

**DRAFT**

Identification Label

Teacher Name:

Class Name:

Teacher ID:

Teacher Link #:

OMB# to go here

# PIRLS 2011

Field Test Version

## Teacher Questionnaire

**Grade 4**

National Center for Education Statistics  
U.S. Department of Education  
1990 K St., NW  
Washington, DC 20006



**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education, Boston College

# Teacher Questionnaire

Your school has agreed to participate in PIRLS 2011 (Progress in International Reading Literacy Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 50 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of fourth-grade students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe primary education the United States.

Some of the questions in the questionnaire refer to the "PIRLS class" or "this class". This is the class that is identified on the front of this booklet, and which will be tested as part of PIRLS in your school. If you teach some but not all of the students in the PIRLS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to the school coordinator.

NCES is authorized to collect information from this questionnaire under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). Your responses will be combined with those from other participants to produce summary statistics and reports.

This survey is estimated to take an average of 30 minutes, including time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Stephen Provasnik, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9034, Washington, DC 20006-5650. Do not return the completed form to this address.

Thank you.

# PIRLS 2011

# About You

## 1

By the end of this school year, how many years will you have been teaching altogether?

\_\_\_\_\_ years  
Please **round** to the nearest whole number.

## 2

Are you female or male?

Check **one** circle only.

Female --

Male --

## 3

How old are you?

Check **one** circle only.

Under 25 --

25-29 --

30-39 --

40-49 --

50-59 --

60 or more --

## 4

What is the highest level of formal education you have completed?

Check **one** circle only.

Did not complete high school --

Completed high school --

Completed a vocational/technical certificate after high school --

Completed an Associate's degree (AA) in vocational/technical program --

Completed an Associate's degree (AA) or Bachelor's degree --

Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) --

Completed a doctorate (Ph.D. or Ed.D) --

## 5

A. During your post-secondary education, what was your major or main area(s) of study?

Check **one** circle for each line.

- |                                         | Yes                   | No                    |
|-----------------------------------------|-----------------------|-----------------------|
| a) Education - Primary/Elementary ----- | <input type="radio"/> | <input type="radio"/> |
| b) Education - Secondary -----          | <input type="radio"/> | <input type="radio"/> |
| c) Mathematics -----                    | <input type="radio"/> | <input type="radio"/> |
| d) Science -----                        | <input type="radio"/> | <input type="radio"/> |
| e) English -----                        | <input type="radio"/> | <input type="radio"/> |
| f) Other -----                          | <input type="radio"/> | <input type="radio"/> |

B. If your major or main area of study was education, did you have a specialization in any of the following?

Check **one** circle for each line.

- |                           | Yes                   | No                    |
|---------------------------|-----------------------|-----------------------|
| a) Mathematics -----      | <input type="radio"/> | <input type="radio"/> |
| b) Science -----          | <input type="radio"/> | <input type="radio"/> |
| c) Language/reading ----- | <input type="radio"/> | <input type="radio"/> |
| d) Other subject -----    | <input type="radio"/> | <input type="radio"/> |

## 6

How would you characterize each of the following within your school?

Check **one** circle for each line.

- Very high**  
**High**  
**Medium**  
**Low**  
**Very low**
- a) Teachers' job satisfaction -----○-----○-----○-----○-----○
- b) Teachers' understanding of the school's curricular goals -----○-----○-----○-----○-----○
- c) Teachers' degree of success in implementing the school's curriculum -----○-----○-----○-----○-----○
- d) Teachers' expectations for student achievement -----○-----○-----○-----○-----○
- e) Parental support for student achievement -----○-----○-----○-----○-----○
- f) Parental involvement in school activities -----○-----○-----○-----○-----○
- g) Students' regard for school property -----○-----○-----○-----○-----○
- h) Students' desire to do well in school -----○-----○-----○-----○-----○

## 7

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Check **one** circle for each line.

- Agree a lot**  
**Agree a little**  
**Disagree a little**  
**Disagree a lot**
- a) This school is located in a safe neighborhood -----○-----○-----○-----○
- b) I feel safe at this school -----○-----○-----○-----○
- c) This school's security policies and practices are sufficient -----○-----○-----○-----○
- d) The students behave in an orderly manner -----○-----○-----○-----○
- e) The students are respectful of the teachers -----○-----○-----○-----○

## 8

In your current school, how severe is each problem?

Check **one** circle for each line.

- Not a problem**  
**Minor problem**  
**Moderate problem**  
**Serious problem**
- a) The school building needs significant repair -----○-----○-----○-----○
- b) Classrooms are overcrowded -----○-----○-----○-----○
- c) Teachers have too many teaching hours -----○-----○-----○-----○
- d) Teachers do not have adequate workspace for preparation, collaboration, or meeting with students -----○-----○-----○-----○
- e) Teachers do not have adequate instructional materials and supplies -----○-----○-----○-----○

9

How much do you agree with the following statements about using computers in your teaching?

