

High School Revised APS 10.09

1. Branch to all ELA

1. I teach English Language Arts to 9th and/or 10th graders including core ELA, ELD, ELA support, or ELA intervention. (Please answer "No" if you teach ELA exclusively in a Special Day Class setting or to IB students.)

Yes (continue to the next question)

No (skip to question 65)

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2. All ELA

If you do not teach English Language Arts to 9th and/or 10th graders including core ELA, ELD, ELA support, or ELA intervention, please skip the questions on this page.

2. Check all that apply. The following measures are used to determine if a student needs instruction for ELD (English Language Development): (EPC 1.2)

- CELDT
- ELD curriculum embedded assessments
- I don't know what assessments are used
- Other (please specify)

3. Check all that apply. The following measures are used to determine if a student requires ELA intensive intervention: (EPC 1.3)

- California Standards Test
- District benchmark assessments
- Curriculum embedded assessments
- I don't know what assessments are used
- Other (please specify)

4. Check any/all that apply. The types of strategic support offered to students who are able to demonstrate proficiency at or above 6th grade standards but fail to pass the ELA portion of the CAHSEE or are not performing at grade level include: (EPC 2.2)

- Targeted differentiated instruction using the core program materials during the core ELA class
- An extra support period
- None of the above

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5. Check all that apply. The following measures are used to determine if a student requires strategic support for ELA: (EPC 2.2)

- STAR
- District benchmark assessments
- Curriculum embedded assessments
- I don't know what assessments are used
- Other (please explain)

6. A separate English-language Development (ELD) class focused on building English-language skills is offered to: (EPC 2.3)

- All students at CELDT proficiency levels one through three
- About 75% of the students at CELDT proficiency levels one through three
- About half of the students at CELDT proficiency levels one through three
- Less than half of the students at CELDT proficiency levels one through three
- I don't know

7. An ELA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards is offered to: (EPC 2.3)

- All students at CELDT proficiency levels 4-5
- About 75% of the students at CELDT proficiency levels 4-5
- About half of the students at CELDT proficiency levels 4-5
- Less than half of the students at CELDT proficiency levels 4-5
- I don't know

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8. A separate, extended-period class for intensive intervention in English/reading language arts is offered to: (EPC 2.4)

- All students performing below 6th grade ELA standards
- About 75% of the students performing below 6th grade ELA standards
- About half of the students performing below 6th grade ELA standards
- Less than half of the students performing below 6th grade ELA standards
- I don't know

9. The school/district provides access to coaches and/or content experts for ELA. (EPC 6.1)

- I have lots of access to such experts, and I use them
- I have lots of access to such experts, but I don't use them
- I have limited access to such experts, and I use them
- I have limited access to such experts, but I don't use them
- I have no access to such experts

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10. Check all that apply. The coaches/content experts provided by the district for ELA have: (EPC 6.1)

- Provided professional development regarding effective practices
- Given demonstration lessons
- Assisted with lesson planning and preparation
- Assisted with teacher collaboration
- Assisted with student goal-setting, progress monitoring, or data analysis
- Assisted with intervention placement and monitoring
- Shared strategies for instructing intervention students
- Shared strategies for instructing English Learners
- Shared strategies for instructing Students With Disabilities
- Shared strategies for instructing benchmark or advanced learners
- Shared their knowledge about the Holt ELA program
- Deepened my knowledge about the content
- None of the above

Other (please specify)

11. I have been trained to use and access data from the electronic data system. (EPC 7.1)

- Yes and I know how to do it
- Yes but I'm not sure how to do it
- No

12. Some type of common ELA assessment is administered approximately: (EPC 7.1)

- Every 4 weeks
- Every 6 weeks
- Once per quarter
- Once per semester
- Less frequently

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13. Check any/all that apply. I am provided with (or can access) the results of common ELA assessments in a way that is: (EPC 7.1)

- Timely
- Easy to read
- Disaggregated to provide information about the performance of English learners
- Disaggregated to provide information about the performance of students with disabilities
- I cannot access and am not provided with results

