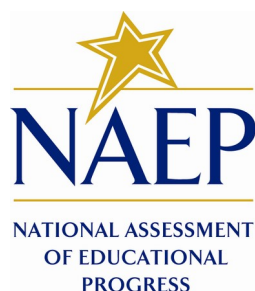


***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 2 Submittal for 2008
VOLUME II**

**Part 5a of 8
BACKGROUND QUESTIONS
FOR 2008 ASSESSMENT**

Teacher Reading Grade 8 (Background, Education, Training; Reading)



Volume II contains:

- Part 1 of 8 - Student Grade 4: Pilot Science; Reading Braided Study
- Part 2 of 8 - Student Grade 8: Pilot Science; Reading Braided Study
- Part 3 of 8 - Student Grade 12: Pilot Science

- Part 4 of 8 - Teacher Grade 4 (Background, Education, Training; Reading, Mathematics, Science)

- **Part 5a of 8 - Teacher Reading Grade 8 (Background, Education, Training; Reading)**
- Part 5b of 8 - Teacher Mathematics Grade 8 (Background, Education, Training; Mathematics)
- Part 5c of 8 - Teacher Science Grade 8 (Background, Education, Training; Science)

- Part 6 of 8 - School Grade 4 (School Characteristics & Policies; Reading, Mathematics, Science, Charter School)
- Part 7 of 8 - School Grade 8 (School Characteristics & Policies; Reading, Mathematics, Science, Charter School)
- Part 8 of 8 - School Grade 12 (School Characteristics & Policies; Reading, Mathematics, Science, Charter School)

June 29, 2007

TEACHER QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

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Teacher Questionnaire

Reading – Grade 8

Part I: Background, Education, & Training

For several questions on this survey, you are asked to fill in numbers. For these questions, please print the appropriate number in each of the boxes provided. Please print legibly with a No. 2 pencil. Keep all printing within the boxes, and erase any stray marks.

Using one number per box, fill in every box. For example, 95 students would be written as:

1. Are you Hispanic or Latino? Fill in **one or more ovals**. (VB331330) [4/8]
 - A No, I am not Hispanic or Latino.
 - B Yes, I am Mexican, Mexican American, or Chicano.
 - C Yes, I am Puerto Rican or Puerto Rican American.
 - D Yes, I am Cuban or Cuban American.
 - E Yes, I am from some other Hispanic or Latino background.
2. Which of the following best describes you? Fill in **one or more ovals**. (VB331331) [4/8]
 - A White
 - B Black or African American
 - C Asian
 - D American Indian or Alaska Native
 - E Native Hawaiian or other Pacific Islander

Questions 3–4. For the next two questions, include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching.

3. Counting this year, how many years have you worked as an elementary or secondary teacher? If less than 4 months total experience, enter “00.” (VB337243) [8]

Years

4. Counting this year, how many years have you taught reading, writing, or language arts in grades 6 through 12? If less than 4 months total experience, enter "00." (VB380355) [8]

Years

5. Did you enter teaching through an alternative certification program?

(An alternative program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.) (NEW) [4/8]

- A Yes
- B No

6. What type of teaching certificate do you hold in the state where you currently teach? (NEW) [4/8]

- A Regular or standard state certificate or advanced professional certificate → *Skip to Question 8*
- B Certificate issued after satisfying all requirements except the completion of a probationary period → *Go to Question 7*
- C Certificate that requires some additional coursework, student teaching or passage of a test before regular certification can be obtained → *Go to Question 7*
- D Certificate issued to persons who must complete a certification program in order to continue teaching → *Go to Question 7*
- E I do not hold any of the above certificates in the state where I currently teach. → *Go to Question 7*

7. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching? (VB595188) [4/8]

- A Yes
- B No

8. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?

(Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrate competency in the subject area(s) taught. The HQT requirement is a provision under the No Child Left Behind (NCLB) Act.) (NEW) [4/8]

- A Yes
- B I meet my state's requirements for a Highly Qualified Teacher in at least one subject that I teach.
- C No

9. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.) (NEW) [4/8]

- A Yes, I am fully certified by the National Board for Professional Teaching Standards.
- B I am working towards my National Board certification.
- C No

10. What is the highest academic degree you hold? (HE001012) [4/8]

- A High-school diploma
- B Associate's degree/ vocational certification
- C Bachelor's degree
- D Master's degree
- E Education specialist's or professional diploma based on at least one year's work past master's degree
- F Doctorate
- G Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line. (VB333658) [4/8]

	Yes, a major	Yes, a minor or special emphasis	No	[Same at:]	
a. Reading, language arts, or literacy education	A	B	C	[4/8]	(VB378391)
b. English	A	B	C	[4/8]	(VB378392)
c. Other language arts-related subject	A	B	C	[4/8]	(VB378394)
d. Elementary or secondary education	A	B	C	[8]	(VB595189)

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line. (VB345619) [4/8]

	Yes, a major	Yes, a minor or special emphasis	No	[Same at:]	
a. Reading, language arts, or literacy education	A	B	C	[4/8]	(VB378395)
b. English	A	B	C	[4/8]	(VB378396)
c. Other language arts-related subject	A	B	C	[4/8]	(VB378398)
d. Elementary or secondary education	A	B	C	[8]	(VB595190)

13. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line. (NEW) [4/8]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. How students learn English/language arts	A	B	C	D	[8]	(NEW)
b. Content standards in English/language arts	A	B	C	D	[8]	(NEW)
c. Curricular materials available in English/language arts (units, texts)	A	B	C	D	[8]	(NEW)
d. Instructional methods for teaching English/language arts	A	B	C	D	[8]	(NEW)
e. Methods for assessing students in English/language arts	A	B	C	D	[8]	(NEW)
f. Preparation of students for district and state assessments	A	B	C	D	[4/8]	(NEW)
g. Strategies for teaching English/language arts to students from diverse backgrounds (including English language learners)	A	B	C	D	[8]	(NEW)

14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of reading, writing, or literature**. Fill in **one** oval on each line. (VB482598) [8]

	Yes	No	[Same at:]	
a. College course taken after your first certification	A	B	[8]	(VB482599)
b. Workshop or training session	A	B	[8]	(VB482600)
c. Conference or professional association meeting	A	B	[8]	(VB482601)
d. Observational visit to another school	A	B	[8]	(VB482642)
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	A	B	[8]	(VB482643)
f. Committee or task force focusing on curriculum, instruction, or student assessment	A	B	[8]	(VB482644)
g. Regularly scheduled discussion or study group	A	B	[8]	(VB482645)
h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	A	B	[8]	(VB482646)
i. Individual or collaborative research	A	B	[8]	(VB482647)
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	A	B	[8]	(VB482648)
k. Co-teaching/team teaching	A	B	[8]	(VB482649)
l. Consultation with language arts specialist	A	B	[8]	(VB482650)

15. During the last **two years**, have you received training from any source in any of the following areas? Fill in **one** oval on each line. (NEW) [4/8]

	No, I am already proficient	No, I have not	Yes	[Same at:]	
a. Basic computer training	A	B	C	[4/8]	(NEW)
b. Software applications	A	B	C	[4/8]	(NEW)
c. Use of the Internet	A	B	C	[4/8]	(NEW)
d. Use of other technology (for example, satellite access, wireless Web, interactive video, closed-circuit TV, videoconferencing)	A	B	C	[4/8]	(NEW)
e. Integration of computers and other technology into classroom instruction	A	B	C	[4/8]	(NEW)

16. Do you have special leadership responsibilities for reading or language arts education at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)? (VB595191) [8]

- A Yes
- B No

17. During the last **two years** have you participated in activities associated with school improvement efforts directed at issues such as adequate yearly progress and state accountability standards? (NEW) [4/8]

- A Yes
- B No

Teacher Questionnaire

Reading – Grade 8

Part II: Classroom Organization and Language Arts Instruction

The following questions ask about the organization of your language arts classroom. Language arts instruction includes reading, writing, literature, and related topics. If you teach more than one eighth-grade language arts class, please pick a single one of these classes to use as the basis for answering the questions about classroom organization.

