

SURVEY OF LITERACY INSTRUCTIONAL PRACTICES FOR SECONDARY - HISTORY

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1. Name (Last, First, Middle Initial) _____

2. School District _____

3. Complete School Name _____

CLASSROOM PRACTICES

4. During the last school year, how often did **YOU** use the following history reading materials and texts in your instruction? (Choose only one number per question.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Course textbooks	①	②	③	④	⑤
b. History journals	①	②	③	④	⑤
c. Newspaper or magazine articles	①	②	③	④	⑤
d. Reference materials (e.g., dictionaries)	①	②	③	④	⑤
e. Historical novels or excerpts from historical novels.	①	②	③	④	⑤
f. Literature from the period	①	②	③	④	⑤
g. Handouts about history content (e.g., commercial reproducibles, teacher-generated outlines)	①	②	③	④	⑤
h. Models of assigned writing (e.g., reports)	①	②	③	④	⑤
i. Graphs, maps and other graphic representations of historical data	①	②	③	④	⑤
j. History tests	①	②	③	④	⑤
k. Internet resources	①	②	③	④	⑤
l. History software (e.g., simulations)	①	②	③	④	⑤
m. Student-generated texts (e.g., reports)	①	②	③	④	⑤
n. Historic photographs, posters, cartoons and other visual images	①	②	③	④	⑤
o. Primary source materials (e.g., legislative documents, speeches, personal artifacts and documents)	①	②	③	④	⑤

5. What history **textbook**, if any, do you use in teaching U.S. History?

6. Do you use the Teacher’s Edition that accompanies your textbook?

- YES NO

If so, briefly describe how you use it.

7. Do you use supplemental resources that accompany your textbook?

- YES NO

Please briefly describe which resources and how you use them.

8. During the last school year, how often did your **STUDENTS** engage in the following reading-related activities? (Choose only one number per question.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Read for homework assignment	①	②	③	④	⑤
b. Students read assigned materials silently in class	①	②	③	④	⑤
c. Students read self-selected history material in class (e.g., SSR, independent reading of history-related books, thematic reading)	①	②	③	④	⑤
d. Students read aloud in pairs or small groups	①	②	③	④	⑤
e. Students take turns reading aloud in a whole-class setting	①	②	③	④	⑤
f. Students listen to teacher read aloud in whole-class setting	①	②	③	④	⑤
g. Students begin a reading assignment in class and finish up for homework	①	②	③	④	⑤
h. Students read the same text more than once	①	②	③	④	⑤
i. Students listen and take notes on teacher lecture on the reading in whole-class setting	①	②	③	④	⑤

9. During the last school year, how often did **YOU** do the following in your history instruction? (Select only one choice per item.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Provide a variety of history reading materials based on students' reading levels and interests	①	②	③	④	⑤
b. Discuss homework reading assignments as a follow-up to reading in a teacher-supported, whole-class setting	①	②	③	④	⑤
c. Share your own interest in reading history with students	①	②	③	④	⑤
d. Summarize the important information yourself (cover the material in lecture) to make sure everyone gets it after a reading assignment	①	②	③	④	⑤
e. Provide one or more texts with a perspective or analysis that contrasts with the textbook	①	②	③	④	⑤

10. During the last school year, how often did your **STUDENTS** engage in the following reading-related activities? (Choose only one number per question.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Explore and discuss prior experiences and goals as readers of history	①	②	③	④	⑤
b. Explore and discuss what was easy or challenging about reading history	①	②	③	④	⑤
c. Think aloud while reading history materials	①	②	③	④	⑤
d. Take notes focused on <u>how</u> as well as <u>what</u> they understand (e.g., metacognitive reading logs)	①	②	③	④	⑤
e. Respond to open-ended prompts about reading and thinking processes (e.g., I was confused when...)	①	②	③	④	⑤

11. During the last school year, how often did **YOU** use the following approaches in your instruction? (Select only one choice per item.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Demonstrate that reading history requires effort of everyone— including yourself	①	②	③	④	⑤
b. Think aloud to model your own confusions, efforts and thinking to make sense of history reading materials	①	②	③	④	⑤
c. Pose questions designed to probe and deepen student thinking about the reading and thinking process of history	①	②	③	④	⑤