14. Check all that apply. I use school, district, or curriculum embedded ELA assessments to: (EPC 7.1)

- Recommend placement of students in core, intensive intervention, and/or strategic intervention programs
- Monitor ongoing student progress
- Identify individual student needs
- Plan and modify instruction
- Predict performance on CST's
- Provide summative data (grades)
- I don't use any such ELA assessments

15. Check all that apply. Our school/district has an assessment/monitoring system that provides our department with common ELA assessments administered that come from: (EPC 7.1)

- Holt
- District benchmarks (Edusoft)
- Common writing assessment
- We have no such assessment system
- Other (please describe those sources)

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16. The principal and/or designee ensures that we have regular ELA collaboration time: (EPC 8.1)

- Weekly
- Every 2 weeks
- Monthly
- Once per quarter
- Fewer than 4 times per year
- Not at all

17. During our regular collaboration time, we meet for: (EPC 8.1)

- More than 1 hour
- 1 hour
- Less than 1 hour
- We don't have regular collaboration time

18. Check any/all that apply. At our regular English collaboration meetings, we discuss: (EPC 8.1)

- Using and analyzing timely student common assessment results
- Strengthening program implementation
- Designing and improving lessons and instruction
- Identifying research-based strategies to support specific skill needs of all students
- None of the above
- We don't have regular collaboration meetings

19. Our English department has been trained in the use of collaboration protocol. (EPC 8.1)

- Yes and we use it
- Yes but we don't use it
- No

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20. Check any/all that apply. I have received professional development for:
(EPC 8.1)

- Data analysis and data-informed instruction
- Setting specific and measurable student achievement goals
- None of the above

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3. Branch to core ELA

21. I teach core English Language Arts to regular education 9th and/or 10th graders. (Please answer "No" if you teach only ELD, ELA support, or ELA intervention.)

Yes (continue to the next question)

No (skip to question 36)

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4. Core ELA Questions

If you do not teach core English Language Arts to regular education 9th and/or 10th graders, please skip the questions on this page.

22. I typically use Holt for my 9th and 10th grade English/reading language arts courses: (EPC 1.1)

- Less than once a week
- One or two times a week
- Three or four times a week
- Daily
- I don't use that program

23. English learners in my class have access to and receive instruction in the Holt program: (EPC 1.1)

- To the same extent as English Only students
- NA: I do not have English Learners
- To a lesser extent than English Only students. Explain:

24. Students with disabilities (e.g. mainstreamed Resource students) in my class have access to and receive instruction in the Holt program: (EPC 1.1)

- To the same extent as Regular Education students
- NA: I do not have students with disabilities (e.g. mainstreamed Resource students)
- To a lesser extent than Regular Education students. Explain:

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25. In regard to the supplemental materials that come with the Holt ELA program: (EPC 1.1)

- I do not have access to supplemental materials.
- I have access to supplemental materials, but I don't use them.
- I use them less than once per week.
- I use them 1-2 times per week.
- I use them 3-4 times per week.
- I use them daily.

26. Check any/all that apply. I use the specific supplemental materials that come with the Holt ELA program to differentiate instruction for: (EPC 1.1)

- English learners
- Students with reading difficulties
- Students with disabilities
- Advanced learners
- I don't use the specific supplemental materials

27. Regarding the accommodations and supports that are described in my mainstreamed Resource students' IEPs to help them participate successfully in the core classroom, (EPC 1.1)

- I use them
- I am aware of them but do not use them
- I am not aware of them
- NA: I do not have Resource students

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28. Check any/all that apply. For students at CELDT proficiency levels four and five (Early Advanced and Advanced) who are enrolled in my ELA class, I utilize: (EPC 1.2)

- Specific strategies which focus on building English-language skills
- Specific materials which focus on building English-language skills
- Not applicable - I do not have any EL students at CELDT levels four or five
- I don't know whether I have EL students at CELDT levels four or five
- None of the above

29. On the days that I teach with Holt ELA materials, 9th and 10th graders in my core ELA class typically spend: (EPC 2.1)

