

# **NATIONAL INDIAN EDUCATION STUDY**

## **TEACHER GRADE 4**

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 1850-0803. The time required to complete this information collection is estimated to average 1 hour 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. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences, sponsored by the Office of Indian Education, Undersecretary of Education. While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

OMB No. 1850-0803 Approval Expires:

1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."

Years

2. How many of the students in your class are American Indian or Alaska Native?

- a. Few (less than 5)
- b. Several, but less than half the class
- c. At least half the class, but not every student
- d. The whole class
- e. I don't know

3. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following sources? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>
a. Independent reading and study	A	B	C	D
b. Living and working in an American Indian or Alaska Native community	A	B	C	D
c. Locally sponsored American Indian or Alaska Native cultural orientation program	A	B	C	D
d. Your own personal or family background and experiences	A	B	C	D

4. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following types of classes? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>
a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	A	B	C	D
b. College courses, or other classes or workshops with a general focus on different cultures or diversity	A	B	C	D

5. Below is a list of resources that may be consulted by teachers to help them improve the academic performance of their students. During the last two years, how many times have you consulted each of the following specifically to help you improve the academic performance of your American Indian or Alaska Native students? Fill in **one** oval on each line.

	<b>Never</b>	<b>1 or 2 times</b>	<b>3 or 4 times</b>	<b>5 or more times</b>
a. Online web sites or databases	A	B	C	D
b. Articles in professional journals	A	B	C	D
c. Local libraries or cultural centers	A	B	C	D
d. Consultation with elders or other local experts	A	B	C	D
e. Consultation with other teachers in your school	A	B	C	D

6. During the last two years, how many times have you attended in-service classes and workshops to help you improve the academic performance of your American Indian or Alaska Native students?

- a. Never
- b. 1 or 2 times
- c. 3 or 4 times
- d. 5 or more times

7. If you have attended in-service classes and workshops during the last two years, who provided them? Fill in all that apply.
  - a. State
  - b. District
  - c. Tribal education department
  - d. Indian education professional associations
  - e. Other
  
8. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? (If you know more than one of these languages, answer for the one you know best.)
  - a. No knowledge or skill (non speaker)
  - b. Minimal functional or communicative ability (ability to use some words or phrases)
  - c. Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas
  - d. Fluent speaker; native-like proficiency in the language
  - e. Fluent native speaker
  
9. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach any core subject (reading, mathematics, science, and social studies)?
  - a. Instruction is entirely in English
  - b. Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally
  - c. Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently
  - d. Instruction is primarily in the students' American Indian or Alaska Native language(s)

10. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Language Learner [ELL] students)? Fill in **one** oval on each line.

- |  | Yes | No |
|--|-----|----|
| a. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education | A   | B  |
| b. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)                              | A   | B  |
| c. Any other training or professional development on how to teach students whose first language is not English   | A   | B  |

11. To what extent do you integrate lessons and materials about contemporary issues affecting American Indian or Alaska Native people and communities into your curriculum?

- a. Never
- b. At least once a grading period
- c. At least once a month
- d. At least once a week
- e. Almost every day

12. To what extent do you use the following both to assess student progress and to plan appropriate instruction? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>
a. State assessments	A	B	C	D
b. District assessments				
c. Assessments developed by American Indian or Alaska Native groups	A	B	C	D
d. Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	A	B	C	D
e. Teacher-made tests or quizzes	A	B	C	D
f. Oral responses of students during class discussions	A	B	C	D
g. Performance-based assessments such as student demonstrations or individual or group projects	A	B	C	D

13. To what extent do you integrate American Indian or Alaska Native culture and history into your reading/language arts curriculum?

*If you do not teach reading/language arts, skip to question 14.*

- a. Never
- b. At least once a grading period
- c. At least once a month
- d. At least once a week
- e. Almost every day

14. How often do you have students do each of the following reading/language arts activities? Fill in **one** oval on each line.