Check **one** circle for each line.

**Agree a lot**  
**Agree a little**  
**Disagree a little**  
**Disagree a lot**

a) I feel comfortable using computers in my teaching -----○-----○-----○-----○

b) When I have technical problems, I have ready access to computer support staff in my school -----○-----○-----○-----○

c) I receive adequate support for integrating computers in my teaching activities -----○-----○-----○-----○

10

How often do you have the following types of interactions with other teachers?

Check **one** circle for each line.

**Never or almost never**  
**2 or 3 times per month**  
**1-3 times per week**  
**Daily or almost daily**

a) Discuss how to teach a particular topic -----○-----○-----○-----○

b) Collaborate in planning and preparing instructional materials -----○-----○-----○-----○

c) Share what I have learned about my teaching experiences -----○-----○-----○-----○

d) Visit another classroom to learn more about teaching -----○-----○-----○-----○

e) Work together to try out new ideas -----○-----○-----○-----○

**11**

**How much do you agree with the following statements?**

Check **one** circle for each line.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) I am content with my profession as a teacher -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I am satisfied with being a teacher at this school -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I had more enthusiasm when I began teaching than I have now -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I do important work as a teacher -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I plan to continue as a teacher for as long as I can ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I am frustrated as a teacher ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12**

**A. How many students are in this class?**

\_\_\_\_\_ students  
Write in a number.

**B. How many of the students in #12A are in fourth grade?**

\_\_\_\_\_ fourth-grade students  
Write in a number.

**13**

**How many students experience difficulties understanding spoken English?**

\_\_\_\_\_ fourth-grade students in this class  
Write in a number.

**14**

**A. Are you the students' general teacher for reading, mathematics and science?**

Check **one** circle only.

Yes ---   (If Yes, go to #15)

No ---

**If No,**

**B. Which of the following subjects do you teach to this class?**

Check **one** circle for each line.

	Yes	No
a) I teach the class reading/language arts -----	<input type="radio"/>	<input type="radio"/>
b) I teach the class mathematics -----	<input type="radio"/>	<input type="radio"/>
c) I teach the class science -----	<input type="radio"/>	<input type="radio"/>

# 15

How often do you do the following in teaching this class?

Check **one** circle for each line.

Every or almost every lesson  
 About half the lessons  
 Some lessons  
 Never

- a) Summarize what students should have learned from the lesson -----○-----○-----○-----○
- b) Relate the lesson to current events -----○-----○-----○-----○
- c) Use questioning to elicit reasons and explanations -----○-----○-----○-----○
- d) Encourage all students to improve their performance ---○-----○-----○-----○
- e) Praise students for good effort -----○-----○-----○-----○
- f) Bring interesting materials to class -----○-----○-----○-----○

# 16

In your view, to what extent do the following limit how you teach this class?

Check **one** circle for each line.

Not applicable  
 Not at all  
 Some  
 A lot

- a) Students lacking prerequisite knowledge or skills -----○-----○-----○-----○
- b) Students suffering from lack of basic nutrition -----○-----○-----○-----○
- c) Students suffering from not enough sleep -----○-----○-----○-----○
- d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) ---○-----○-----○-----○
- e) Disruptive students -----○-----○-----○-----○
- f) Uninterested students -----○-----○-----○-----○

17

For the typical student in this class, how often do you do these things?

Check **one** circle for each line.

At least once a week  
Once or twice a month  
4-6 times a year  
1-3 times a year  
Never

a) Meet or talk individually with the student's parents to discuss his/her learning progress -----  -  -  -  -

b) Send home a progress report on the student's learning -----  -  -  -  -



## 1

**A. In a typical week, how much time do you spend on English language instruction and/or activities with the students?**

*Include instruction or activities in reading, writing, speaking, literature, and other language skills.*

\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week  
*Write in the hours and minutes.*

**B. What proportion of the time spent on English language instruction and/or activities is spent on the following skills?**

*Write in the percentage for each.*

- a) Reading ----- %
- b) Grammar and spelling ----- %
- c) Writing composition ----- %
- d) Speaking and listening ----- %
- e) Other ----- %

**Total = 100%**

## 2

**Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?**

*Include things you do across curriculum areas and during formally scheduled time for reading instruction.*

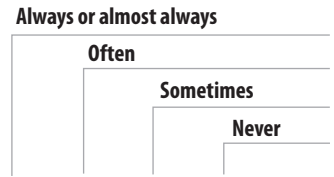
\_\_\_\_\_ hours and \_\_\_\_\_ minutes per week  
*Write in the hours and minutes.*

