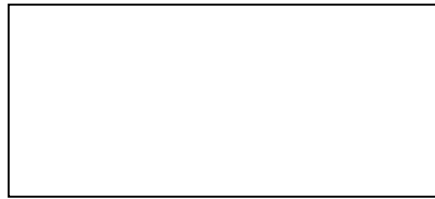


Educational Research Centre

St Patrick's College, Dublin 9



National Assessments of English Reading and Mathematics 2004

*Questionnaire for
Learning-Support Teachers*

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The Educational Research Centre has been commissioned by the Department of Education and Science to conduct studies of English reading and mathematics among children in Primary school. As part of this work, Learning-Support teachers are invited to complete a questionnaire concerning themselves, the classes they are involved with, and their approaches to the teaching of reading, writing and, where relevant, mathematics. If this school is not your base school, it may be useful to liaise with the principal when responding to some questions (e.g., Q35). Your co-operation in completing this questionnaire would be greatly appreciated.

On completion, this questionnaire should be sealed in the envelope provided and given to the test administrator (an Inspector from the Department of Education and Science) when s/he visits your school to oversee administration of tests to pupils. The envelope will be sent unopened to the Educational Research Centre where analysis of returns will be carried out. All questionnaire responses will be treated in total confidence. Names of schools and other identification information will be deleted *before* analysis, in line with the Centre's policy on database management in national assessments.

***Please tick one box in reply to each question
or follow later directions if they state otherwise.***

***Where a response such as a percentage or number is called for, an estimate is
sufficient for the purposes of this survey.***

Additional comments may be written in the spaces provided on pages 12 and 19.

General Information

1. Are you:

Male ₁ Female ₂

2. Do you hold a teaching post that has been sanctioned as a Learning-Support post by the Department of Education and Science?

Yes ₁ No ₂

3. In how many schools do you provide Learning-Support teaching?

_____ *schools*

4.a) Is the school to which this questionnaire was sent your base school?

Yes ₁ No ₂

b) What is the main language of instruction...

1) ...in this school? English ₁ Gaeilge (Irish) ₂

2) ...in your base school (if a different school)? English ₁ Gaeilge (Irish) ₂

5. How many years' teaching experience do you have?

(Include class teaching as well as Learning-Support teaching but exclude secondment, paid/unpaid leave, etc.)

_____ years

6. For how many years have you worked as a Learning-Support Teacher? *(Exclude secondment, paid/unpaid leave, etc.)*

_____ years

7. Have you completed, or are you currently completing, a one year, part-time in-service course in Learning Support?

(Please answer with reference to the one-year part-time course recognised by the Department of Education and Science, or equivalent course.)

- a) No ₁
- b) Yes, have completed..... ₂
- c) Yes, am currently completing ₃

Your Work

8. How many different pupils do you provide Learning-Support teaching to...

(Count each pupil once only.)

- a) ...in this school? _____
- b) ...in other schools? _____

9. For this school, please write the numbers of pupils to whom you provide Learning Support for English, mathematics, Gaeilge (Irish) or other subject(s) in the grid below.

(A pupil may be represented more than once, i.e., for each subject for which support is provided.)

	<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1st Class</i>	<i>2nd Class</i>	<i>3rd Class</i>	<i>4th Class</i>	<i>5th Class</i>	<i>6th Class</i>
<i>English</i>								
<i>Maths</i>								
<i>Gaeilge (Irish)</i>								
<i>Other Subjects</i>								

If 'Other(s)' please specify: _____

10. If you are a shared Learning-Support Teacher:

For all schools except this school, please write the numbers of pupils to whom you provide Learning Support for English, mathematics, Gaelge (Irish), or other subject(s) in the grid below.

(A pupil may be represented more than once, i.e., for each subject for which support is provided.)

