship).

	I don't remember or N/A	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 My program prepared me to identify the strengths and weaknesses of curricular materials.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	I don't remember or N/A	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
02 My program provided adequate support on how to skillfully use and modify curricular materials to meet student needs.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 The amount of clinical training I received (i.e., teaching internship or residency) was adequate.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	I don't remember or N/A	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
04 The mentor teacher who supported me during my clinical training (i.e., teaching internship or residency) was effective in helping me improve.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 My program offered content-specific coaching for the subject(s) I teach.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
06 My program helped me build content-specific knowledge for the subject(s) I teach.	99 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Standards-Aligned Instructional Content and Approaches

Questions in this section ask questions about which approaches are most aligned with your state's standards. Please respond to these questions taking into account what you know about your state standards. If you do not know which items are most aligned with your state standards, please feel free to indicate "I don't know."

PN: ONLY DISPLAY TO ELA AND MATHEMATICS PATHS

[BLOCK 1: ENGLISH LANGUAGE ARTS]

air_t_tkp_676_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA))

Which of the following approaches for selecting reading texts aligns with your state's English language arts & literacy standards?

SELECT ALL THAT APPLY

- 01 Select abridged or adapted versions of complex texts for students below grade level
- 02 Select grade-level texts that all students read as a class
- 03 Select texts for individual students based on their reading level
- 04 Select texts for a class based on qualitative factors like knowledge demands, as well as quantitative factors like word and sentence length
- 91 Other (please specify): _____
- 98 I don't know

air_t_tkp_677_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)) AND THE ELEMENTARY SCHOOL LEVEL PATH (grades = 1 (Elementary)).

The following are pairs of questions a teacher might ask about a nonfiction text excerpt, “Lost Penguin Back in his Natural Habitat,” about a penguin native to Antarctica who was found on a beach in New Zealand.

For each pair, please indicate which teacher question is more aligned with the focus of your state standards for English Language Arts and Literacy. Please disregard the grade-level of the text when responding.

Pair	Question A	Question B	I don't know
01	1 What would you do if you discovered a lost animal?	2 What detail from the article best explains how people should approach a penguin?	3 <input type="checkbox"/>
02	1 What is the author's tone in this article? Find some evidence from the text to justify your response.	2 What lesson did you learn from reading this article?	3 <input type="checkbox"/>
03	1 Can you think of any other stories where animals have gotten lost?	2 What is the main idea of this article? Find key details to support your claims.	3 <input type="checkbox"/>
04	1 What phrases or sentences in the text help the reader understand what the word “habitat” means?	2 Have you ever felt like you were out of your natural habitat?	3 <input type="checkbox"/>

air_t_tkp_678_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)) AND THE MIDDLE SCHOOL LEVEL PATH (grades = 2 (Middle)) OR THE HIGH SCHOOL LEVEL PATH (grades = 3 (High)).

The following are pairs of questions a teacher might ask about a nonfiction text excerpt from “The Omnivore’s Dilemma.”

For each pair, please indicate which teacher question is more aligned with the focus of your state standards for English Language Arts and Literacy. Please disregard the grade-level of the text when responding.

Pair	Question A	Question B	I don’t know
01	1 Do you think that corn has pushed out other foods in our food chain?	2 In which paragraph does the author provide information that helps explain why farmers embraced the use of chemical fertilizer?	3 <input type="checkbox"/>
02	1 What is the author’s tone in this article? Find some evidence from the text to justify your response.	2 What lesson did you learn from reading this article?	3 <input type="checkbox"/>
03	1 Can you think of ways that businesses have determined what we eat?	2 What is the main idea of this article? Find key details from the text to support your claims.	3 <input type="checkbox"/>
04	1 In paragraph 4, which phrase best helps the reader understand what the word surplus means?	2 Can you think of some examples of where corn is found in everyday products?	3 <input type="checkbox"/>

air_t_tkp_679_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

Which of the following types of writing assignments align with your state’s English language arts and literacy standards?

SELECT ALL THAT APPLY

- 01 Write an opinion piece or argument on a topic or text, supporting a point of view with reasons and sufficient evidence
- 02 Write an informative/explanatory text that develops a topic with relevant details and other information

- 03** Write a creative fictional scene that depict characters and/or experiences in vivid detail
- 04** Write a narrative to develop real or imagined experiences with descriptive details and clear event sequences
- 05** Write a play about real or imagined characters that conveys a larger idea about the world
- 98** I don't know

air_t_tkp_680_g

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE ELA SUBJECT PATH (subject_path = 2 (ELA)).

