The Condition of Education in Wisconsin

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Noah Hirschl and Eric Grodsky

Introduction

This report presents a snapshot of selected features of the condition of education in Wisconsin in 2019. With support from the U.S. Department of Education's Institute for Education Sciences (R372A150031) and in collaboration with colleagues at the Wisconsin Department of Public Instruction (DPI), we set out to measure some of the practices in PK–12 education that we thought were especially important for educational equity and success for children in Wisconsin. The topics we cover in this report, and the questions we posed to educators in the state, reflect choices made by Eric Grodsky. However, Grodsky sought to engage colleagues at the University of Wisconsin's Wisconsin Center for Education Research and the Wisconsin DPI in developing the survey instruments that structure the data on which this report is based. Those instruments are included in the Appendix of this report.

Public school teachers and administrators in Wisconsin are responsible for educating about 855,000 students between four-year-old kindergarten and twelfth grade. Our students experience a wide variety of personal and geographic contexts. Although 77% of our 424 school districts are in either rural areas or towns, 29% of our students attend schools in urban districts. Many of our students live in families with economic resources that are at least adequate, but 42% of the students we serve are economically disadvantaged at any given time. In 2019, just over half of our ninth-grade students had ever been classified as economically disadvantaged (55%). Wisconsin is also home to a large number of first- and second-generation immigrant students, many of whom claim a language other than English as their first language. In 2019, 6% of our students were classified as dual or English language learners and an addition 3% were previously classified. Finally, 69% of our students identify as non-Hispanic and White, 13% as Latinx, 9% as African American, 4% as Asian American or Pacific Islander, 1% as American Indian, and 4% identify with two or more racial groups.

State report cards produced annually by the Wisconsin DPI show how well we are doing as a school system with respect to student outcomes. In this report, we focus on *what* principals and teachers in the state are doing. How do kindergarten teachers at both the four-year-old and five-year-old levels engage in play in their classrooms? How do elementary teachers group students for instruction and how frequently do they reconsider these groupings? What sorts of educational opportunities do teachers and schools offer their English language learners and their students with special needs? How supported do teachers feel in their early years in the profession? These are just a few of the questions we asked to a representative sample of almost 700 principals and 2,200 teachers in the state.

The following pages offer a big picture view of instructional practice and educational opportunity in Wisconsin. We hope this is the first in a series of such reports and that DPI will

find the means to continue monitoring progress in the state on these and other practices. The paper makes no claims about what schools and teachers *should be* doing to increase equity and success for students in Wisconsin. Instead, it shines a light on the many ways our educators work to support students in the state and, we hope, offers insights into where we might do better.

We are grateful for the extensive substantive feedback provided to us by colleagues at the state DPI and the Wisconsin Center for Education Research (WCER) in designing this study and to the University of Wisconsin Survey Center for their expertise in refining and fielding the surveys. In particular, we want to acknowledge the contributions of the following colleagues from WCER: Brad Carl and Annalee Good (Wisconsin Evaluation Collaborative), Andy Garbacz, Jennifer Selig, and Craig Albers (Rural Education Research and Implementation Center), Beth Graue (Center for Research on Early Childhood Education), and Sarah Ryan and Mariana Castro (WIDA). Other members of the broader project at WCER also contributed to the survey, including Liz Blair, Annaliese Grant, Lyn MacGregor, and Rosie Miesner. Many colleagues at DPI also provided valuable guidance to us, including Sheila Briggs, Becky Collins, Kerry Lawton, Jim Lee, Audrey Lesondak, Sherry Kimball, Laura Pinsonneault, Katie Rainey, Judy Sargent, and Jonas Zuckerman. We also received valuable feedback from Jim Lee and Judy Sargent from CESA 7. Finally, we are especially grateful to Kurt Kiefer, Jared Knowles, and Carl Frederick for their partnership on this and other projects we have undertaken. Responsibility for the content of the surveys and any errors of omission with respect to the surveys or the report belongs to Eric Grodsky.

Description of the Survey

The Survey of Wisconsin Instructional Practices (SWIP) is the first representative survey of instructional practices among principals and teachers in Wisconsin. The survey covers a wide array of topics of interest to educators, policymakers, and researchers. The survey content was constructed with the extensive input from researchers at the Wisconsin Center for Education Research and the Wisconsin Department of Public Instruction and executed by the University of Wisconsin Survey Center.

Survey Methodology

The SWIP data collection effort began in February 2019 with the survey of principals. We sampled school leaders randomly from the population of schools in Wisconsin with the exception of the Green Bay Area Public School District and specialized schools, including virtual, alternative, special education, and vocational schools. The resulting 1,173 principals were sent a small monetary incentive in advance of participating in the survey. Principals completed the survey either online or by mail. By the end of April, 682 principals had completed questionnaires for a response rate of 58.1%.

The teacher survey was conducted in May 2019. Teacher respondents were selected in two stages. First, we randomly sampled schools from two strata: those with and without a valid principal response. This strategy improved our coverage of schools that were missed by the initial principal survey. We then randomly sampled 15 teachers within each of the selected schools. If there were fewer than 15 teachers in a school, we sent the survey to all of them. We also sent teachers a small monetary incentive in advance of receiving the survey. Of the 3,782 eligible sample members, we received responses from 2,210 for a response rate of 58.4%. The survey respondents represent the teaching workforce in public schools across all grade levels serving the wide diversity of students in Wisconsin.

Survey Content

The questionnaire elicited information from principals and teachers on a wide range of instructional topics. The teacher and principal questionnaires had a high degree of overlap in content, but some questions were tailored to respondents' roles when appropriate. Each of the ten main content areas will be the subject of a section in this report:

- 4K and 5K Availability and Instructional Practices
- Instructional Grouping in Elementary Schools
- College and Career Readiness
- Student Commitments Outside School
- Student Mental Health Needs
- School Disciplinary Practices
- Instructional Support for English Language Learners
- Academic Interventions and Students with Individualized Education Plans
- Teacher Mentorship and Professional Development

- School Leader Efficacy

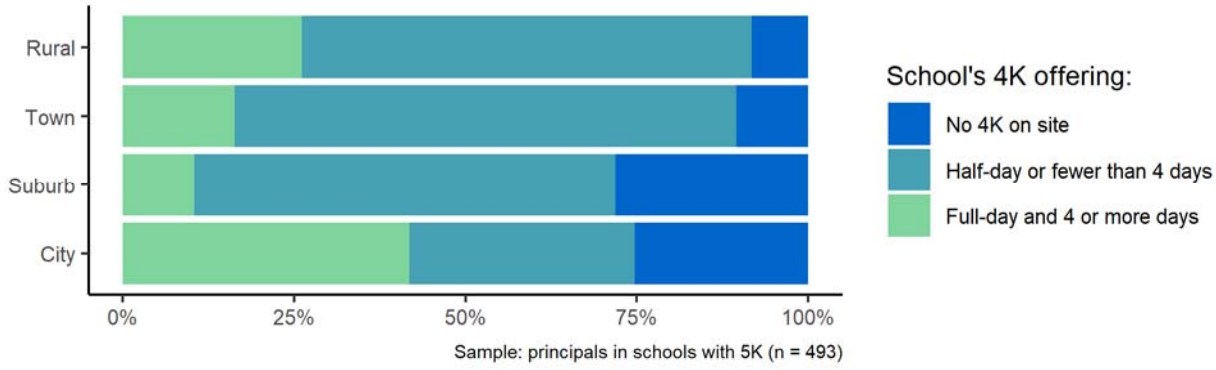
To conduct the analyses presented in this report, we combined the survey data with administrative data describing the schools in which the teachers and principals work. These data include contemporaneous sociodemographic information about students and their local communities; educational and behavioral outcomes such as test scores and suspension rates; and the state's evaluation of how well each school is performing based on the school report cards produced annually by the DPI.

Section 1. 4K and 5K Availability and Instructional Practices

Most elementary schools in Wisconsin now offer on-site four-year-old kindergarten (4K). Among elementary school principals, about 25 percent report offering full-day 4K at least four days a week, 60 percent offer half-day 4K or offer it fewer than four days a week, and the remaining 15 percent offer no 4K. However, note that where elementary schools offer fewer 4K opportunities, there are very likely to be alternative options provided by the district. In 2017, DPI reported that 121 out of 401 districts took a community approach to offering 4K in a mix of settings, including licensed childcare centers and Head Start centers as well as elementary schools.[1] Nevertheless, the distribution of on-site 4K opportunities at elementary schools differs considerably across the state.

Figure 1.1 displays the distribution of 4K offerings by place. Elementary schools in cities are by far the most likely to offer full-day and full-week 4K, but they are also more likely to have no 4K on site compared to schools in rural areas or towns where half-day or part-week 4K is more prevalent. School poverty is also strongly associated with 4K offerings. Only about 10 percent of the poorest quartile of elementary schools offer full-day and full-week 4K, compared to more than 40 percent of schools in the least poor quartile.

Figure 1.1. **On-site 4K offerings at elementary schools by school locale**



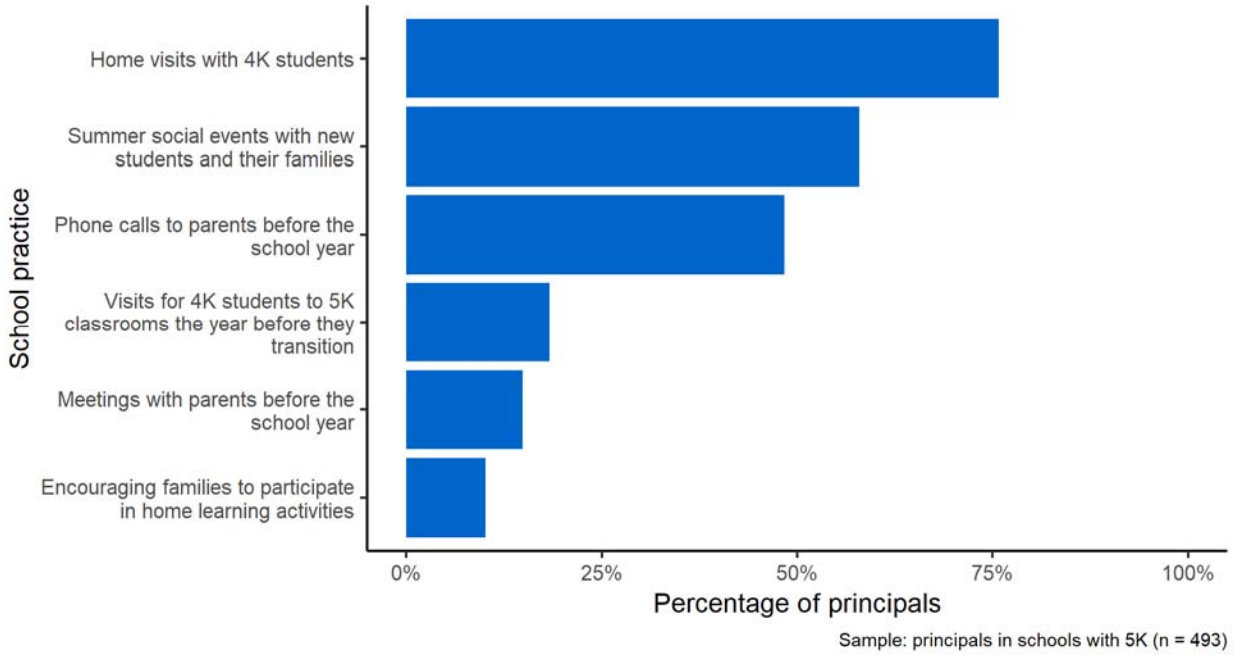
Easing the Transition to 5K

Schools actively support children and families in the transition from 4K to 5K. Figure 1.2 presents principals' reports of whether they use each of six practices we asked about in the survey. A majority of principals report that they initiate contact with students and families by conducting home visits with 4K students, hosting summer social events with new students and families, or making phone calls to parents before the school year begins. Schools also offer

[1] See https://dpi.wi.gov/sites/default/files/imce/early-childhood/pdf/ec4yktrend2017.pdf

classroom visits, in-person meetings with parents, and encourage parents to participate in home learning activities, but these activities are less common.

Figure 1.2. **School practices to support transition to 5K**



Attending 4K and 5K in the same school may also ease the transition, in part because 4K and 5K teachers can coordinate much more easily when they are in the same building. Nearly *all* principals in schools where both 4K and 5K are offered report that 4K and 5K teachers meet at least once per year to share information about individual students, and one in four say this occurs more than four times per year. Nearly all principals also report that 4K and 5K teachers in their school meet to discuss curriculum, behavior plans, assessments, and professional development; half say this occurs more than four times per year. However, principals report that teachers are much less likely to engage in the same types of coordination with 4K programs outside of their school building. Only half of principals say that their teachers ever meet with those from outside 4K programs to discuss individual students.

Kindergarten Readiness

We asked both 4K and 5K teachers about the importance of 17 characteristics, skills, and dispositions for students' successful transition to 5K.[2] There is a broad consensus between both

[2] Note that we only surveyed teachers working in public schools in Wisconsin. One hundred and twenty-one of the 409 district in Wisconsin that offered 4K in 2016-17 offered 4K in community sites in addition to or instead of school sites. About 2/3 of the 48,764 students served by 4K in 2016-17 attended 4K in a district with a community approach; we do not know how many 4K students attended community vs. school sites in those districts.

groups of teachers that non-academic skills are more important for the transition to kindergarten than are academic skills. Table 1.1 presents the five most important of these skills according to teachers we surveyed. These skills broadly center on children's play, behavior, and social and emotional skills. Most teachers—between 63% and 77%—say these skills are "very" or "extremely" important.

However, 4K and 5K teachers disagree somewhat about the importance of math skills for 5K. Four-K teachers are about twice as likely as 5K teachers to say that counting skills (41% vs. 20%), quantity comparisons (42% vs. 16%), basic shape recognition (58% vs. 35%), and pattern recognition (39% vs. 20%) were "very" or "extremely" important for the transition to 5K. These disagreements are less pronounced or do not appear for language skills such as letter, word, or sound recognition, which all teachers rate as "somewhat" important on average. For more detail, we present teachers' responses for each skill in Appendix 1.I.

Table 1.1. Five most important characteristics, skills, and dispositions for 5K readiness according to 4K and 5K teachers

Most important
1) Participates in cooperative play (77%)*
2) Displays curiosity, risk-taking, and willingness to engage in new experiences (76%)
3) Understands and responds to others' emotions (75%)
4) Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy (66%)
5) Can follow multipart directions (63%)

* Note: parentheses contain the percentage of teachers responding either "very" or "extremely" important.

Time Use in 4K and 5K Classrooms

In line with teachers' reports of the importance of developing social and emotional skills before transitioning to 5K, 4K teachers spend substantial time on play and developing children's socioemotional skills. Figure 1.3 presents 4K and 5K teachers' estimates of the amount of time they spend in various activities on an average full day.[3] Four-K teachers report spending more

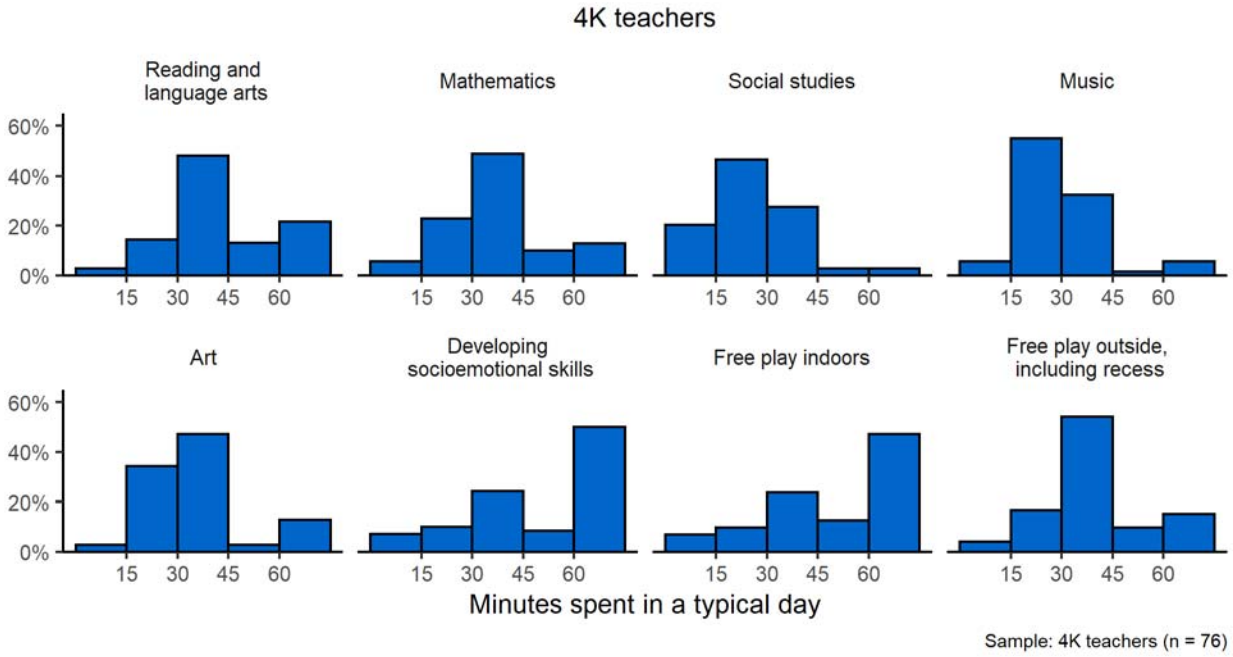
[3] About half of the 4K teachers in our sample teach in half-day programs, and the other half teach in full-day programs. We adjusted the half-day teachers' responses to be representative of minutes in a full day so that they are comparable to each other and to full-day 5K teachers' responses.