	<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1st Class</i>	<i>2nd Class</i>	<i>3rd Class</i>	<i>4th Class</i>	<i>5th Class</i>	<i>6th Class</i>
<i>English</i>								
<i>Maths</i>								
<i>Gaelge (Irish)</i>								
<i>Other Subjects</i>								

If 'Other(s)' please specify: _____

11. What percentage of your working week do you spend...

a) ...in this school? _____ %

b) ...in other schools? _____ %
= 100%

12. Approximately what proportion of your time in this school, excluding breaks, is given to the following activities?

a) Contact time with pupils – English _____ %

b) Contact time with pupils – mathematics _____ %

c) Contact time with teachers – English _____ %

d) Contact time with teachers – mathematics _____ %

e) Contact time with parents _____ %

f) Contact time with principal _____ %

g) Other activities (e.g., planning, recording) _____ %
= 100%

13.a) In this school, since last September, what proportion of parents of pupils to whom you provide Learning Support have attended the following?

(Tick under "No meetings held" if applicable.)

No meetings held

1) An individual meeting with you _____ % attendance

₁

2) A group meeting you organised _____ % attendance

₁

b) Are class teachers asked to attend the meetings mentioned in Q13.a)?

Yes
₁

No
₂

N/A
₃

14. In this school, to what extent are you involved in the following activities (*referred to in the Learning-Support Guidelines*)?

	<i>Greatly involved</i>	<i>Somewhat involved</i>	<i>Only involved a little</i>	<i>Not involved</i>	
a) Advising class teachers on the assessment and teaching of pupils in receipt of Learning Support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	
b) Implementing whole-school strategies to enhance early learning and prevent learning difficulties	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	
c) Providing supplementary teaching in English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	
d) Providing supplementary teaching in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	
e) Maintaining regular planning and progress records for those pupils in receipt of Learning Support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	
f) Implementing whole-school procedures for selecting pupils for Learning Support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	
g) Contributing to the development of policy on Learning Support in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	
h) Contributing to decision-making in this school regarding the purchase of learning resources.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	
i) <i>If you hold a shared Learning-Support post:</i> Performing a defined role in coordinating the provision of Learning Support to more than one school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅ <i>N/A</i>

15. Thinking about the development of individual profiles and learning programmes (*as referred to in the Learning-Support Guidelines*), for those pupils in receipt of Learning Support...

(Please tick **all** that apply.)

	<i>Yes</i>
a) ...are you involved in producing these for pupils in receipt of Learning Support in this school?	<input type="checkbox"/> ₁
b) ...is this done in conjunction with the teachers of pupils in receipt of Learning Support at this school?	<input type="checkbox"/> ₁
c) ...is this done in conjunction with the parents of pupils in receipt of Learning Support at this school?	<input type="checkbox"/> ₁

16. a) To which of the following do you have access in this school?

*(Please tick **all** that apply.)*

- 1) Suitable room in which to provide Learning Support ₁
- 2) Secure system for storing pupil records, whether electronic or paper ₁
- 3) Access, as needed, to computer with CD-ROM drive ₁
- 4) Access, as needed, to computer with Internet connection .. ₁

b) If you provide Learning Support to some or all pupils in their own classroom in this school, please indicate *why* you do so.

*(Please tick **all** that apply.)*

- 1) N/A; always teach in a different room from pupils' own classroom..... ₁
- 2) No other room available ₁
- 3) School policy ₁
- 4) Own preference ₁
- 5) Other reason ₁

If 'Other' please specify: _____

17. Other than those provided by the PCSP, how many in-career development days (e.g., summer courses, night courses) have you attended which were related to...

(Please write '0' (zero) if none.)

	<i>In the past 12 months</i>	<i>In the past 5 years</i>
a) ...Learning Support for English?	_____ days	_____ days
b) ...Learning Support for mathematics?	_____ days	_____ days
c) ...other topics?	_____ days	_____ days

The following questions are related to Learning Support for English. If you do not provide Learning Support for English in this school please go to Question 29, page 13 (see instruction on page 12).

Learning Support for ENGLISH

18. Please rate your level of satisfaction with the coverage of the following topics in the in-career development courses attended by you.

(Write 1, 2 or 3 in the spaces provided where 1 = Satisfied, 2 = Not satisfied, 3 = Not dealt with. If you have not attended a course, leave that column blank.)

