

# Revised Middle School APS

## 1. Teaching Assignment

Please select the bubble(s) that best answers each question:

1. What grade do you teach?

6th

7th & 8th - Language Arts

7th & 8th Math

Title I

Non-teaching assignment

Special Day Class

Resource Specialist

ELD

Other teaching assignment

None of the Above

(please specify)

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## 2. EPC 1

2. If you don't teach 6-8 ELA, skip this question.

I use the Holt ELA program: (1.1)

I don't use the Holt ELA program

Less than once a week

1-2 times a week

3-4 times a week

Daily

3. If you don't teach 6-8 ELA, skip this question.

I use the Holt ELA program ancillary materials designed for universal access:  
(1.1)

I don't use the Holt ELA program

Less than once a week

1-2 times a week

3-4 times a week

Daily

4. If you don't teach reading intervention skip this question.

I use SRA Reach for students in grades 6-8 who are two or more years  
below grade level (intervention students): (1.3)

I don't use the SRA Reach program to teach reading intervention

Less than once a week

1-2 times a week

3-4 times a week

Daily

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5. If you don't teach 6-8 math or grade 8 general math, skip this question.

I use the Holt math program: (1.4)

I don't use the Holt math program

Less than Once a week

1-2 times a week

3-4 times a week

Daily

6. If you don't teach 6-8 math or grade 8 general math, skip this question.

I use the Holt math program ancillary materials designed for universal access: (1.4)

I don't teach 6-8

I don't use the Holt math program

Less than Once a week

1-2 times a week

3-4 times a week

Daily

7. If you don't teach Algebra readiness, skip this question.

I teach Algebra readiness: (1.6)

Less than once a week

1-2 times a week

3-4 times a week

Daily

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8. If you don't algebra readiness, skip this question.

I use the algebra readiness program ancillary materials designed for universal access: (1.4)

I don't use the algebra readiness math program

Less than Once a week

1-2 times a week

3-4 times a week

Daily

9. If you don't teach 8th grade general math, skip this question.

I use the McDougal Little math program: (1.4)

I don't use the McDougal Little math program

Less than Once a week

1-2 times a week

3-4 times a week

Daily

10. If you don't teach a 6-8 ELD class, skip this question.

I use High Point for grade 6-8 ELD instruction: (1.2)

I don't use the High Point program to teach ELD

Less than once a week

1-2 times a week

3-4 times a week

Daily

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11. If you don't teach grades 6-8 math intervention, skip this question.

I use the \_\_\_\_\_ program to teach math intervention: (1.5)

I don't use \_\_\_\_\_

Less than once a week

1-2 times a week

3-4 times a week

Daily

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### 3. EPC 2

12. If you don't teach a 6-8 ELD class, skip this question.

I provide my English learner students the following additional time for ELD.  
(2.3)

less than 1/2 hour

1/2 hour

30-45 minutes

45+ minutes

none at all

13. If you don't teach 6-8 ELA, skip this question.

On the days that I teach with Holt ELA materials, I spend \_\_\_\_\_  
uninterrupted time (2.1)

Less than 1 period

1 period

2 periods

3 periods

14. If you don't teach 6-8 ELA, skip this question.

On the days that I use the Holt ELA program ancillary materials designed for  
Universal Access to instruct strategic students, I spend: (2.2)

less than 1 period

1 period

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15. If you don't teach ELA, skip this question.

I use additional resources for instructing English Language Arts (choose one that you use with greatest frequency): (2.1)

Check all that apply

- Reading Mastery
- Corrective Reading
- Novels
- None
- Other (please specify in the text box below)

16. If you don't teach ELA, skip this question.

When I use those additional materials to instruct ELA, I spend: (2.1)

- I don't use other materials
- less than 1/2 hour
- 1/2 hour
- 30-45 minutes
- 45+ minutes

17. If you don't teach SRA Reach classes, skip this question.

On the days that I use the SRA Reach intensive intervention materials, I spend (uninterrupted time): (2.4)

- 1 hour or 1 period
- 2 hours or 2 periods
- 3 hours or 3 periods

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18. If you don't teach 6-8 math, skip this question.