12. During the last school year, how often did your **STUDENTS** engage in the following reading-related activities? (Select only one choice per item.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Discuss confusions and ways to make sense of reading materials with partners or small groups	①	②	③	④	⑤
b. Use collaborative meaning-making routines that help students through the reading (e.g., Reciprocal Teaching, Partner Think Aloud, Question Around, Question the Author)	①	②	③	④	⑤
c. Discuss the content of reading materials in a whole class setting	①	②	③	④	⑤
d. Access and build prior knowledge using graphic organizers (e.g., webbing, K-W-L charts) or pre-reading inventories	①	②	③	④	⑤
e. Discuss the content of reading materials with partners or small groups	①	②	③	④	⑤
f. Visualize and/or construct visual representations	①	②	③	④	⑤
g. Discuss confusions and ways to make sense of reading materials in a whole class, teacher-supported setting	①	②	③	④	⑤
h. Make connections with prior knowledge, experiences and reading	①	②	③	④	⑤
i. Summarize, write abstracts	①	②	③	④	⑤
j. Work together in partners or small groups to comprehend the content of materials students read as homework	①	②	③	④	⑤
k. Generate questions about the content of reading materials	①	②	③	④	⑤
l. Apply history inquiry processes to the reading of history (e.g., read with attention to source and corroboration of evidence)	①	②	③	④	⑤
m. Identify and categorize types of questions and their functions (e.g., QAR, inferential/factual)	①	②	③	④	⑤
n. Annotate in the margins (e.g., "talking to the text")	①	②	③	④	⑤
o. After reading individually, discuss content with partner/small group and then debrief with the whole class	①	②	③	④	⑤
p. Answer worksheet, study- or textbook questions about reading materials	①	②	③	④	⑤
q. Work to comprehend the same text in individual, partner, and whole class settings	①	②	③	④	⑤
r. Propose quotes from reading materials for class or small group discussion	①	②	③	④	⑤
s. Work in "expert groups" to comprehend a text or section of text and present findings to the whole class (e.g., jigsaw)	①	②	③	④	⑤

13. During the last school year, how often did your **STUDENTS** engage in the following reading-related activities? (Choose only one number per question.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Use graphic organizers to (re)organize content of reading materials (e.g., Venn diagrams, concept mapping, charts, timelines)	①	②	③	④	⑤
b. Preview text organization, structures and signals (e.g., headings and sub-headings, bolded words)	①	②	③	④	⑤
c. Predict the content of texts from text-signals (e.g., Initially...; Simultaneously...; However,...)	①	②	③	④	⑤
d. Draw on data in historical maps to obtain or clarify information on the geographic setting in which historical events occurred	①	②	③	④	⑤
e. Analyze history symbols, conventions, notations (e.g., citations, footnotes, use of arrows in timelines, etc.)	①	②	③	④	⑤
f. Use context to define unfamiliar words	①	②	③	④	⑤
g. Identify and define familiar words with technical meanings in history (e.g., trade, trust)	①	②	③	④	⑤
h. Identify, recognize and define Greek and Latin roots and affixes	①	②	③	④	⑤
i. Break up and analyze the grammatical structure of complex sentences in history reading materials	①	②	③	④	⑤
j. Explore and identify similarities between history vocabulary in English and other languages (cognates)	①	②	③	④	⑤
k. Analyze text/discourse structures common in historical texts (e.g., argument, cause and effect, chronology, narrative)	①	②	③	④	⑤
l. Identify technical vocabulary in history texts	①	②	③	④	⑤
m. Identify words that signal relationships between ideas such as cause and effect (Each strike resulted in...) or contrast (Despite the requirements, they rarely if ever...)	①	②	③	④	⑤

14. During the last school year, how often did **YOU** use the following approaches in your instruction? (Select only one choice per item.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Read assigned materials closely ahead of time to identify where students might have problems and to consider which strategies will be most helpful in supporting comprehension	①	②	③	④	⑤
b. Modify instruction based on assessment of students' comprehension of reading materials (e.g., add or reduce support)	①	②	③	④	⑤
c. Provide explicit instruction in reading comprehension strategies	①	②	③	④	⑤
d. Model the use of various reading comprehension strategies	①	②	③	④	⑤
e. Provide explicit instruction in "reading" visual images (e.g., historical photographs, cartoons, posters)	①	②	③	④	⑤
f. Provide explicit instruction in reading mathematical data presented in timelines, graphs, charts, tables, pie and bar graphs, flow charts, etc.	①	②	③	④	⑤
g. Provide explicit instruction in evaluating historical sources and evidence	①	②	③	④	⑤

CLASSROOM ENVIRONMENT

15. During the last school year, how often did your **STUDENTS** engage in the following classroom activities? (Mark only one per item)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Work in heterogeneous groups	①	②	③	④	⑤
b. Reflect on how to work together more effectively and productively	①	②	③	④	⑤
c. Critique and challenge one another's ideas or work	①	②	③	④	⑤
d. Work in homogenous groups so that more capable students are not hindered by low performing classmates	①	②	③	④	⑤
e. Read and respond to one another's work	①	②	③	④	⑤
f. Work in groups of similar students (gender-alike, language-based, etc.) to promote equity and participation of all students	①	②	③	④	⑤