English topics covered	<i>PCSP Courses</i>	<i>1-year part- time Course</i>	<i>Other (e.g., summer course)</i>
a) Implementing the <i>Learning-Support Guidelines</i> as they relate to English	_____	_____	_____
b) Assessing pupils' learning difficulties in English	_____	_____	_____
c) Developing/reviewing school policy on Learning Support for English	_____	_____	_____
d) Planning learning programmes for English for pupils in receipt of Learning Support	_____	_____	_____
e) Recording the progress made by pupils in receipt of Learning Support for English	_____	_____	_____
f) Framework underpinning the <i>1999 Primary School English Curriculum</i>	_____	_____	_____
g) Implementing the <i>1999 Primary School English Curriculum</i>	_____	_____	_____
h) Interpreting the outcomes of standardised tests of English	_____	_____	_____
i) Management of time.....	_____	_____	_____
j) Working effectively with class teachers.	_____	_____	_____
k) Working effectively with parents	_____	_____	_____

19. In this school, what is the main criterion used to organise pupils into groups for Learning-Support instruction for English?

(Please tick one box only.)

- a) According to their class levels ₁
- b) According to their learning needs in English..... ₂
- c) According to their assessed achievement in reading
- d) According to some other method

If 'Other' please specify: _____

20. In this school, how often does Learning Support for English appear on the agenda for staff meetings?

- More than 4 times a year* *3-4 times a year* *1-2 times a year* *Never*
- ₁ ₂ ₃ ₄

21. How familiar are class teachers in this school with the Department of Education and Science's *Learning-Support Guidelines* for English?

Very familiar

Somewhat familiar

Not familiar

₁

₂

₃

22. Do you agree that the *Learning-Support Guidelines*, as they relate to provision for English, are being implemented in this school?

Very much so

Somewhat

Unsure

Not a lot

Not at all

₁

₂

₃

₄

₅

23. How useful do you feel the *Learning-Support Guidelines* are to you in your role as a Learning-Support Teacher for English?

Very useful

Somewhat useful

Unsure

Not very useful

Not at all useful

₁

₂

₃

₄

₅

24. In a typical Learning-Support lesson for English in 1st and 5th Classes in this school, about what percentage of teaching time is spent on each of the following?

	<i>1st Class</i>	<i>5th Class</i>
a) Oral language development	_____ %	_____ %
b) Pupils reading familiar material aloud	_____ %	_____ %
c) Pupils reading new material aloud	_____ %	_____ %
d) Teacher reading aloud.....	_____ %	_____ %
e) Pupils reading silently	_____ %	_____ %
f) Pupils writing	_____ %	_____ %
g) Pupils learning phonological awareness (<i>e.g., segmenting spoken words into sounds</i>).....	_____ %	_____ %
h) Pupils learning phonics (<i>e.g., identifying letter-sound correspondences</i>)	_____ %	_____ %
i) Pupils learning word identification skills other than phonics.....	_____ %	_____ %
j) Pupils learning/using comprehension strategies	_____ %	_____ %
k) Pupils learning spellings	_____ %	_____ %
l) Formal or informal diagnostic testing.....	_____ %	_____ %
m) Other activities.....	_____ %	_____ %
	= 100%	= 100%

25. Generally, how much emphasis do you place on the following activities during Learning-Support classes for English in...

	<i>A lot of emphasis</i>	<i>Some emphasis</i>	<i>Only a little emphasis</i>	<i>No emphasis</i>
a) ...1st and 2nd Class?				
1) Directly supporting or reinforcing work done in the pupils' regular English classes.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2) Teaching reading/problem-solving skills not covered in the pupils' English classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3) Developing pupils' general self-esteem and self-confidence.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) ...3rd to 6th Class?				
1) Directly supporting or reinforcing work done in the pupils' regular English classes.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2) Teaching reading/problem-solving skills not covered in the pupils' English classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3) Developing pupils' general self-esteem and self-confidence.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

26. Please rate your level of agreement with the following statements about Learning Support (LS) for English in this school.

LS for English	<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) There is a satisfactory level of co-ordination between class and Learning-Support programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) There is a clear policy on provision of Learning Support.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) There is a shortage of suitable books and other learning materials for Learning Support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Responsibility for the progress of a pupil receiving Learning Support is shared jointly by the class and Learning-Support Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) The school supports me in accessing relevant in-career development opportunities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) The approach to Learning Support is a team approach involving all teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Question 26 Continued.