- Less than a full period in the materials
- A full period in the materials
- More than a full period in the materials
- I don't teach with the materials

30. The time allotted for English/Language Arts is given priority and protected from interruptions. (EPC 2.1)

- Strongly agree
- Agree
- Disagree
- Strongly disagree

31. The EL students enrolled in my core ELA classes utilize the specific materials designed for English learners that are provided with Holt: (EPC 2.3)

- Less than once per week
- 1-2 times per week
- 3-4 times per week
- Daily
- Not applicable - I do not have any EL students

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32. For English Learners in my core ELA classes, I use specific strategies to build English-language skills for mastery of content standards: (EPC 2.3)

- Less than once per week
- 1-2 times per week
- 3-4 times per week
- Daily
- Not applicable - I do not have any EL students

33. When teaching core ELA classes, I follow: (EPC 3.1)

- A pacing guide I designed for myself
- A pacing guide designed by my grade-level/department
- The pacing guide provided by the district
- I don't follow a pacing guide

34. The pacing guide provided by the district was written to ensure all students receive a common sequence of instruction and assessments in all core ELA classes. (EPC 3.1)

- Yes
- No
- I don't know
- The district doesn't provide a pacing guide

35. Check all that apply. In regard to professional development focused on the implementation and use of Holt ELA, I: (EPC 5.2)

- Have completed 40 hours of instructional materials professional development specific to the program, as well as 80 hours of structured follow-up activities
- Have completed 40 hours of instructional materials professional development specific to the program
- Have completed some instructional materials professional development specific to the program, but less than 40 hours
- Have attended training provided by the publisher
- Have had no formal training for using the program

5. Branch to ELA Support

36. I teach at least one English Language Arts support class.

Yes (continue to the next question)

No (skip to question 47)

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6. ELA Support Questions

If you do not teach at least one English Language Arts support class, please skip the questions on this page.

37. Check any/all that apply. I teach: (EPC 2.2)

- A ninth grade support class linked to a grade-level English nine course.
- A tenth grade support class linked to a grade-level English ten course.
- A mixed grade support class.
- Another type of support class (please specify)

38. Check any/all that apply. Students in my support class include: (EPC 2.2)

- English learners
- Students with disabilities
- Students with learning difficulties
- None of the above

39. The time allotted for the ELA support class is given priority and protected from interruptions. (EPC 2.2)

- Strongly agree
- Agree
- Disagree
- Strongly disagree

40. During my support class: (EPC 2.2)

- I pre-teach concepts and skills taught in the grade-level English course
- I re-teach concepts and skills taught in the grade-level English course
- Other (please specify)

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41. I typically use Holt during my support class: (EPC 2.2)

- Less than once a week
- One or two times a week
- Three or four times a week
- Daily
- I don't use that program

42. On the days that I teach with Holt ELA materials, 9th and 10th graders in my ELA support class typically spend: (EPC 2.2)

- Less than a full support period in the materials
- A full support period in the materials
- I don't teach with the materials

43. The EL students enrolled in my support class utilize the specific materials designed for English learners that are provided with Holt: (EPC 1.2)

- Less than once per week
- 1-2 times per week
- 3-4 times per week
- Daily
- Not applicable - I do not have any EL students

44. Check any/all that apply. For students at CELDT proficiency levels four and five (Early Advanced and Advanced) who are enrolled in my support class, I utilize: (EPC 2.3)

- Specific strategies which focus on building English-language skills
- Specific materials which focus on building English-language skills
- Not applicable - I do not have any EL students at CELDT levels four or five
- I don't know whether I have EL students at CELDT levels four or five
- None of the above

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45. When teaching ELA support, I follow: (EPC 3.1)

- A pacing guide I designed for myself
- A pacing guide designed by my grade-level/department
- The pacing guide provided by the district
- I don't follow a pacing guide

46. The pacing guide provided by the district for ELA support closely follows or is identical to the pacing guide provided for core ELA. (EPC 3.1)

- Yes
- No
- I don't know
- The district doesn't provide a pacing guide

7. Branch to ELA Intervention

47. I teach at least one intervention class for English language arts.

Yes (continue to the next question)

No (skip to question 60)

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8. ELA Intervention Questions

If you do not teach at least one intervention class for English language arts, please skip the questions on this page.