16. During the last school year, how often did **YOU** use the following approaches in your instruction? (Select only one choice per item.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Change student roles regularly in small groups to distribute responsibility equitably	①	②	③	④	⑤
b. Model behaviors that foster instructionally-focused conversations with students (e.g., challenge and critique others' ideas civilly)	①	②	③	④	⑤
c. Ask students to explain concepts to one another	①	②	③	④	⑤
d. Encourage students to work together to answer <u>their</u> questions about the reading	①	②	③	④	⑤
e. Establish conversational routines to promote student to student talk (e.g., think-pair-share)	①	②	③	④	⑤
f. Provide explicit instruction on behaviors that promote academic conversation (e.g., how to listen and respond to peers, challenge and critique others' ideas civilly)	①	②	③	④	⑤

17. During the last school year, how often did **YOU** use the following approaches in your instruction? (Select only one choice per item.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Provide extra support for struggling readers	①	②	③	④	⑤
b. Modify instruction to reach limited English proficient students	①	②	③	④	⑤
c. Adapt content for students at different levels of proficiency	①	②	③	④	⑤
d. Provide students with extra help/support outside of class (e.g., before or after school or at lunch)	①	②	③	④	⑤
e. Allow students to work at their own pace	①	②	③	④	⑤
f. Spend extra time with students who need help acquiring effective learning skills and behaviors	①	②	③	④	⑤

18. During the last school year, how often did **YOU engage in the following activities?**
(Select only one choice per item.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Join small groups to model and facilitate group conversation and thinking during group work	①	②	③	④	⑤
b. Mentor individuals or small groups during class time	①	②	③	④	⑤

19. During the last school year, how often did **YOU do the following?**
(Select only one choice per item.)

	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)	All or almost all lessons
a. Read and comment on the reflections students have written (e.g., in their journals)	①	②	③	④	⑤
b. Assess students' behavior and participation in reading-related activities for evidence of reading <u>engagement</u>	①	②	③	④	⑤
c. Assess students' behavior and participation in reading-related activities for evidence of reading <u>comprehension</u>	①	②	③	④	⑤
d. Evaluate reading assignments on completion only	①	②	③	④	⑤
e. Attend to student confusion and sense-making in reading assignments	①	②	③	④	⑤
f. Modify assignments, deadlines and policies depending on assessment of students' needs	①	②	③	④	⑤
g. Accept late work for partial credit	①	②	③	④	⑤

**20. Please rate your level of agreement or disagreement with the following statements:
(Select only one choice per item.)**

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
a. Students should be able to read course materials like history textbooks, primary sources, and historical documents well by the time they get to high school.	①	②	③	④	⑤	⑥
b. Students can make significant gains as readers throughout secondary school.	①	②	③	④	⑤	⑥
c. Some students are not pre-disposed to learn from reading.	①	②	③	④	⑤	⑥
d. Textbooks should only be used to supplement other reading materials.	①	②	③	④	⑤	⑥
e. Decoding is the major reading problem for my students.	①	②	③	④	⑤	⑥
f. There is little a high school history teacher can do to significantly improve a student's reading.	①	②	③	④	⑤	⑥
g. Mispronouncing and stumbling over words is evidence of poor reading ability.	①	②	③	④	⑤	⑥
h. Textbooks complement "hands-on" history instruction (e.g., visual discovery and experiential learning).	①	②	③	④	⑤	⑥
i. If students know the key vocabulary, they can understand the reading materials.	①	②	③	④	⑤	⑥
j. All students need help in acquiring comprehension processes for reading history materials.	①	②	③	④	⑤	⑥
k. I don't really expect students to complete their reading assignments.	①	②	③	④	⑤	⑥
l. When teaching with a history textbook, it is important to use at least one other contrasting text.	①	②	③	④	⑤	⑥
m. My students' reading skills are too diverse to productively spend class time on various kinds of reading activities.	①	②	③	④	⑤	⑥
n. Textbooks limit teacher creativity.	①	②	③	④	⑤	⑥
o. Spending class time reading runs counter to the goal of building history knowledge through "hands-on" instruction (e.g., experiential learning, simulations, etc.).	①	②	③	④	⑤	⑥
p. The textbook should be the center of instruction in history.	①	②	③	④	⑤	⑥
q. I have stopped assigning reading as homework because most students can't or won't do it.	①	②	③	④	⑤	⑥
r. Textbooks should be used only as a reference to supplement other instruction.	①	②	③	④	⑤	⑥

**21. Please rate your level of agreement or disagreement with the following statements.
(Select only one choice per item)**