To what extent do your state standards focus on the following types of vocabulary instructions?

	Not at all	To a slight extent	To a moderate extent	To a great extent	I don't know
01 Teach words related to a specific content area or text being covered in class (e.g., teaching "magma" when reading a text about volcanoes)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	98 <input type="checkbox"/>
02 Teach words students are likely to encounter when reading in a variety of content areas that do not have content-specialized definitions (e.g., "establish" and "verify")	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	98 <input type="checkbox"/>
91 Other (please describe): _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	98 <input type="checkbox"/>

[BLOCK 2: MATHEMATICS]

air_t_tkp_681_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT KINDERGARTEN (air_t_scr_001_m_00 = 1).

Which of the following major topics are emphasized in the Kindergarten mathematics class(es) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01 Compare numbers
- 02 Tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.
- 03 Develop understanding of fractions as numbers
- 04 Understand meaning of addition and subtraction
- 98 I don't know

air_t_tkp_682_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT GRADE 01 (air_t_scr_001_m_01 = 1).

Which of the following major topics are emphasized in the 1st grade mathematics class(es) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01 Add and subtract within 20
- 02 Measure lengths indirectly and by iterating length units
- 03 Extend understanding of fraction equivalence and ordering
- 04 Identify arithmetic patterns (including patterns in the addition or multiplication tables) and explain them using properties of operations
- 98 I don't know

air_t_tkp_683_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT GRADE 02 (air_t_scr_001_m_02 = 1).

Which of the following major topics are emphasized in the 2nd grade mathematics class(es) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01** Identify line of symmetry in two dimensional figures
- 02** Understand place value
- 03** Apply and extend previous understandings of multiplication and division to multiply and divide fractions
- 04** Represent and solve problems involving addition
- 98** I don't know

air_t_tkp_684_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT GRADE 03 (air_t_scr_001_m_03 = 1).

Which of the following major topics are emphasized in the 3rd grade mathematics class(es) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01** Multiply and divide within 100
- 02** Display numerical data in plots on a number line, including dot plots, histograms, and box plots
- 03** Develop understanding of fractions as numbers
- 04** Understand meaning of addition and subtraction
- 98** I don't know

air_t_tkp_685_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT GRADE 04 (air_t_scr_001_m_04 = 1).

Which of the following major topics are emphasized in the 4th grade mathematics class(es) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates
- 02** Generalize place value understanding for multi-digit whole numbers

- 03 Extend understanding of fraction equivalence and ordering
- 04 Understand ratio concepts and use ratio reasoning to solve problems
- 98 I don't know

air_t_tkp_686_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT GRADE 05 (air_t_scr_001_m_05 = 1).

Which of the following major topics are emphasized in the 5th grade mathematics class(es) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01 Apply and extend previous understandings of multiplication and division to multiply and divide fractions
- 02 Understand the place value system
- 03 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation
- 04 Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces
- 98 I don't know

air_t_tkp_687_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT GRADE 06 (air_t_scr_001_m_06 = 1).

Which of the following major topics are emphasized in the 6th grade mathematics class(es) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01 Understand ratio concepts and use ratio reasoning to solve problems
- 02 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points
- 03 Perform operations with numbers expressed in scientific notation
- 04 Apply and extend previous understandings of arithmetic to algebraic expressions
- 98 I don't know

air_t_tkp_688_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT GRADE 07 (air_t_scr_001_m_07 = 1).

Which of the following major topics are emphasized in the 7th grade mathematics class(es) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane
- 02** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
- 03** Use properties of operations to generate equivalent expressions
- 04** Generate the prime factorization of numbers to solve problems
- 98** I don't know

air_t_tkp_689_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT GRADE 08 (air_t_scr_001_m_08 = 1).

Which of the following major topics are emphasized in the 8th grade mathematics class(es) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01** Represent and analyze quantitative relationships between dependent and independent variables
- 02** Define, evaluate, and compare functions
- 03** Understand and apply the Pythagorean Theorem
- 04** Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape
- 98** I don't know

air_t_tkp_690_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT ALGEBRA I (air_t_scr_004_m_01 = 1).