48. My intervention students have been assessed and identified as achieving below grade six standards. (EPC 1.3)

- Yes
- No
- Some have
- I don't know

49. I typically use INSERT PROGRAM for my intervention courses: (EPC 1.3)

- Less than once a week
- One or two times a week
- Three or four times a week
- Daily
- I don't use that program

50. Check any/all that apply. My intervention students include: (EPC 1.3)

- English learners
- Students with disabilities
- None of the above

51. Check any/all that apply. For students at CELDT proficiency levels four and five (Early Advanced and Advanced) who are enrolled in my intervention class, I utilize: (EPC 1.2)

- Specific strategies which focus on building English-language skills
- Specific materials which focus on building English-language skills
- Not applicable - I do not have any EL students at CELDT levels four or five
- None of the above
- I don't know whether I have EL students at CELDT levels four or five

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52. For English Learners in my intervention class, I use specific materials to build English-language skills for mastery of content standards: (EPC 2.3)

- Never
- Less than once per week
- 1-2 times per week
- 3-4 times per week
- Daily
- Not applicable - I do not have any EL students

53. For English Learners in my intervention class, I use specific strategies to build English-language skills for mastery of content standards: (EPC 2.3)

- Never
- Less than once per week
- 1-2 times per week
- 3-4 times per week
- Daily
- Not applicable - I do not have any EL students

54. The time allotted for ELA intensive intervention is: (EPC 2.4)

- 1 period
- 2 consecutive periods
- 3 consecutive periods
- 2 or more non-consecutive periods

55. The time allotted for ELA intensive intervention is given priority and protected from interruptions. (EPC 2.4)

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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56. On the days that I teach with INSERT PROGRAM materials, my intervention students spend: (EPC 2.4)

- Less than a full period in the materials
- A full period
- 2 full periods
- More than 2 full periods
- I don't teach with the materials

57. When teaching ELA intervention, I follow: (EPC 3.2)

- A pacing guide I designed for myself
- A pacing guide designed by my grade-level/department
- The pacing guide provided by the district
- I don't follow a pacing guide

58. The pacing guide provided by the district was written to ensure all students receive a common sequence of instruction and assessments in all ELA intensive reading intervention classes. (EPC 3.2)

- Yes
- No
- I don't know
- The district doesn't provide a pacing guide

59. Check all that apply. In regard to professional development focused on the implementation and use of the adopted ELA intervention program, I: (EPC 5.2)

- Have completed 40 hours of instructional materials professional development specific to the program, as well as 80 hours of structured follow-up activities
- Have completed 40 hours of instructional materials professional development specific to the program
- Have completed some instructional materials professional development specific to the program, but less than 40 hours
- Have attended training provided by the publisher
- Have had no formal training for using the program

9. Branch to ELD

60. I teach one or more courses of English-language Development (ELD), separate from the regular English Language Arts courses.

Yes (continue to the next question)

No (skip to question 65)

10. ELD Questions

If you do not teach one or more courses of English-language Development (ELD), please skip the questions on this page.

61. I typically use INSERT PROGRAM for my ELD students: (EPC 1.2)

- Less than once a week
- One or two times a week
- Three or four times a week
- Daily
- I don't use it

62. On the days that I teach with INSERT PROGRAM ELD materials, ELD students spend: (EPC 2.3)

- Less than a full period in the materials
- A full period in the materials
- 2 full periods in the materials
- More than 2 periods in the materials
- I don't teach with those materials

63. The time allotted for ELD is given priority and protected from interruptions. (EPC 2.3)

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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64. Check all that apply. In regard to professional development focused on the implementation and use of the adopted ELD program, I: (EPC 5.2)

- Have completed 40 hours of instructional materials professional development specific to the program, as well as 80 hours of structured follow-up activities
- Have completed 40 hours of instructional materials professional development specific to the program
- Have completed some instructional materials professional development specific to the program, but less than 40 hours
- Have attended training provided by the publisher
- Have had no formal training for using the program

11. Branch to All Math

65. I teach one or more sections of Algebra 1, Algebra Support, or Algebra Readiness.

Yes (continue to the next question)

No (skip to question 110)

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12. All Math

If you do not teach one or more sections of Algebra 1, Algebra Support, or Algebra Readiness, please skip the questions on this page.

