LITERACY

Assessment				
1. How often do you conduct universal screening of all students in reading each year?	No Universal screening	Once	Twice	Three times
2. Does the universal screening assessment for Kg-3rd grade assess early reading skills, including letter naming, phoneme segmentation, phonics, and oral reading fluency, as appropriate for each grade level?	No universal screening at these grade levels	One or two of these skills assessed on universal screening	Three of these skills assessed on universal screening	All skills assessed across the Kg-3rd grade levels
3. Does the universal screening assessment for 4 – 6 grades include measures of reading accuracy, fluency, and comprehension?	No universal screening at these grade levels	One of these skills assessed at grades 4-6	Two of these skills assessed at grades 4-6	All three skills assessed at grades 4-6
4. Does the universal screening assessment for grades 7 – 12 include a measure of basic reading comprehension?	No universal screening at these grade levels	Universal screening occurs in grades 7 - 12, but does not include reading compre-hension		Screening at grades 7 -12 includes a measure of reading compre-hension
5. List or describe the universal screening assessment(s) for reading that are used in your building/district.				
6. Are universal screening results used to group students for instruction?	No or rarely	Sometimes	Usually	All or almost all of the time
7. Are the results of progress monitoring used to make changes in instructional interventions for students?	No or rarely	Sometimes	Usually	All or almost all of the time
8. Are diagnostic assessment results used to plan individualized interventions for struggling readers?	No or rarely	Sometimes	Usually	All or almost all of the time
9. Are emergent literacy diagnostic assessments used with students with significant disabilities?	No or rarely	Sometimes	Usually	Frequently

Instruction				
10. Do you use a multi-tier model of instructional support for reading?	No	At some grade levels	At most grade levels	At all grade levels
11. Describe your model of instructional support for struggling readers .				
12. Do you include protected time in your schedule for more intensive and explicit instructional supports for struggling readers (in addition to the core)?	No or rarely	Sometimes	Usually	All or almost all of the time
13. Are the instructional interventions provided to struggling readers provided by highly-trained staff?	No or rarely	Sometimes	Usually	All or almost all of the time
14. Does your building select research-based instructional practices that all staff are expected to use?	No or rarely	Sometimes	Usually	Frequently
Curriculum				
15. Do all students receive the core curriculum?	It depends on the student	Only non-disabled students	All but students with significant disabilities	All students
16. Describe how students with moderate or significant disabilities are provided with access to the core curriculum.				
17. Are supplemental interventions targeted towards instruction in specific reading skills?	No or rarely	Sometimes	Usually	All or almost all of the time
18. Do teachers have a planned supplemental curriculum available for use with struggling readers (as opposed to each teacher putting together their own selection of materials)?	No or rarely	Sometimes	Usually	All or almost all of the time
19. Do the curricula used with struggling readers have a planned scope and sequence across grade levels?	No or rarely	Sometimes	Usually	All or almost all of the time
20. Do the curricula used with struggling readers include instruction in all five Big Ideas of reading?	1 Big Idea covered	2 or 3 Big Ideas covered	4 Big Ideas covered	All 5 Big Ideas covered

21. Do the curricula used with students with significant disabilities include instruction in all 5 Big Ideas of reading ?	No	1 or 2 Big Ideas covered	3 or 4 Big Ideas covered	All 5 Big Ideas covered
22. Are the curricula used with struggling readers aligned with state reading standards?	No or rarely	Sometimes	Often	Always
23. Is resource room and special class instruction skill-based and designed to address literacy needs?	No or rarely	Sometimes	Usually	All or almost all of the time
24. If you use a published supplemental curriculum, what do you use and at which grade levels?				
Professional Development				
25. Do teachers of students with mild disabilities receive professional development regarding literacy instruction?	No or rarely	Sometimes	Often	Frequently
26. Do teachers of students with moderate and/or severe disabilities receive professional development regarding literacy instruction?	No or rarely	Sometimes	Often	Frequently
27. Do teachers of students with disabilities receive the same professional development in literacy as general education teachers?	Always different	Sometimes the same	Often the same	Always the same
28. Have teachers of students with disabilities received professional development with regard to reading assessments?	No or rarely	Sometimes	Often	Frequently
29. Have teachers received professional development in analyzing data and grouping students for literacy instruction?	No or rarely	Sometimes	Often	Frequently
30. Have teachers with disabilities received professional development or coaching with regard to fidelity of use of curricular materials for reading instruction?	No or rarely	Sometimes	Often	Frequently
31. Describe the professional development in literacy provided to teachers of students with disabilities during the previous school year.				