Which of the following major topics are emphasized in the Algebra course(s) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

- 01 Create equations and inequalities in one variable and use them to solve problems
- 02 Solve quadratic equations in one variable
- 03 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients
- 04 Use polar coordinates to describe locations on a plane
- 98 I don't know

air_t_tkp_691_m

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)) AND WHO INDICATED THEY TAUGHT GEOMETRY (air_t_scr_004_m_02 = 1).

Which of the following major topics are emphasized in the Geometry course(s) you teach, according to your state standards for mathematics?

SELECT ALL THAT APPLY

Geometry

- 01 Experiment with transformations on the coordinate plane
- 02 Identify the slope and the intercept of a linear model in the context of the data
- 03 Explain and use the relationship between the sine and cosine of complementary angles
- 04 Derive the formula for the sum of a finite geometric series and use the formula to solve problems
- 98 I don't know

UNIVERSE: RESPONDENTS WHO WERE ASSIGNED THE MATHEMATICS SUBJECT PATH (subject_path = 1 (Math)).

Content standards are often intended to address three types of student learning (e.g., sometimes called “aspects of rigor”) in relation to Common Core State Standards:

- **Conceptual understanding:** students know the meaning behind the math,
- **Procedural skill and fluency:** students can quickly and accurately perform operations, and
- **Application:** students apply their skills and knowledge in real world situations

Examine each standard carefully and check which of the above types of learning – or aspects of rigor – a teacher should particularly target in a lesson focused on this standard.

	Conceptual understanding	Procedural skill and fluency	Application	I don't know
01 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	98 <input type="checkbox"/>
02 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	98 <input type="checkbox"/>
03 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	98 <input type="checkbox"/>

	Conceptual understanding	Procedural skill and fluency	Application	I don't know
04 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	98 <input type="checkbox"/>
05 Solve linear equations in one variable	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	98 <input type="checkbox"/>
06 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	98 <input type="checkbox"/>

Teacher Beliefs

Questions in this section ask about your beliefs regarding your standards, teaching, and learning

air_t_tbl_701_g

SUBJECT WAS PREFILLED BASED ON THE ASSIGNED SUBJECT PATH.

UNIVERSE: ALL RESPONDENTS.

Indicate your agreement with the following statements about your state's standards in [SUBJECT AREA]?

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 Teaching and learning that is aligned to the [SUBJECT] standards <i>prepares students for their future.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 Teaching and learning that is aligned to the [SUBJECT] standards <i>gives students a deep understanding of the subject area.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 Teaching and learning that is aligned to the [SUBJECT] standards <i>make class more engaging for students.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
04 The [SUBJECT] standards are too challenging for my students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 The [SUBJECT] standards make teaching less enjoyable.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
06 My students need something different than what is outlined in the [SUBJECT] standards.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
07 My state's standards in [SUBJECT] <i>make it difficult for students to learn basic skills in [SUBJECT].</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
08 My state's standards in [SUBJECT] <i>provide educators a manageable number of topics to teach in a school year.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
09 I find myself skipping some standards-aligned [SUBJECT] content in my instruction.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
10 The standards in [SUBJECT] <i>help me identify essential material to teach my students.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11 The standards in [SUBJECT] <i>help my students achieve higher scores on district and/or state assessments.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

School Culture

Questions in this section ask about your school's culture and educator perspectives at your school.

air_t_cul_726_g

UNIVERSE: ALL RESPONDENTS

ROWS WITHIN TABLES WERE RANDOMIZED. THE ORDER OF THE TABLES WAS RANDOMIZED.

Indicate your agreement with the following statements about your experiences at your school this school year (2018-19).

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
01 People in this school are eager to share information about what does and does not work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
02 Making mistakes is considered part of the learning process in this school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
03 In this school, teachers feel comfortable trying new, research-based teaching approaches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
04 In this school, it is easy to speak up about what is on my mind.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
05 People in this school are usually comfortable talking about problems and disagreements about teaching and learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
06 Teachers in this school frequently observe other teachers and are comfortable being observed (even if the observation is unannounced).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Demographics

Questions in this section ask about your background, as well as additional information about students at your school.

air_t_dem_401_c

UNIVERSE: ALL RESPONDENTS

Including this school year (2018-19), how long have you worked as a teacher? Please round to the nearest whole number, and do not include student teaching.

	YEARS
01 Total amount of time teaching	
02 Total amount of time teaching in current <i>state</i>	
03 Total amount of time teaching in current <i>district</i>	
04 Total amount of time teaching in current <i>school</i>	

air_t_dem_402_m

UNIVERSE: ALL RESPONDENTS

With which of the following do you identify?

