

2015 Middle School ELA Curriculum Survey 3.0

Hello, OUSD Middle School Teachers!

We are embarking on the challenging task of piloting and adopting a grade 6 - 12 ELA curriculum. This survey represents the first step in a collective process that prioritizes teacher voice and equitable outcomes for our diverse population of students.

This survey is a significant time investment, with approximately 30 questions, and we appreciate your taking time to respond. The information you provide will serve as a needs assessment to guide piloting and adoption decisions. Responses will not be used to make judgments about teacher performance.

(Based on Teacher Leader feedback, we will also be creating an FAQ for strategies and materials mentioned in this survey.)

* Required

1. Middle School Name *

(This data will be used to identify if there are patterns in school site requests, NOT to evaluate teachers in any way. Apologies in advance if your site was accidentally left off the list.)

- Bret Harte
- Edna Brewer
- Elmhurst
- Frick
- CCPA (Middle School)
- Claremont
- Community Day (Middle School)
- Greenleaf (Middle)
- Hillcrest (Middle)
- La Escuelita (Middle)
- Life Academy (Middle School)
- Madison (Middle)
- Melrose (Middle)
- Montera
- Parker (Middle)
- Roosevelt

- Roots
- Sankofa (Middle)
- United for Success
- Urban Promise Academy
- West Oakland
- Westlake
- Other:

SECTION 1: COMMON CORE AND COLLEGE & CAREER

2. Please select "yes" or "no" for each of the following statements. *

If your students have produced more than the stated number, please simply select "yes."

	Yes	No
My students have written (or will by June) ONE 2-3 page typed narrative essay (e.g., short story demonstrating understanding of plot and narrative devices or a personal statement).	<input type="radio"/>	<input type="radio"/>
My students have written (or will by June) ONE 2-3 page typed literary response essays.	<input type="radio"/>	<input type="radio"/>
My students have written (or will by June) ONE multi-page typed expository research essay.	<input type="radio"/>	<input type="radio"/>
My students have created and presented (or will by June) ONE multimedia presentation.	<input type="radio"/>	<input type="radio"/>
My students have written (or will by June) ONE 2-3 page typed argumentative essays (focused on non-literary texts).	<input type="radio"/>	<input type="radio"/>
My students have read (or will by June) ONE full-length non-fiction book (which includes memoir):	<input type="radio"/>	<input type="radio"/>

If you responded "No" to any of the above questions and would LIKE to explain your response, for example, "lack of technology prevents students from being able to type," or "insufficient selection of non-fiction texts," you may do so here.

This question is not required.

3. My students have read (or will by June) BLANK whole-class, full-length literary fiction (e.g., novellas, novels, plays, EXCLUDING short stories and poems). (Estimate or use last year's completion rate.) *

- zero
- one
- two
- three
- four
- five
- six
- Other:

If you would LIKE to explain your response to question #3, you may do so here.

This question is not required.

4. I have set an expectation and provide class time for my students to read BLANK self-selected, high-interest reading texts (as part of independent reading) by the end of the year. *

- My students do not participate in independent reading.
- 1 - 3
- 4 - 6
- 6 - 9
- Other:

5. When my students read for independent reading, the texts they select are aligned to their independent reading levels. *

- (My students do not participate in independent reading.)
- Yes
- No
- Other:

6. My students participate in the following structured academic discussions approximately BLANK times per week: *

If you do not know what the structure is, please simply select "zero." This question is simply an inventory of current practice and is not used to evaluate teachers.

	zero	one to two	three to four	five to six	more than six
Think-Pair-Share	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socratic Seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fishbowl	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reciprocal Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical Chairs/Philosophers Chairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elaboration & Rebuttal/Challenge Circles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lines of Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you would LIKE to list any other structured academic disucssion structures not mentioned in Question #6 that you use, you may do so here.

This question is not required.

7. By June, my students will have read approximately BLANK of the following: *

	0	1 - 2	3 - 5	6 - 9	10 - 15	More than 15
poems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
short stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speeches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
news articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
op-eds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
essays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
graphic novels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: COLLABORATION AND CURRENT CURRICULAR RESOURCES

8. Do you have someone at your site (a coach or a teacher colleague) that you COLLABORATE with to DESIGN curriculum, units, or lessons for your grade level? *

- Yes, and it is helpful.
- Yes, but it's not going well.
- No, but I don't believe I need this.
- No, but I'd love to have someone.
- Other:

If you would LIKE to explain your response to question #8, you may do so here.

This question is not required.