**Questions 3-10 ask about reading instruction for the fourth-grade students in this class.**

## 3

**When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?**

*Check **one** circle for each line.*



- a) I teach reading as a whole-class activity -----  —  —  —
- b) I create same-ability groups --  —  —  —
- c) I create mixed-ability groups --  —  —  —
- d) I use individualized instruction for reading -----  —  —  —
- e) Students work independently on an assigned plan or goal ---  —  —  —
- f) Students work independently on a goal they choose themselves -----  —  —  —

**4**

**A. How many students need remedial instruction in reading?**

\_\_\_\_\_ fourth-grade students in this class  
*Write in a number.*

**B. How many of the students in #4A receive remedial instruction in reading?**

\_\_\_\_\_ students  
*Write in a number.*

**5**

**A. Is there any provision for advanced readers to receive additional or more challenging reading instruction in your school?**

*Check **one** circle only.*

Yes ---

No ---

**(If No, go to #6)**

**If Yes,**

**B. How many students receive additional or more challenging reading instruction because they are advanced readers?**

\_\_\_\_\_ fourth-grade students in this class  
*Write in a number.*

**6**

**When you have reading instruction and/or do reading activities with the students, how do you use the following resources?**

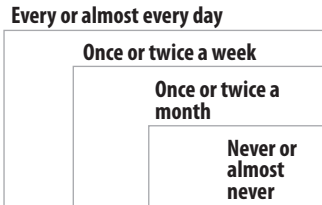
*Check **one** circle for each line.*

- |                                                                                           | Basis for instruction |                       |                       |
|-------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
|                                                                                           | Supplement            |                       | Not used              |
|                                                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| a) Textbooks -----                                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Reading series (e.g., basal readers, graded readers) -----                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Workbooks or worksheets -----                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) A variety of children's books (e.g., novels, collections of stories, nonfiction) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Materials from different curricular areas -----                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Children's newspapers and/or magazines -----                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Computer software for reading instruction (e.g., Internet, CD, DVD) -----              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Reference materials (e.g., encyclopedia, dictionary) -----                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# 7

When you have reading instruction and/or do reading activities with the students, how often do you have the students read the following types of text (in print or electronically)?

Check **one** circle for each line.



## A. Literary Reading Materials

- a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) -----  —  —  —
- b) Longer fiction books with chapters -----  —  —  —
- c) Plays -----  —  —  —
- d) Other -----  —  —  —

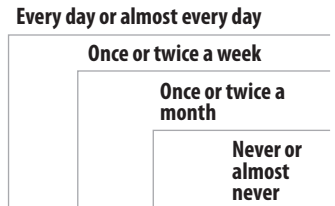
## B. Informational Reading Materials

- a) Nonfiction subject area books or textbook -----  —  —  —
- b) Longer nonfiction books with chapters -----  —  —  —
- c) Nonfiction articles that describe and explain about things, people, events, or how things work -----  —  —  —

# 8

When you have reading instruction and/or do reading activities with the students, how often do you do the following?

Check **one** circle for each line.



- a) Read aloud to the class -----  —  —  —
- b) Ask students to read aloud ---  —  —  —
- c) Ask students to read silently on their own -----  —  —  —
- d) Give students time to read books of their own choosing --  —  —  —
- e) Teach students strategies for decoding sounds and words --  —  —  —
- f) Teach students new vocabulary systematically -----  —  —  —
- g) Teach or model skimming or scanning strategies -----  —  —  —

**9**

**How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?**

Check **one** circle for each line.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Locate information within the text -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Identify the main ideas of what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Explain or support their understanding of what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Compare what they have read with experiences they have had -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Compare what they have read with other things they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Make predictions about what will happen next in the text they are reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Make generalizations and draw inferences based on what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Describe the style or structure of the text they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Determine the author's perspective or intention -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10**

**After students have read something, how often do you ask them to do the following?**


Check **one** circle for each line.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Write something about or in response to what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Answer oral questions about or orally summarize what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Talk with each other about what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Take a written quiz or test about what they have read -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11

A. Do the fourth-grade students in the PIRLS class have computer(s) available to use during their reading lessons?

Yes ---

No ---  

(If No, go to #12)

If Yes,

B. Do any of the computers have access to the Internet?

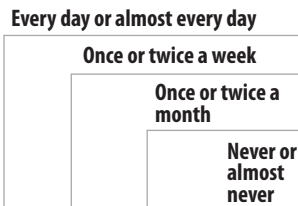
Check **one** circle only.

Yes ---

No ---

C. How often do you have students do the following computer activities?

Check **one** circle for each line.



a) Look up information -----  -  -  -

b) Read stories or other texts on the computer -----  -  -  -

c) Use instructional software to develop reading skills and strategies -----  -  -  -


d) Use the computer to write stories or other texts -----  -  -  -

12

A. Do you have a library or reading corner in your classroom?

Check **one** circle only.