SELECT ALL THAT APPLY

- 04** American Indian or Alaska Native
- 05** Asian
- 03** Black or African American
- 01** Hispanic, Latino, or Spanish origin
- 06** Native Hawaiian or other Pacific Islander

- 02 White
- 91 Other (please specify): _____
- 08 Decline to respond

air_t_dem_410_m

UNIVERSE: ALL RESPONDENTS

In what area(s) are you certified to teach in your state?

SELECT ALL THAT APPLY

- 01 Specific subject areas (K-12) (specify): _____
- 02 Elementary education
- 03 English language learners (K-12)
- 04 Special education
- 91 Other (please specify): _____

air_t_dem_411_m

UNIVERSE: ALL RESPONDENTS

In what field was your undergraduate major/s?

SELECT ALL THAT APPLY

- 01 Arts (Visual & Performing)
- 02 Area and/or Ethnic Studies
- 03 Communications and/or Journalism
- 04 Computer Science
- 05 Biology, Biological Sciences and/or Medicine
- 06 Business
- 07 Economics
- 08 Education
- 09 Engineering
- 10 English Language & Literature
- 11 Gender Studies
- 12 History
- 13 Internal Relations and/or Diplomacy
- 14 Languages & Linguistics
- 15 Mathematics
- 16 Natural Sciences
- 17 Liberal Arts
- 18 Philosophy
- 19 Physical Education
- 20 Religion

- 21 Social Sciences
- 22 Technology
- 91 Other (please specify): _____

air_t_dem_412_m

UNIVERSE: ALL RESPONDENTS

In what field was your graduate degree?

SELECT ALL THAT APPLY

- 99 N/A - I do not have a graduate degree.
- 01 Arts (Visual & Performing)
- 02 Area and/or Ethnic Studies
- 03 Communications and/or Journalism
- 04 Computer Science
- 05 Biology, Biological Sciences and/or Medicine
- 06 Business
- 07 Economics
- 08 Education
- 09 Engineering
- 10 English Language & Literature
- 11 Gender Studies
- 12 History
- 13 Internal Relations and/or Diplomacy
- 14 Languages & Linguistics
- 15 Mathematics
- 16 Natural Sciences
- 17 Liberal Arts
- 18 Philosophy
- 19 Physical Education
- 20 Religion
- 21 Social Sciences
- 22 Technology
- 91 Other (please specify): _____

The next few questions relate to the characteristics of the students you teach. We ask these questions to better understand the context in which you are teaching and the unique challenges you may face for the classes you teach.

air_t_dem_413_s_00

UNIVERSE: ALL RESPONDENTS

Approximately, what percentage of the students you teach—including those in small push-in or pull-out groups—are English Language Learners³⁰?

- 1 10% or less
- 2 11%-24%
- 3 25%-49%
- 4 50%-74%
- 5 75-100%

air_t_dem_414_s_00

UNIVERSE: ALL RESPONDENTS

Approximately, what percentage of the students you teach have an Individualized Education Program (IEP)³¹ and/or 504 Plan³²?

- 1 10% or less
- 2 11%-24%
- 3 25%-49%
- 4 50%-74%
- 5 75-100%

³⁰ HOVER-OVER DEFINITION OF “English Language Learners”: English Language Learners are students who come from non-English speaking homes and who are learning English

³¹ HOVER-OVER DEFINITION OF “Individualized Education Program”: Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services

³² HOVER-OVER DEFINITION OF “504 plan”: Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services

air_t_dem_415_g

UNIVERSE: ALL RESPONDENTS

Approximately, what percentage of the students you teach meet each of the following categories?

	10% or less	11%-24%	25%-49%	50%-74%	75-100%
01 American Indian or Alaska Native	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
02 Asian	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
03 Black or African American	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
04 Hispanic/Latino	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
05 Native Hawaiian or Other Pacific Islander	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
06 Two or more races	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
07 White	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

air_t_dem_417_c

UNIVERSE: ALL RESPONDENTS

Please indicate how much time you spent completing this survey: _____ minutes

air_t_dem_409_s

UNIVERSE: ALL RESPONDENTS. *This question was not asked directly during the survey. The information was taken from data panelists previously provided.*

With which of the following do you identify?

- 1** Male
- 2** Female
- 91** Other

[END SURVEY]