9. Approximately how much collaborative planning time (during the school day) do you have each week? *

Please provide an average if it varies.

- I do not have any collaborative planning time during the school day.
- Less than 1 hour
- 1 - 2 hours
- 2 - 3 hours
- 3 - 5 hours
- More than 5 hours

10. To what degree is the curriculum at your site vertically articulated? That is, does the curriculum at each successive grade level explicitly build on that of prior grades and provide for increasing complexity without duplicating previously taught content or skills. *

- Complete vertical articulation
- Some vertical articulation
- Little vertical articulation
- No vertical articulation

11. What resource(s) do you currently use to teach LITERATURE (poetry, short stories, novels, etc.)? *

CLICK ALL THAT APPLY.

- Holt textbook
- Create my own or revise materials (from colleagues, internet, etc.)
- School-site SHARED curriculum
- Springboard curriculum

- Class sets of novels
- I do not explicitly teach this this genre/skill.
- Other:

12. What resource(s) do you currently use to teach NON-FICTION, EXPOSITORY TEXTS? *

CLICK ALL THAT APPLY.

- Holt textbook
- Create my own or revise materials (from colleagues, internet, etc.)
- School-site SHARED curriculum
- Springboard curriculum
- Achieve 3000
- NewsELA
- I do not explicitly teach this this genre/skill.
- Other:

13. What resource(s) do you currently use to teach WRITING? *

CLICK ALL THAT APPLY.

- Holt textbook
- Create my own or revise materials (from colleagues, internet, etc.)
- School-site SHARED curriculum
- Springboard curriculum
- I do not explicitly teach this this genre/skill.
- Other:

14. What resource(s) do you currently use to teach GRAMMAR? *

CLICK ALL THAT APPLY.

- Holt textbook
- Create my own or revise materials (from colleagues, internet, etc.)
- School-site SHARED curriculum
- Springboard curriculum
- I do not explicitly teach this this genre/skill.
- Other:

15. What resource(s) do you currently use to teach RESEARCH? *

CLICK ALL THAT APPLY.

- Holt textbook
- Create my own or revise materials (from colleagues, internet, etc.)

- School-site SHARED curriculum
- Springboard curriculum
- I do not explicitly teach this this genre/skill.
- Other:

16. What resource(s) do you currently use to teach MULTI-MEDIA PRESENTATION? *

CLICK ALL THAT APPLY.

- Holt textbook
- Create my own or revise materials (from colleagues, internet, etc.)
- School-site SHARED curriculum
- Springboard curriculum
- I do not explicitly teach this this genre/skill.
- Other:

17. What resource(s) do you currently use to teach READING COMPREHENSION/READING STRATEGIES? *

CLICK ALL THAT APPLY.

- Holt textbook
- Create my own or revise materials (from colleagues, internet, etc.)
- School-site SHARED curriculum
- Springboard curriculum
- Read 180
- I do not explicitly teach this this genre/skill.
- Achieve 3000
- NewsELA
- Other:

18. What resource(s) do you currently use to teach WORD STUDY/VOCABULARY? *

CLICK ALL THAT APPLY.

- Holt textbook
- Create my own or revise materials (from colleagues, internet, etc.)
- School-site SHARED curriculum
- Springboard curriculum
- Read 180
- I do not explicitly teach this this genre/skill.
- Achieve 3000
- NewsELA

Word Generation/SERP

Other:

19. To what degree are you confident in your ability to provide appropriate reading supports for the range of reading levels in your classes, particularly around accelerating below-grade-level readers? *

1 2 3 4

Not at all. Extremely.

20. To what degree do you feel you have the TIME to provide appropriate reading supports for the range of reading levels in your classes, particularly around accelerating below-grade-level readers? *

1 2 3 4

Not at all. Extremely.

21. To what degree do you feel you have sufficient CURRICULAR MATERIALS to provide reading supports for the range of reading levels in your classes? *

1 2 3 4

Not at all. Extremely.

22. To what degree are you confident in your ability to provide appropriate language supports for your English Learners? *

1 2 3 4

Not at all. Extremely.

23. To what degree do you feel you have the TIME to provide appropriate language supports for your English Learners? *

1 2 3 4

Not at all. Extremely.

24. To what degree do you feel you have sufficient CURRICULAR MATERIALS to provide language supports for your English Learners? *

1 2 3 4

Not at all. Extremely.