1. Which best describes your role in teaching **English/language arts** to this class? Language arts refers to reading, writing, literature, and related topics. (NEW) [8]
 - A I do not teach English/language arts to this class. → *You have finished the survey. Thank you for your time.*
 - B I teach all or most subjects, including English/language arts.
 - C The only subject I teach is English/language arts.
 - D We team teach, and I have primary responsibility for teaching English/language arts.

2. How many students are in this class? (VB473856) [4/8]
 - A 15 or fewer
 - B 16–18
 - C 19–20
 - D 21–25
 - E 26 or more

3. About how much time in total do you spend with **one** of your 8th-grade language arts classes in a typical week? (VB345730) [8]
 - A Less than 3 hours
 - B 3–4.9 hours
 - C 5–6.9 hours
 - D 7–9.9 hours
 - E 10 or more hours

4. Which best describes how language arts instruction is organized for 8th-grade students at this school? Fill in **one** oval. (VB379296) [8]
- A Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
- B Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.
- C Language arts lessons are primarily integrated with instruction in other subjects.
5. To what extent have you covered the following in this eighth-grade English/language arts class so far this year? Fill in **one** oval on each line. (NEW) [8]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. Fiction	A	B	C	D	[8]	(NEW)
b. Literary nonfiction	A	B	C	D	[8]	(NEW)
c. Poetry	A	B	C	D	[8]	(NEW)
d. Exposition	A	B	C	D	[8]	(NEW)
e. Argumentation and persuasion	A	B	C	D	[8]	(NEW)
f. Procedural texts and documents	A	B	C	D	[8]	(NEW)

6. To what extent have you emphasized the following cognitive processes when reading informational and literary texts in this eighth-grade English/language arts class? Fill in **one** oval on each line. (NEW) [8]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. Locate/Recall	A	B	C	D	[8]	(NEW)
b. Integrate/Interpret	A	B	C	D	[8]	(NEW)
c. Critique/Evaluate	A	B	C	D	[8]	(NEW)

7. How often do you do the following as part of English/language arts instruction with this class? Fill in **one** oval on each line. (NEW) [8]

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every English/ language arts class	[Same at:]	
a. Use reading material at more than one reading level with the whole class	A	B	C	D	[8]	(NEW)
b. Present information through both whole-to-part and part-to-whole approaches	A	B	C	D	[8]	(NEW)
c. Re-teach students who need another demonstration of the reading assignments	A	B	C	D	[8]	(NEW)
d. Sometimes use texts, computer programs, or videos as a way of teaching key concepts	A	B	C	D	[8]	(NEW)
e. Adjust the degree of difficulty of the reading material, task or assignment based on a student's need and mastery of the material	A	B	C	D	[8]	(NEW)
f. Vary the familiarity of the reading material, task or assignment based on a student's needs or interests	A	B	C	D	[8]	(NEW)
g. Use peers or a teaching coach to help a student	A	B	C	D	[8]	(NEW)
h. Relate assignments and projects to real-life situations and experiences	A	B	C	D	[8]	(NEW)
i. Ask students to relate assignments and projects to real-life situations and experiences	A	B	C	D	[8]	(NEW)

8. When reading a story with your students, how often do you ask your students to do the following? Fill in **one** oval on each line. (NEW) [8]