66. Our school offers Algebra Readiness for students for students who have been assessed and identified as needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra 1, including: (EPC 1.5)

- 9th graders only
- 10th graders only
- 9th and 10th graders
- Our school does not offer Algebra Readiness
- I don't know

67. Check all that apply. The following measures are used to determine if a student requires Algebra Readiness: (EPC 1.5)

- California Standards Test
- District benchmark assessments
- Curriculum embedded assessments
- I don't know what assessments are used
- Other (please explain)

68. Check any/all that apply. The types of strategic support offered to students who are able to demonstrate proficiency at or above 7th grade standards but unable to master Algebra 1 standards and/or pass the Algebra portion of the CAHSEE include: (EPC 2.6)

- Targeted differentiated instruction using the core program materials during the core Algebra 1 class
- An extra support period
- None of the above

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69. Check all that apply. The following measures are used to determine if a student requires strategic support for Algebra 1: (EPC 2.6)

- STAR
- District benchmark assessments
- Curriculum embedded assessments
- I don't know what assessments are used
- Other (please explain)

70. The school/district provides access to coaches and/or content experts for mathematics. (EPC 6.2)

- I have lots of access to such experts, and I use them
- I have lots of access to such experts, but I don't use them
- I have limited access to such experts, and I use them
- I have limited access to such experts, but I don't use them
- I have no access to such experts

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71. Check all that apply. The coaches/content experts provided by the district for mathematics have: (EPC 6.2)

- Provided professional development regarding effective practices
- Given demonstration lessons
- Assisted with lesson planning and preparation
- Assisted with teacher collaboration
- Assisted with student goal-setting, progress monitoring, or data analysis
- Assisted with intervention placement and monitoring
- Shared strategies for instructing intervention students
- Shared strategies for instructing English Learners
- Shared strategies for instructing Students With Disabilities
- Shared strategies for instructing benchmark or advanced learners
- Shared their knowledge about the Holt Algebra 1 program
- Deepened my knowledge about the content
- None of the above

Other (please specify)

72. I have been trained to use and access data from the electronic data system. (EPC 7.2)

- Yes and I know how to do it
- Yes but I'm not sure how to do it
- No

73. Some type of common math assessment is administered approximately: (EPC 7.2)

- Every 4 weeks
- Every 6 weeks
- Once per quarter
- Once per semester
- Less frequently

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74. Check any/all that apply. I am provided with (or can access) the results of common math assessments in a way that is: (EPC 7.2)

- Timely
- Easy to read
- Disaggregated to provide information about the performance of English learners
- Disaggregated to provide information about the performance of students with disabilities
- I cannot access and am not provided with results

75. Check all that apply. I use school, district, or curriculum embedded math assessments to: (EPC 7.2)

- Recommend placement of students in core, intensive intervention, and/or strategic intervention programs
- Monitor ongoing student progress
- Identify individual student needs
- Plan and modify instruction
- Predict performance on CST's
- Provide summative data (grades)
- I don't use any such ELA assessments

76. Our school/district has an assessment/monitoring system that provides our department with common math assessments administered that come from (check all that apply): (EPC 7.2)

- Holt
- District benchmarks (Edusoft)
- We have no such assessment system
- Other (please describe those sources)

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77. The principal and/or designee ensures that we have regular mathematics collaboration time: (EPC 8.2)

- Weekly
- Every 2 weeks
- Monthly
- Once per quarter
- Fewer than 4 times per year
- Not at all

78. During our regular math collaboration time, we meet for: (EPC 8.2)

- More than 1 hour
- 1 hour
- Less than 1 hour
- We don't have regular collaboration time