LS for English

	<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly disagree</i>	
g) The accommodation provided for Learning-Support teaching is unsatisfactory	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
h) Learning Support is meeting the needs of pupils with learning difficulties in English reading/writing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
i) There is adequate support from class teachers in implementing Learning-Support programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
j) The class teacher assumes primary responsibility for the reading development of pupils receiving Learning Support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
k) There is lack of support from parents of pupils in receipt of Learning Support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
l) The criteria in the <i>Learning-Support Guidelines</i> for selection of pupils for Learning Support are adhered to	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
m) There is inadequate differentiation of instruction by class teachers for pupils in receipt of Learning Support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
n) <i>If you share a teaching post:</i> There is insufficient time for teaching due to travelling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<i>N/A</i> <input type="checkbox"/> ₆
o) <i>If you share a teaching post:</i> There is insufficient time for teaching due to the number of pupils in my caseload	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<i>N/A</i> <input type="checkbox"/> ₆

27.a) What criteria are used in this school to identify and select pupils for Learning Support for English?

(Please tick one box on each line.)

	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1) Outcomes on a standardised test (<i>e.g., DPRT, MICRA-T</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2) Outcomes on an early screening test (<i>e.g., BIAP or MIST</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3) Teacher checklists.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4) Structured teacher observations.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5) Parental concerns/feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6) Advice from other professionals (<i>e.g., psychologist</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
7) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

If 'Other' please specify: _____

27.b) Please indicate which standardised tests, if any, (e.g., MICRA-T), are used at each class level to identify and select pupils for Learning Support in English, and which percentile point is used as the cut-off point.

	<i>Class Level</i>	<i>Test</i>	<i>Cut-off Point</i>	<i>Standardised Test not used</i>
1)	1 st	_____	_____	<input type="checkbox"/> ₁
2)	2 nd	_____	_____	<input type="checkbox"/> ₁
3)	3 rd	_____	_____	<input type="checkbox"/> ₁
4)	4 th	_____	_____	<input type="checkbox"/> ₁
5)	5 th	_____	_____	<input type="checkbox"/> ₁
6)	6 th	_____	_____	<input type="checkbox"/> ₁

c) At what time of the year, and at what class levels, do you use early screening tests, (e.g., BLAP or MIST) to identify pupils for Learning Support for English?

(Please tick all that apply.)

	<i>Autumn</i>		<i>Winter</i>		<i>Spring/Summer</i>
	<input type="checkbox"/> ₁		<input type="checkbox"/> ₁		<input type="checkbox"/> ₁
<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1st Class</i>	<i>2nd Class</i>	<i>3rd Class</i>	<i>Other</i>
<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

28. Please provide any additional comments on the criteria used to identify and select pupils for Learning Support for English here.

The following questions are related to Learning Support for mathematics. You should only complete Questions 29-43 if you currently provide Learning Support for mathematics.

Learning Support Teaching for MATHEMATICS

29. Do you provide Learning Support for mathematics through Gaelge (Irish) in...

*(Please tick **all** that apply.)*

- Yes*
- a) ...this school?..... ₁
- b) ...your base school
(if a different school)?..... ₁
- c) ...another school?..... ₁

30. Please rate your level of satisfaction with the coverage of the following topics in the in-career development courses attended by you.

(Write 1, 2 or 3 in the spaces provided where 1 = Satisfied, 2 = Not satisfied, 3 = Not dealt with. If you have not attended a course, leave that column blank.)

Mathematics topics covered	<i>PCSP Courses</i>	<i>1-year part- time Course</i>	<i>Other (e.g., summer course)</i>
a) Implementing the <i>Learning-Support Guidelines</i> as they relate to mathematics	_____	_____	_____
b) Assessing pupils' learning difficulties in mathematics	_____	_____	_____
c) Developing/reviewing school policy on Learning Support for mathematics	_____	_____	_____
d) Planning learning programmes in mathematics for pupils in receipt of Learning Support	_____	_____	_____
e) Recording the progress made by pupils in receipt of Learning Support for mathematics.....	_____	_____	_____
f) Framework underpinning the <i>1999 Primary School Mathematics Curriculum</i>	_____	_____	_____
g) Implementing the <i>1999 Primary School Mathematics Curriculum</i>	_____	_____	_____
h) Interpreting the outcomes of standardised tests of mathematics	_____	_____	_____
i) Management of time.....	_____	_____	_____
j) Working effectively with class teachers.....	_____	_____	_____
k) Working effectively with parents	_____	_____	_____
l) Addressing pupils' learning difficulties in mathematics.....	_____	_____	_____

