

# Blank Survey Coded

## CCLD\_RTA\_Teacher\_Survey\_General

**NOTE: THE CODES IN PARENTHESIS DO NOT SHOW UP ON THE SURVEY. THEY WERE USED BY THE RESEARCHER FOR DATA ANALYSIS PURPOSES.**

If you are a classroom teacher, mark all the grade level(s) you teach.

*(Choose all that apply)*

- P1 (K) (tchp01)
- P2 (1) (tchp02)
- P3 (2) (tchp03)
- P4 (3) (tchp04)

If you provide intervention instruction to struggling readers, mark all grade level(s) for which you provide intervention instruction.

*(Choose all that apply)*

- P1 (K) (intp01)
- P2 (1) (intp02)
- P3 (2) (intp03)
- P4 (3) (intp04)

Please check any of the following projects in which you have participated.

*(Choose all that apply)*

- Kentucky Reading Project (KRP) (prj01)
- Kentucky Writing Project (KWP) (prj02)
- Kentucky Adult Educators Literacy Institute (KAELI) (prj03)

**Overall, how many hours of professional development have you received this year for each the following?**

**Your school's core reading program (pdcore)**

*(Choose one)*

- 0 hours (1)
- 1-2 hrs (2)
- 3-4 hrs (3)
- 5-6 hrs (4)
- More than 6 hrs (5)

**Your school's reading intervention program (pdint)**

*(Choose one)*

- 0 hours (1)
- 1-2 hrs (2)
- 3-4 hrs (3)
- 5-6 hrs (4)
- More than 6 hrs (5)

**Other literacy professional development (pdother)**

*(Choose one)*

- 0 hours (1)
- 1-2 hrs (2)
- 3-4 hrs (3)
- 5-6 hrs (4)
- More than 6 hrs (5)

**On average, how many hours per month this year have you received coaching/mentoring in literacy by an external specialist? (cchext)**

*(Choose one)*

- 0 hrs/month (1)
- 1-2 hrs/month (2)
- 3-4 hrs/month (3)
- 5-6 hrs/month (4)
- More than 6 hrs/month (5)

**Please provide the role of the external specialist (e.g., representative from publishing company): (rolext)**

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**On average, how many hours per MONTH this year have you received coaching/mentoring in literacy by an internal specialist? (cchint)**

*(Choose one)*

- 0 hrs/month (1)
- 1-2 hrs/month (2)
- 3-4 hrs/month (3)
- 5-6 hrs/month (4)
- More than 6 hrs/month (5)

**Please provide the role of the internal specialist (e.g., literacy coach, Reading Recovery teacher) (rolint):**

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**On average, how many hours per MONTH this year have you participated in networking about literacy with teachers from other schools? (ntwrk)**

*(Choose one)*

- 0 hrs/month (1)
- 1-2 hrs/month (2)
- 3-4 hrs/month (3)
- 5-6 hrs/month (4)
- More than 6 hrs/month (5)

**On average, how many hours per MONTH this year have you engaged in collaborative planning about literacy with teachers from your school? (collab)**

*(Choose one)*

- 0 hrs/month (1)
- 1-2 hrs/month (2)
- 3-4 hrs/month (3)
- 5-6 hrs/month (4)
- More than 6 hrs/month (5)

**Rate the quality of the professional development in literacy that you received this year. (pdqual)**

*(Choose one)*

- Poor (1)
- Below Average (2)
- Average (3)
- Above Average (4)
- Excellent (5)

**To what extent did the professional development in literacy change your instructional practice? (pdchg)**

*(Choose one)*

- Not at all (1)*
- Minimally (2)*
- Moderately (3)*
- Significantly (4)*
- Highly Significantly (5)*

**To what extent did your professional development in literacy have an impact on your students' learning? (pdimp)**

*(Choose one)*

- Not at all (1)*
- Minimally (2)*
- Moderately (3)*
- Significantly (4)*
- Highly Significantly (5)*