79. Check any/all that apply. At our regular math collaboration meetings, we discuss: (EPC 8.2)

- Using and analyzing timely student common assessment results
- Strengthening program implementation
- Designing and improving lessons and instruction
- Identifying research-based strategies to support specific skill needs of all students
- None of the above
- We don't have regular collaboration meetings

80. Our math department has been trained in the use of collaboration protocol. (EPC 8.2)

- Yes and we use it
- Yes but we don't use it
- No

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81. Check any/all that apply. I have received professional development for:
(EPC 8.2)

- Data analysis and data-informed instruction
- Setting specific and measurable student achievement goals
- None of the above

13. Branch to Algebra 1

82. I teach one or more sections of Algebra 1.

Yes (continue to the next question)

No (skip to question 94)

14. Algebra 1 Questions

If you do not teach one or more sections of Algebra 1, please skip the questions on this page.

83. I use Holt to teach Algebra 1: (EPC 1.4)

- Less than once a week
- One or two times a week
- Three or four times a week
- Daily
- I don't use that program

84. In regard to the supplemental materials that come with the Holt Algebra 1: (EPC 1.4)

- I do not have access to supplemental materials.
- I have access to supplemental materials, but I don't use them.
- I use them less than once per week.
- I use them 1-2 times per week.
- I use them 3-4 times per week.
- I use them daily.

85. Check any/all that apply. I use the specific supplemental materials that come with the Holt Algebra 1 program to differentiate instruction for: (EPC 1.4)

- English learners
- Students with mathematics difficulties
- Students with disabilities
- Advanced learners
- I don't use the specific supplemental materials

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86. English learners in my class have access to and receive instruction in Holt Algebra 1: (EPC 1.4)

To the same extent as English Only students

NA: I do not have English Learners

To a lesser extent than English Only students. Explain:

87. Students with disabilities (e.g. mainstreamed Resource students) in my class have access to and receive instruction in Holt Algebra 1: (EPC 1.4)

To the same extent as Regular Education students

NA: I do not have students with disabilities (e.g. mainstreamed Resource students)

To a lesser extent than Regular Education students. Explain:

88. Regarding the accommodations and supports that are described in my mainstreamed Resource students' IEPs to help them participate successfully in the core Algebra 1 classroom, (EPC 1.4)

I use them

I am aware of them but do not use them

I am not aware of them

NA: I do not have Resource students

89. On the days that I teach with Holt Algebra 1, students spend: (EPC 2.5)

Less than a full period in the materials

A full period in the materials

More than a full period in the materials

I don't teach with those materials

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90. The time allotted for Algebra 1 instruction is given priority and protected from interruptions. (EPC 2.5)

- Strongly agree
- Agree
- Disagree
- Strongly disagree

91. When teaching Algebra 1, I follow: (EPC 3.3)

- A pacing guide I designed for myself
- A pacing guide designed by my grade-level/department
- The pacing guide provided by the district
- I don't follow a pacing guide

92. The pacing guide provided by the district was written to ensure all students receive a common sequence of instruction and assessments in all Algebra 1 classes. (EPC 3.3)

- Yes
- No
- I don't know
- The district doesn't provide a pacing guide

93. Check all that apply. In regard to professional development focused on the implementation and use of Holt Algebra 1, I: (EPC 5.3)

- Have completed 40 hours of instructional materials professional development specific to the program, as well as 80 hours of structured follow-up activities
- Have completed 40 hours of instructional materials professional development specific to the program
- Have completed some instructional materials professional development specific to the program, but less than 40 hours
- Have attended training provided by the publisher
- Have had no formal training for using the program

15. Branch to Algebra Support

94. I teach one or more periods of Algebra Support.

Yes (continue to the next question)

No (skip to question 102)

16. Algebra Support Questions

If you do not teach one or more periods of Algebra Support, please skip the questions on this page.