On the days that I use the Holt math materials, I spend (uninterrupted time): (2.5)

Less than 1 period

1 period

2 periods

3 periods

19. If you don't teach 6-8 math, skip this question.

On the days that I use the Holt math program ancillary materials designed for universal access to instruct strategic students, I spend (uninterrupted time): (2.5)

Less than 1 period

1 period

2 periods

3 periods

20. If you don't teach grade 8 general math, skip this question.

On the days that I use the McDougal Little math materials, I spend: (2.5)

Less than 1 period

1 period

2 periods

3 periods

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21. If you don't teach grade 6-8 math intervention, skip this question.

I provide the following additional instructional time for students identified for intervention in mathematics. (2.7)

less than 15 minutes

15 minutes

30 minutes

45 minutes

60 minutes or 1 period

22. If you don't teach algebra readiness, skip this question.

On the days that I teach algebra readiness, I spend: (2.7)

Less than 1 period

1 period

## 4. EPC 5

23. The school/district has provided me with professional development/training about the implementation and monitoring of standards based IEP's for my students with IEP's. (5.2 & 5.3)

Yes

No

24. The school/district has provided me with training on RtI including support on providing tiered intervention (5.2 & 5.3)

Yes

No

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## 5. EPC 7

25. If you don't teach ELA, skip this question.

Our school/district has an assessment/monitoring system that provides OUR GRADE LEVEL/DEPARTMENT with common ELA assessments administered at least every 6-8 weeks that come from (7.1):

Yes

No

Other (please describe those sources)

26. If you don't teach ELA, skip this question.

I use ELA Benchmark Assessments to: (7.1)

a. place students in core programs

b. place students in intensive intervention programs

c. monitor on-going student progress

d. predict performance on CSTs

e. collect summative data

If you use more than one please list all you use

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27. If you don't teach ELA, skip this question.

We are provided with the results of ELA assessments: (7.1)

a. in a timely way and in a format that is easy to read

b. in a timely way, but in a format that is not easy to read

c. not timely, but easy to read

d. not timely, and not easy to read

e. we do not get results

g. all of the above

Please list the any other way you recieve data

28. If you don't teach ELA, skip this question.

The results of our ELA benchmark assessments are disaggregated to provide us with information about the performance of: (7.1)

a. our EL students

b. our special education students

c. both our EL and special education students

d. we do not get disaggregated data for either of these student population

If NA, please specify

29. If you don't teach math, skip this question.

Our school/district has an assessment/monitoring system that provides OUR GRADE LEVEL/DEPARTMENT with common MATH assessments administered at least every 6-8 WEEKS that come from(7.2)

Yes

No

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30. If you don't teach math, skip this question.

I use Math benchmark assessments to: (7.2)

- a. place students in core programs
- b. place students in intensive intervention programs
- c. monitor student growth
- d. predict performance on CSTs
- e. collect summative data

If you use more than one please list all you use

31. If you don't teach math, skip this question.

We are provided with the results of math assessments: (7.1)

- a. in a timely way and in a format that is easy to read
- b. in a timely way, but in a format that is not easy to read
- c. not timely, but easy to read
- d. not timely, and not easy to read
- e. we do not get results
- g. all of the above
- Please list the any other way you recieve data

32. If you don't teach math, skip this question.

The results of our math benchmark assessments are disaggregated to provide us with information about the performance of: (7.2)

- a. our EL students
- b. our special education students
- c. both our EL and special education students
- d. we do not get disaggregated data for either of these student population

If NA, please specify



## 6. EPC 6

33. If you don't teach ELA, skip this question.

The school/district provides access to coaches and/or content experts who are knowledgeable about the district adopted programs (Houghton Mifflin and/or Holt) and effective instruction for ELA. (6.1)

I have lots of access to such experts

I have limited access to such experts

I have no access to such experts

34. If you don't teach ELA, skip this question.

The coaches and/or content experts who are knowledgeable about the district adopted programs (Houghton Mifflin and/or Holt) and effective instruction for ELA work inside my classroom to support me and deepen my knowledge about ELA instruction. (6.1)

Yes

No

35. If you don't teach math, skip this question.

The school/district provides access to coaches and/or content experts who are knowledgeable about the district adopted Math program (Harcourt and/or Holt) and effective instruction for math. (6.2)

I have lots of access to such experts

I have limited access to such experts

I have no access to such experts

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36. If you don't teach math, skip this question.