Yes ---

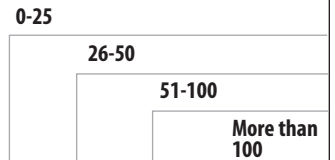
No ---  

(If No, go to #13)

If Yes,

B. About how many titles are in your classroom library?

Check **one** circle for each line.



a) Books -----  -  -  -

b) Magazines (count each title only once) -----  -  -  -

C. How often do you give the students in your class time to use the classroom library or reading corner?

Check **one** circle only.

Every day or almost every day --

Once or twice a week ---

Once or twice a month ---

Never or almost never ---

D. Can the students borrow books from the classroom library or reading corner to take home?

Check **one** circle only.

Yes ---

No ---

13

How often do you take or send the students to a library other than your classroom library?

Check **one** circle only.

- At least once or twice a week ---
- Once or twice a month ---
- A few times a year ---
- Never or almost never ---

Questions 14-16 ask about homework for the fourth-grade students in this class.

14

How often do you assign reading as part of homework (for any subject)?

Check **one** circle only.

- I do not assign reading for homework ---  (Go to #17)
- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

15

In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?

Check **one** circle only.

- 15 minutes or less ---
- 16-30 minutes ---
- 31-60 minutes ---
- More than 60 minutes ---

16

How often do you do the following with the reading homework assignments for this class?

Check **one** circle for each line.

- |                                                            | Always or almost always | Sometimes             | Never or almost never |
|------------------------------------------------------------|-------------------------|-----------------------|-----------------------|
| a) Correct assignments and give feedback to students ----- | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| b) Discuss the homework in class -----                     | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| c) Monitor whether or not the homework was completed ----- | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |

Questions 17-18 ask about how you deal with reading difficulties of fourth-grade students in this class.

**17** Are the following resources available to you to work with students who have difficulty with reading?

Check **one** circle for each line.

- |                                                                                  |                       |                       |                       |       |
|----------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-------|
|                                                                                  |                       | Always                |                       |       |
|                                                                                  |                       |                       | Sometimes             |       |
|                                                                                  |                       |                       |                       | Never |
| a) A specialized professional (e.g., reading specialist, speech therapist) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |       |
| b) A teacher-aide -----                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |       |
| c) An adult/parent volunteer -----                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |       |

**18** What do you usually do if a student begins to fall behind in reading?

Check **one** circle for each line.

- |                                                                                                               |                       |                       |    |
|---------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----|
|                                                                                                               |                       | Yes                   |    |
|                                                                                                               |                       |                       | No |
| a) I have the student work with a specialized professional (e.g., reading specialist, speech therapist) ----- | <input type="radio"/> | <input type="radio"/> |    |
| b) I wait to see if performance improves with maturation -----                                                | <input type="radio"/> | <input type="radio"/> |    |
| c) I spend more time working on reading individually with that student -----                                  | <input type="radio"/> | <input type="radio"/> |    |
| d) I ask the parents to help the student with reading -----                                                   | <input type="radio"/> | <input type="radio"/> |    |

**19** How much emphasis do you place on the following sources to monitor students' progress in reading?

Check **one** circle for each line.

- |                                                                        |                       |                       |                       |                       |
|------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                                                        |                       | Major emphasis        |                       |                       |
|                                                                        |                       |                       | Some emphasis         |                       |
|                                                                        |                       |                       |                       | Little or no emphasis |
| a) Evaluation of students' ongoing work -----                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |
| b) Classroom tests (for example, teacher-made or textbook tests) ----- | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |
| c) State or District achievement tests -----                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |

**20**

**As part of your formal education and/or training, to what extent did you study the following areas?**

Check **one** circle for each line.

		Not at all			
			Overview or introduction to topic		
				It was an area of emphasis	
a) English -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
b) Pedagogy/teaching reading --	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
c) Educational psychology -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
d) Remedial reading -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
e) Reading theory -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
f) Special education -----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>
g) Second language learning ----	<input type="radio"/>	—	<input type="radio"/>	—	<input type="radio"/>

**21**

**In the past two years, how many hours in total have you spent in in-service/professional development workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?**

Check **one** circle only.

None---

Less than 6 hours---

6-15 hours---

16-35 hours---

More than 35 hours---

**22**

**For your professional development, about how often do you read children's books?**

Check **one** circle only.

At least once a week---

Once or twice a month---

Once or twice a year---

Never or almost never---



# Thank You

**Thank you for the thought, time, and effort you have put into completing this questionnaire.**

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**TIMSS & PIRLS International Study Center**

Lynch School of Education, Boston College

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# **PIRLS 2011**

**Field Test Version**

**Teacher  
Questionnaire**

**Grade 4**



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