		Never	At least once a grading period	At least once a month	At least once a week	Almost every day
a.	Read literature with American Indian or Alaska Native themes	A	B	C	D	E
B	Read literature written by American Indian or Alaska Native authors	A	B	C	D	E
c.	Write about experiences or issues of American Indian or Alaska Native people	A	B	C	D	E
d.	Write about their own experiences as an American Indian or Alaska Native person	A	B	C	D	E

15. How much do you rely on each of the following documents in planning reading/language arts lesson? Fill in **one** oval on each line.

		Not aware of any	Not at all	A little	Some	A lot
a.	State content standards for reading/language arts	A	B	C	D	E
b.	District content standards for reading/language arts	A	B	C	D	E
c.	American Indian or Alaska Native content or cultural standards	A	B	C	D	E
d.	Standards developed by national professional organizations	A	B	C	D	E

16. To what extent do you integrate American Indian or Alaska Native culture and history into your mathematics curriculum?

*If you do not teach mathematics, skip to question 17.*

- a. Never
- b. At least once a grading period
- c. At least once a month
- d. At least once a week
- e. Almost every day

17. How often do you have students do each of the following mathematics activities? Fill in **one** oval on each line.

		<b>Never</b>	<b>At least once a grading period</b>	<b>At least once a month</b>	<b>At least once a week</b>	<b>Almost every day</b>
a.	Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	A	B	C	D	E
b.	Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	A	B	C	D	E
c.	Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, recording quantities, etc.)	A	B	C	D	E
d.	Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy, physics, etc.)	A	B	C	D	E



18. How much do you rely on each of the following documents in planning **mathematics** lesson? Fill in **one** oval on each line.

	<b>Not aware of any</b>	<b>Not at all</b>	<b>A little</b>	<b>Some</b>	<b>A lot</b>
a. State content standards for mathematics	A	B	C	D	E
b. District content standards for mathematics	A	B	C	D	E
c. American Indian or Alaska Native content or cultural standards	A	B	C	D	E
d. Standards developed by national professional organizations (e.g., NCTM)	A	B	C	D	E

19. If you identify yourself as a member of or if you are affiliated with an American Indian tribe or Alaska Native group, please print the name of that tribe or group below. If you align with more than one tribe or group, you can include all names.

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20. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.

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**National Indian Education Study  
Teacher Questionnaire: Grade 4  
Cognitive Laboratory Protocol**

**Teacher ID:** \_\_\_\_\_ **Interviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## I. INFORMATION FOR THE INTERVIEWER

### Description of the Protocol

The protocol begins with an *Introduction and Practice* section that is intended to:

- Acquaint the teacher with the National Indian Education Study, the purpose of the questionnaire, and the reason for conducting cognitive interviews based on questionnaire items
- Obtain the teacher's consent to be interviewed, explain the reason for audio-taping the interview, and assure confidentiality
- Explain and demonstrate the think aloud technique
- Give the teacher opportunity to practice thinking aloud

The protocol continues with the questionnaire itself, beginning with the directions and followed by each of the questions. For the benefit of the interviewer, each question is preceded by a statement explaining its purpose. **Since the intent of the interview is to determine how a question is interpreted, this statement should never be read aloud to the teacher.** Each question is followed by space to record the teacher's think aloud comments and suggested probes that can be used to elicit additional information about the teacher's reaction to the question. The last page of the protocol contains general questions that should be asked at the end of the interview.

### Suggestions for Administration

You will need the following materials:

- The Teacher Questionnaire: Grade 4
- The Teacher Questionnaire: Grade 4 Cognitive Laboratory Protocol
- 2 consent forms
- A tape recorder
- Paper and pencil

A script is provided for the *Introduction and Practice* section, which the interviewer should use as a model of how to proceed. **The interviewer should not read the script word for word, but rather become familiar enough with its contents to be able to conduct the interview in a natural and conversational manner, paraphrasing or giving further explanation as appropriate.**

After explaining the purpose of the interview, the reason for audio-taping the interview should be discussed and the teacher should be assured that his/her responses will be kept confidential. A consent form should be given to the teacher to read and sign. Collect the signed form and give the teacher another copy of the consent form to keep for her/his records. The think aloud technique should then be explained and demonstrated by the interviewer. As a model for the teacher, it will be helpful to use pencil and paper to take notes during this demonstration. The teacher should then be given pencil and paper and given the opportunity to practice thinking aloud. Allow as much practice time as necessary to make the teacher comfortable in using the think aloud technique. The *Introduction and Practice* section of the protocol does not need to be audio-taped.