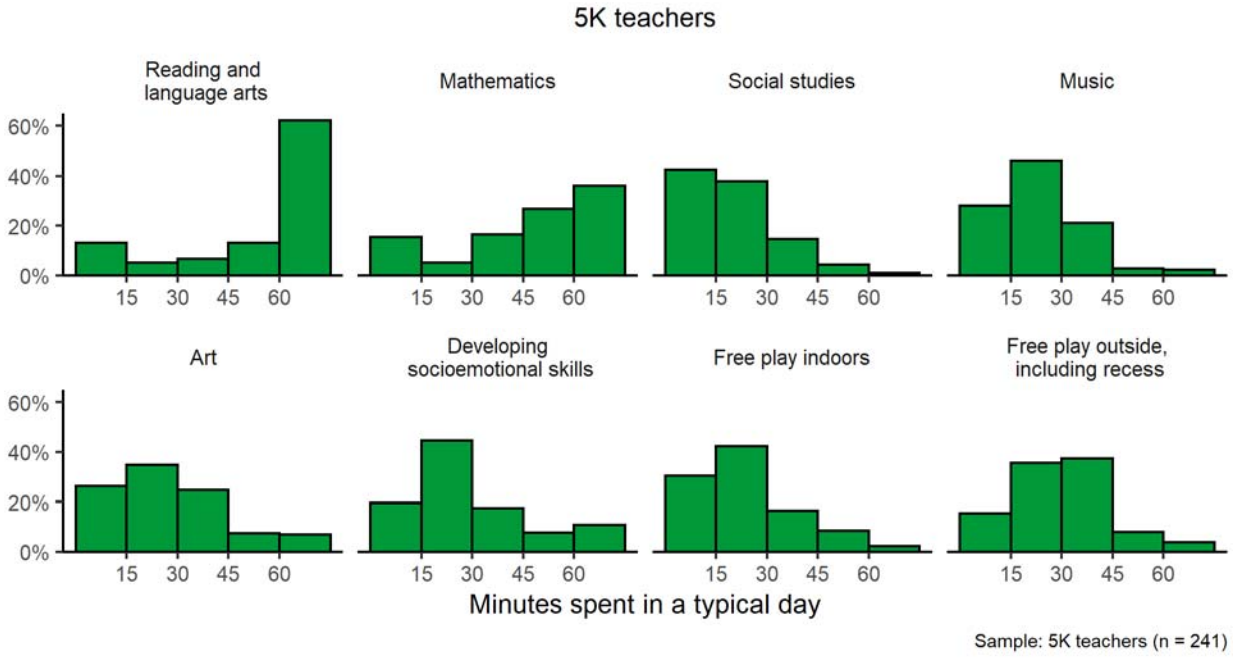
time on free play and on developing socioemotional skills and less time on mathematical and language skills than do 5K teachers. The modal 4K teacher spends between 30 and 45 minutes per day on reading and language skills and the same amount of time on mathematics, while the modal 5K teacher spends at least an hour on each of those subjects.

Teachers in both 4K and 5K classrooms have similar views about the role of play in their classrooms. Virtually all teachers strongly agree that play provides children time to practice social skills and creates a space for children to explore and be creative. Most teachers also agree that there should be some completely child-directed playtime and some teacher-planned playtime.

About six in ten 5K teachers and seven in ten 4K teachers strongly agree that there should be extended, uninterrupted periods of play in the classroom. About three quarters of 4K teachers report that the amount of time they dedicate to free play is “just about right” rather than “too little” or “too much.” Only one third of 5K teachers said the same. The other two-thirds of 5K teachers say they have too little time to dedicate to play. Among 5K teachers who say they have too little time for play, there is considerable agreement about the source of the problem: seven in ten of these teachers say that curriculum and assessment demands from school leadership get in the way of allocating more time to play.

Figure 1.3. **Distribution of teacher estimates of time spent on activities in 4K and 5K classrooms on an average full day**

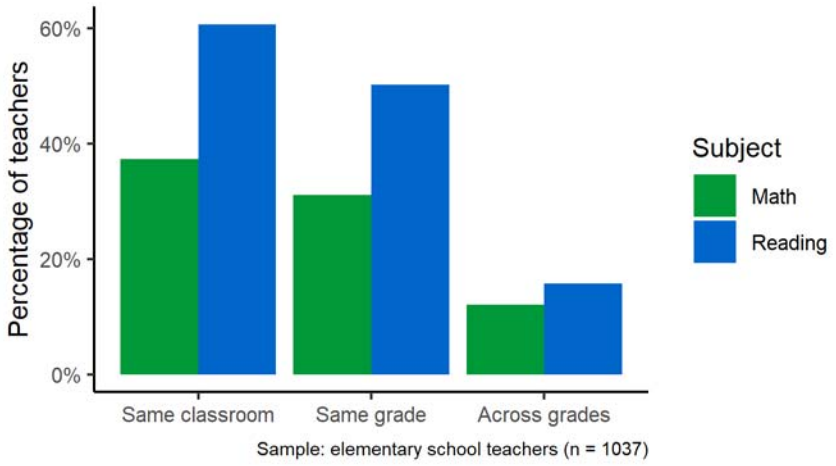




Section 2. Instructional Grouping in Elementary Schools

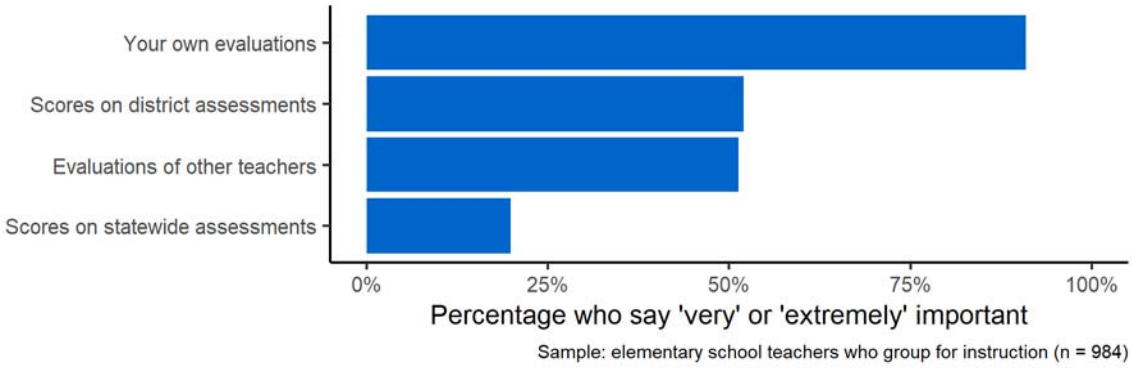
Grouping students by prior achievement, or instructional grouping, is common in elementary schools in Wisconsin. About three in four elementary school teachers group students by reading ability, and slightly less than half group students by math ability. Teachers most commonly group students either within classrooms or within grades; few teachers group students with other students from different grades (see Figure 2.1).

Figure 2.1. **Instructional grouping methods by subject among elementary school teachers**



Teachers use a variety of information when deciding how to group students. Figure 2.2 displays the percentage of teachers who say each of four sources of information are “very” or “extremely” important for how they group students. Nearly all teachers say their own evaluations are important, about half say district assessments and other teachers’ evaluations are important, and fewer than a quarter say statewide assessments are important. Teachers also frequently reassess students’ group assignments—nine in ten say they do so at least once every quarter.

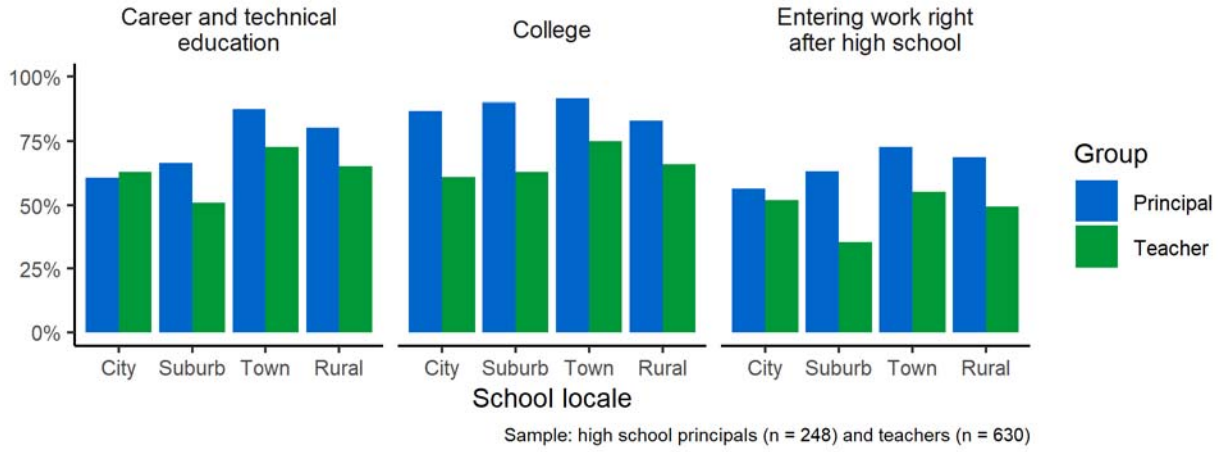
Figure 2.2. **Most important sources of information for grouping students by ability**



Section 3. College and Career Readiness

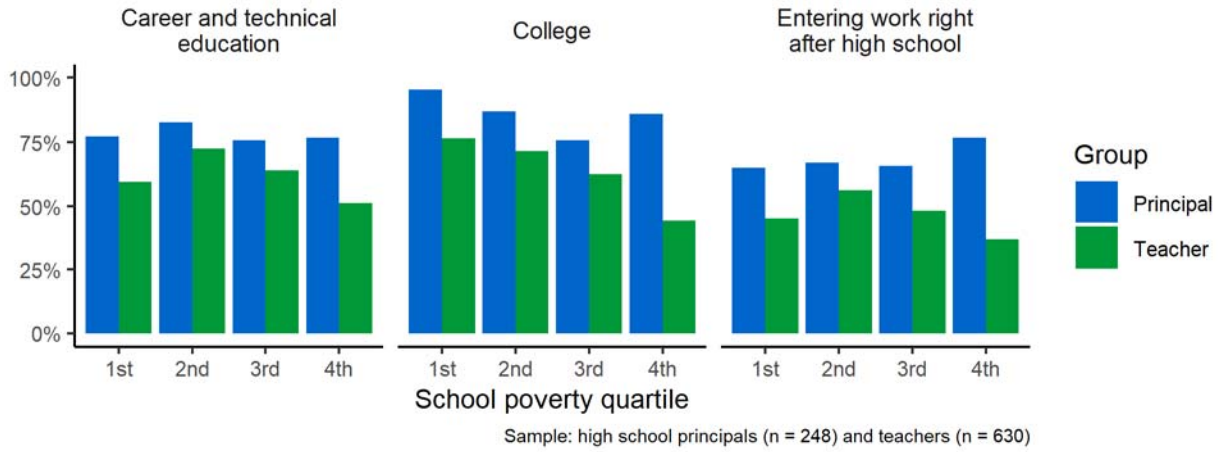
High school principals are broadly optimistic about the extent to which their school prepares students for any postsecondary path they might pursue. A solid majority answered that their school prepares students either "very" or "extremely" well for four-year or two-year college, career and technical education, or entering work after high school. Almost no principals said their school in general did not do a good job preparing students for their futures. Teachers were universally less optimistic than principals were, but still more than half of teachers agreed that their school was preparing students "very" or "extremely" well, rather than "somewhat," "a little," or "not at all" for each set of college and career options. Both principals and teachers were least optimistic that their school prepares students for directly entering work.

Figure 3.1. **Percentage of high school teachers and principals who say their school prepares students 'very' or 'extremely' well for postsecondary pathways, by school locale**



College attendance patterns vary considerably across Wisconsin. Low-income students and students who reside in rural areas and small towns are particularly less likely to attend four-year campuses and more likely to begin college at two-year institutions, or to enter the workforce immediately after high school. However, teachers' and principals' assessments of how well their school and its curriculum prepare students for their postsecondary options often do not map onto these patterns. Figure 3.1 differentiates principals' and teachers' responses by their school's locale, and Figure 3.2 does so by their school's poverty quartile. In general, neither locale nor school poverty is related to teacher and principal assessments, with one clear exception. Teachers—but not principals—in high-poverty schools are less optimistic that their school prepares students for four-year colleges than are teachers in low-poverty schools. Appendices 3.I and 3.II reproduce these same patterns using teacher and principal assessments of the extent to which their curriculum is focused on preparing students for different postsecondary options.

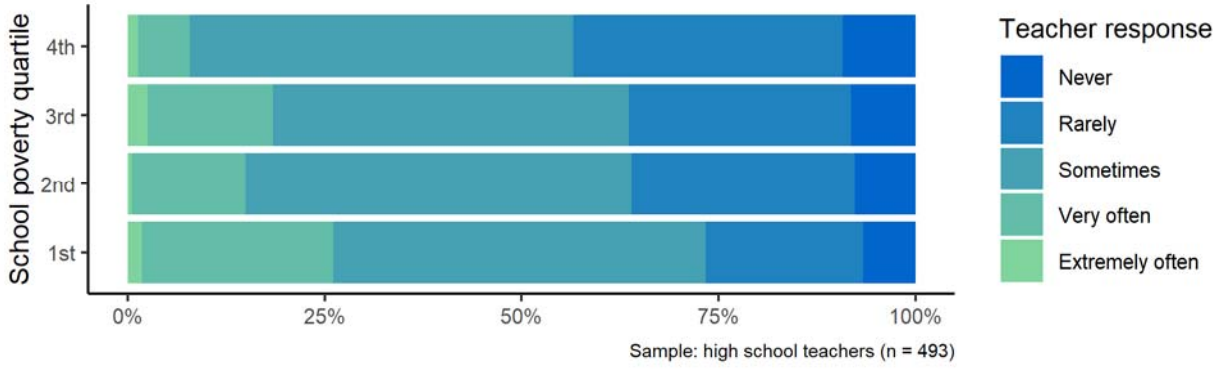
Figure 3.2. **Percentage of high school teachers and principals who say their school prepares students 'very' or 'extremely' well for postsecondary pathways, by school poverty quartiles**



Extent to Which Teachers Help Students Prepare for College

Six out of ten high school teachers in Wisconsin see preparing students for college as either a "very important" or "extremely important" part of their job. This obligation extends outside of normal classroom hours for most teachers: about two thirds say they at least "sometimes" help students plan for college outside of class time. However, teachers in high-poverty schools are slightly less likely to report helping students plan for college (see Figure 3.3).

Figure 3.3. **How often high school teachers report helping students plan for college outside class time, by school poverty quartiles**

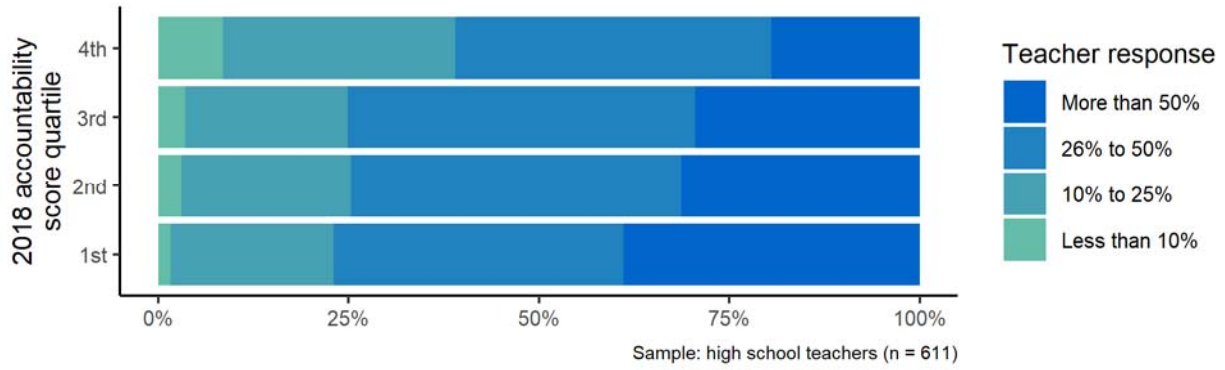


Section 4. Student Commitments Outside School

Many high school students in Wisconsin have significant time commitments outside of school, often because they work for pay or have family care obligations. The typical high school teacher in Wisconsin reports that between a quarter and half of their students have these types of commitments. Teachers who serve many students living in poverty report particularly high rates of these responsibilities; four in ten teachers in the poorest quartile of schools report that more than half of their students have outside commitments such as employment and family care, compared to only two in ten teachers in the least poor quartile of schools.

These commitments may prevent students from focusing on school and interfere with their academic performance. Teachers' estimates of the share of students with significant out-of-school commitments are related to their schools' overall academic performance. Figure 4.1 shows that high schools with the highest overall accountability ratings according to DPI also have smaller shares of students who work for pay or have family responsibilities outside of school. It is not possible to disentangle the importance of these responsibilities from other types of academic challenges these students experience using our data. However, about eight in ten teachers say that schools have at least some responsibility to accommodate students' competing responsibilities. This indicates that teachers view commitments outside of school as important challenges that school officials should address.

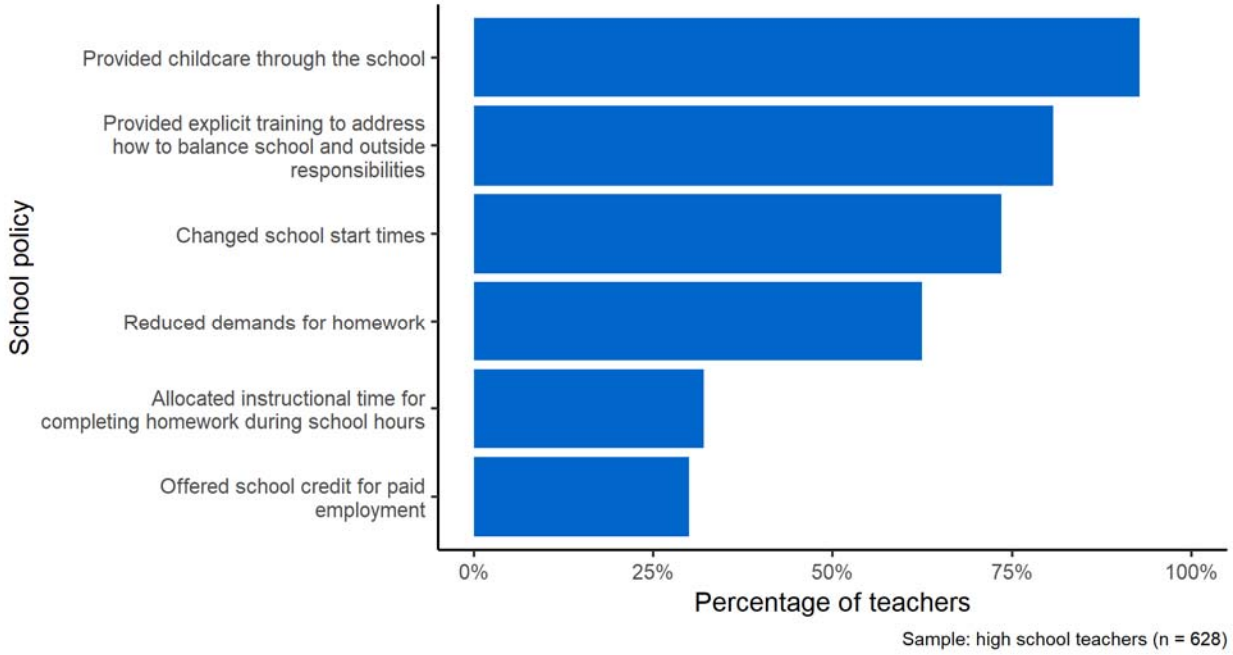
Figure 4.1. **Share of teachers reporting that students have significant outside commitments, by their school's 2018 accountability score quartile**



School Policies to Support Students with Outside Commitments

Most teachers report that their schools have policies in place that may help students manage their competing obligations. Figure 4.2 presents the proportion of teachers who report that their school engages in each of six such policies. Nearly all schools provide childcare for students who need it. Most teachers also report that their school provides explicit training about how to balance school and outside responsibilities, that they have changed school start times to accommodate students, and that they have reduced homework demands. Only about a quarter of schools allocate instructional time for homework during school hours or offer credit for paid employment.