25. Please rank your familiarity with the instructional framework called "Balanced Approach to Literacy," also known as the "workshop model." *

- 1 (never heard of BAL prior to this survey)
- 2 (have heard about BAL but unclear about components)
- 3 (familiar with BAL)
- 4 (implement BAL)

SECTION 3: POSSIBLE CURRICULAR RESOURCES

26. Please rate each of the following on a scale of 1 - 4, with 1 representing what you DO NOT/WOULD NOT find useful and 4 representing what you DO/WOULD find extremely useful to classroom instruction. *

	1	2	3	4
Anthologies (for example, The Norton Anthology, 50 Essays, Bedford)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basal textbook (for example, Holt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class sets of texts, usually novels and plays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Site-based, teacher-created readers that are articulated by grade level (bound, photocopied packets of texts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District-wide readers (with texts selected and organized by a teacher work group, and articulated by grade level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More leveled and engaging independent reading texts for classroom libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-developed modular units, (for example, Expeditionary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4
Learning, Lucy Calkins Teachers College Units of Study, Pam Allyn Units of Study)				
Online platform/curriculum with ebooks (Curriculet, ReadWorks, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading intervention materials to be used in the English class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Springboard Curriculum (comprehensive instructional materials with lessons that lead toward summative tasks; published by the College Board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Please RANK your FIRST CHOICE of the materials below. *

- Anthologies (for example, The Norton Anthology, 50 Essays, Bedford)
- Basal textbook (for example, Holt)
- Class sets of texts, usually novels and plays
- Site-based, teacher-created readers that are articulated by grade level (bound, photocopied packets of texts)
- District-wide readers (with texts selected and organized by a teacher work group, and articulated by grade level)
- More leveled and engaging independent reading texts for classroom libraries
- Pre-developed modular units, (for example, Expeditionary Learning, Lucy Calkins Teachers College Units of Study, Pam Allyn Units of Study)
- Online platform/curriculum with ebooks (Curriculet, ReadWorks, etc.)
- Reading intervention materials to be used in the English class
- Springboard Curriculum (comprehensive instructional materials with lessons that lead toward summative tasks; published by the College Board)

28. Please RANK your SECOND CHOICE of the materials below. *

- Anthologies (for example, The Norton Anthology, 50 Essays, Bedford)
- Basal textbook (for example, Holt)

- Class sets of texts, usually novels and plays
- Site-based, teacher-created readers that are articulated by grade level (bound, photocopied packets of texts)
- District-wide readers (with texts selected and organized by a teacher work group, and articulated by grade level)
- More leveled and engaging independent reading texts for classroom libraries
- Pre-developed modular units, (for example, Expeditionary Learning, Lucy Calkins Teachers College Units of Study, Pam Allyn Units of Study)
- Online platform/curriculum with ebooks (Curriculet, ReadWorks, etc.)
- Reading intervention materials to be used in the English class
- Springboard Curriculum (comprehensive instructional materials with lessons that lead toward summative tasks; published by the College Board)

29. Please RANK your THIRD CHOICE of the materials below. *

- Anthologies (for example, The Norton Anthology, 50 Essays, Bedford)
- Basal textbook (for example, Holt)
- Class sets of texts, usually novels and plays
- Site-based, teacher-created readers that are articulated by grade level (bound, photocopied packets of texts)
- District-wide readers (with texts selected and organized by a teacher work group, and articulated by grade level)
- More leveled and engaging independent reading texts for classroom libraries
- Pre-developed modular units, (for example, Expeditionary Learning, Lucy Calkins Teachers College Units of Study, Pam Allyn Units of Study)
- Online platform/curriculum with ebooks (Curriculet, ReadWorks, etc.)
- Reading intervention materials to be used in the English class
- Springboard Curriculum (comprehensive instructional materials with lessons that lead toward summative tasks; published by the College Board)

If there are other curricular materials that you would like our district to explore, please list them here.

This question is not required.

30. How helpful would a vetted, Common Core-aligned, database of OUSD, teacher-created units and lesson plans be for your planning? *

1 2 3 4

Not at all. Extremely.

31. How willing would you be to share your units and lesson plans to a database open to other OUSD teachers? *

1 2 3 4

Not at all. Extremely.

32. Are you interested in participating in the pilot and feedback work? This commitment would come with release time/extended contract hours, and may include, but is not limited to the following: *

a) Create criteria for piloting and adoption, b) Review materials with pilot group members, c) Pilot materials in your own classroom, d) Journaling of experience with pilot, e) Provide feedback on pilot in larger group forum

Yes

No

33. If you responded "yes" to question #32, please share your best contact email below.

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