Now proceed to *The Questionnaire*. Before turning on the tape recorder, remind the teacher that you will be taping the remainder of the interview. Begin by asking the teacher to read the introduction to the questionnaire aloud. Note her/his think-aloud comments and probe if appropriate. Then ask the teacher to read the directions aloud, noting his/her think-aloud comments and probing as necessary

Direct the teacher to Question 1. Ask her/him to read the question aloud and to remember to think aloud as she/he answers the question. Note the teacher's think aloud comments, focusing on how the question is comprehended, information retrieved and synthesized, and a response produced. If the teacher is not making comments, remind her/him to think aloud. After the teacher has finished answering the question, use the suggested probes or others you have formulated to obtain information that you have not picked up from the think aloud responses. Remember, however, that the purpose of the interview is not to lead the teacher to the "correct" answer, but to determine how she/he has interpreted the question and chosen a response. Suggestions for changes in the questions such as vocabulary changes or alternatives for how the question is structured may also be solicited and should be noted. Continue this procedure for each of the questions. When the questionnaire has been completed, ask and note responses to the general questions on the last page of the protocol.



## II. COGNITIVE LABORATORY PROTOCOL

### Introduction and Practice

**The following script is provided as a guide to explaining the National Indian Education Study, the purpose of the questionnaire, and the reason for carrying out cognitive interviews focused on the questionnaire items:**

*The National Indian Education Study is a study being conducted throughout the United States to learn more about the educational experiences of American Indian and Alaska Native students. As part of the study, questionnaires have been developed for 4<sup>th</sup> and 8<sup>th</sup> grade students, their teachers, and school administrators. We are in the process of trying to improve these questionnaires by using cognitive laboratory techniques. During cognitive laboratories, people answer the questions and describe what they are thinking as they figure out their answers. By studying these think aloud comments, we hope to be able to make the questions easier to understand and answer.*

**Ask the teacher if he/she has any questions. Then continue with a demonstration of the think aloud technique, using the following script as a guide:**

*Since most people are not used to thinking aloud, I'd like to demonstrate an example: Suppose there was a question that asked: How many minutes did you talk on the telephone in the last three days? If someone asked me to think out loud while I was answering that, I would say: "At work I usually spend about 30 minutes a day on the phone. Thirty minutes times three is 90 minutes. But, today, I had a few more calls than usual, so I probably spent about an hour on the phone. That's another 30 minutes -- so, that brings the total to 2 hours. I was also in a meeting that was a telephone conference for another hour. But that's not really being on the phone, so I'm not going to count that. It's not just one person talking to another -- I figure that's not what the question is asking about. But, since I thought about it, it's something that I should mention. [Pause to emphasize this point.] Besides business calls at work, I also make some personal calls. Yesterday I called a friend at lunch and we talked for almost my whole lunch hour. That adds another hour, which makes three hours at work. Then, I have to figure out how much I talk at home. That's too hard to figure out, so I'm going to just kind of guess. I normally don't talk too much at home -- maybe 15 minutes each day. Times three, that's another 45 minutes. But, that seems kind of low, since I know I have a few long calls with a friend each week, so I'll raise that to an hour. So, three hours at work plus another hour at home -- that's four hours in the last three days. But the question asks about minutes. There are 60 minutes in an hour, and 60 times four is 240 minutes. So, that's my answer...240 minutes."*

**Now have the teacher practice using the same question. (Paper and pencil may be furnished if the teacher wishes to make notes while thinking aloud.) Continue practicing until the teacher seems comfortable using the think aloud technique. For extra practice, questions such as these may be used: How many different kinds of**

**vegetables have you eaten in the past three days? How many hours of television have you watched in the past three days?**

