



The Study of Instructional Improvement **Survey Research Instrument**

Overview of SII Instruments

The research reported in this paper was partially funded by grants from the U.S. Department of Education to the Consortium for Policy Research in Education (Grant # OERI-R308A60003), Center for the Study of Teaching and Policy, Interagency Education Research Initiative, and the Atlantic Philanthropies. Opinions in this paper are those of the authors, and are not necessarily the views of the U.S. Department of Education to the Consortium for Policy in Research and Education, Center for the Study of Teaching and Policy, the National Science Foundation, or the Atlantic Philanthropies.

This document refers to all of the instruments that will be used in survey research component of the Study of Instructional Improvement (with the exception of the student achievement tests, for which other forms of documentation are provided). The survey data collection design acknowledges the fact that school improvement efforts involve a variety of constituencies within a school community. The instruments were therefore designed to tap the perspectives of a broad cross-section of key actors within the school communities we study. What follows is a brief description of the various instruments.

Instruments to be completed by administrators and school leaders

- [School Characteristics Inventory](#). This 45-minute survey will be completed annually by the school principal or a staff member identified by the principal. Its primary purpose is to gather information on school characteristics and the state, district, and local environment within which interventions are enacted.
- [School Leader Questionnaire](#). This 45-minute survey will be administered annually to the school principal, any intervention personnel working at the school site (e.g. facilitators, coaches, coordinators), and other personnel holding administrative positions at the school site. The instrument gathers information in the domains of intervention and school improvement, intervention enactment, and state, district, and local environments.

Instruments to be completed by teachers

- [Teacher Questionnaire](#). This 45-minute survey will be administered annually to all teachers in a school. The instrument will gather information from teachers in the domains of intervention and school improvement and intervention enactment.
- [Instructional Logs](#). ([Math Log](#), [Language Arts Log](#), [Math Log Glossary](#), [Language Arts Log Glossary](#)) Teachers of sampled students will complete instructional logs describing the reading and mathematics instruction provided to these students and the students' responses to this instruction. A teacher who is "logging" will complete two logs on each of 120 days during the school year, taking about 10 minutes a day.
- [Student Rating Form](#). Teachers who complete instructional logs also complete a student rating form for each of the eight sampled students in their classroom. The instrument gathers information on a students' academic engagement, approach to learning, and problem behaviors (if any). The rating form will be administered as part of the teacher logging system and will replace one day of logging per student.

Instruments to be completed by students

- Woodcock-Johnson (Revised). Kindergarten students will be administered two portions of the Woodcock-Johnson (Revised) Tests of Achievement—the Letter-Word Identification test and the Applied Problems test. These tests assess early reading and mathematics skills and will be used to control for pre-elementary school achievement in statistical models of achievement growth. Each student being assessed will work on a one-to-one basis with a trained assessor at a time and place arranged by the school. The estimated amount of time a student will take completing this assessment is 45 minutes
- TerraNova Achievement Assessments (math and language arts only). All sampled students will be administered the TerraNova, a standardized achievement test published by CTB-McGraw Hill. With the exception of those in Kindergarten, students will be assessed twice annually (fall and spring) using the Reading/Language Arts and Mathematics sections of the TerraNova Survey Form. As previously mentioned, students will be given the Woodcock-Johnson during the fall of the Kindergarten year. In grades K, 1, and 2, student will work on a one-to-one basis with a trained assessor at a time and place arranged by the school. In grades 3-5, assessments will occur in small groups, with all testing occurring at a time and place arranged by the school.
- Student Motivation Form. As part of the assessment procedure, sampled students will complete this short questionnaire during their fall achievement test sessions. Alternative formats of the instrument have been designed for very young students and for older students. The questionnaire will assess a students' enjoyment of and perceived competence in reading and mathematics. Administration of this form occurs within the testing times given above.

Instrument to be completed by parents

- Parent/Guardian Telephone Survey. This 15-minute telephone survey will be administered to the adult with whom a cohort student lives who is most familiar with his or her education. Parents/guardians will be interviewed during the course of the study. The survey gathers data on the family environments, social service history, and socioeconomic status of students.