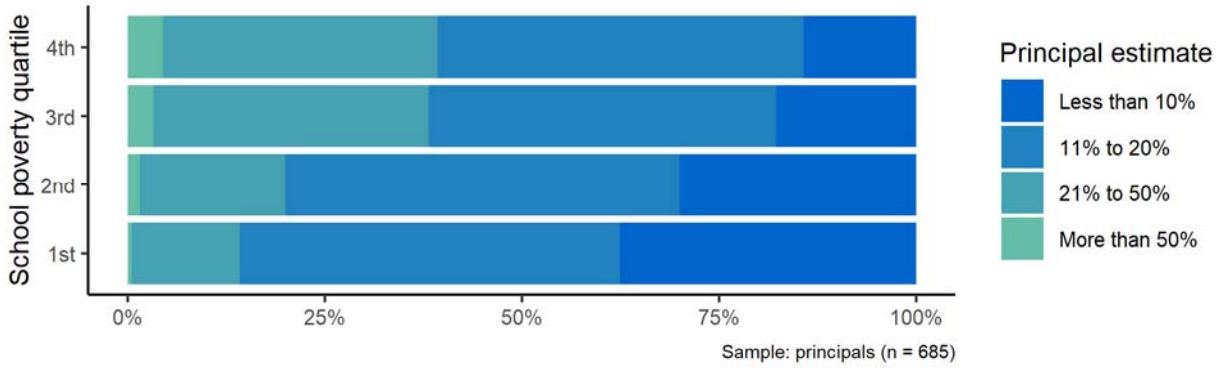
Figure 4.2. **Teacher reports of school policies to support students with outside commitments**



Section 5. Student Mental Health Needs

The median Wisconsin principal reports that between 11 and 20 percent of their schools' students need mental health services. This pattern varies considerably across schools, however. About one in four principals reported that the rate of mental health needs in their school is less than 11 percent, and another one in four reported that it is higher than 20 percent. Student mental health needs correlate particularly strongly with school poverty rates (see Figure 5.1). Principals of schools in the most impoverished quartile of schools (4th quartile) are more than twice as likely to select 21 percent or higher, and less than half as likely to select less than 10 percent, compared to those from the most advantaged quartile of schools (1st quartile). Neither principal nor teacher reports of the prevalence of mental health needs differ by rurality in Wisconsin.

Figure 5.1. **Principals' estimates of the proportion of their students that need mental health services, by school poverty quartile**



Schools' Ability to Meet the Mental Health Needs of Their Students

Unmet need for mental health services in Wisconsin is the norm rather than the exception, with nine out of ten principals reporting unmet need for mental health care or counseling in their schools. Similarly, seven out of ten teachers report that at least one student in their class experienced unmet need within the last year. Teachers in urban areas are more likely to report having a student with unmet mental health care needs than are teachers in rural areas (78 vs. 66 percent), despite there being no difference in their reports of the prevalence of student mental health issues. While it may be that the services gap is particularly acute in urban areas, it may also be that urban teachers teach more students on average, and so are more likely to have at least one student with unmet need. Other research conducted in rural Wisconsin suggests that there are unique challenges for mental health services in those areas. For instance, families in

rural communities often must travel farther to access services than those in non-rural communities.[4]

Both teachers and principals rated the importance of a list of reasons for limited student access to mental health services in their schools, although the lists offered to principals and teachers differed somewhat. Table 5.1 lists the most frequently cited barriers to access: inadequate funding and availability of mental health professionals. Seven out of ten principals and six out of ten teachers reported that inadequate funding, either overall or specifically for school-based mental health services, limited students' access to services "quite a bit" or "a great deal." The comparison is similar for access to mental health professionals. Teachers also cited their own lack of adequate training; this option was not available to principals to rate.

Table 5.1. **Top three items most limiting student access to mental health services in school according to teachers and principals**

Teachers	Principals
1) Insufficient number of school-based mental health professionals (61%)*	1) Inadequate funding (70%)
2) Lack of funding for school-based mental health services (58%)	2) Inadequate access to licensed mental health professionals (62%)
3) Lack of adequate training for teachers for dealing with children's mental health needs (50%)	3) Lack of parental support in addressing their children's mental health disorders (30%)

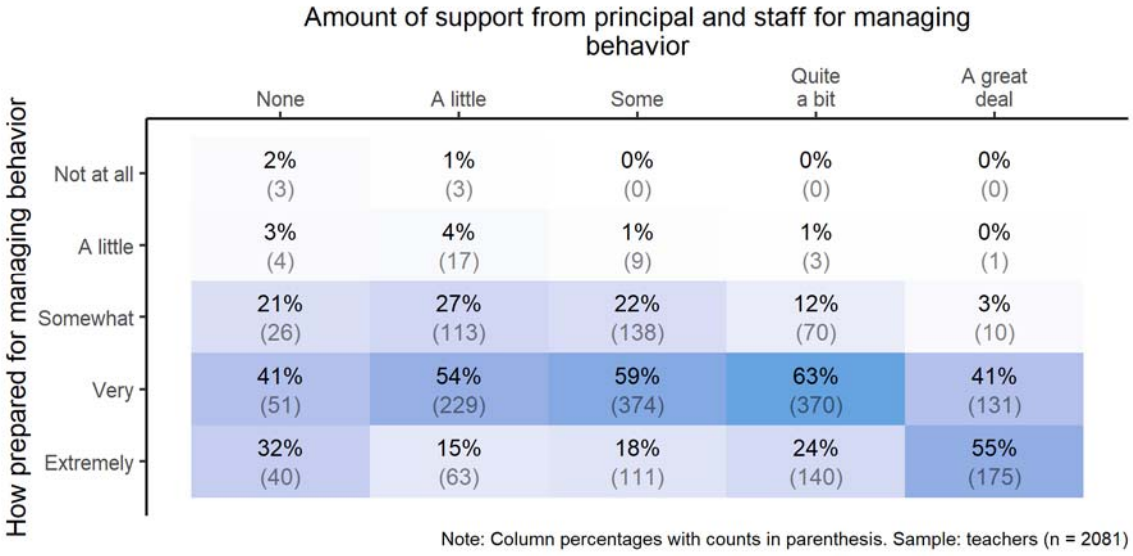
* Note: parentheses contain the percentage of those responding either "quite a bit" or "a great deal" limiting.

[4] Albers, C. A. *Addressing mental and behavioral health within rural schools and communities* (2019, October). Presentation for a public hearing on rural education and health priorities at the Capitol in Madison, WI.

Section 6. School Disciplinary Practices

A clear majority of teachers in Wisconsin feel prepared to manage student behavior in their classrooms. About eight in ten report either feeling "very" or "extremely" prepared, and almost no teachers report either feeling "not at all" or "a little" prepared. Teachers report this high confidence despite mixed levels of support from their principal and other staff for managing student behavior: one in four teachers say they get "a little" or "none" of this support. Perhaps many do not feel that they need it. In general, teachers who feel supported do say they feel more prepared in the classroom. Figure 6.1 presents the relationship between these two responses. Teachers who report that they receive "a great deal" of support are also most likely (55%) to report being "extremely" prepared for managing their students' behavior. However, among the few teachers who say they receive no support, about one in three also say they are "extremely" prepared. This suggests that while most teachers benefit from their colleagues' support, a minority of teachers do not feel they need it to manage their classrooms.

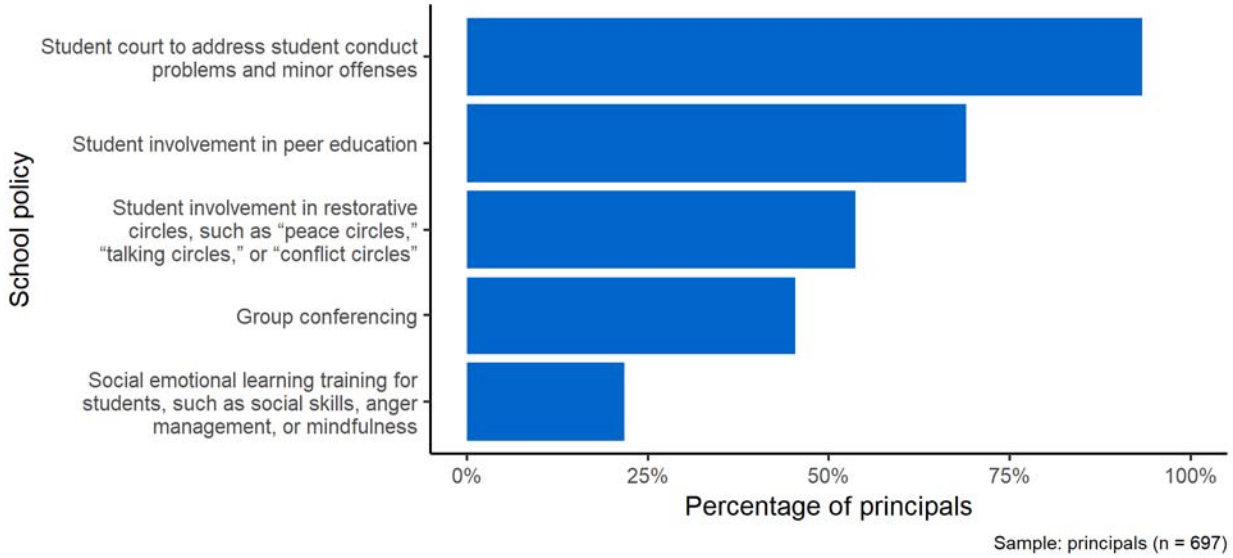
Figure 6.1. **Teacher reports of their preparation for managing student behavior by the amount of support they receive from principal and staff**



School Programs for Addressing Student Behavior

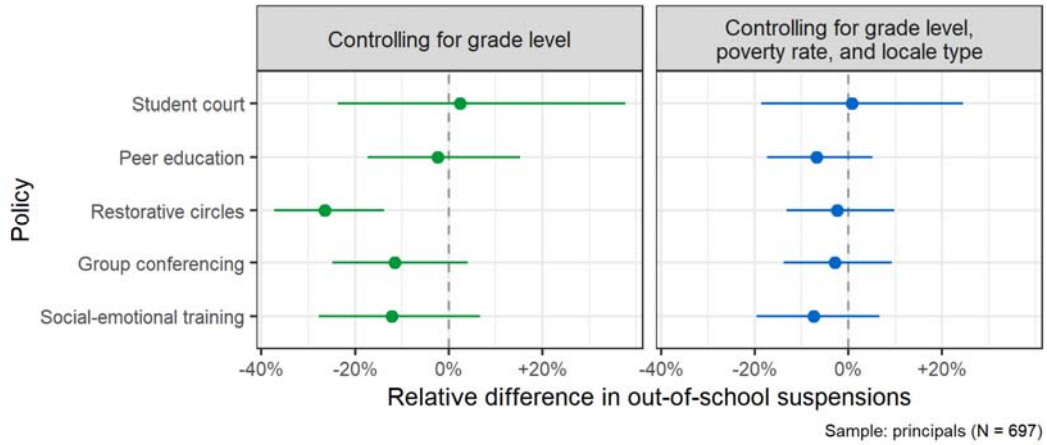
Almost all schools in Wisconsin use formal programs for addressing student behavior, and many of these programs are likely intended to reduce schools' usage of exclusionary discipline (see Figure 6.2). About nine in ten principals report that their school uses some form of student court for behavioral issues. Seven in ten involve students in peer education, and about half use restorative justice practices and/or group conferencing. The least common program among those principals chose from is for schools to engage students in training in social-emotional skills.

Figure 6.2. **Principal reports of their schools' formal programs to address student behavior**



Schools where principals report using some of these programs have lower rates of exclusionary discipline, defined as the percentage of students who are suspended out-of-school at least once. The left panel of Figure 6.3 presents these comparisons for each of the five policies among schools that serve the same grade levels. Schools that use restorative circles have nearly 30 percent lower suspension rates on average compared to those that do not. Schools that use group conferencing or socioemotional training have more than 10 percent lower rates on average, though we cannot statistically distinguish these differences from zero due to sampling error.

Figure 6.3. **Average differences in school suspension rates between schools with and without behavioral programs**[5]



However, we should be careful not interpret these relationships to mean that these policies are directly lowering suspension rates. Other factors may be responsible for differences in student behavior or in schools' responses to that behavior. In the right panel of Figure 6.3, we draw the same comparisons but additionally control for schools' locale type (rural, town, suburban, or urban) and percentage of their students who are economically disadvantaged. In these more apples-to-apples comparisons, the differences in suspension rates associated with the programs generally disappear, particularly for restorative circles. This is because schools outside major cities and those serving children from higher-income families are more likely to use restorative circles, and they are also more likely to have low suspension rates regardless of the programs they use.

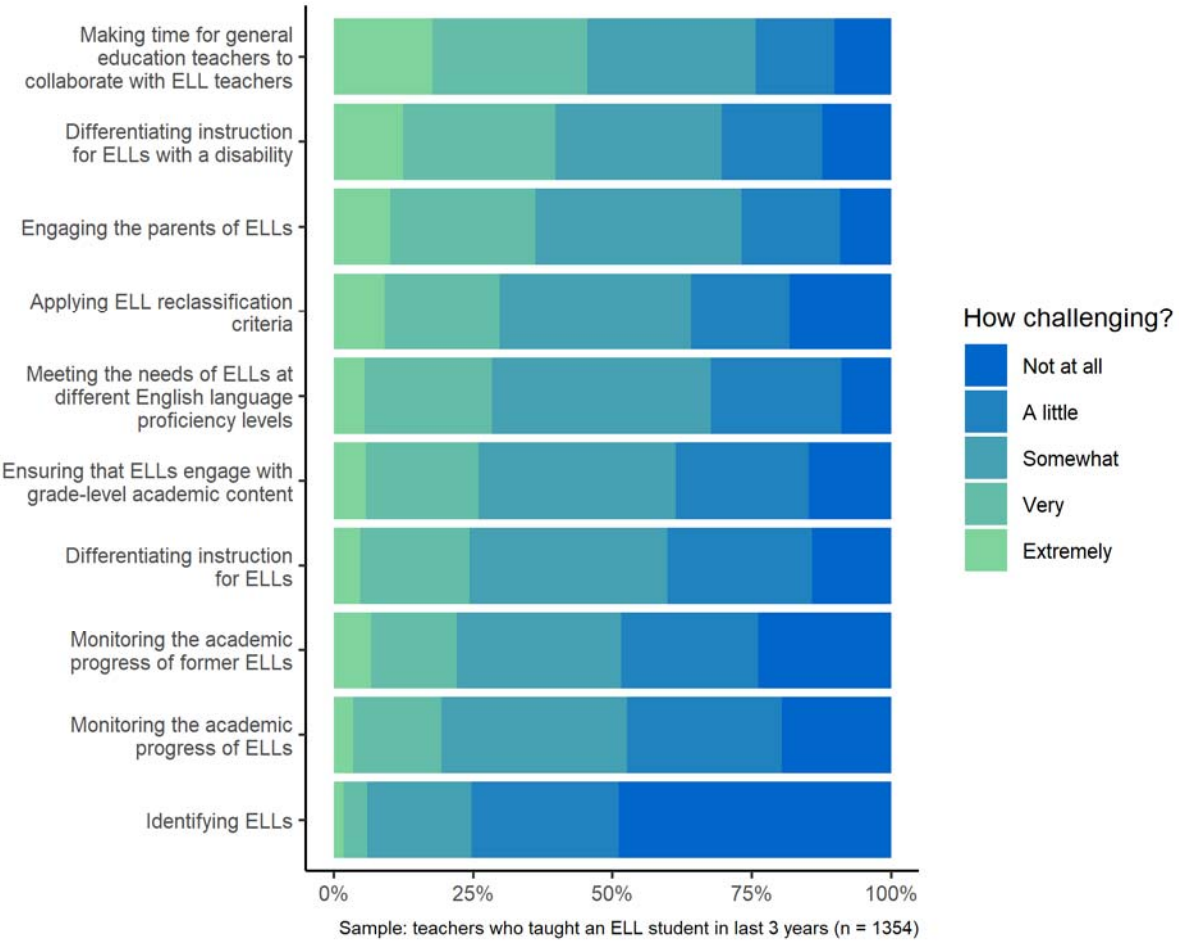
[5] Estimates are from negative binomial regressions of the number of students with at least one suspension, conditional on an offset for the number of enrolled students, grade level, and types of behavioral programs, if any. The second panel introduces additional controls for school poverty rate and locale type. Exponentiated estimates include 95% confidence intervals.

Section 7. Instructional Support for English Language Learners

Wisconsin public schools served nearly 52,000 students who were designated as dual or English language learners (ELLs) during the 2018-19 school year, representing 6% of total enrollment. Most of the teachers (65%) we surveyed report that they personally taught ELLs sometime within the last three years. Figure 7.1 presents these teachers' assessments of how challenging various elements of supporting ELLs are in their school.

Teachers vary considerably in the extent to which they feel they can easily support these students. No more than half said any of these supports were "very" or "extremely" challenging, yet fewer than one in four report that they are "not at all" challenging. Teachers are most challenged by making time for collaboration between general education and ELL teachers, differentiating instruction for ELLs with a disability, and engaging with the parents of ELLs. The least challenging elements among those provided are identifying and monitoring the progress of ELLs.

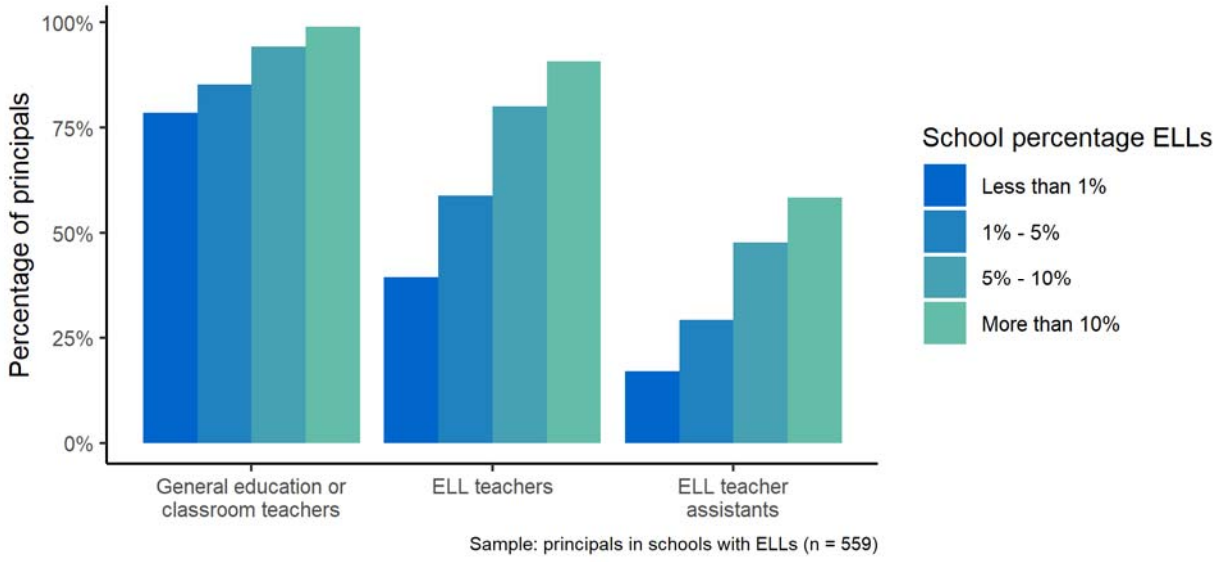
Figure 7.1. **Teacher reports of challenges in supporting dual- or English language learners in their school**



Personnel Who Work with ELLs

The extent to which specialized staff work with ELLs varies substantially by the presence of ELL students within schools. Figure 7.2 presents the percentage of principals who say staff members in their school spend at least 30 minutes working with ELL students on an average day by their school's percent ELL. Most principals in all schools reported that general education or classroom teachers spent time instructing ELL students. However, principals of schools with a large population of ELL students—10% or more—are more than twice as likely to report that an ELL teacher spends at least half an hour with ELL students daily compared to principals with very few ELL students in their school. This discrepancy is similar for ELL contact with ELL teacher assistants.