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## The Questionnaire

**Remind the teacher that you will be taping the remainder of the interview and make sure she/he consents. Then turn on the tape recorder. Hand the teacher the questionnaire. Ask him/her to read the first paragraph aloud.**

National Indian Education Study  
Teacher Questionnaire: Grade 4

*While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of students, teachers, and schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.*

*The questions in this survey are designed to gather information about the classroom experiences of American Indian and Alaska Native students. In particular we ask about the inclusion of native languages and cultural perspectives in the curriculum. Obviously, teachers who have only a few American Indian or Alaska Native students in their classes may adopt different teaching strategies than teachers who have many such students. There are no wrong answers to these questions.*

### Think Aloud Comments:

### Probes:

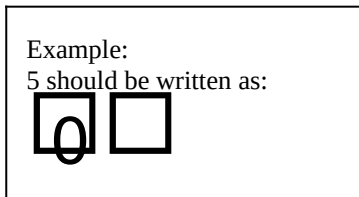
Do you think this is a good way to introduce the survey?

### Other Probes:

**Now ask the teacher to read the directions aloud.**

*Some of the questions that follow require you to fill in ovals, others ask you to fill numbers in boxes. Use only a No. 2 pencil. Keep all marks or printing within the ovals or boxes. Do not make any stray marks. When filling in numbers, please PRINT LEGIBLY.*

*Using one number per box, fill in every box.*



**Think Aloud Comments:**

**Probes:**

Were the directions clear?

**Other probes:**

**Proceed in the following manner for each of the 17 questions that follow:**

- **Read the purpose of the question to yourself.**
- **Direct the teacher to read the question aloud and to remember to think aloud as he/she answers the question.**
- **Record the teacher's comments.**
- **Ask probes, as appropriate, before going on to the next question.**
- **Never probe a word or an idea until after the last time it appears in the questionnaire.**

**The purpose of Question 1 is to determine the number of years the teacher has taught at this school.**

1. *Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."*

Years

**Think Aloud Comments:**

**Probes:**

Sometimes teachers need to take breaks from teaching. Are there any factors (such as being on leave) that would make you less confident of your response?

Did you include any experience as a student teacher or paraprofessional?

**Other Probes:**

**The purpose of Question 2 is to determine the approximate number of American Indian or Alaska Native students among all of the students for whom the teacher provides instruction.**

2. *How many of the students in your class are American Indian or Alaska Native?*

- A *Few (less than 5)*
- B *Several, but less than half the class*
- C *At least half the class, but not every student*
- D *The whole class*
- E *I don't know.*

**Think Aloud Comments:**

**Probes:**

How confident are you of your response?

If you were given this questionnaire to complete on your own, would you refer to school records before making your response?

**Other Probes:**

The purpose of Question 3 is to determine the extent to which different types of resources have been helpful in providing the teacher with knowledge, skills, and information specific to teaching American Indian and Alaska Native students.

3. To what extent have you acquired knowledge, skills, and information **specific to teaching American Indian or Alaska Native students** from each of the following resources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent
a. Independent reading and study	A	B	C	D
b. Living and working in an American Indian or Alaska Native community	A	B	C	D
c. Locally sponsored American Indian or Alaska Native cultural orientation program	A	B	C	D
d. Your own personal or family background and experiences	A	B	C	D
e. College courses, or other classes or workshops with a <b>focus</b> on teaching American Indian or Alaska Native students	A	B	C	D
f. College courses, or other classes or workshops with a <b>general focus</b> on different cultures or diversity	A	B	C	D

**Think Aloud Comments:**

**Probes:**

**For any category the teacher marked “moderate extent” or “large extent”:** Can you tell me more about how this prepared you to teach American Indian or Alaska Native students?

What do you think is meant by “locally sponsored cultural orientation program?”

Is there anything not on this list that has been particularly helpful in preparing you to teach American Indian or Alaska Native students? Please describe.

