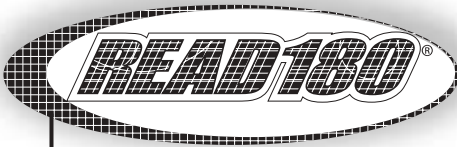


READ 180 TEACHER SURVEY INSTRUCTIONS

This survey includes 28 items. It is designed to provide information regarding program implementation and teaching practices in the *READ 180* classrooms in your district. The results from this survey will be used to provide your district with further *READ 180* support.

Originally designed as an email survey, this teacher survey can also be administered via paper and pencil. If you are interested in learning how to support an email survey in your district, feel free to contact your local Scholastic representative.



READ 180 TEACHER SURVEY

1. Are you currently using the Scholastic *READ 180* program as part of the instruction you provide to students? If No, discontinue survey.

- Yes
- No

2. How long have you been a teacher (including all of your teaching positions)?

- Less than 1 year
- 1–3 years
- 4–5 years
- More than 5 years

3. When did you begin using *READ 180*?

- Fall 2003
- Spring 2003
- Fall 2002
- Other (please specify)

4. Have you participated in at least one day of professional development related to the implementation and use of *READ 180* since September 2002?

- Yes
- No

5. Which stage of *READ 180* are you currently using?

- Stage A
- Stage B
- Stage C
- Don't Know

Tool 2

6. How many sections of *READ 180* do you currently teach?

- One
- Two
- Three
- Four or more

7. How many students are in your *READ 180* class?

Number of students in Section 1: _____

Number of students in Section 2: _____

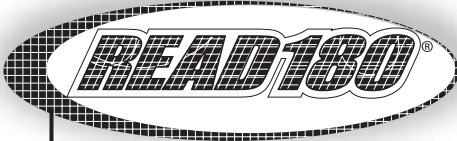
Number of students in Section 3: _____

8. Use the following chart to indicate the grade levels, not reading levels, of the students in each of your *READ 180* sections (select all that apply)

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Section 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. For each of your *READ 180* sections, please estimate the percent of students reading below grade level in each of the following categories.

	PERCENT OF STUDENTS READING 1 YEAR BELOW GRADE LEVEL	PERCENT OF STUDENTS READING 2 YEARS BELOW GRADE LEVEL	PERCENT OF STUDENTS READING 3 OR MORE YEARS BELOW GRADE LEVEL
Section 1:	_____ %	_____ %	_____ %
Section 2:	_____ %	_____ %	_____ %
Section 3:	_____ %	_____ %	_____ %



READ 180 TEACHER SURVEY CONTINUED

10. Use the following chart to indicate whether each of the *READ 180* sections you teach includes students who are English-Language Learners or students who have been identified as needing special education services (select all that apply):

	SECTION INCLUDES ENGLISH- LANGUAGE LEARNERS	SECTION INCLUDES STUDENTS NEEDING SPECIAL EDUCATION SERVICES
Section 1:	<input type="checkbox"/>	<input type="checkbox"/>
Section 2:	<input type="checkbox"/>	<input type="checkbox"/>
Section 3:	<input type="checkbox"/>	<input type="checkbox"/>

11. Use the following chart to indicate how many minutes each of the *READ 180* sections meets each day. (Write in the number of minutes in the boxes below. If a *READ 180* section does not meet on a day, write "0" in the box for that day.)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Section 1:	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>
Section 2:	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>
Section 3:	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>	<input style="width: 80px; height: 30px;" type="text"/>

12. Please use the following chart to indicate whether your *READ 180* schedule regularly includes each of the following components for each section you teach (select all that apply):

	20 MINUTES OF WHOLE- GROUP INSTRUCTION AT THE BEGINNING OF EACH CLASS	THREE 20-MINUTE ROTATIONS FOR SMALL-GROUP INSTRUCTION, INDEPENDENT READING, AND COMPUTER USE	10-MINUTE WRAP-UP
Section 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tool 2

13. In general, how often do you assign homework to your *READ 180* students?

- Less than once a week
- Once a week
- 2–3 days a week
- 4–5 days a week

14. Does your *READ 180* classroom have enough working computers (including headsets and microphones) to permit each student to rotate through use of the *READ 180* Software each day the class meets?

- Yes
- No

15. Does your *READ 180* classroom have enough working cassette players to permit each student to rotate through use of the *READ 180* Audiobooks each day the class meets?

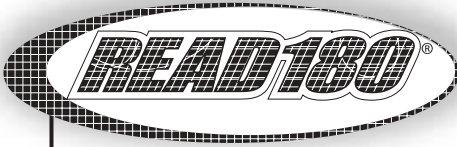
- Yes
- No

16. Do you have any of the *READ 180* Topic CDs in your classroom?

- Yes
- No
- Don't know

17. A complete set of *READ 180* Topic CDs includes nine different CDs (different titles). How many complete sets of Topic CDs do you have in your classroom?

- I do not have a complete set of Topic CDs
- 1–3 sets
- 4 sets
- 5 sets
- 6 or more sets



READ 180 TEACHER SURVEY CONTINUED

18. Do you have any of the *READ 180* Paperbacks in your classroom? If No, go to question 20.

- Yes
- No
- Don't know

19. A complete set of *READ 180* Paperbacks includes 40 different books (different titles). How many complete sets of Paperbacks do you have in your classroom?

- I do not have a complete set of Paperbacks
- 1–3 sets
- 4 sets
- 5 sets
- 6 or more sets

20. Do you have any of the *READ 180* Audiobooks in your classroom? If No, go to question 22.

- Yes
- No
- Don't know

21. A complete set of *READ 180* Audiobooks includes 12 different Audiobooks (different titles). How many complete sets of Audiobooks do you have in your classroom?

- I do not have a complete set of Audiobooks
- 1–3 sets
- 4 sets
- 5 sets
- 6 or more sets

Tool 2

22. Scholastic provides a number of guides to help you use *READ 180*. For each of the guides listed in the left-hand column below, please select the statement or statements that describe your experience in using the guide:

	The guide has helped me understand <i>READ 180</i>	The guide has helped me to be more effective with my students	The guide has not been very useful	N/A: I have a copy of this guide, but I have not read it	N/A: I do not have a copy of this guide
Teacher's Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing and Grammar Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's Resource Book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies for English-Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test-Taking Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software Manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Have you administered the Scholastic Reading Inventory (SRI) to all of your *READ 180* students during the current school year? If No, go to question 25.

- Yes
- No



READ 180 TEACHER SURVEY CONTINUED

24. About how many times will you administer the SRI to your students this year, including administrations that you have already completed? (select one)

- One time
- Two times
- Three times
- Four times
- Five times
- More than five times
- Don't know

25. In general, how long do your *READ 180* students remain in the program? (select one)

- Less than a quarter
- A quarter
- Two quarters
- Three quarters
- The whole year
- More than a year
- It varies too much to generalize
- Don't know

26. Which of the following statements best describes the reason why most students leave *READ 180*? (select one)

- They reach proficiency as readers, as measured by the SRI
- They reach proficiency as readers, as measured by a standardized test administered in my district (please specify the name of the test)

- They complete a regular school term
- It varies too much to generalize
- Don't know
- Other (please specify)