95. I typically use Holt Algebra 1 during my support class: (EPC 2.6)

- Less than once a week
- One or two times a week
- Three or four times a week
- Daily
- I don't use that program

96. On the days that I teach with Holt Algebra 1 materials, students in my Algebra 1 support class typically spend: (EPC 2.6)

- Less than a full support period in the materials
- A full support period in the materials
- I don't teach with the materials

97. During my support class: (EPC 2.6)

- I pre-teach concepts and skills taught in Algebra 1
- I re-teach concepts and skills taught in Algebra 1
- Other (please specify)

98. Check any/all that apply. Students in my support class include: (EPC 2.6)

- English learners
- Students with disabilities
- Students with learning difficulties
- None of the above

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99. The time allotted for the Algebra 1 support class is given priority and protected from interruptions. (EPC 2.6)

Strongly agree

Agree

Disagree

Strongly disagree

100. When teaching Algebra Support, I follow: (EPC 3.3)

A pacing guide I designed for myself

A pacing guide designed by my grade-level/department

The pacing guide provided by the district

I don't follow a pacing guide

101. The pacing guide provided by the district for Algebra Support closely follows or is identical to the pacing guide provided for Algebra 1. (EPC 3.3)

Yes

No

I don't know

The district doesn't provide a pacing guide

17. Branch to Algebra Readiness

102. I teach one or more periods of Algebra Readiness.

Yes (continue to the next question)

No (skip to question 110)

18. Algebra Readiness Questions

If you do not teach one or more periods of Algebra Readiness, please skip the questions on this page.

103. I typically use Holt Algebra Readiness for my algebra readiness courses: (EPC 1.5)

- Less than once a week
- One or two times a week
- Three or four times a week
- Daily
- I don't use that program

104. Regarding the accommodations and supports that are described in my mainstreamed Resource students' IEPs to help them participate successfully in the Algebra Readiness classroom, (EPC 1.5)

- I use them
- I am aware of them but do not use them
- I am not aware of them
- NA: I do not have Resource students

105. On the days that I teach with Holt Algebra Readiness materials, my students typically spend: (EPC 2.7)

- Less than a full period in the materials
- A full period
- More than a full period
- I don't teach with the materials

106. The time allotted for Algebra Readiness classes is given priority and protected from interruptions. (EPC 2.7)

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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107. When teaching Algebra Readiness, I follow: (EPC 3.3)

- A pacing guide I designed for myself
- A pacing guide designed by my grade-level/department
- The pacing guide provided by the district
- I don't follow a pacing guide

108. The pacing guide provided by the district was written to ensure all students receive a common sequence of instruction and assessments in all Algebra Readiness classes. (EPC 3.3)

- Yes
- No
- I don't know
- The district doesn't provide a pacing guide

109. Check all that apply. In regard to professional development focused on the implementation and use of Holt Algebra Readiness, I: (EPC 5.3)

- Have completed 40 hours of instructional materials professional development specific to the program, as well as 80 hours of structured follow-up activities
- Have completed 40 hours of instructional materials professional development specific to the program
- Have completed some instructional materials professional development specific to the program, but less than 40 hours
- Have attended training provided by the publisher
- Have had no formal training for using the program

19. Branch to Resource Specialist

110. I am a Resource Specialist or other Special Educator who informs placement of students with disabilities into ELA intensive intervention and/or algebra readiness courses.

Yes (continue to the next question)

No (skip to final page)

20. Resource Specialist Questions

If you are not a Resource Specialist or other Special Educator who informs placement of students with disabilities into ELA intensive intervention and/or algebra readiness courses, please skip the questions on this page.

111. Check all that apply. The following measures are used to determine if a student with a disability requires ELA intensive intervention: (EPC 1.3)

- California Standards Test
- District benchmark assessments
- Curriculum embedded assessments
- I don't know what assessments are used
- Other (please explain)

112. Check all that apply. The following measures are used to determine if a student with a disability requires Algebra Readiness: (EPC 1.5)

- California Standards Test
- District benchmark assessments
- Curriculum embedded assessments
- I don't know what assessments are used
- Other (please explain)

21. Done

Thank you for your time in taking this survey!