**Which of the following statements best describes you? (tchrole)**

*(Choose one)*

- I only provide regular reading instruction for students. (1)*
- I only provide reading intervention for students. (2)*
- I provide both regular reading instruction and reading intervention for students. (3)*

**THE QUESTIONS BELOW ARE COMPLETED BY THOSE WHO CHOSE "1" FOR THE TCHROLE QUESTION ABOVE. THOSE WHO CHOOSE "3" COMPLETE THE ENTIRE SURVEY.**

*Please indicate the average number of days per WEEK in which the following features have been used as part of your instruction this year.*

**Mixed ability groups work on a task, where student success is interdependent. (ofreg01)**

*(Choose one)*

- 0 days (0)*
- 1 day (1)*
- 2 days (2)*
- 3 days (3)*
- 4 days (4)*
- 5 days (5)*

**The whole class receives the same reading lesson. (ofreg02)**

*(Choose one)*

- 0 days (0)*
- 1 day (1)*
- 2 days (2)*
- 3 days (3)*
- 4 days (4)*
- 5 days (5)*

**Students are assigned to groups based on ability for classroom reading instruction. (ofreg03)**

*(Choose one)*

- 0 days (0)*
- 1 day (1)*
- 2 days (2)*
- 3 days (3)*

4 days (4)

5 days (5)

**Students are assigned to groups with children at different grade levels for reading instruction. (ofreg04)**

*(Choose one)*

0 days (0)

1 day (1)

2 days (2)

3 days (3)

4 days (4)

5 days (5)

**Students at different achievement levels are grouped for classroom reading instruction. (ofreg05)**

*(Choose one)*

0 days (0)

1 day (1)

2 days (2)

3 days (3)

4 days (4)

5 days (5)

**Students work at literacy learning centers, completing activities selected by the teacher. (ofreg06)**

*(Choose one)*

0 days (0)

1 day (1)

2 days (2)

3 days (3)

4 days (4)

5 days (5)

**Students work at literacy learning centers using materials and completing tasks that interest them. (ofreg07)**

*(Choose one)*

0 days (0)

1 day (1)

2 days (2)

3 days (3)

4 days (4)

5 days (5)

**Teacher follows a script provided in the teacher's manual. (ofreg08)**

*(Choose one)*

0 days (0)

1 day (1)

2 days (2)

3 days (3)

4 days (4)

5 days (5)

**Teacher closely follows a recommended sequence of lessons or activities in the teacher's manual. (ofreg09)**

*(Choose one)*

- 0 days **(0)**
- 1 day **(1)**
- 2 days **(2)**
- 3 days **(3)**
- 4 days **(4)**
- 5 days **(5)**

**Teacher uses student assessment results to select lessons or activities. (ofreg10)**

*(Choose one)*

- 0 days **(0)**
- 1 day **(1)**
- 2 days **(2)**
- 3 days **(3)**
- 4 days **(4)**
- 5 days **(5)**

**Please rank the top three features below that are most important to your instruction (1 = first in importance, 2 = second in importance, 3 = third in importance). (top3reg01, top3reg02, top3reg03) – item number below appears in top3reg01 if first in importance, etc.**

*(Rank the following from 1 to 10)*

- Mixed ability groups work on a task, where student success is interdependent. (1)*
- The whole class receives the same reading lesson. (2)*
- Students are assigned to groups based on ability for classroom reading instruction. (3)*
- Students are assigned to groups with children at different grade levels for reading instruction. (4)*
- Students at different achievement levels are grouped for classroom reading instruction. (5)*
- Students work at literacy learning centers, completing activities selected by the teacher. (6)*
- Students work at literacy learning centers using materials and completing tasks that interest them. (7)*
- Teacher follows a script provided in the teacher's manual. (8)*
- Teacher closely follows a recommended sequence of lessons or activities in the teacher's manual. (9)*
- Teacher uses student assessment results to select lessons or activities. (10)*