Figure 7.2. **Principal reports of staff who spend at least 30 minutes working with ELL students on a typical school day, by school percent ELL**



Not all parents allow their child to receive English language support services when their child is identified as limited English proficient. About one in four principals who serve ELLs in their school report that there were at least some parents who refuse these services. These principals report using various strategies in these circumstances. Three in four say that they have ESL or bilingual staff consult with the student's classroom teacher to monitor these students' progress, and four in ten report that the ESL or bilingual teacher creates a written monitoring plan. Nearly four in ten also say that they place these students in a classroom with a teacher who has an ESL or bilingual endorsement.

Professional Development and ELL Instruction

A slight majority of principals in schools with ELL students have participated in professional development focused on ELLs, but principals and teachers at schools with high proportions of ELL students are far more likely to do so. More than half of principals in schools with more than

10% ELL students report receiving ELL-specific professional development in the last two years compared with only 16% of principals in schools with less than 1% ELL students (see Table 7.1).

***Table 7.1*. Principal participation in professional development focused on ELLs by school percent ELL**

	Time since participating in professional development with a focus on ELLs			
	< 2 years ago	2–5 years ago	> 5 years ago	Never
School % ELLs				
Less than 1%	16%	14%	4%	66%
1%–5%	25%	15%	8%	52%
5%–10%	33%	20%	10%	37%
More than 10%	56%	22%	3%	20%
All principals	29%	16%	6%	48%

Note: Cells are row percentages. Sample of principals in schools with ELLs (n = 559).

Most teachers who have served an ELL student within the last three years have not participated in any ELL-specific professional development during that time (see Table 7.2). Further, as is the case with principals at high-ELL schools, teachers at high-ELL schools receive more hours of ELL-specific professional development than do teachers at low-ELL schools. More than half of teachers at the schools with the highest shares of ELL students have participated in some, and about a third have participated in at least 5 hours of ELL-specific professional development within the last 3 years.

***Table 7.2*. Teacher participation in professional development focused on ELLs by school percent ELL**

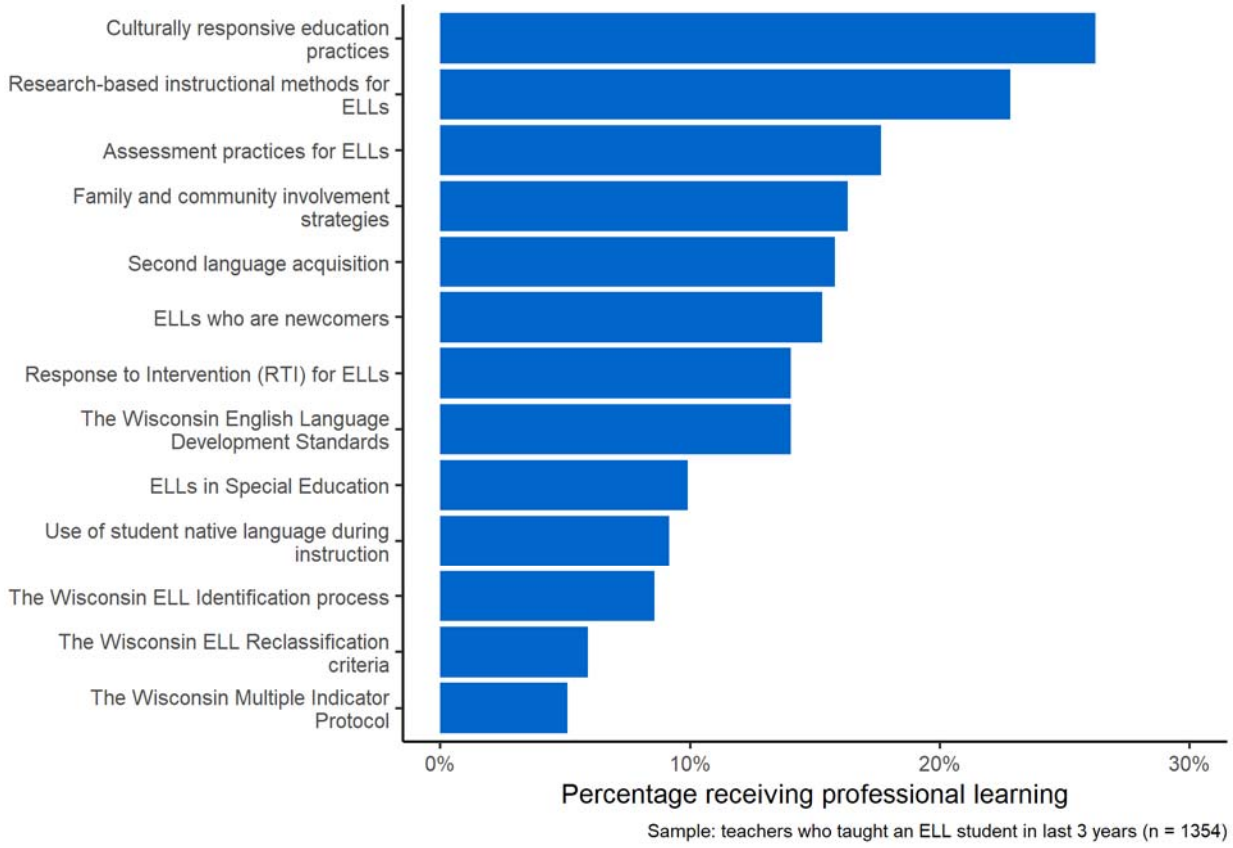
	Hours of professional development with a focus on ELLs in last 3 years					
	None	< 5 hours	5–10 hours	11–20 hours	21–40 hours	> 40 hours
School % ELLs						
Less than 1%	83%	8%	6%	2%	1%	1%
1%–5%	71%	17%	6%	2%	1%	2%
5%–10%	62%	19%	10%	5%	1%	3%
More than 10%	43%	21%	18%	8%	2%	7%
All teachers	65%	17%	9%	4%	1%	3%

Note: Cells are row percentages. Sample of teachers who taught an EL student in the last 3 years (n = 559)

Teachers who participate in ELL-specific professional development participate in a variety of different kinds. Figure 7.3 presents the percentage of teachers participating in professional development on different topics related to ELLs within the last three years. The most common type of professional development is culturally responsive education practices, followed by research-based instructional methods for ELLs and assessment practices for ELLs.

Less than 20% of teachers who serve ELLs have also received professional development in Wisconsin's English Language Development Standards (WELDS). This may contribute to teachers' lack of familiarity with these standards. Only one third of teachers who serve ELLs say they are even "somewhat" familiar with WELDS; most say they are either "a little" (26%) or "not at all" (39%) familiar with them. Slightly under one third report using the standards in their EL instruction.

Figure 7.3. **Percentage of teachers participating in different types of ELL-specific professional development within the last 3 years**



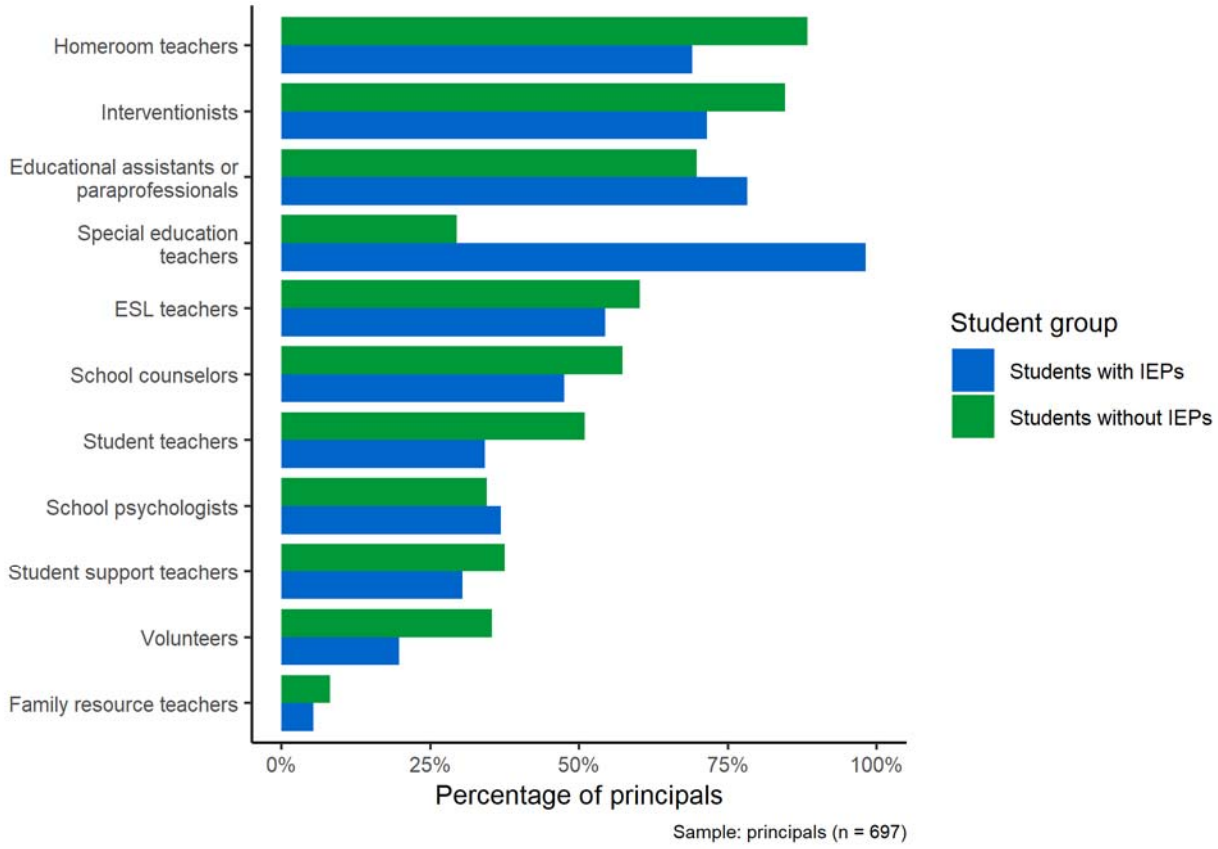
Section 8. Academic Interventions and Students with Individualized Education Plans

Teachers in Wisconsin dedicate considerable resources to identifying and working with students who need additional support for their learning. About seven in ten teachers report that they assess their students to determine their need for academic intervention at least three times per year. The median teacher reports spending between 15 and 50 minutes on academic interventions in a typical school week, though some teachers spend far more time: about one in four report spending over 100 minutes per week.

Personnel Who Deliver Academic Interventions

A wide variety of school staff deliver academic interventions to students. Figure 8.1 presents principal reports of which of their staff members deliver interventions to students with and without Individualized Education Plans (IEPs).

Figure 8.1. **Principal reports of who delivers academic interventions to students with and without IEPs**

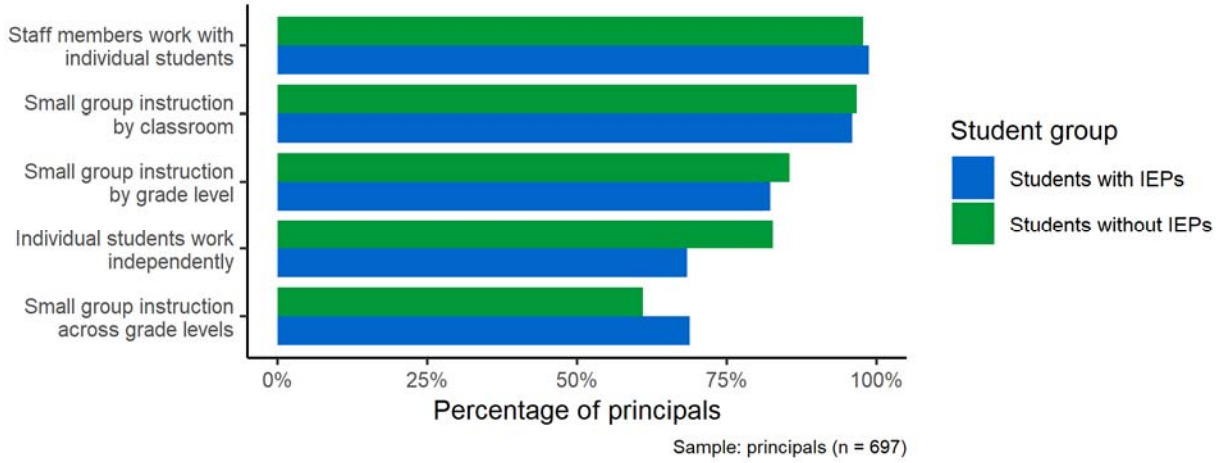


Principals are far more likely to report that students with IEPs receive interventions from special education teachers than students without IEPs. However, a substantial minority of principals—about one in four—also report that special education teachers deliver interventions to students *without* IEPs. Otherwise, the mix of staff who deliver interventions to these two

populations of students is similar. Homeroom teachers, interventionists, and educational assistants or paraprofessionals are most likely to be involved in interventions. Fewer than half of principals report that school psychologists, student support teachers, or volunteers deliver interventions.

Figure 8.2 presents the contexts in which students receive these interventions. All five of the contexts we queried in the survey are common in schools. However, the two most common are one-on-one time with staff members and small group instruction by classroom, which are nearly universal. Principals report broad similarities in the contexts in which students with and without IEPs receive academic interventions.

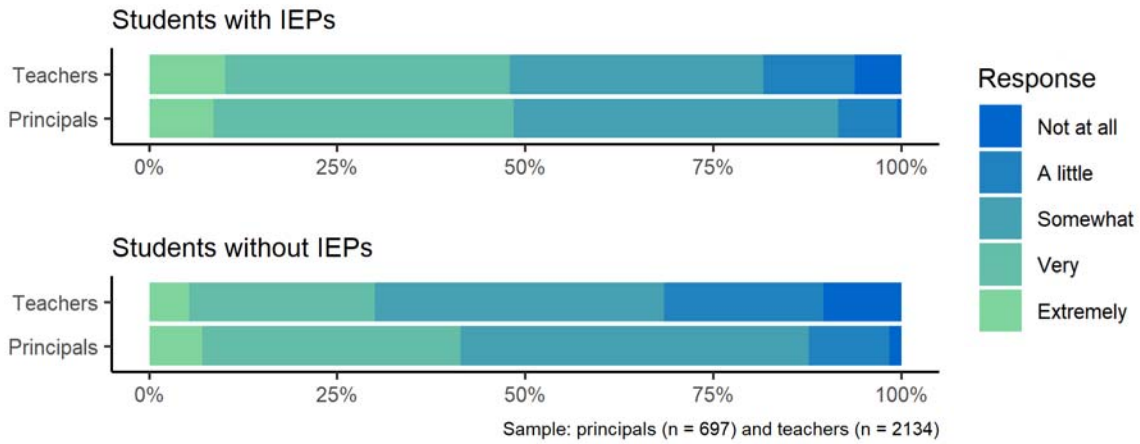
Figure 8.2. **Principal reports of context in which academic interventions are delivered to students with and without IEPs**



Teacher and Principal Satisfaction with Their School's Capacity for Delivering Interventions

About half of teachers and principals are satisfied with their schools' capacity for delivering academic interventions to students with IEPs (see Figure 8.3). Teachers and principals responded similarly to this question, although a small minority of teachers were willing to say they were "not at all" satisfied with their school's capacity, while no principals responded this way. However, teachers are more critical of their schools' capacity than are principals when it comes to students without IEPs. More than one in four teachers reported they are "a little" or "not at all" satisfied with their schools' capacity to deliver academic interventions to students without IEPs, compared to only about one in eight principals.

Figure 8.3. **Teacher and principal satisfaction with their school's capacity to deliver academic interventions to students with and without IEPs**



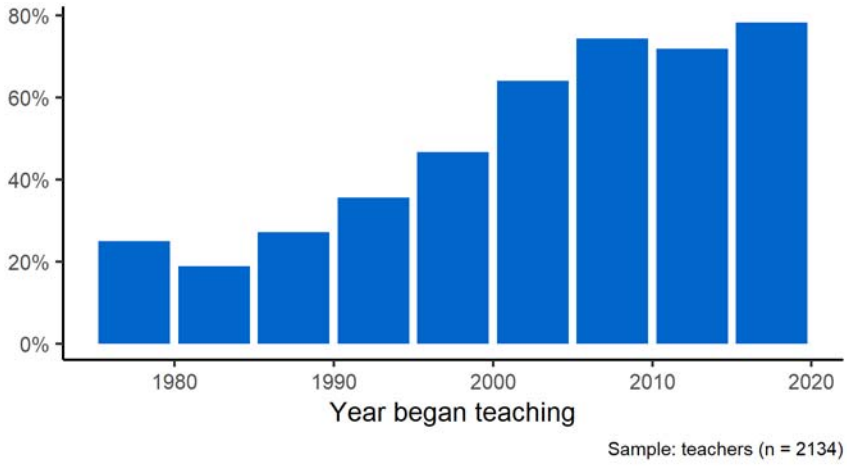
Appendices 8.I and 8.II present these same patterns by school locale and school poverty, respectively. School officials in cities are about 5 to 10 percentage points less likely to report that they are "extremely" or "very" satisfied with their school's capacity than are those in other areas. Compared to the least poor quartile of schools, teachers and principals in the poorest quartile are less satisfied by a similar margin of about 10 percentage points.

Among teachers and principals who are less satisfied with their schools' ability to deliver interventions—that is, they responded "somewhat," "a little," or "not at all" to one of the two items above—respondents were nearly unanimous in pointing to staffing issues as a barrier to their school's capacity. Eighty-eight percent of these teachers and 95 percent of these principals responded that staffing is an issue. About three in four also responded that scheduling in their school inhibited their ability to deliver interventions. Finally, about half reported that professional development and instructional materials presented additional barriers.

Section 9. Teacher Mentorship and Professional Development

Figure 9.1 displays the percentage of teachers who report that their school or district assigned them a mentor or master teacher in the year they began teaching. Fewer than four in ten teachers who began teaching in the 1970s, 1980s, and early 1990s and are still teaching in Wisconsin recall having a first-year mentor. In contrast, nearly eight in ten teachers who entered the profession over the last fifteen years do. It is possible that this trend is driven in part by recall bias—perhaps those who started teaching decades ago have forgotten that they had a first-year mentor—or by teachers who had first-year mentors leaving the profession. The steepness of the trend through the mid-2000s, however, suggests that changes in practice have significantly contributed to increases in teacher mentorship. Among teachers who were assigned a teacher mentor, the vast majority—more than 95 percent—were mentored by a single teacher rather than a team of teachers.

