

WILLIAMS Legislation • Instructional Materials Unit

Middle and High School Teacher Questionnaire

For each course that you teach in English/language arts, mathematics, science, history/social science, foreign language, or health education, complete the following information using blue or black ink. Before completing the form, please read the instructions on the reverse (or on attached sheet).

NAME OF DISTRICT			NAME OF SCHOOL			NAME OF PRINCIPAL			TRACK (IF YEAR ROUND)		
GRADE LEVEL	CLASS ENROLLMENT	ROOM NUMBER	NAME OF TEACHER (PLEASE PRINT)				SIGNATURE OF TEACHER			DATE	

COURSE INFORMATION			TEXT MATERIALS (Include name of text, author, publisher, year of publication and ISBN.)						# Insufficient (If none, use "0")	
SUBJECT										
COURSE		GRADE LEVEL								
PERIOD		ROOM NUMBER								
CLASS ENROLLMENT										
SUBJECT										
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SUBJECT										
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PERIOD		ROOM NUMBER								
CLASS ENROLLMENT										
SUBJECT										
COURSE		GRADE LEVEL								
PERIOD		ROOM NUMBER								
CLASS ENROLLMENT										



**Los Angeles County
Office of Education**

Leading Educators • Supporting Students • Serving Communities

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Middle and High School Teacher Questionnaire Directions for Teachers to Complete the Questionnaire

1. Subject Record any of the following subjects:
ELA (English/language arts), MATH (mathematics), SCI (science), HSS (history/social science), Health (health education), FL (foreign language).
2. Course Name Use a maximum of two words (course numbers are not needed).
3. Period List Period.
4. Grade List Grade Level.
5. Room # List the room number for that particular class/period.
6. Class enrollment Record the number listed on the most recent official class roll sheet.
7. Text/Materials List only text/materials that were issued to each student in the class and only for the subjects indicated. Please include the name of the text, author, publisher, the year of publication and ISBN.
8. # Insufficient List the number of students who do *not* have text materials on a one-to-one correspondence. **If no insufficiencies, use "0"**. If you have questions regarding the definition of "insufficient," refer to the information and examples that follow.

Definition of Sufficiency:

- Consider only those texts and instructional materials (such as workbooks) that are included on the District textbook list and were issued specifically for *each student to use*. (Do not include teacher resources or supplementary materials or temporary use materials.)
- There must be a one-to-one correspondence between students and the texts and/or instructional materials issued to every student to use. Students must be able to take the texts and instructional materials home.

Examples of Sufficiencies:

1. Every student in the class has an assigned textbook. Each student is able to take the text home whether or not homework has been assigned.
2. Every student in class is assigned a textbook that the student may keep at home. Additionally, a class set is provided for each student to use in class.

Examples of Insufficiencies:

1. A class set only is provided. Students who want to take books home must check them out from the teacher or from the library.
2. Each student is assigned a text. The student has lost the text. A replacement text is not provided until the student pays for the lost text or the parent/guardian signs a form.
3. Texts were provided for each student initially enrolled in the class. Students were added to the class but the school did not provide additional texts for these. The school may have ordered additional texts, but they have not yet arrived.