31. If you have completed, or are currently completing, a one year, part-time in-service course in Learning Support for mathematics, please indicate your level of satisfaction with the coverage of the following topics.

(Please consider, where relevant, the one-year, part-time course sanctioned by the Department of Education and Science, or equivalent.)

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>
a) Identifying pupils with learning difficulties in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teaching pupils with learning difficulties in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Assessing Learning-Support pupils' progress in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Planning and reviewing Learning-Support Programmes for mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. In this school, what is the main criterion used to organise pupils into groups for Learning-Support teaching for mathematics?

(Please tick one box only.)

- a) According to their class levels ₁
- b) According to their learning needs in mathematics..... ₂
- c) According to their general achievement in mathematics.... ₃
- d) According to some other criterion ₄

If 'Other' please specify: _____

33. In a typical Learning-Support lesson for mathematics in 4th Class in this school about what level of emphasis is given to each of the following?

	<i>A lot of emphasis</i>	<i>Some emphasis</i>	<i>Only a little emphasis</i>	<i>No emphasis</i>
a) Number	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Algebra (<i>e.g., number sentences, patterns</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Space and shape (<i>geometry</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Measurement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Data and Chance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

34. Generally, how much emphasis do you place on the following activities during Learning-Support classes for mathematics for pupils in 4th Class in this school?

	<i>A lot of emphasis</i>	<i>Some emphasis</i>	<i>Only a little emphasis</i>	<i>No emphasis</i>
a) Recalling mathematical terminology, facts and definitions (<i>e.g., tables</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Using mathematical strategies and implementing mathematical procedures (<i>e.g., mental maths, strategies for subtraction</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Engaging in mathematical reasoning (<i>e.g., exploring mathematical patterns and relationships, classifying, making hypotheses and testing them</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Understanding the connections between mathematical procedures and concepts (<i>e.g., that multiplication involves repeated addition</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Analysing and solving problems and evaluating solutions (<i>e.g., planning and selecting from a variety of strategies to solve a problem</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Communicating and expressing the processes used in mathematical activities and explaining results (<i>e.g., discussing in an organised way how they solved a problem or reached a solution</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

35. In this school, how often does Learning Support for mathematics appear on the agenda for staff meetings?

<i>More than 4 times a year</i>	<i>3-4 times a year</i>	<i>1-2 times a year</i>	<i>Never</i>
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

36. How familiar are class teachers in this school with the Department of Education and Science's *Learning-Support Guidelines* as they relate to mathematics?

<i>Very familiar</i>	<i>Somewhat familiar</i>	<i>Not familiar</i>
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

37. Do you agree that the *Learning-Support Guidelines*, as they relate to provision for mathematics, are being implemented in this school?

Very much so *Somewhat* *Unsure* *Not a lot* *Not at all*
₁ ₂ ₃ ₄ ₅

38. How useful do you feel the *Learning-Support Guidelines* are to you in your role as a Learning-Support Teacher for mathematics?

Very useful *Somewhat* *Unsure* *Not very* *Not at all*
useful *useful* *useful* *useful* *useful*
₁ ₂ ₃ ₄ ₅

39. How satisfied are you with the provision of the following resources for Learning-Support teaching of mathematics in this school?

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>
a) Diagnostic tests (e.g., <i>Quest</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Books about mathematics for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Computer hardware	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Computer software.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Environmental materials (e.g., <i>marbles</i>).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Structured materials (e.g., <i>fraction strips</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

40. Please indicate the three aspects of mathematics with which LS pupils in 4th Class have most difficulties.

(Assign ranks by writing 1 after the most difficult aspect, 2 after the second most difficult aspect, and 3 after the third most difficult aspect in three of the spaces below.)