**Please indicate the degree to which you use the following features EACH WEEK in your reading instruction.**

**Use of graded basal anthologies. (ifreg01)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Use of leveled individual books. (ifreg02)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Use of worksheets that focus on phonics patterns or phonemic awareness. (ifreg03)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Use of oversized books that students read together in class. (ifreg04)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Use of trade books not written specifically for reading instruction. (ifreg05)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Use of worksheets that focus on phonics. (ifreg06)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Use of worksheets that focus on comprehension. (ifreg07)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Use of computer programs for Instruction and/or assessment. (ifreg08)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Use of flashcards to teach sight vocabulary. (ifreg09)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Vocabulary is taught through experiences/discussions. (ifreg10)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students are taught phonics in the context of stories, poems, or other meaningful text. (ifreg11)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students copy definitions from the dictionary. (ifreg12)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students use a word wall during literacy instruction. (ifreg13)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students read texts they have chosen. (ifreg14)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students read text multiple times. (ifreg15)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students are encouraged to construct spellings on their own as best as they can. (ifreg16)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students are encouraged to spell all words correctly and/or use only words they know how to spell. (ifreg17)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students copy writing from the board or from texts. (ifreg18)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students take turns reading sentences or paragraphs from books. (ifreg19)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students write about topics of their choice. (ifreg20)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students engage in peer-led discussions about books. (ifreg21)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students have opportunities to share their school experiences. (ifreg22)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students have opportunities to share their home and community experiences. (ifreg23)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students engage in conversation about books to promote comprehension. (ifreg24)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students recommend literature to others. (ifreg25)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students and/or teachers read rhyming books. (ifreg26)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Teacher instructs using leveled word lists. (ifreg27)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Teacher reads aloud to the class from trade books. (ifreg28)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Teacher asks questions and students provide answers. (ifreg29)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Teacher provides individual feedback to students through conferencing. (ifreg30)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**THE QUESTIONS BELOW ARE COMPLETED BY THOSE WHO CHOSE "2" FOR THE TCHROLE QUESTION ON PAGE 3. THOSE WHO CHOOSE "3" COMPLETE THESE ITEMS AS WELL.**

**On average, how many MINUTES per WEEK do you provide READING INTERVENTION for your students? (mpwkint)**

**On average, how many WEEKS do you provide READING INTERVENTION for your typical students before they "move out" of intervention? (wksint)**

**Please indicate the average number of days per WEEK in which the following features have been used as part of your instruction this year.**

**Intervention instruction takes place outside the regular classroom. (ofint01)**

*(Choose one)*

- 0 days (0)
- 1 day (1)
- 2 days (2)
- 3 days (3)
- 4 days (4)
- 5 days (5)

**Intervention instruction takes place inside the regular classroom. (ofint02)**

*(Choose one)*

- 0 days (0)
- 1 day (1)
- 2 days (2)
- 3 days (3)
- 4 days (4)
- 5 days (5)

**Students receive individual intervention instruction. (ofint03)**

*(Choose one)*

- 0 days (0)
- 1 day (1)
- 2 days (2)
- 3 days (3)
- 4 days (4)
- 5 days (5)

**Students receive intervention instruction in small groups. (ofint04)**

*(Choose one)*

- 0 days (0)
- 1 day (1)
- 2 days (2)
- 3 days (3)
- 4 days (4)
- 5 days (5)

**Intervention teacher follows a script provided in the teacher's manual. (ofint05)**

*(Choose one)*

- 0 days (0)
- 1 day (1)
- 2 days (2)
- 3 days (3)
- 4 days (4)
- 5 days (5)

**Intervention teacher closely follows a recommended sequence of lessons or activities in the teacher's manual. (ofint06)**

*(Choose one)*

- 0 days **(0)**
- 1 day **(1)**
- 2 days **(2)**
- 3 days **(3)**
- 4 days **(4)**
- 5 days **(5)**

**Intervention teacher uses student assessment results to select lessons or activities. (ofint07)**

*(Choose one)*

- 0 days **(0)**
- 1 day **(1)**
- 2 days **(2)**
- 3 days **(3)**
- 4 days **(4)**
- 5 days **(5)**

**Please rank the top three features below that are most important to your instruction (1 = first in importance, 2 = second in importance, 3 = third in importance). (top3int01, top3int02, top3int03) – item number below appears in top3int01 if first in importance, etc.**