	Strongly disagree		Somewhat agree	Agree		Strongly agree
a. It is unfair to expect good students to share what they know with less competent classmates.	①	②	③	④	⑤	⑥
b. Students need a foundation of factual information before they can have meaningful discussions of history.	①	②	③	④	⑤	⑥
c. Stimulating and supporting discussion is a major goal in my classes.	①	②	③	④	⑤	⑥
d. It is preferable when students can solve a problem by themselves rather than in a group.	①	②	③	④	⑤	⑥
e. Accessing and thinking about one's (and others') thinking processes facilitates learning.	①	②	③	④	⑤	⑥
f. Students can learn as much from one another as they can from the teacher.	①	②	③	④	⑤	⑥
g. Students should be able to speak English well before taking U.S. history.	①	②	③	④	⑤	⑥
h. Special education students are better served in special education classes than in history classes.	①	②	③	④	⑤	⑥
i. When immigrant students have difficulty in mainstream classrooms it is because they have little prior content knowledge.	①	②	③	④	⑤	⑥
j. Solving problems collaboratively usually results in a deeper understanding for all students.	①	②	③	④	⑤	⑥
k. When students are in need of extra help, I usually refer them to a resource person outside the classroom.	①	②	③	④	⑤	⑥
l. When immigrant students have difficulty in mainstream classrooms it is because they lack the English skills necessary to succeed.	①	②	③	④	⑤	⑥
m. If some students in my class are not doing well, I feel that I should try different ways to teach the content.	①	②	③	④	⑤	⑥
n. If I had my choice, I would teach only honors classes.	①	②	③	④	⑤	⑥
o. Students prefer lecture to reading and discussion as a mode of learning history.	①	②	③	④	⑤	⑥

22. Please rate your level of agreement or disagreement with the following statements.
(Select only one choice per item.)

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
a. I think about the needs of struggling students frequently.	①	②	③	④	⑤	⑥
b. It is unfair to the class to give some students special help or attention.	①	②	③	④	⑤	⑥
c. I believe there is a way to reach even the most difficult or unmotivated student.	①	②	③	④	⑤	⑥
d. Teachers can do very little to overcome the effects of poverty on student learning.	①	②	③	④	⑤	⑥
e. It is my responsibility to help all students achieve to high standards.	①	②	③	④	⑤	⑥
f. I am concerned that some groups are underrepresented in advanced history classes.	①	②	③	④	⑤	⑥
g. Students learn better in history when they are tracked by ability.	①	②	③	④	⑤	⑥
h. All students have a right to access the history curriculum.	①	②	③	④	⑤	⑥
i. History affords many opportunities to forge connections with students' background knowledge and experiences.	①	②	③	④	⑤	⑥
j. Teachers should spend more time with students who need their help the most.	①	②	③	④	⑤	⑥
k. It is nearly impossible to design lessons that reach students of all backgrounds and abilities.	①	②	③	④	⑤	⑥
l. Teachers should try to give the same amount of attention to each student.	①	②	③	④	⑤	⑥

23. Please choose your top five student objectives from the list below, and rank them from 1 (most important) through 5. For objectives that are not in your top five, please leave the field blank.

a. Experiencing history come alive through participation in dynamic, interactive, “hands-on” instruction	_____
b. Covering the standards	_____
c. Engaging in at least one in-depth study of history	_____
d. Learning about important events, personalities and dates in U.S. history	_____
e. Relating historical events to universal historical themes and concepts (e.g., emigration/migration, economics)	_____
f. Pulling together a complex story of the past that recognizes and incorporates conflicting sources and accounts	_____
g. Learning to read and interpret complex texts	_____
h. Learning to use a variety of sources, both primary and secondary	_____
i. Experiencing and learning to make sense of conflicting sources	_____
j. Learning history that fosters pride in our national identity and heritage	_____

24. Please describe any other key objective you might have that is not included in this list:

25. How familiar are you with Reading Apprenticeship (RA)?

No knowledge	<input type="radio"/>
Have heard of it, but don't really know what it is	<input type="radio"/>
Know a bit about it, but have never used it in my classroom	<input type="radio"/>
Know a bit about it and have tried a few RA strategies that I picked up from articles or colleagues	<input type="radio"/>
Have received RA training and have implemented RA in my classroom	<input type="radio"/>

26. How familiar are you with the book *Reading for Understanding*?

No knowledge	<input type="radio"/>
Have heard of it, but have not read it	<input type="radio"/>
Read it on my own	<input type="radio"/>
Read it as part of a collegial study group or other professional development experience	<input type="radio"/>

YOUR FOCUS CLASS

27. Describe the class you chose for data collection for this study (your focus class). What level of US History is the class?

28. Who are the students in your focus class? Please describe class demographics and grade level(s).

29. As you know, this study explores the impact of literacy in history achievement and learning. Does your district or school have any expectation that history teachers will be working to support student literacy development in their history class?

YES NO

If so, does the district or school provide any support or training in content literacy for history teaching?

30. To what extent are you held accountable for literacy instruction?

Not at all	<input type="radio"/>
Very little	<input type="radio"/>
To some extent	<input type="radio"/>
To a great extent	<input type="radio"/>

31. How are you held accountable for literacy instruction?

THANK YOU FOR COMPLETING THE SURVEY!