Figure 9.1. **Percentage of teachers who worked with a master or mentor in their first year, by the year they began teaching**

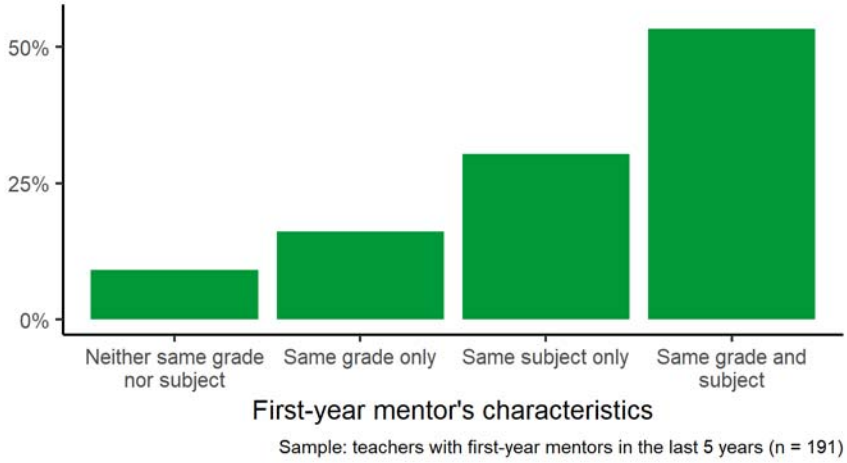


Some, but not all, teachers report that their first-year mentor helped improve their teaching. To reduce recall bias, we focus here on the 191 teachers in our sample who began teaching within the last five years and report having had a first-year mentor. At the median, these teachers report that their first-year mentor helped improve their teaching "some." However, there is considerable variation in these experiences. One in four teachers report that mentorship improved their teaching "quite a bit," and about one in six report it improved their teaching "a great deal." On the other hand, about one in four teachers report that their mentor improved their teaching either "not at all" or only "a little."

The match between teachers' and their mentors' roles varied, and this was important for the outcome of the mentorship. About six in ten teachers report that their first-year mentor shared the same grade and subject as they did, and these teachers were most positive about their experience. Figure 9.2 presents the percentage of teachers who responded that their assigned mentor improved their teaching "quite a bit" or "a great deal," as opposed to "some," "a little," or "not at

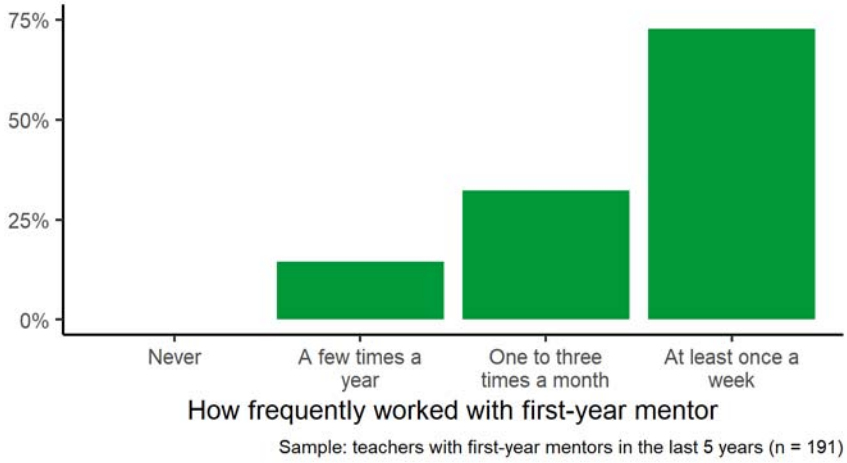
all," separately by their mentor's characteristics. Among teachers whose mentor taught the same subject in the same grade as they did, more than half say their mentor improved their teaching considerably. Mismatch in grade level seems to affect teachers' experiences less than mismatch in subject. Of the ten teachers whose first-year mentor shared neither their grade nor subject, only one responded that their teaching improved at least "quite a bit" as a result.

Figure 9.2. **Percentage of teachers reporting that their first-year mentor improved their teaching "quite a bit" or "a great deal" by mentor's matching characteristics**



Teachers vary in the amount of time they spent working with their first-year mentors. About one third of teachers report working with their first-year mentors "a few times a year," one third report "one to three times a month," and one third report "at least once per week." Only two out of 191 teachers in this sample report never working with their mentor. Teachers who worked intensely with their first-year mentors also report that their mentors were more influential. Figure 3 presents the same outcome as above in Figure 2 but broken down by the frequency with which the mentor and mentee worked together. Unsurprisingly, neither of the two teachers who said they never worked with their mentor report that their teaching improved as a result. In contrast, nearly three in four teachers who worked with their mentor weekly said their teaching improved "quite a bit" or "a great deal" from this experience.

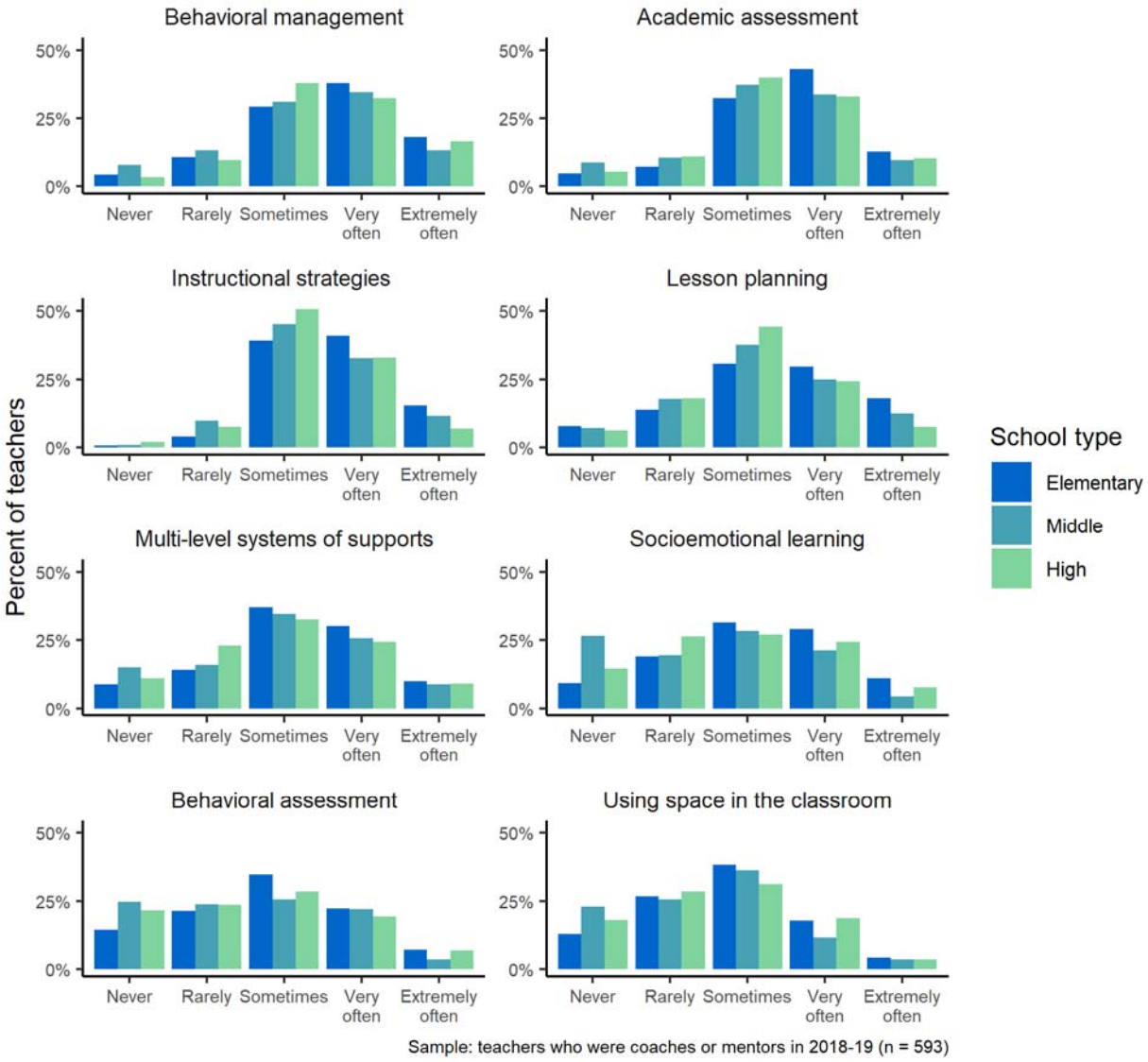
Figure 9.3. **Percentage of teachers reporting that their first-year mentor improved their teaching "quite a bit" or "a great deal," by frequency of interaction**



Teacher Mentorship Skill Areas

Teachers who served as mentors at different grade levels tend to focus on a similar, wide-ranging set of skills with their mentees. We asked the teachers in our sample who had ever served as mentors themselves how they focused their time with their mentees across different skill domains (Figure 9.4). The three areas that mentors most frequently address are academic assessment, instructional strategies, and behavioral management. The three areas that receive the least attention, on the other hand, are behavioral assessment, socioemotional learning, and using space in the classroom. Surprisingly, teacher's responses do not differ in any significant way across grade levels.

Figure 9.4. **Teacher mentors' reports of how frequently they worked with their mentees on skill areas, by school grade level**



Instructional Coaches

About one third of teachers in our sample report working with an instructional coach in the past year. Most of those teachers—about two in three—only worked with the coach a few times during that year. Early-career teachers were somewhat more likely to work with instructional coaches—about half of teachers with one or two years of experience report doing so (see Table 9.1). However, a sizeable minority of highly experienced teachers also worked with instructional coaches. Around one third of teachers with ten or more years of experience report doing so. Among those working with an instructional coach, early career teachers are more likely than experienced teachers to report that their teaching benefited "quite a bit" or "a great deal" as a

result. Forty-four percent of first and second-year teachers responded this way compared to 23 percent of teachers with 26 or more years of experience.

***Table 9.1*. Teacher experience with instructional coaches by years of teaching experience**

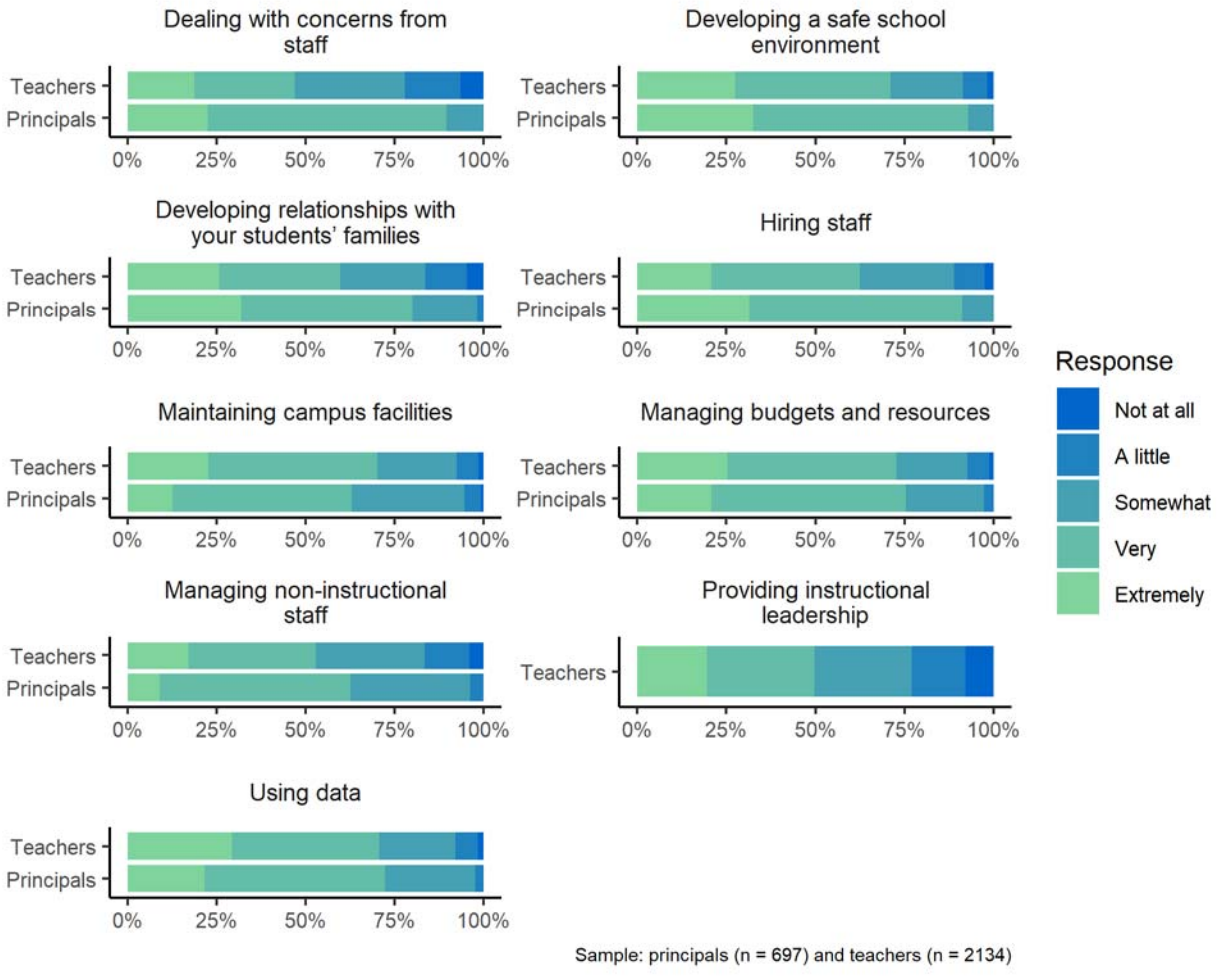
	Percent working with instructional coach in the past year	Percent reporting that the coach improved their teaching "quite a bit" or "a great deal"
Teacher experience		
1-2 years	51%	44%
3-5 years	38%	32%
6-10 years	34%	30%
10-25 years	37%	25%
26 or more years	31%	23%
All teachers	35%	27%
Sample size	n = 2134	n = 754

Section 10. School Leader Efficacy

Although generally positive, teachers in Wisconsin report varying levels of confidence in their principals across different domains (top bars of Figure 10.1). Three quarters or more of teachers report that their school leader is very or extremely effective at using data, managing budgets and resources, managing campus facilities, and developing a safe school environment. In contrast, around half or fewer of the teachers we surveyed reported that their principals were very or extremely effective in managing non-instructional staff or dealing with concerns from staff.

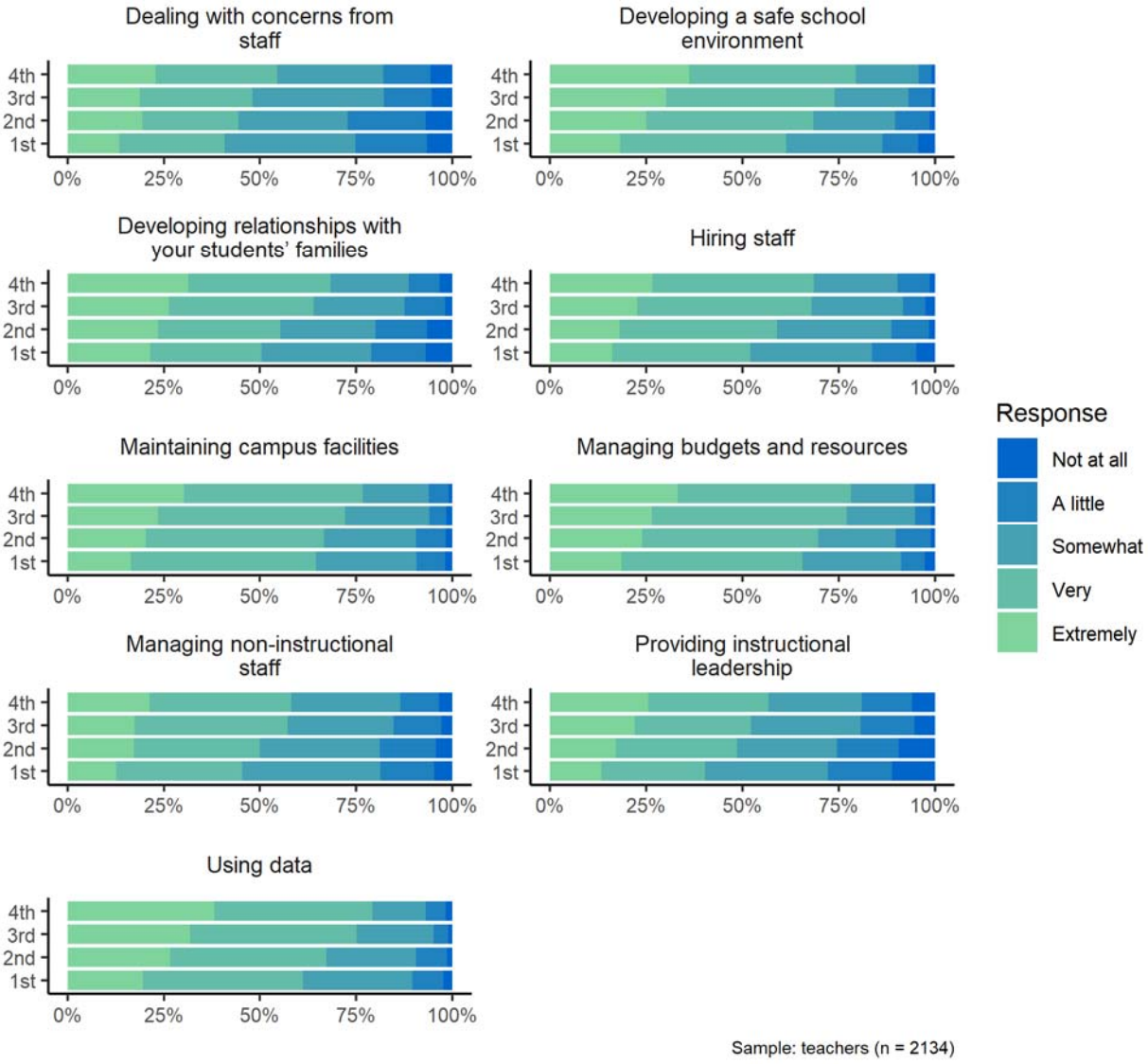
Compared to teachers' reports of their principal's performance, principals tend to be more sanguine about their own effectiveness: very few principals report that they are either "a little" or "not at all" effective in any area. The disjuncture between teachers and principals is most pronounced in four areas: hiring staff, dealing with concerns from staff, developing relationships with students' families, and developing a safe school environment. Otherwise, teachers and principals report similar average assessments of principal effectiveness.