MATHEMATICS

Assessment				
32. How often do you conduct universal screening of all students in math each year?	No Universal screening of math	Once	Twice	Three times
33. Does the universal screening assessment measure both critical computation and concepts/application skills as appropriate for each grade level?	No universal screening of math	Only computation skills are screened	Both computation and concepts are screened, but only at some grade levels	The screening assessment includes both computation and concepts at all grade levels
34. Describe the universal screening assessment(s) for math used in your building/district.				
35. Are universal screening results used to group students for instruction?	No or rarely	Sometimes	Usually	All or almost all of the time
36. Are the results of progress monitoring used to make changes in instructional interventions for students?	No or rarely	Sometimes	Usually	All or almost all of the time
37. Are diagnostic assessment results used to plan individualized interventions for students struggling with math?	No or rarely	Sometimes	Usually	All or almost all of the time
Instruction				
38. Do you use a multi-tier model of instructional support for math?	No	At some grade levels	At most grade levels	At all grade levels
39. Describe your model of instructional support for students struggling with math				

40. Do you include protected time in your schedule for more intensive and explicit instructional supports for students struggling with math (beyond core instruction)?	No or rarely	Sometimes	Usually	All or almost all of the time
41. Are interventions that use peers as tutors or instructional guides used with students struggling with math?	No or rarely	Sometimes	Usually	Frequently
42. Are interventions that use the principles of explicit instruction in teaching math concepts and procedures used with students struggling with math?	No or rarely	Sometimes	Usually	Frequently
43. Are the instructional interventions provided to students struggling with math provided by highly-trained staff?	No or rarely	Sometimes	Usually	All or almost all of the time
44. Does your building select research-based instructional practices that all staff are expected to use?	No or rarely	Sometimes	Usually	Frequently
Curriculum				
45. Do all students receive instruction in the core math curriculum?	It depends on the student	Only non-disabled students	All but students with significant disabilities	All students
46. Are supplemental interventions targeted towards instruction in specific math skills?	No or rarely	Sometimes	Usually	All or almost all of the time
47. Do teachers have a planned supplemental curriculum available for use with students struggling with math (as opposed to each teacher putting together their own selection of materials)?	No or rarely	Sometimes	Usually	All or almost all of the time

48. Do the curricula used with students struggling with math have a planned scope and sequence across grade levels?	No or rarely	Sometimes	Usually	All or almost all of the time
49. Do the curricula used with students struggling with math include instruction in critical skills that would effectively prepare students for proficiency in Algebra?	No or rarely	Sometimes	Often	Always
50. Are the curricula used with students struggling with math aligned with state math standards?	No or rarely	Sometimes	Often	Always
51. Is resource room and special class instruction skill-based and designed to address math needs?	No or rarely	Sometimes	Usually	All or almost all of the time
52. List or describe the supplemental math curricula used for each grade level.				
Professional Development				
53. Do teachers of students with mild disabilities receive professional development regarding math instruction?	No or rarely	Sometimes	Often	Frequently
54. Do teachers of students with moderate and/or severe disabilities receive professional development regarding math instruction?	No or rarely	Sometimes	Often	Frequently
55. Do teachers of students with disabilities receive the same professional development in math as general education teachers?	Always different	Sometimes the same	Often the same	Always the same

56. Have teachers of students with disabilities received professional development with regard to math assessments?	No or rarely	Sometimes	Often	Frequently
57. Have teachers received professional development in analyzing data and grouping students for math instruction?	No or rarely	Sometimes	Often	Frequently
58. Have teachers with disabilities received professional development or coaching with regard to fidelity of use of curricular materials for math instruction?	No or rarely	Sometimes	Often	Frequently
59. Describe the professional development in math provided to teachers of students with disabilities during the previous school year.				