The coaches and/or content experts who are knowledgeable about the district adopted programs (Harcourt and/or Holt) and effective instruction for math work inside my classroom to support me and deepen my knowledge about math instruction. (6.1)

Yes

No

37. If you don't teach ELA, skip this question.

The school/district provides access to coaches and/or content experts who are knowledgeable about ELD programs and effective instruction for English Learners in ELA. (6.1)

I have lots of access to such experts

I have limited access to such experts

I have no access to such experts

38. If you don't teach ELA, skip this question.

The coaches and/or content experts who are knowledgeable about the district adopted ELD programs and effective instruction for ELD work inside my classroom to support me and deepen my knowledge about ELD/ELA instruction. (6.1)

Yes

No

39. If you don't teach math, skip this question.

The school/district provides access to coaches and/or content experts who know about ELD programs and effective instruction for English Learners in Math. (6.2)

I have lots of access to such experts

I have limited access to such experts

I have no access to such experts

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40. If you don't teach math, skip this question.

The coaches and/or content experts who are knowledgeable about the district adopted ELD programs and effective instruction for ELD work inside my classroom to support me and deepen my knowledge about ELD/math instruction. (6.1)

Yes

No

41. If you don't teach ELA, skip this question.

The school/district provides access to coaches and/or content experts who are knowledgeable about special education and IEP's and effective instruction for special education students in ELA. (6.1)

I have lots of access to such experts

I have limited access to such experts

I have no access to such experts

42. If you don't teach ELA, skip this question.

The coaches and/or content experts who are knowledgeable about special education and IEP's work inside my classroom to support me and deepen my knowledge about effective instruction for special education students in ELA. (6.1)

Yes

No

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43. If you don't teach math, skip this question.

The school/district provides access to coaches and/or content experts who are knowledgeable about special education and IEP's and effective instruction for special education students in math. (6.2)

I have lots of access to such experts

I have limited access to such experts

I have no access to such experts

44. If you don't teach math, skip this question.

The coaches and/or content experts who are knowledgeable about special education and IEP's work inside my classroom to support me and deepen my knowledge about effective instruction for special education students in math. (6.2)

Yes

No

## 7. EPC 8

45. If you don't teach ELA, skip this question.

The principal and/or designee ensures that we have one hour of structured ELA collaboration time: (8.1)

No

Yes, less than once a month

Yes, at least once a month

Yes, two or more times a month

46. If you don't teach ELA, skip this question.

During this ELA collaboration time we: (8.1)

a. do not have such collaboration time

b. utilize the results of assessments to guide student placement, for instructional planning and delivery, and for progress monitoring

c. meet for our own purposes

47. If you don't teach math, skip this question.

The principal and/or designee ensures that we have one hour of structured math collaboration time: (8.2)

No

Yes, less than once a month

Yes, at least once a month

Yes, two or more times a month

48. If you don't teach math, skip this question.

During this math collaboration time we: (8.2)

a. do not have such collaboration time

b. utilize the results of assessments to guide student placement, for instructional planning and delivery, and for progress monitoring

c. meet for our own purposes

## 8. EPC 3

49. If you don't teach ELA, skip this question.

When teaching the ELA program, I follow: (3.1)

- A pacing schedule I designed for myself
- A pacing schedule designed by my site's grade-level team
- The pacing schedule provided by the district
- No real pacing schedule at all

50. If you don't teach ELA, skip this question.

I follow the ELA pacing guide: (3.1)

- Daily
- Weekly
- Monthly

51. If you don't teach math, skip this question.

When teaching the math program, I follow: (3.2)

- A pacing schedule I designed for myself
- A pacing schedule designed by my site's grade-level team
- The pacing schedule provided by the district
- No real pacing schedule at all

52. If you don't teach math, skip this question.

I follow the Math pacing guide: (3.2)

- Daily
- Weekly
- Monthly

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53. If you don't teach ELD classes, skip this question.

As the classroom teacher of the ELD program I follow: (3.1)

- A pacing schedule I designed for myself
- A pacing schedule designed by the site
- The pacing schedule provided by the district
- No real pacing schedule at all

54. I have regular discussion with special education staff about the pacing schedule in regards to differentiation for students with disabilities. (3.1 & 3.2)

- Yes
- No
- I don't have students with disabilities