Figure 10.1. **Teacher reports of their principal's effectiveness, and principals' reports of their own effectiveness, by task area**



Schools that score higher on the Department of Public Instruction's overall accountability score tend to be led by principals that receive higher ratings from their teachers. Figure 10.2 presents teachers' responses to the same questions by their school's accountability score quartile, with the addition of "providing instructional leadership." Higher ranked schools have teachers who are more satisfied with their principal's performance in all nine areas, on average. However, these differences are modest. There are many low-ranked schools led by principals that teachers consider excellent, and there are highly ranked schools where teachers are more critical of their school leader.

Figure 10.2. **Teacher assessments of principal effectiveness, by their school's overall accountability score quartile**

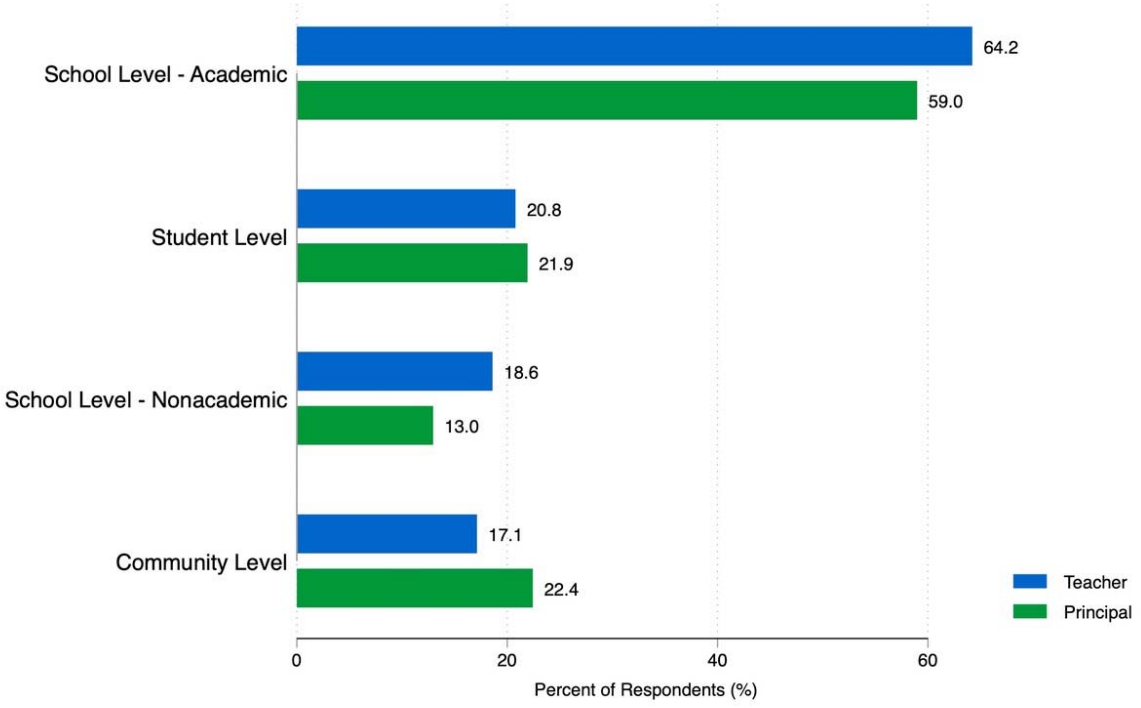


Section 11. In Their Own Words: Principal and Teacher Advice to Improve Equity

In addition to the data discussed in the preceding section of this report, we also asked teachers and principals to reflect on how we as a state could reduce inequalities in achievement among our students. Specifically, we asked: If you could make one change to educational policy to improve the academic success of economically disadvantaged students, what would it be? This section summarizes their responses to this question. For a more detailed analysis of teacher and principal responses, see Miesner et al. (2020).[6]

In total, we heard from 1,559 teachers and 601 principals. We coded their responses into four potential targets of intervention: School level academic and non-academic policies, interventions focused on students in school, and interventions focused on students in the community outside of school (see Figure 11.1). Note that some participants identified multiple changes, so the percentages sum to more than 100%.

Figure 11.1 **Percent of Respondents Referencing Topics at Each Level by Role: Teachers and Principals**



[6] Miesner, R., Packard, C., Laemmli, T., & MacGregor, L. (2020). *Practitioners' recommendations to improve the academic success of economically disadvantaged students in Wisconsin* (WCER Working Paper No. 2020-13). University of Wisconsin–Madison, Wisconsin Center for Education Research.

Practitioners offered a wide variety of responses. Just over 1,000 teachers (64.2%) and 355 principals (59%) cited instructional practices and policies within schools, including staff ratios and testing practices, as avenues to enhance the success of economically disadvantaged youth. Three hundred and twenty-four teachers (20.8%) and 132 principals (21.9%%) focused on interventions to support students both in and outside of school, highlighting student needs for physical support (food, clothing, shelter), psychological support (mental health) and material support (school supplies, transportation, technology). Two hundred and ninety teachers (18.6%) and 78 principals (13%) spoke to the need for non-academic services in schools, including more robust student services programs and the importance of building caring relationships with students. Finally, 267 teachers (17.1%) and 135 principals (22.4%) identified community-level interventions, such as early childhood educational experiences and issues within the broader sociopolitical context, as important for supporting students facing economic disadvantage.

Below, we offer examples of recommendations from educators in Wisconsin, in their own words.

School - Academic

"Reduce or eliminate homework. Many of these students have extra responsibilities at home or get no help on homework from their families. It's unfair to require the same work of them outside of school when they don't have the time or resources to complete it."

"Reducing extensive standardized testing would improve academic success for economically disadvantaged students by increasing time for instruction."

"School should go less hours a day, but almost year round for many of these students. If they didn't have the long summer break, I believe many of these students would catch up to their peers. Going to school less hours a day would give them more hours to work and still give them at least one or two meals a day."

"Decrease the class size/increase the number of trained teachers to be able to meet the needs of students with low SES as they often come in with a decreased vocabulary and fewer experiences than their peers, which causes them to struggle and fall behind. They often need extra attention and instruction to help them build a relationship with at least one trusted adult and I believe we do not have enough resources (teachers, staff, money, etc.) to effectively meet their needs."

"Provide more time for teachers to be able to work within their contracted hours to review data, make a plan for better/more appropriate instruction, prepare for their classes, and to connect with other teachers to determine effectiveness of instruction."

"I would provide these students with an academic mentor/coach to help keep them on track and give them the support their families are not able to provide. This person would also connect the student with the resources needed to meet with the same success as their more fortunate

peers. Too often, economically disadvantaged students do not know how to access resources needed for their academic success."

School - Non-Academic

"Increase the number of support staff (e.g., social workers, psychologists, nurse, SEAs) to ensure that all students have access to mental health, physical health, and social-emotional support."

"Begin school with a soft start. Academics is often pushed on students right away in the morning, where students are not yet ready to start their day. They need time to talk to a trusted adult, talk to one another, address issues that may have happened at home, prep for their day, and eat breakfast."

"Attendance is a greater issue with these students than with the general population, so policy to help students get to school (providing transportation, having someone go get them or check in on them)."

"Have funding available for more before/after school programs that would help students academically. That would include bus transportation funding."

Students

"Provide regular, meaningful wrap-around care for kids at all levels, and resources for their families. This would include transportation, exercise, meals, homework assistance, mental health assistance, parenting classes, medical assistance as needed, etc."

"I would encourage all school districts to make sure students have the supplies they need to succeed. If they have the school supplies everyone else has, their lives are easier. Schools should have backup supplies and backpacks for them!?"

"Have school pay for student field trip for those students. Currently the student has to go tell the office 'I'm poor. Can you pay for this?' I think that is humiliating, so kids just choose not to go on the trips if they can't afford it."

"Make sure all students have their basic needs met: Food, clean clothes, they feel safe while in school, and the feeling they are important and belong."

Community

"Help provide resources to families for free that allow them to focus on their learning. Examples: free counseling services for grief, mental health, etc.; day care for families so high school aged students do not need to tend to their younger siblings after school."

"Allow for whole day DPI funding of Early Childhood Education Programs such as K4 and/or K3. Families need access to services that offer a rich educational program and parental

resources that often cannot be obtained through unlicensed childcare providers or multiple friends and family members caring for a child/children. Our youngest learners and brand new parents need our support."

"New teachers need to be FAR better prepared in undergrad. 1. We need to provide more opportunities for deep apprenticeship so new teachers are able to observe, teach, and receive feedback in deep, meaningful, authentic ways. 2. White teachers need to learn about how their whiteness impacts them as humans and develop the skills and knowledge to be anti-racist educators. 3. All teachers need to learn how the current injustices and inequalities in education came to be—we need to know America's role in creating the achievement gap and the deep history of harm between children of color and the institution of schooling."

"Go back to a unionized system where teachers are ACTUALLY considered as an integral part of the education system. This will have a HUGE trickle-down effect value. As someone who has taught in multiple states, Wisconsin has completely destroyed teachers' confidence, knowledge base, pay that shows how much we do for children who are not our own. A teacher deficit will continue to have the biggest effect on the academic success of disadvantaged children. SO many poverty needs for teachers who are over-worked, emotionally tapped, and contracts that could care less about our professional fortitudes."

Appendix: Principal and Teacher Surveys

Survey of Wisconsin Instructional Practices (SWIP) Principal Survey

Wisconsin Center for Education Research
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

Thank you for participating in this survey of Wisconsin school principals. The questions in this survey are intended to help us understand successful educational practices across the state as well as things that get in the way of student learning. We hope you find the survey enjoyable and very much appreciate your time.

1. The first questions are about practices your school may engage in.

Does your school engage in the following practices?

	Yes	No
a. Reading recovery	○	○
b. Structured or formal peer tutoring	○	○
c. Other structured tutoring program	○	○
d. Summer school	○	○

2. Do teachers at your school do any home visits?

○ Yes
○ No → **Go to question 4**

3. Do teachers at your school do home visits in the following grades?

	Yes	No	Not Applicable
a. Four-year-old kindergarten or 4K	○	○	○
b. Five-year-old kindergarten or 5K	○	○	○
c. Between first and fifth grade	○	○	○
d. Between sixth and eighth grade	○	○	○
e. Between ninth and twelfth grade	○	○	○

4. Does your school offer five-year-old-kindergarten or 5K?

○ Yes
○ No → **Go to question 12**

5. The next questions are about kindergarten programs and transition practices at your school.

Does your school offer four-year-old kindergarten or 4K?

○ Yes → **Go to question 6**
○ No → **Go to question 8**

6. Does your school offer a full-day 4K program that meets at least four days a week?

○ Yes
○ No

7. How often do 5K and 4K teachers <u>in your school building</u> do each of the following?

	Never	Once a year	2 to 4 times a year	More than four times a year
a. Meet to share information about individual students before they transition to 5K	○	○	○	○
b. Share professional development	○	○	○	○
c. Meet to discuss curriculum, behavior plans, assessment or other topics	○	○	○	○

8. Does your school engage in the following practices to support children and families in the transition to 5K?

	Yes	No
a. Summer social events with new students and their families	○	○
b. Visits for 4K students to 5K classrooms the year before they transition	○	○
c. Home visits with 4K students	○	○
d. Encouraging families to participate in home learning activities	○	○
e. Phone calls to parents before the school year	○	○
f. Meetings with parents before the school year	○	○

9. Do any children who attend 5K at your school attend 4K programs outside of your school building?

○ Yes
○ No → **Go to question 11**

10. How often does your school do each of the following with 4K programs <u>outside of your school building</u>?

	Never	Once a year	2 to 4 times a year	More than four times a year
a. Meet to share information about individual students before they transition to 5K	○	○	○	○
b. Share professional development	○	○	○	○
c. Meet to discuss curriculum, behavior plans, assessment or other topics	○	○	○	○

11. What is the biggest challenge for your school related to the transition to 5K?

12. Does your school offer instruction in <u>any grades</u> between 5k and 6th?

- ○ Yes
- ○ No → **Go to question 19**

13. The next questions are about how your school organizes instruction.

Does your school have a policy for how teachers group students for instruction in <u>reading</u>?

- ○ Yes
- ○ No → **Go to question 15**

14. For instruction in <u>reading</u>, do teachers group students in the following ways?

	Yes	No
a. Within classrooms	○	○
b. Across classrooms within grades	○	○
c. Across grades	○	○

15. Does your school have a policy for how teachers group students for instruction in <u>mathematics</u>?

- ○ Yes
- ○ No → **Go to question 17**

16. For instruction in <u>mathematics</u>, do teachers group students in the following ways?

	Yes	No
a. Within classrooms	○	○
b. Across classrooms within grades	○	○
c. Across grades	○	○

17. How <u>important</u> are the following sources of information for how you group students for instruction?

	Not at all	A little	Somewhat	Very	Extremely	Not applicable
a. Scores on district assessments	○	○	○	○	○	○
b. Scores on statewide assessments	○	○	○	○	○	○
c. Teacher evaluations	○	○	○	○	○	○

18. How often do teachers reconsider group assignments for instruction?

- ○ Once a year
- ○ Once a semester
- ○ Once a quarter
- ○ More often than once a quarter

19. Does your school offer instruction in <u>any grades</u> between 9th and 12th?

- ○ Yes
- ○ No → **Go to question 25**

20. The next questions ask about how your school prepares students for the next step in their education or work careers after graduating high school.

How <u>well</u> does your school prepare students…

	Not at all	A little	Somewhat	Very	Extremely
a. …for college?	○	○	○	○	○
b. …for career and technical education?	○	○	○	○	○
c. …for entering work right after high school?	○	○	○	○	○

21. How <u>focused</u> is your school's curriculum…

	Not at all	A little	Somewhat	Very	Extremely
a. …on helping students get ready for a four-year college?	○	○	○	○	○
b. …on helping students get ready for a two-year college?	○	○	○	○	○
c. …on providing students with skills they can use at work right after graduation?	○	○	○	○	○

22. How <u>many</u> of the students in this high school do teachers expect to…

	None	A few	Some	Most	Almost all
a. …go to a four-year college after completing high school?	○	○	○	○	○
b. …go to a two-year college after completing high school?	○	○	○	○	○
c. …go to work full-time after completing high school?	○	○	○	○	○

23. How often do teachers help students plan for college outside of class time?

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Very often
- ○ Extremely often

24. How much do teachers feel it is part of their job to prepare students for college success?

- ○ Not at all
- ○ A little
- ○ Some
- ○ Quite a bit
- ○ A great deal

25. Next, we'd like to learn a little about your experience as a principal.

Thinking of your own practice as a school leader, how effective are you at each of the following?

	Not at all	A little	Somewhat	Very	Extremely
a. Developing a safe school environment	○	○	○	○	○
b. Dealing with concerns from staff	○	○	○	○	○
c. Managing budgets and resources	○	○	○	○	○
d. Hiring staff	○	○	○	○	○
e. Maintaining campus facilities	○	○	○	○	○
f. Managing non-instructional staff	○	○	○	○	○
g. Using data	○	○	○	○	○
h. Developing relationships with your students' families	○	○	○	○	○

26. How important are the following tasks in your work as a principal?

	Not at all	A little	Somewhat	Very	Extremely
a. Providing instructional leadership	○	○	○	○	○
b. Creating a safe environment for students	○	○	○	○	○
c. Ensuring teachers have adequate resources to do their jobs	○	○	○	○	○
d. Serving as a liaison to families of children in your school	○	○	○	○	○

27. If you could make one change to educational policy to improve the academic success of economically disadvantaged students, what would it be?

28. Now we have some questions about students that require additional levels of academic intervention to support their learning.

How many times a year are students assessed to determine their need for academic intervention?

- ○ Zero
- ○ Once a year
- ○ Twice a year
- ○ Three to five times a year
- ○ Six or more times a year
- ○ Varies across teachers

29. In an average school week, how many minutes are dedicated to academic intervention per classroom?

- ○ Less than 15 minutes
- ○ 15 to 50 minutes
- ○ 51 to 75 minutes
- ○ 76 to 100 minutes
- ○ 101 or more minutes

30. The next questions ask about academic interventions for students.

Do the following people deliver interventions to students <u>with</u> Individualized Educational Plans or IEPs?

	Yes	No
a. Homeroom teachers	○	○
b. Special education teachers	○	○
c. Interventionists	○	○
d. ESL teachers	○	○
e. School psychologists	○	○
f. Educational assistants or paraprofessionals	○	○
g. Student support teachers	○	○
h. School counselors	○	○
i. Family resource teachers	○	○
j. Student teachers	○	○
k. Volunteers	○	○

31. Does your school deliver interventions to students <u>with</u> IEPs in the following ways?

	Yes	No
a. Staff members work with individual students	○	○
b. Individual students work independently	○	○
c. Small group instruction by classroom	○	○
d. Small group instruction by grade level	○	○
e. Small group instruction across grade levels	○	○

32. Do the following people deliver interventions to students without Individualized Educational Plans or IEPs?

	Yes	No
a. Homeroom teachers	○	○
b. Special education teachers	○	○
c. Interventionists	○	○
d. ESL teachers	○	○
e. School psychologists	○	○
f. Educational assistants or paraprofessionals	○	○
g. Student support teachers	○	○
h. School counselors	○	○
i. Family resource teachers	○	○
j. Student teachers	○	○
k. Volunteers	○	○

33. Does your school deliver interventions to students without IEPs in the following ways?

	Yes	No
a. Staff members work with individual students	○	○
b. Individual students work independently	○	○
c. Small group instruction by classroom	○	○
d. Small group instruction by grade level	○	○
e. Small group instruction across grade levels	○	○

34. How satisfied are you with your school's capacity to deliver academic interventions…

	Not at all	A little	Somewhat	Very	Extremely
a. …to students with IEPs?	○	○	○	○	○
b. …to students without IEPs?	○	○	○	○	○

35. Do any of the following inhibit your school's capacity to deliver academic interventions?

	Yes	No
a. School scheduling	○	○
b. Staffing	○	○
c. Professional development	○	○
d. Instructional materials	○	○

36. How familiar are you with the state of Wisconsin's English language development standards?

○ Not at all
○ A little
○ Somewhat
○ Very
○ Extremely

37. Have you ever participated in professional development with a primary focus on supporting English language learners or ELLs?

- ○ Yes
- ○ No → **Go to question 39**

38. When was the last time you participated in professional development with a primary focus on supporting ELLs?

- ○ Less than 2 years ago
- ○ Two to five years ago
- ○ More than five years ago

39. Does your school have any ELLs?

- ○ Yes
- ○ No → **Go to question 45**

40. On a typical school day, do the following staff members spend <u>at least thirty minutes</u> working with ELLs?

	Yes	No	Not sure
a. ELL teachers	○	○	○
b. General education or classroom teachers	○	○	○
c. ELL teacher assistants	○	○	○
d. Other staff members. Please tell us:			

41. On a typical school day, do the following staff members spend <u>at least thirty minutes</u> working with students dually identified as ELLs <u>and</u> in need of special education?

	Yes	No	Not sure
a. ELL teachers	○	○	○
b. Special education teachers	○	○	○
c. General education or classroom teachers	○	○	○
d. ELL teacher assistants	○	○	○
e. Special education teacher assistants	○	○	○
f. Other staff members. Please tell us:			

42. When your school makes decisions about whether an ELL is ready to be reclassified as fully English proficient, how <u>important</u> is each of the following factors?