*(Rank the following from 1 to 7)*

- Intervention instruction takes place outside the regular classroom. (1)*
- Intervention instruction takes place inside the regular classroom. (2)*
- Students receive individual intervention instruction. (3)*
- Students receive intervention instruction in small groups. (4)*
- Intervention teacher follows a script provided in the teacher's manual. (5)*
  
- Intervention teacher closely follows a recommended sequence of lessons or activities in the teacher's manual. (6)*
- Intervention teacher uses student assessment results to select lessons or activities. (7)*

**Please indicate the degree to which you use the following features EACH WEEK in your reading instruction.**

**Use of graded basal anthologies. (ifint01)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Use of leveled individual books. (ifint02)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Use of worksheets that focus on phonics patterns or phonemic awareness. (ifint03)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Use of oversized books that students read together in class. (ifint04)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Use of trade books not written specifically for reading instruction. (ifint05)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Use of worksheets that focus on phonics. (ifint06)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Use of worksheets that focus on comprehension. (ifint07)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Use of computer programs for instruction and/or assessment. (ifint08)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Use of flashcards to teach sight vocabulary. (ifint09)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Vocabulary is taught through experiences/discussions. (ifint10)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Students are taught phonics in the context of stories, poems, or other meaningful text. (ifint11)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Students copy definitions from the dictionary. (ifint12)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Students use a word wall during literacy instruction. (ifint13)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Students read texts they have chosen. (ifint14)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Students read text multiple times. (ifint15)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students are encouraged to construct spellings on their own as best as they can. (ifint16)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students are encouraged to spell all words correctly and/or use only words they know how to spell. (ifint17)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students copy writing from the board or from texts. (ifint18)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students take turns reading sentences or paragraphs from books. (ifint19)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students write about topics of their choice. (ifint20)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students engage in peer-led discussions about books. (ifint21)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students have opportunities to share their school experiences. (ifint22)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students have opportunities to share their home and community experiences. (ifint23)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students engage in conversation about books to promote comprehension. (ifint24)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students recommend literature to others. (ifint25)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Students and/or teachers read rhyming books. (ifint26)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Teacher instructs using leveled word lists. (ifint27)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Teacher reads aloud to the class from trade books. (ifint28)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Teacher asks questions and students provide answers. (ifint29)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Teacher provides individual feedback to students through conferencing. (ifint30)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**THE QUESTIONS BELOW ARE COMPLETED BY ALL RESPONDENTS.**

***Please indicate the degree to which you make use of the following program features EACH WEEK in your classroom.***

**Reading activities are sent home for completion with parents/guardians. (finw01)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Teacher communicates with parents/guardians about student performance through telephone calls (excluding telephone calls about conferences with guardians). (finw02)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Teacher communicates with parents/guardians about student performance through written notes (excluding notes about conferences with parents/guardians). (finw03)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Teacher communicates with parents/guardians about assignments or class activities through online homepages, chatrooms, or listservs. (finw04)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Parents/guardians volunteer their time to help directly in instruction. (finw05)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Parents/guardians and family members are used as partners, experts, and co-teachers. (finw06)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

***Please indicate the degree to which you make use of the following program features EACH MONTH in your classroom.***

**Teacher visits with parent/guardian and student in their home. (finm01)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Books are distributed to households that may have limited reading materials. (finm02)**

*(Choose one)*

- Always use (1)
- Often Use (2)
- Sometimes Use (3)
- Rarely Use (4)
- Never Use (5)

**Teacher meets with parents/guardians to discuss student progress, interests, and strengths. (finm03)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Teacher seeks out parents/guardians to determine student's cultural knowledge. (finm04)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Parents/guardians and families come to school in the evening for information about literacy and/or literacy instruction. (finm05)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*

**Parents/guardians and families participate in school activities. (finm06)**

*(Choose one)*

- Always use (1)*
- Often Use (2)*
- Sometimes Use (3)*
- Rarely Use (4)*
- Never Use (5)*