	Never or hardly ever	Sometimes	Always or almost always	[Same at:]	
a. Summarize the passage	A	B	C	[8]	(NEW)
b. Interpret the meaning of the passage	A	B	C	[8]	(NEW)
c. Question the motives or feelings of the characters	A	B	C	[8]	(NEW)
d. Identify the main themes of the passage	A	B	C	[8]	(NEW)
e. Relate the passage, its characters, and/or its themes to their own lives	A	B	C	[8]	(NEW)

9. Think about your **least advanced** English/language arts students. Do these students receive English/language arts instruction that differs in any of the following ways from the instruction provided to your **average** English/language arts students? Fill in **one** oval on each line. (NEW) [8]

	Yes	No	[Same at:]	
a. I set different achievement standards for these students.	A	B	[8]	(NEW)
b. I supplement the regular course curriculum with additional material for these students.	A	B	[8]	(NEW)
c. I have these students engage in different classroom activities.	A	B	[8]	(NEW)
d. I use a different set of methods in teaching these students.	A	B	[8]	(NEW)
e. I pace my teaching differently for these students.	A	B	[8]	(NEW)

10. Think about your **most advanced** English/language arts students. Do these students receive English/language arts instruction that differs in any of the following ways from the instruction provided to your **average** English/language arts students? Fill in **one** oval on each line. (NEW) [8]

	Yes	No	[Same at:]	
a. I set different achievement standards for these students.	A	B	[8]	<small>(NEW)</small>
b. I supplement the regular course curriculum with additional material for these students.	A	B	[8]	<small>(NEW)</small>
c. I have these students engage in different classroom activities.	A	B	[8]	<small>(NEW)</small>
d. I use a different set of methods in teaching these students.	A	B	[8]	<small>(NEW)</small>
e. I pace my teaching differently for these students.	A	B	[8]	<small>(NEW)</small>

11. Which of the following activities do you do for struggling readers in this eighth-grade English/language arts class? Fill in **one** oval on each line. (NEW) [8]

	Yes	No	[Same at:]	
a. Arrange for tutoring during the regular school day	A	B	[8]	<small>(NEW)</small>
b. Use instructional aides in classrooms to provide assistance	A	B	[8]	<small>(NEW)</small>
c. Use instructional aides for pull-out instruction	A	B	[8]	<small>(NEW)</small>
d. Offer enrichment courses	A	B	[8]	<small>(NEW)</small>
e. Schedule extra subject periods	A	B	[8]	<small>(NEW)</small>
f. Assign extra work or homework	A	B	[8]	<small>(NEW)</small>
g. Arrange for additional support outside the school day	A	B	[8]	<small>(NEW)</small>

12. Do you meet with students from this eighth-grade English/language arts class one-on-one to review their work and evaluate their progress? (NEW) [8]

A Yes → Go to Question 13

B No → Skip to Question 14

13. When you meet with students one-on-one to review their work and evaluate their progress in English/language arts, which of the following activities do you do? Fill in **one** oval on each line. (NEW) [8]

	Yes	No	[Same at:]	
a. Evaluate the student's current level of performance	A	B	[8]	(NEW)
b. Set goals for specific progress student would like to make	A	B	[8]	(NEW)
c. Determine progress student has made toward reaching goals previously set	A	B	[8]	(NEW)
d. Determine how to adjust your teaching strategies to meet student's current learning needs and to reflect student's future goals	A	B	[8]	(NEW)

14. Are computers available for use by you or your students for English/language arts instruction? (NEW) [8]

- A Yes, computers are available to my students and me.
- B Yes, I have access to computers, but my students do not.
- C No, neither my students nor I have access to computers.