	Not at all	A little	Somewhat	Very	Extremely	Not sure
a. State content assessment scores	○	○	○	○	○	○
b. Interim or benchmark classroom assessment scores	○	○	○	○	○	○
c. ACCESS for ELLs assessment scores	○	○	○	○	○	○
d. Grades on the most recent report card	○	○	○	○	○	○
e. Student attendance	○	○	○	○	○	○
f. Student behavior	○	○	○	○	○	○
g. Teacher input	○	○	○	○	○	○

43. Does your school serve any ELLs whose parents refuse to permit their children to receive English language support services?

○ Yes
○ No → **Go to question 45**

44. Does your school use the following strategies to monitor the progress of ELLs whose parents refuse services?

	Yes	No	Not sure
a. ESL or Bilingual staff develop a written monitoring plan	○	○	○
b. The classroom teacher develops a written monitoring plan	○	○	○
c. ESL or Bilingual staff consult with classroom teacher	○	○	○
d. The student is placed in a general education classroom with a teacher who has an ESL or Bilingual endorsement	○	○	○

45. Now we are going to ask about classroom management and disciplinary practices at your school.

How <u>consistent</u> are teachers at your school in…

	Not at all	A little	Somewhat	Very	Extremely
a. …maintaining discipline in the entire school, not just their classroom?	○	○	○	○	○
b. …their expectations for how students should behave?	○	○	○	○	○
c. …providing support to students for managing their behavior?	○	○	○	○	○
d. …applying sanctions when students misbehave?	○	○	○	○	○

46. Does your school employ any of the following formal programs to address student behavior?

	Yes	No
a. Student involvement in peer education	○	○
b. Group conferencing	○	○
c. Student court to address student conduct problems and minor offenses	○	○
d. Student involvement in restorative circles, such as "peace circles," "talking circles," or "conflict circles"	○	○
e. Social emotional learning (SEL) training for students, such as social skills, anger management, or mindfulness	○	○

47. Now we'd like to learn a little about how your school addresses the mental health needs of the students you serve.

About what percentage of students in your school have mental health needs?

○ 10% or less
○ 11% to 20%
○ 21% to 50%
○ More than 50%

48. Do families in your school seek services for their children to address mental health concerns?

○ Yes
○ No

49. In the past 12 months, were there any students in your school who you felt needed mental health care or counseling, but did not receive it?

○ Yes
○ No

50. For the purpose of this survey, we define diagnostic assessment as an evaluation conducted by a medical or mental health professional that identifies whether an individual has one or more medical and/or mental health diagnoses.

During the 2018-2019 school year, were the following types of diagnostic assessments for mental health disorders available to students in your school?

	Yes	No
a. Diagnostic mental health assessments at school by a licensed mental health professional employed by the school or district	○	○
b. Diagnostic mental health assessments at school by a licensed mental health professional, other than a school or district employee, funded by the school or district	○	○
c. Diagnostic mental health assessments outside of school by a licensed mental health professional, other than a school or district employee, funded by the school or district	○	○

51. For the purpose of this survey, we define treatment as a clinical service addressed at lessening or eliminating the symptoms of a disorder. In mental health, treatment may include psychotherapy, medication treatment, and/or counseling.

During the 2018-2019 school year, were the following types of treatments for mental health disorders available to students in your school?

	Yes	No
a. Treatment for mental health disorders at school by a licensed mental health professional employed by the school or district	○	○
b. Treatment for mental health disorders at school by a licensed mental health professional, other than a school or district employee, funded by the school or district	○	○
c. Treatment for mental health disorders outside of school by a licensed mental health professional, other than a school or district employee, funded by the school or district	○	○

52. During the 2018-2019 school year, how much did the following factors limit your school's capacity to provide mental health services to students?

	Not at all	A little	Some	Quite a bit	A great deal
a. Inadequate access to licensed mental health professionals	○	○	○	○	○
b. Inadequate funding	○	○	○	○	○
c. Potential legal issues for school or district, such as malpractice or insufficient supervision	○	○	○	○	○
d. Lack of parental support in addressing their children's mental health disorders	○	○	○	○	○
e. Lack of community support for providing mental health services to students in your school	○	○	○	○	○
f. Written or unwritten policies regarding the school's requirement to pay for the diagnostic assessment or treatment of students	○	○	○	○	○
g. Reluctance to label students with mental health disorders to avoid stigmatizing the child	○	○	○	○	○

53. Thinking about addressing student mental health needs, what are your school's two biggest barriers?

54. Still thinking about addressing student mental health needs, what are your school's two biggest strengths or assets?

Thank you for sharing your knowledge and views with us. We may be following up with teachers at your school to ask about their views and experiences as well. If you have any questions about this study, please feel free to contact Eric Grodsky by email (grodsky@wisc.edu) or by phone (608 262 4896).

Please place your completed questionnaire in the postage paid envelope provided and return it today.

SWIP Teacher Survey

Wisconsin Center for
Education Research
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

Survey of Wisconsin Instructional Practices*

* This survey is a collaboration between the Wisconsin Center for Education Research and the Wisconsin Department of Public Instruction and is supported by a grant from the U.S. Department of Education's Institute for Education Sciences (R372A150031). Please contact Professor Eric Grodsky with any questions by email (grodsky@wisc.edu) or phone (608 262 4896).

Thank you for participating in this survey of Wisconsin school teachers. The questions in this survey are intended to help us understand successful educational practices across the state as well as things that get in the way of student learning. We hope you find the survey enjoyable and very much appreciate your time.

1. First, we would like to know about your experience as a teacher.

Not counting student teaching, in what year did you start teaching?

[ ]
YYYY

2. A teacher induction program is a program for beginning teachers that may include teacher orientation, mentoring, coaching, demonstrations, and/or assessments aimed at enhancing teachers' effectiveness.

In your <u>first</u> year of teaching, did you participate in a teacher induction program?

○ Yes
○ No

3. In your <u>first</u> year of teaching, did you work closely with a master or mentor teacher who was assigned by your school or district?

○ Yes
○ No → **Go to question 9**

4. Were you assigned a single teacher or a team of teachers as master(s) or mentor(s)?

○ Single teacher
○ Team of teachers

5. During your first year of teaching, how frequently did you work with your master or mentor teacher(s)?

○ Never
○ A few times a year
○ One to three times a month
○ At least once a week

6. Has your master or mentor teacher(s) ever instructed students in the same subject area(s) as yours?

- ○ Yes
- ○ No
- ○ Don't know

7. Has your master or mentor teacher(s) ever instructed students in the same grade level(s) as yours?

- ○ Yes
- ○ No
- ○ Don't know

8. Overall, how much did your assigned master or mentor teacher(s) improve your teaching?

- ○ Not at all
- ○ A little
- ○ Some
- ○ Quite a bit
- ○ A great deal

9. During the 2018-2019 school year, have you worked with an instructional coach?

- ○ Yes
- ○ No → **Go to question 12**

10. During the 2018-2019 school year, how frequently did you work with your instructional coach?

- ○ A few times this year
- ○ One to three times a month
- ○ At least once a week

11. Overall, how much did your instructional coach help you to improve your teaching during the 2018-2019 school year?

- ○ Not at all
- ○ A little
- ○ Some
- ○ Quite a bit
- ○ A great deal

12. Have you ever coached or mentored other teachers in their practice?

- ○ Yes → **Go to question 13**
- ○ No → **Go to question 15**

13. During the 2018-2019 school year, have you coached or mentored other teachers?

- ○ Yes
- ○ No → **Go to question 15**

14. During the 2018-2019 school year, how often have you worked with teachers on each of the following in your capacity as a coach or mentor?

	Never	Rarely	Sometimes	Very often	Extremely often
a. Instructional strategies	○	○	○	○	○
b. Lesson planning	○	○	○	○	○
c. Using space in the classroom	○	○	○	○	○
d. Behavioral management	○	○	○	○	○
e. Academic assessment	○	○	○	○	○
f. Multi-level systems of supports	○	○	○	○	○
g. Socioemotional learning	○	○	○	○	○
h. Behavioral assessment	○	○	○	○	○

15. The next section of this survey asks a series of questions specific to different grade levels.

Do you teach four-year-old kindergarten (4K)?

- ○ Yes
- ○ No → **Go to question 19**

16. How many days per week can a child enrolled in your program attend 4K?

- ○ One
- ○ Two
- ○ Three
- ○ Four
- ○ Five

17. How many hours per day can a child enrolled in your program participate in 4K?

- ○ Less than 3 hours
- ○ 3 hours but less than 4
- ○ 4 hours but less than 5
- ○ 5 hours but less than 6
- ○ 6 hours or more

18. Do you use the following curricula in your 4K program?

	Yes	No
a. Building Blocks	○	○
b. Creative Curriculum	○	○
c. HighScope	○	○
d. Second Step	○	○
e. Tools of the Mind	○	○
f. Frog Street	○	○
g. Other curriculum? → Please tell us:		

19. Do you teach 4K and/or 5K?

○ Yes
○ No → **Go to question 29**

20. Next we'd like to ask you some questions about the role you see for play in 4K and 5K.

How much do you agree with each of the following statements? Play should…

	Agree strongly	Agree a little	Neither agree nor disagree	Disagree a little	Disagree strongly
a. …provide children time to practice social skills	○	○	○	○	○
b. …create a space for children to explore the world and be creative	○	○	○	○	○
c. …be completely child directed	○	○	○	○	○
d. …have extended periods in the classroom that is uninterrupted	○	○	○	○	○
e. …be carefully planned by the teacher	○	○	○	○	○
f. …have opportunities for teachers to support children's learning of reading and mathematics content	○	○	○	○	○
g. …be a space where teachers can merge the worlds of pretend and learning	○	○	○	○	○

21. In a typical day, about how much time does a child in your class or classes spend in the following activities, not including lunch or recess breaks?

	No time	Half hour or less	About one hour	About two hours	About three hours	Four hours or more
a. Teacher-directed whole class activities	○	○	○	○	○	○
b. Teacher-directed small group activities	○	○	○	○	○	○
c. Teacher-directed individual activities	○	○	○	○	○	○
d. Play	○	○	○	○	○	○

22. In a typical day, about how much time does a child in your class or classes spend in the following activities?

	Less than 15 minutes	15 to 30 minutes	31 to 45 minutes	46 to 59 minutes	60 minutes or more
a. Reading and language arts	○	○	○	○	○
b. Mathematics	○	○	○	○	○
c. Social studies	○	○	○	○	○
d. Music	○	○	○	○	○
e. Art	○	○	○	○	○
f. Developing socioemotional skills	○	○	○	○	○
g. Free play indoors	○	○	○	○	○
h. Free play outside, including recess	○	○	○	○	○

23. Do you think the time you allocate for play is too little, too much or just about right?

- ○ Too little
- ○ Too much → **Go to question 25**
- ○ Just about right → **Go to question 25**

24. How much do the following things get in the way of your allocating more time for play?

	Not at all	A little	Some	Quite a bit	A great deal
a. Challenging student behaviors	○	○	○	○	○
b. Curriculum and assessment demands from school leadership	○	○	○	○	○
c. Performance demands from parents	○	○	○	○	○
d. Your uncertainty about how to combine play and learning	○	○	○	○	○

25. Teachers can assume different roles in children's play at school. How often do <u>you</u> do each of the following while your students play?

	Never	Rarely	Sometimes	Very often	Extremely often
a. Intentionally create an environment and stay out of the child's way	○	○	○	○	○
b. Enter children's play to extend it	○	○	○	○	○
c. Enter children's play to infuse learning content	○	○	○	○	○
d. Pull children to instruction or assessment	○	○	○	○	○

26. Do you administer the following assessments in your classroom?

	Yes	No
a. High Scope Child Observation Record	○	○
b. Teaching Strategies GOLD	○	○
c. Work Sampling System	○	○
d. PALS	○	○
e. STAR	○	○
f. MAP	○	○
g. Other assessment? → Please tell us:		

27. How <u>important</u> is the information you get from assessments like those listed in the previous question for each of the following tasks?

	Not at all	Slightly	Somewhat	Very	Extremely
a. Guiding your instruction and identifying meaningful learning opportunities for children.	○	○	○	○	○
b. Identifying children for instructional groupings	○	○	○	○	○
c. Identifying children for screening	○	○	○	○	○
d. Tracking the learning of individual children over the course of the year	○	○	○	○	○
e. Communicating with families about their child's performance	○	○	○	○	○
f. Communicating with teacher in the next grade about the needs of individual children	○	○	○	○	○
g. Evaluating the efficacy of your 4K or 5K program	○	○	○	○	○
h. Ongoing program improvement activities	○	○	○	○	○

28. It is hard to argue with the goal that all children should come to school ready to learn. How important are the following characteristics, skills, or dispositions for a child to be ready for 5K?

	Not at all	Slightly	Somewhat	Very	Extremely
a. Is age 5 by September 1st	○	○	○	○	○
b. Understands and responds to others emotions	○	○	○	○	○
c. Participates in cooperative play	○	○	○	○	○
d. Can follow multipart directions	○	○	○	○	○
e. Recognizes and matches sounds and rhymes in familiar words	○	○	○	○	○
f. Recognizes letters and their sounds in familiar words, especially in own name	○	○	○	○	○
g. Recognizes and names all letters of the alphabet, both upper and lowercase, in familiar and unfamiliar words	○	○	○	○	○
h. Writes recognizable letters and begins to write name and a few words.	○	○	○	○	○
i. Displays curiosity, risk-taking, and willingness to engage in new experiences.	○	○	○	○	○
j. Persists with activity independently until goal is reached	○	○	○	○	○
k. Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy	○	○	○	○	○
l. Expresses self, including ideas, feelings, and thoughts, through a variety of artistic media, music, and movement	○	○	○	○	○
m. Names and writes some numerals	○	○	○	○	○
n. Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next	○	○	○	○	○
o. Compares concrete quantities to determine which has more, less, or the same	○	○	○	○	○
p. Recognizes basic shapes	○	○	○	○	○
q. Recognizes, duplicates, extends simple patterns and creates original patterns	○	○	○	○	○

29. Do you teach <u>any</u> grades between 1st and 6th?

○ Yes
○ No → **Go to question 36**

30. The next questions are about how you organize instruction.

Do you group you students by either prior or current reading levels for instruction in <u>reading</u>?

○ Yes → **Go to question 31**
○ No → **Go to question 32**

31. How do you group students for instruction in reading?

	Yes	No
a. With students from the same classroom	○	○
b. With students from the same grade level	○	○
c. With other students across grade levels	○	○

32. Do you group your students by either prior or current math levels for instruction in mathematics?

○ Yes
○ No → **Go to question 34**

33. How do you group students for instruction in mathematics?

	Yes	No
a. With students from the same classroom	○	○
b. With students from the same grade level	○	○
c. With other students across grade levels	○	○

34. How important are the following sources of information for how you group students for instruction?

	Not at all	A little	Somewhat	Very	Extremely	Not applicable
a. Scores on district assessments	○	○	○	○	○	○
b. Scores on statewide assessments	○	○	○	○	○	○
c. Your own evaluations	○	○	○	○	○	○
d. Evaluations of other teachers	○	○	○	○	○	○

35. How often do you reconsider group assignments for instruction?

○ Once a year
○ Once a semester
○ Once a quarter
○ More often than once a quarter
○ I do not group students for instruction

36. Do you teach any grades between 9th and 12th?

○ Yes → **Go to question 37**
○ No → **Go to question 47**

37. The next questions ask about how your school prepares students for the next step in their education or work careers after graduating high school.

How well does your school prepare students…

	Not at all	A little	Somewhat	Very	Extremely
a. …for college?	○	○	○	○	○
b. …for career and technical education?	○	○	○	○	○
c. …for entering work right after high school?	○	○	○	○	○

38. How focused is your school's curriculum…

	Not at all	A little	Somewhat	Very	Extremely
a. …on helping students get ready for a four-year college?	○	○	○	○	○
b. …on helping students get ready for a two-year college?	○	○	○	○	○
c. …on providing students with skills they can use at work right after graduating high school?	○	○	○	○	○

39. How many of the students in this school do YOU expect to…

	None	A few	Some	Most	Almost all
a. …go to a four-year college after completing high school?	○	○	○	○	○
b. …go to a two-year college after completing high school?	○	○	○	○	○
c. …go to work full-time after completing high school?	○	○	○	○	○

40. How often do you help students plan for college outside of class time?

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Very often
- ○ Extremely often

41. How important a part of your job is it to prepare students for college success?

- ○ Not at all important
- ○ A little important
- ○ Somewhat important
- ○ Very important
- ○ Extremely important

42. The next set of questions ask about commitments students have that could interfere with their ability to focus on school.

What proportion of students at your school do you believe work for pay or have substantial family responsibilities outside of school during the academic year?

- ○ Less than 10%
- ○ 10% to 25%
- ○ 26% to 50%
- ○ More than 50%

43. How much responsibility should <u>schools</u> have to accommodate students who have paid employment or substantial family responsibilities outside of school?

- ○ None
- ○ A little
- ○ Some
- ○ Quite a bit
- ○ A great deal

44. Has <u>your school</u> done any of the following to accommodate students who have paid employment or substantial family responsibilities outside of school?

	Yes	No
a. Changed school start times	○	○
b. Offered school credit for paid employment	○	○
c. Provided child care through the school	○	○
d. Provided explicit training to address how to balance school and outside responsibilities	○	○
e. Reduced demands for homework	○	○
f. Allocated instructional time for completing homework during school hours	○	○

45. How much responsibility should <u>teachers</u> have to accommodate students who have paid employment or substantial family responsibilities outside of school?

- ○ None
- ○ A little
- ○ Some
- ○ Quite a bit
- ○ A great deal

46. Have you done any of the following to accommodate students who have paid employment or substantial family responsibilities outside of school?

	Yes	No
a. Provided explicit training to address how to balance school and outside responsibilities	○	○
b. Reduced demands for homework	○	○
c. Allocated instructional time for completing homework during school hours	○	○

47. If you could make one change to educational policy to improve the academic success of economically disadvantaged students, what would it be?

48. During a typical week, about how many minutes do you collaborate with the following individuals?

	Zero minutes	Less than 30 minutes	30 to 60 minutes	More than 60 minutes	Not applicable
a. Other teachers in your grade	○	○	○	○	○
b. Other teachers in your content area	○	○	○	○	○
c. Special education teachers	○	○	○	○	○
d. Interventionists	○	○	○	○	○
e. ESL teachers	○	○	○	○	○
f. School psychologists	○	○	○	○	○
g. Educational assistants or paraprofessionals	○	○	○	○	○
h. Instructional coaches	○	○	○	○	○
i. School counselors or Social Worker	○	○	○	○	○

49. During a typical week, about how many minutes do you discuss each of the following topics with any of the individuals listed in the previous question?

	Zero minutes	Less than 30 minutes	30 to 60 minutes	More than 60 minutes
a. Instructional strategies	○	○	○	○
b. Lesson planning	○	○	○	○
c. Academic assessments	○	○	○	○
d. Academic interventions	○	○	○	○
e. Behavioral management	○	○	○	○
f. The academic growth or status of individual students	○	○	○	○
g. The social-emotional growth or status of individual students	○	○	○	○
h. Multi-level systems supports	○	○	○	○

50. Now we have some questions about students that require additional levels of academic intervention to support their learning.