**Other Probes:**

**The purpose of Questions 4, 5, and 6 is to determine the frequency, during the last two years, with which the teacher has used a variety of sources to obtain information or resources for improving the academic performance of American Indian or Alaska Native students.**

4. *Below is a list of resources that may be consulted by teachers to help them improve the academic performance of their students. During the last two years, how many times have you consulted each of the following **specifically** to help you improve the academic performance of **your American Indian or Alaska Native students**? Fill in **one** oval on each line.*

	<b>Never</b>	<b>1 or 2 times</b>	<b>3 or 4 times</b>	<b>5 or more times</b>
a. Online web sites or databases	A	B	C	D
b. Articles in professional journals	A	B	C	D
c. Local libraries or cultural centers	A	B	C	D
d. Consultation with elders or other local experts	A	B	C	D
e. Consultation with other teachers in your school	A	B	C	D

5. *During the last two years, how many times have you attended in-service classes and workshops to help you improve the academic performance of your American Indian or Alaska Native students?*

- A *Never*
- B *1 or 2 times*
- C *3 or 4 times*
- D *5 or more times*

6. *If you have attended in-service classes and workshops during the last two years, who provided them? Fill in all that apply.*

- A *State*
- B *District*
- C *Tribal education department*
- D *Indian education professional associations*
- E *Other*



**Think Aloud Comments:**

**Probes:**

How did you decide on your answers?

Describe the information or resources you have used during this school year for improving the academic performance of American Indian or Alaska Native students. When was the last time you used each of these?

Were you looking specifically for resources or information to use with American Indian or Alaska Native students, or more generally to benefit other students as well?

Can you give some specific examples of how you put this information or these resources to use?

**Other Probes:**

**The purpose of Question 7 is to determine the teacher's fluency with the American Indian or Alaska Native language(s) spoken by his/her students.**

7. *To what extent do you speak any of the native languages **spoken by American Indian or Alaska Native students who attend this school?** (If you know more than one of these languages, answer for the one you know best.)*
- A *No knowledge or skill (non speaker)*
  - B *Minimal functional or communicative ability (ability to use some words or phrases)*
  - C *Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas.*
  - D *Fluent speaker; native-like proficiency in the language*
  - E *Fluent native speaker*

**Think Aloud Comments:**

**Probes:**

What are the tribal or village languages spoken by the American Indian or Alaska Native students at your school?

Do you speak these languages? Do you understand these languages, even if you don't speak them?

Do you speak any American Indian or Alaska Native languages other than the ones spoken by students at your school? If so, were you considering these languages when you answered the question?

**Other Probes:**

**The purpose of Question 8 is to determine the extent to which students' American Indian or Alaska Native languages are used to deliver instruction in core subjects (reading, mathematics, science, and social studies). The teacher is directed to the next question to be answered based on her/his response.**

8. *To what extent do you use your students' American Indian or Alaska Native language(s) when you teach any core subject (reading, mathematics, science, and social studies)?*

- A *Instruction is entirely in English.*
- B *Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.*
- C *Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.*
- D *Instruction is primarily in the students' American Indian or Alaska Native language(s).*

**Think Aloud Comments:**

**Probes:**

How did you decide on your answer?

Do you use tribal or village languages when teaching your American Indian or Alaska Native students? What are these languages? To what extent do you use these languages?

**If response indicates that words or phrases are used:** What are some of the words or phrases you use?

If your American Indian or Alaska Native students work with other teachers during the day, do you know the extent to which these teachers use tribal or village languages to deliver instruction?

**Other Probes:**

**The purpose of Question 9 is to determine the amount of preparation the teacher has received to teach students whose first language is not English and English Language Learners.**

9. *Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Language Learner [ELL] students)? Fill in **one** oval on each line.*

	<b>Yes</b>	<b>No</b>
a. An undergraduate or graduate <b>major, minor, or special emphasis</b> in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	<b>A</b>	<b>B</b>
b. At least one <b>college-level course</b> on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	<b>A</b>	<b>B</b>
c. Any other training or professional development on how to teach students whose first language is not English	<b>A</b>	<b>B</b>

**Think Aloud Comments:**

**Probes:**

Describe the college course work you have taken in English Language Development or Bilingual Education.