15. In this eighth-grade English/language arts class, which of the following technological resources do you use for instruction? Fill in **one** oval on each line.
(NEW) [8]

	Yes	No	[Same at:]	
a. Desktop computer	A	B	[8]	(NEW)
b. Laptop computer	A	B	[8]	(NEW)
c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen)	A	B	[8]	(NEW)
d. Digital projector (device that connects to a computer to display presentations, demonstrate lessons, such as an LCD)	A	B	[8]	(NEW)
e. CD-ROM software	A	B	[8]	(NEW)
f. Online software	A	B	[8]	(NEW)
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	A	B	[8]	(NEW)
h. Cable/satellite/closed-circuit television	A	B	[8]	(NEW)
i. DVD player and DVDs	A	B	[8]	(NEW)
j. Digital camera	A	B	[8]	(NEW)
k. Graphing calculator	A	B	[8]	(NEW)
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	A	B	[8]	(NEW)
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	A	B	[8]	(NEW)
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	A	B	[8]	(NEW)
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	A	B	[8]	(NEW)

16. In this eighth-grade English/language arts class, how often do your students use a **computer or other technological resources** to do each of the following? Fill in **one** oval on each line. (NEW) [8]

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every English/ language arts class	[Same at:]	
a. To build and practice vocabulary	A	B	C	D	[8]	(NEW)
b. To increase reading fluency and comprehension	A	B	C	D	[8]	(NEW)
c. To practice spelling and grammar	A	B	C	D	[8]	(NEW)
d. To write reports	A	B	C	D	[8]	(NEW)
e. To produce multimedia reports/projects	A	B	C	D	[8]	(NEW)
f. To read books using the computer	A	B	C	D	[8]	(NEW)
g. To access reading-related websites (for example, websites with lists of recommended books)	A	B	C	D	[8]	(NEW)
h. To conduct research for English/language arts projects	A	B	C	D	[8]	(NEW)
i. To correspond with experts, authors, researchers, or teachers or students from other schools using e-mail, blogs or chat rooms	A	B	C	D	[8]	(NEW)

17. Which of the following statements best expresses how well your school system provides you with the materials and other resources you need for **English/language arts** instruction? (NEW) [8]

- A I do not have the resources I need.
- B I have some of the resources I need.
- C I have most of the resources I need.
- D I have all of the resources I need.

18. Think about the **most advanced** language arts class you teach for eighth-grade students. How often do you do the following things as part of reading instruction with this class? Fill in **one** oval on each line. (VB595195) [8]

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every English/ language arts class	[Same at:]	
a. Ask students to read aloud	A	B	C	D	[8]	(VB595196)
b. Ask students to write about something they have read	A	B	C	D	[8]	(VB595198)
c. Give students time to read books they have chosen themselves	A	B	C	D	[8]	(VB595201)
d. Ask students to do a group activity or project about what they have read	A	B	C	D	[8]	(VB595282)
e. Ask students to explain or support their understanding of what they have read	A	B	C	D	[8]	(VB595284)
f. Watch movies, videos, filmstrips, television; or listen to tapes, compact discs, or records	A	B	C	D	[8]	(VB595286)
g. Ask student to make predictions about what they read as they are reading it	A	B	C	D	[8]	(VB595289)

If you teach only one language arts class for eighth-grade students, fill in this oval. You do not need to answer the last question in this survey.

- I teach only one language arts class for eighth-grade students. → *Stop here. Thank you for your time.*

19. Think about the **least advanced** language arts class you teach for eighth-grade students. How often do you do the following things as part of reading instruction with this class? Fill in **one** oval on each line. (VB595292) [8]

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every English/ language arts class	[Same at:]	
a. Ask students to read aloud	A	B	C	D	[8]	(VB595293)
b. Ask students to write about something they have read	A	B	C	D	[8]	(VB595295)
c. Give students time to read books they have chosen themselves	A	B	C	D	[8]	(VB595298)
d. Ask students to do a group activity or project about what they have read	A	B	C	D	[8]	(VB595299)
e. Ask students to explain or support their understanding of what they have read	A	B	C	D	[8]	(VB595301)
f. Watch movies, videos, filmstrips, television; or listen to tapes, compact discs, or records	A	B	C	D	[8]	(VB595983)
g. Ask student to make predictions about what they read as they are reading it	A	B	C	D	[8]	(VB595986)