How many times a year are students in your classroom assessed to determine their need for academic intervention?

- ○ Zero
- ○ Once a year
- ○ Twice a year
- ○ Three to five times a year
- ○ Six or more times a year

51. During a typical school week, about how many minutes are dedicated to academic interventions in your classroom?

- ○ Less than 15 minutes
- ○ 15 to 50 minutes
- ○ 51 to 75 minutes
- ○ 76 to 100 minutes
- ○ 101 or more minutes

52. How satisfied are you with your school's capacity to deliver academic interventions to…

	Not at all	A little	Somewhat	Very	Extremely
a. …students with IEPs?	○	○	○	○	○
b. …students without IEPs?	○	○	○	○	○

53. Do any of the following inhibit your school's capacity to deliver academic interventions?

	Yes	No
a. School scheduling	○	○
b. Staffing	○	○
c. Professional development	○	○
d. Instructional materials	○	○

54. Next, we would like to learn a little about your views of the principal of your school.

How <u>effective</u> is your principal at each of the following?

	Not at all	A little	Somewhat	Very	Extremely
a. Developing a safe school environment	○	○	○	○	○
b. Dealing with concerns from staff	○	○	○	○	○
c. Managing budgets and resources	○	○	○	○	○
d. Hiring staff	○	○	○	○	○
e. Maintaining campus facilities	○	○	○	○	○
f. Managing non-instructional staff	○	○	○	○	○
g. Using data	○	○	○	○	○
h. Developing relationships with your students' families	○	○	○	○	○
i. Providing instructional leadership	○	○	○	○	○

55. Now we are going to ask about classroom management and disciplinary practices at your school.

How <u>consistent</u> are teachers at your school in…

	Not at all	A little	Somewhat	Very	Extremely
a. …helping to manage student behavior in the entire school, not just their classroom?	○	○	○	○	○
b. …their expectations for how students should behave?	○	○	○	○	○
c. …providing support to students for managing their behavior?	○	○	○	○	○
d. …applying sanctions when students misbehave?	○	○	○	○	○

56. How <u>prepared</u> do you feel to manage student behavior in your classroom?

○ Not at all
○ A little
○ Somewhat
○ Very
○ Extremely

57. How much support do you get from your principal and other administrative staff in managing student behavior in your classroom?

○ None
○ A little
○ Some
○ Quite a bit
○ A great deal

58. Now we would like to learn a little bit more about the mental health needs of students in your school and the resources you have at your disposal to meet those needs. For the purpose of this study, mental health needs refer to any mental condition that disrupts an individual's capacity for social and/or cognitive development when left unaddressed.

About what percentage of students at your school have mental health needs?

- ○ Less than 15%
- ○ 15% to 30%
- ○ 31% to 50%
- ○ More than 50%
- ○ Don't know

59. About what percentage of the immediate families of students at your school have mental health needs?

- ○ Less than 15%
- ○ 15% to 30%
- ○ 31% to 50%
- ○ More than 50%
- ○ Don't know

60. In the past 12 months, were there any students <u>in your classes</u> whom you felt needed mental health care or counseling, but did not receive it?

- ○ Yes
- ○ No

61. How <u>much</u> do the following items limit student access to mental health services within your school?

	Not at all	A little	Some	Quite a bit	A great deal
a. Difficulty identifying children with mental health needs	○	○	○	○	○
b. Insufficient number of school-based mental health professionals	○	○	○	○	○
c. Lack of adequate training for teachers for dealing with children's mental health needs	○	○	○	○	○
d. Difficulty gaining parental cooperation and consent	○	○	○	○	○
e. Language and cultural barriers while working with culturally diverse students and families	○	○	○	○	○
f. Lack of referral options in the community	○	○	○	○	○
g. Lack of coordinated services between schools and community	○	○	○	○	○
h. Lack of funding for school-based mental health services	○	○	○	○	○

62. Now we would like to ask some questions about your beliefs about your role and the role of your school in providing students with mental health supports.

How <u>involved</u> should schools be in addressing the mental health issues of students?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Very
- ○ Extremely

63. How <u>confident</u> are you that you have…

	Not at all	A little	Somewhat	Very	Extremely
a. …the level of knowledge required to meet the mental health needs of the children with whom you work?	○	○	○	○	○
b. …the skills required to meet the mental health needs of the children with whom you work?	○	○	○	○	○
c. …adequate cultural knowledge to meet the mental health needs of the children with whom you work?	○	○	○	○	○
d. …adequate communication skills to meet the mental health needs of the children with whom you work?	○	○	○	○	○

64. What is your school's biggest <u>barrier</u> to addressing student mental health needs in your school?

65. What is your school's biggest <u>strength or asset</u> for addressing student mental health needs in your school?

66. How familiar are you with Wisconsin's English Language Development Standards?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Very
- ○ Extremely

67. In the past three years, or since the time you last started teaching if that was less than three years ago, have you taught any dual or English language learners?

- ○ Yes
- ○ No → **Go to question 70**

68. Do you use Wisconsin's English Language Development Standards in your EL instruction?

- ○ Yes
- ○ No

69. How challenging is it for you to support ELLs in each of the following ways?

	Not at all	A little	Somewhat	Very	Extremely
a. Identifying ELLs	○	○	○	○	○
b. Meeting the needs of ELLs at different English language proficiency levels	○	○	○	○	○
c. Monitoring the academic progress of ELLs	○	○	○	○	○
d. Monitoring the academic progress of former ELLs	○	○	○	○	○
e. Engaging the parents of ELLs	○	○	○	○	○
f. Applying ELL reclassification criteria	○	○	○	○	○
g. Differentiating instruction for ELLs	○	○	○	○	○
h. Differentiating instruction for ELLs with a disability	○	○	○	○	○
i. Ensuring that ELLs engage with grade-level academic content	○	○	○	○	○
j. Making time for general education teachers to collaborate with ELL teachers	○	○	○	○	○

70. The next few questions ask about things that may have occurred in the past three years. Please answer thinking of the past three years, or since the time you last started teaching if that was less than three years ago.

During the past three years, have you participated in any professional learning related specifically to teaching English language learners or ELLs?

- ○ Yes → **Go to question 71**
- ○ No → **Go to question 73**

71. During the past three years, about how many hours of professional learning have you participated in related specifically to teaching English language learners or ELLs?

- ○ Fewer than 5 hours
- ○ 5 to 10 hours
- ○ 11 to 20 hours
- ○ 21 to 40 hours
- ○ More than 40 hours

72. In the past three years, have you received professional learning that is specific to the education of ELLs in the following areas?

	Yes	No
a. Second language acquisition	○	○
b. Culturally responsive education practices	○	○
c. ELLs who are newcomers	○	○
d. Family and community involvement strategies	○	○
e. Research-based instructional methods for ELLs	○	○
f. Use of student native language during instruction	○	○
g. Assessment practices for ELLs	○	○
h. ELLs in Special Education	○	○
i. The Wisconsin English Language Development Standards	○	○
j. The Wisconsin ELL Reclassification criteria	○	○
k. The Wisconsin ELL Identification process	○	○
l. The Wisconsin Multiple Indicator Protocol	○	○
m. Response to Intervention (RTI) for ELLs	○	○

73. Now we would like to know a little more about you. This information will help us understand how the backgrounds of teachers in Wisconsin line up with those of their students.

What is the highest level of education your mother or female guardian completed?

- ○ Less than high school
- ○ GED
- ○ High School
- ○ Attended a two-year college but did not complete a degree
- ○ Attended a four-year college but did not complete a degree
- ○ Earned an Associate's degree
- ○ Earned a bachelor's degree
- ○ Attended graduate or professional school but did not complete a degree
- ○ Earned a graduate or professional degree
- ○ Don't know
- ○ I did not grow up with a mother or female guardian

74. What is the highest level of education your father or male guardian completed?

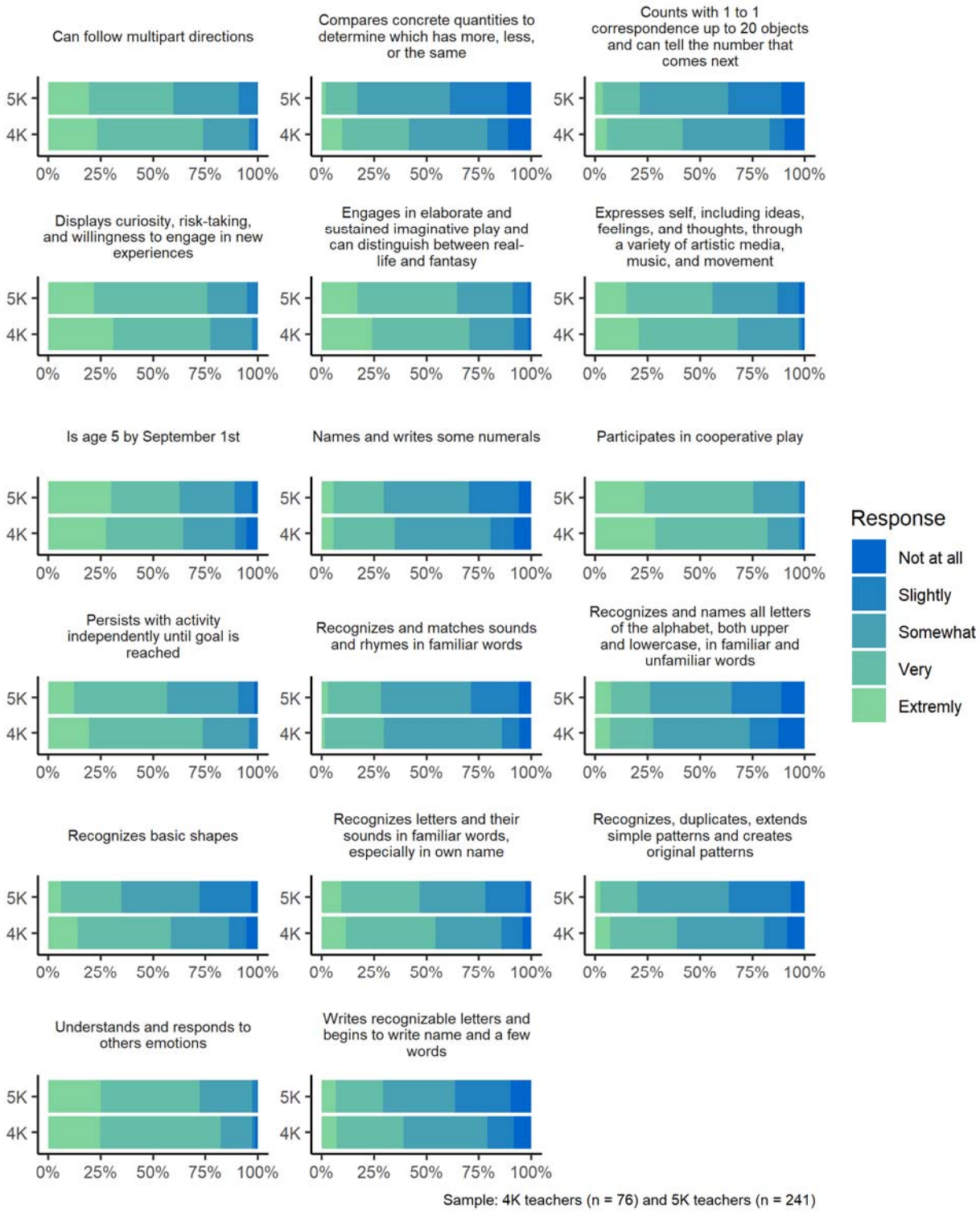
- ○ Less than high school
- ○ GED
- ○ High School
- ○ Attended a two-year college but did not complete a degree
- ○ Attended a four-year college but did not complete a degree
- ○ Earned an Associate's degree
- ○ Earned a bachelor's degree
- ○ Attended graduate or professional school but did not complete a degree
- ○ Earned a graduate or professional degree
- ○ Don't know
- ○ I did not grow up with a father or male guardian

Thank you for sharing your knowledge and views with us.

Please place your completed questionnaire in the postage paid envelope provided and return it today.

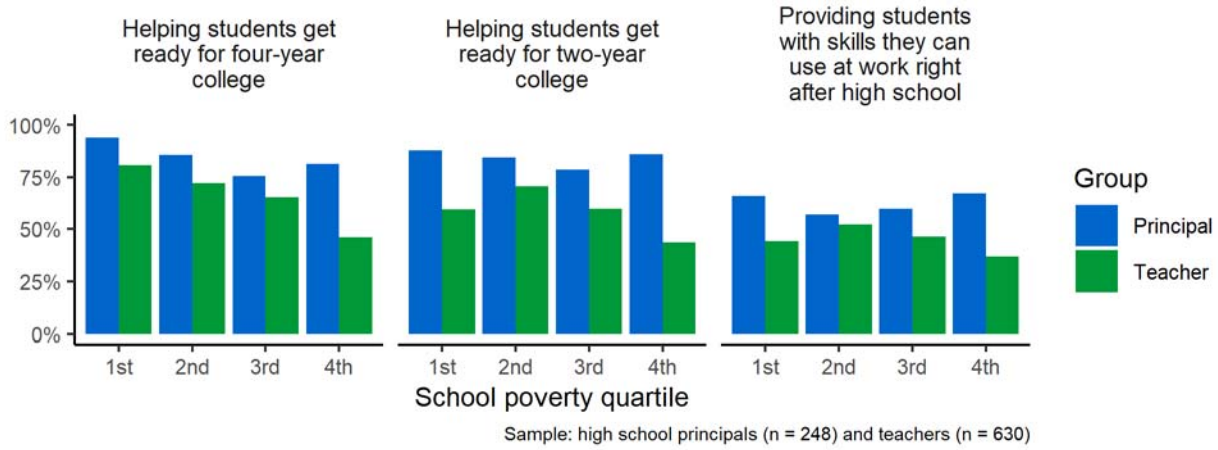
Appendix: Section 1.I

Teacher assessments of skill importance for 5K readiness by grade level taught



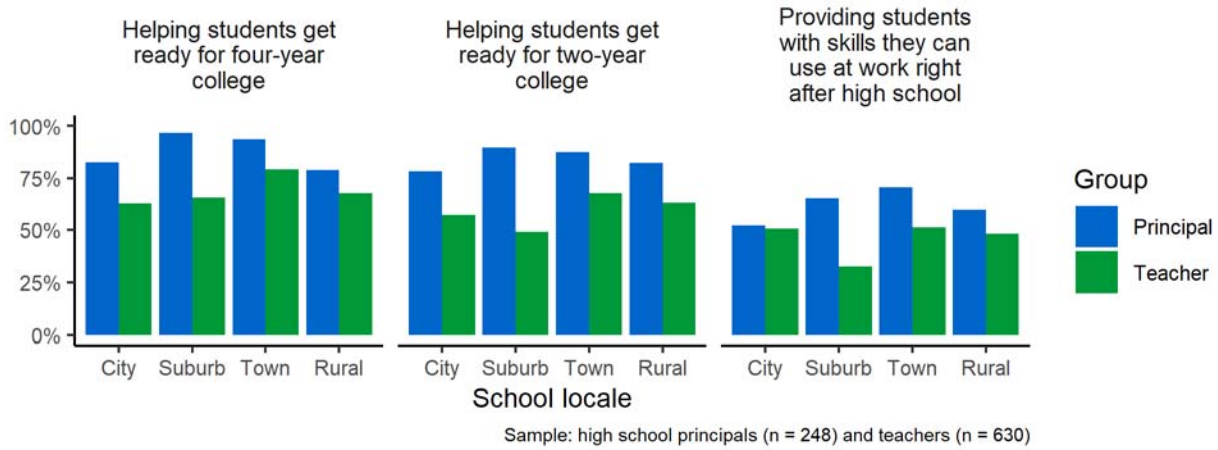
Appendix: Section 3.I

Percentage of high school teachers and principals who say their schools' curriculum is 'very' or 'extremely' focused on postsecondary options, by school poverty



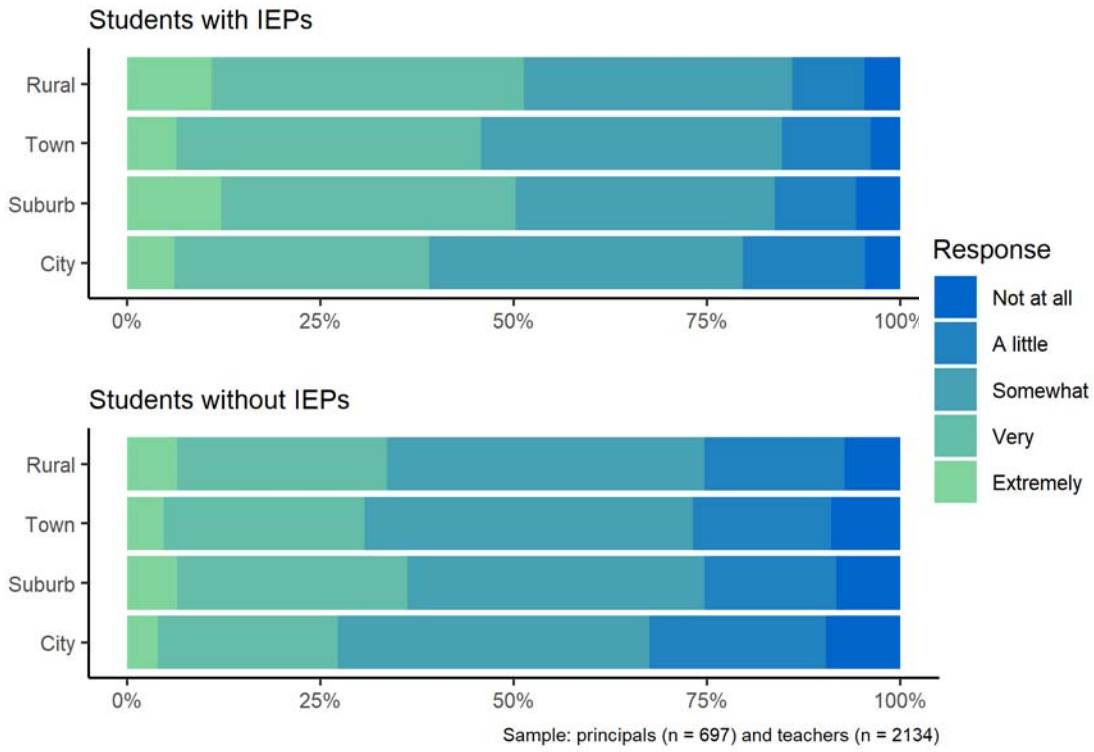
Appendix: Section 3.II

Percentage of high school teachers and principals who say their schools' curriculum is 'very' or 'extremely' focused on postsecondary options, by school locale



Appendix: Section 8.I

Teacher and principal satisfaction with their school's capacity to deliver academic interventions to students with IEPs, by school locale



Appendix: Section 8.II

Teacher and principal satisfaction with their school's capacity to deliver academic interventions to students with IEPs, by school poverty quartile