Can you describe the training or professional development you have had in how to teach English language learners that was not part of a college program?

Are there any other types of preparation you have had to teach English language learners?

Are there any other examples of preparation that should be added to this question?

**Other Probes:**

**The purpose of Question 10 is to determine the extent to which the teacher integrates lessons and activities into the curriculum about contemporary issues affecting American Indian or Alaska Native people and communities.**

10. *To what extent do you integrate lessons and materials about **contemporary** issues affecting American Indian or Alaska Native people and communities into your curriculum?*

- A *Never*
- B *At least once a grading period*
- C *At least once a month*
- D *At least once a week*
- E *Almost every day*

**Think Aloud Comments:**

**Probes:**

What are your reasons for choosing this answer?

Give some examples of how contemporary issues affecting American Indians or Alaska Native people are integrated into your curriculum.

Who developed this curriculum?

Do the American Indian or Alaska Native students in your class belong to more than one tribe or community? Are all tribes or communities represented in the curriculum?

**Other Probes:**

**The purpose of Question 11 is to determine the resources the teacher uses to both assess student progress and plan for appropriate instruction.**

11. To what extent do you use the following both to **assess** student progress and to **plan** appropriate instruction? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>
a. State assessments	A	B	C	D
b. District assessments				
c. Assessments developed by American Indian or Alaska Native groups	A	B	C	D
d. Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	A	B	C	D
e. Teacher-made tests or quizzes	A	B	C	D
f. Oral responses of students during class discussions	A	B	C	D
g. Performance-based assessments such as student demonstrations or individual or group projects	A	B	C	D

**Think Aloud Comments:**

**Probes:**

How did you decide on your answers?

Describe the assessments you most often use to [assess progress and plan instruction] for your students.



Can you give some examples of how you use these assessments to plan instruction?

**Other Probes:**

**The purpose of Question 12 is to determine the extent to which materials about the culture and history of American Indians or Alaska Natives are integrated into the reading/language arts curriculum.**

12. *To what extent do you integrate American Indian or Alaska Native **culture and history** into your **reading/language arts** curriculum?*

*If you do not teach **reading/language arts**, skip to question 14.*

- A *Never*
- B *At least once a grading period*
- C *At least once a month*
- D *At least once a week*
- E *Almost every day*

**Think Aloud Comments:**

**Probes:**

What are your reasons for choosing this answer?

Give some examples of how you integrate American Indian or Alaska Native Culture and history into your curriculum?

Who developed this curriculum?

**Other Probes:**

The purpose of Question 13 is to determine the extent to which the teacher uses various types of reading/language arts activities in the classroom.

13. How often do you have students do each of the following *reading/language arts* activities? Fill in **one** oval on each line.

	Never	At least once a grading period	At least once a month	At least once a week	Almost every day
a. Read literature with American Indian or Alaska Native themes	A	B	C	D	E
b. Read literature written by American Indian or Alaska Native authors	A	B	C	D	E
c. Write about experiences or issues of American Indian or Alaska Native people	A	B	C	D	E
d. Write about their own experiences as an American Indian or Alaska Native person	A	B	C	D	E

**Think Aloud Comments:**

**Probes:**

How did you decide on your answers?

Describe some of the reading/language arts activities you do that incorporate American Indian or Alaska Native culture and traditions.

How do you integrate literature about American Indian or Alaska Native themes into your language arts curriculum?

What are some prompts you use to encourage students to write about their own experiences as an American Indian or Alaska native person?

Are there activities you do in other curriculum areas that incorporate American Indian or Alaska Native culture and traditions? Please describe.

**Other Probes:**

**The purpose of Question 14 is to determine the extent to which the teacher uses various documents to plan reading/language arts lessons.**

14. How much do you rely on each of the following documents in planning reading/language arts lessons? Fill in **one** oval on each line.