- a) Reading mathematics textbooks _____
- b) Understanding number concepts (e.g., *quantity*) _____
- c) Solving word problems..... _____
- d) Understanding mathematical language..... _____
- e) Memorisation and recall of number facts _____
- f) Implementing procedures (e.g., *multiplication*) _____
- g) Other _____

If 'Other' please specify: _____

41. Please rate your level of agreement with the following statements about Learning Support for mathematics in this school.

LS for mathematics	<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) There is a satisfactory level of co-ordination between class and Learning-Support programmes.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) There is a lack of clear policy on provision of Learning Support for mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) There is a shortage of suitable books and other learning materials for Learning Support for mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Responsibility for the progress of a pupil receiving Learning Support for mathematics is shared jointly by the class and Learning-Support Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) The school supports me in accessing relevant in-career development opportunities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) The approach to Learning Support for mathematics is a team approach involving all teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) The area provided for Learning-Support teaching is unsatisfactory	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Learning Support is meeting the needs of pupils with learning problems in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) There is lack of support from class teachers in implementing Learning-Support programmes for mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) The class teacher assumes primary responsibility for the mathematical development of pupils receiving Learning Support	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) There is lack of support from parents of pupils in receipt of Learning Support for mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

42.a) What criteria are used in this school to identify and select pupils for Learning Support for mathematics?

(Please tick one box on each line.)

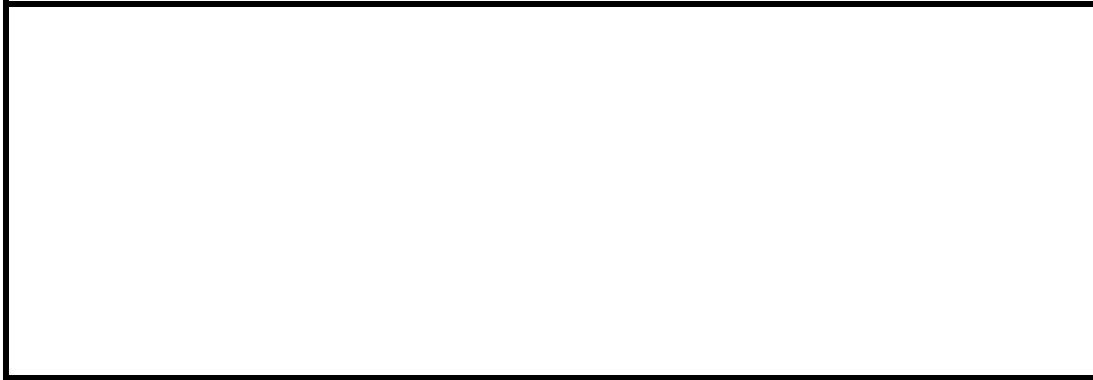
	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1) Outcomes on a standardised test (e.g., DPMT, SIGMA-T).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2) Progress/mastery tests accompanying text books	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3) Diagnostic tests (e.g., Quest)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4) Teacher checklists	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5) Structured teacher observations.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6) Parental concerns/feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
7) Advice from other professionals (e.g., psychologist).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
8) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

If 'Other' please specify: _____

b) Please indicate which standardised tests, if any, (e.g., SIGMA-T), are used at each class level to identify and select pupils for Learning Support for mathematics, and which percentile point is used as the cut-off point.

	<i>Class Level</i>	<i>Test</i>	<i>Cut-off Point</i>	<i>Standardised tests not used</i>
1)	1 st	_____	_____	<input type="checkbox"/> ₁
2)	2 nd	_____	_____	<input type="checkbox"/> ₁
3)	3 rd	_____	_____	<input type="checkbox"/> ₁
4)	4 th	_____	_____	<input type="checkbox"/> ₁
5)	5 th	_____	_____	<input type="checkbox"/> ₁
6)	6 th	_____	_____	<input type="checkbox"/> ₁

43. Please provide any additional comments on the provision of Learning Support for mathematics here.



Thank you for your co-operation and assistance.

Please put the questionnaire in its envelope and seal it. It will be collected from you in the near future and delivered to the Educational Research Centre.