	<b>Not aware of any</b>	<b>Not at all</b>	<b>A little</b>	<b>Some</b>	<b>A lot</b>
a. State content standards for reading/language arts	A	B	C	D	E
b. District content standards for reading/language arts	A	B	C	D	E
c. American Indian or Alaska Native content or cultural standards	A	B	C	D	E
d. Standards developed by national professional organizations	A	B	C	D	E

**Think Aloud Comments:**

**Probes:**

**If you answered C,D, or E to any of these, how do you rely on that standard?**

Describe the reading/language arts standards that are implemented at your school.

What are some examples of language arts activities that you use to implement standards?

Are you involved in any standard setting or curriculum alignment meetings related to using any of these standards?

Do you see any mismatches between content and cultural standards?

**Other Probes:**

**The purpose of Question 15 is to determine whether American Indian or Alaska Native culture is integrated into mathematics lessons.**

15. To what extent do you integrate American Indian or Alaska Native **culture and history** into your **mathematics** curriculum?

*If you do not teach **mathematics**, skip to question 17.*

- A *Never*
- B *At least once a grading period*
- C *At least once a month*
- D *At least once a week*
- E *Almost every day*

**Think Aloud Comments:**

**Probes:**

Give an example of how culture and history are integrated with mathematics.

**Other Probes:**

The purpose of Question 16 is to determine the extent to which the teacher uses various types of mathematics activities in the classroom.

16. How often do you have students do each of the following **mathematics** activities?  
Fill in **one** oval on each line.

	Never	At least once a grading period	At least once a month	At least once a week	Almost every day
a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	A	B	C	D	E
b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	A	B	C	D	E
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, recording quantities, etc.)	A	B	C	D	E
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy, physics, etc.)	A	B	C	D	E



**Think Aloud Comments:**

**Probes:**

What are examples of American Indian or Alaska Native community situations that you have integrated into mathematics problems?

How have you used traditional symbols and designs in your mathematics lessons?

How have you used traditional American Indian or Alaska Native counting systems in your mathematics program?

**Other Probes:**

**The purpose of Question 17 is to determine the extent to which the teacher uses various documents to plan mathematics lessons.**

17. How much do you rely on each of the following documents in planning *mathematics* lesson? Fill in **one** oval on each line.

	<b>Not aware of any</b>	<b>Not at all</b>	<b>A little</b>	<b>Some</b>	<b>A lot</b>
a. State content standards for mathematics	A	B	C	D	E
b. District content standards for mathematics	A	B	C	D	E
c. American Indian or Alaska Native content or cultural standards	A	B	C	D	E
d. Standards developed by national professional organizations (e.g., NCTM)	A	B	C	D	E

**Think Aloud Comments:**

**Probes:**

Why did you choose these answers?

Describe the mathematics standards that are implemented at your school.

What are some examples of mathematics activities that you use to implement standards?

What is the Bureau of Indian Affairs?

**Other probes:**

**The purpose of Question 18 is to give the teacher the opportunity to affiliate or identify with an American Indian tribe or Alaska Native group.**

*18. If you identify yourself as a member of or if you are affiliated with an American Indian tribe or Alaska Native group, please print the name of that tribe or group below. If you align with more than one tribe or group, you can include all names.*

**Think Aloud Comments:**

**Probes:**

What is your connection to the tribe or cultural group you wrote down?

Are you affiliated with more than one tribe or cultural group?

**If the question was not answered:** What was your reason for not listing a tribe or cultural group?

**Other Probes:**

**The purpose of Question 19 is to give the teacher the opportunity to add further information or comments.**

19. *In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.*

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**Think Aloud Comments:**

*THANK YOU FOR YOUR PARTICIPATION.*

**It is not necessary to probe the teacher's comments. Collect the questionnaire and explain to the teacher that you would like to ask some general questions about the questionnaire. Then ask and note responses to the questions on the following page. At the end of the interview, thank the teacher for his/her help.**

**General Questions**

If you were not making comments and answering my extra questions, about how long do you estimate it would take you to fill out this questionnaire?

Would you need to get information and assistance from other people in order to answer the questions? Who would you need to consult?

Did the terminology used in the questionnaire items seem appropriate?

Are there other items you would like to see included in this questionnaire?