

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

Wave 2 Submittal for 2011

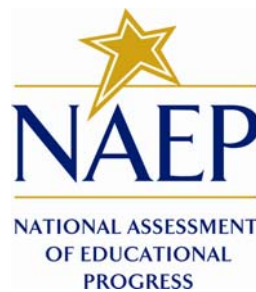
VOLUME II

Part 2f

BACKGROUND QUESTIONS

FOR 2011 ASSESSMENT

**Teacher Grade 8 KaSA Questions
For Puerto Rico**



Part 2f contains:

Teacher Grade 8 KaSA Questions for Puerto Rico

The amount of time estimated to complete this form is 20 minutes.

June 2, 2010

TEACHER QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

Paperwork Burden Statement

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 number for this information collection is **1850-0790**. The time required to complete this information collection is estimated to average 20 minutes 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:** NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education.

The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both, if he or she willfully discloses ANY identifiable information about you.

OMB No. 1850-0790 Approval Expires 04/30/2013

Mathematics Teacher Questionnaire – Grade 8

Part I: Background, Education, and 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:

0	9	5
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1. Are you Hispanic or Latino? Fill in **one or more ovals**.

VB331330

- Ⓐ No, I am not Hispanic or Latino.
- Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
- Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
- Ⓓ Yes, I am Cuban or Cuban American.
- Ⓔ 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

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ 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.

VB337243

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.”

Years

VB482728

4. Counting this year, how many years have you taught mathematics in grades 6 through 12? Include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching. If less than 4 months total experience, enter “00.”

Years

VB333654

5. What type of teaching certificate do you hold in the state where you currently teach?
- Ⓐ Regular or standard state certificate or advanced professional certificate → *Skip to Question 7.*
 - Ⓑ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period) → *Go to Question 6.*
 - Ⓒ Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program” → *Go to Question 6.*
 - Ⓓ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained) → *Go to Question 6.*
 - Ⓔ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching) → *Go to Question 6.*
 - Ⓕ No certificate → *Go to Question 6.*

6. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching?

- (A) Yes
- (B) No

7. What is the highest academic degree you hold?

- (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.)

8. 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VB482657
b. Mathematics	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VB482658
c. Other mathematics-related subject such as statistics	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VB608497
d. Education (including secondary education)	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VB482938

VB345619

9. 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.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473837
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473838
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473839
d. Education (including secondary education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482939

VB543426

10. As part of either your undergraduate or graduate coursework, how many **advanced mathematics** courses (such as trigonometry, calculus, or statistics) did you take?

- A None
- B 1 or 2 courses
- C 3 or 4 courses
- D 5 or more courses

VB543427

11. As part of either your undergraduate or graduate coursework, how many **mathematics education** courses did you take?

- A None
- B 1 or 2 courses
- C 3 or 4 courses
- D 5 or more courses



12. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of mathematics**? Fill in **one** oval on each line.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VB482583
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VB482584
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	VB482585
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	VB482586
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VB482587
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	VB482588
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	VB482589
h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	<input type="radio"/> A	<input type="radio"/> B	VB482590
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	VB482591
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	<input type="radio"/> A	<input type="radio"/> B	VB482592
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VB482593
l. Consultation with a mathematics specialist	<input type="radio"/> A	<input type="radio"/> B	VB482594

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.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543502
b. Mathematics theory or applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543503
c. Content standards in mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543504
d. Curricular materials available in mathematics (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543505
e. Instructional methods for teaching mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543506
f. Effective use of manipulatives in mathematics instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB519181
g. Effective use of calculators in mathematics instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543507
h. Use of computers or other technology in mathematics instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543508
i. Methods for assessing students in mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543509
j. Preparation of students for district and state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543510
k. Issues related to ability grouping in mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543511
l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB543512

14. Are you teaching the following mathematics courses to eighth-grade students **this year**?
Include honors sections. Fill in **one** oval on each line.

VB543642

Yes **No**

- | | | | |
|---|-------------------------|-------------------------|----------|
| a. Remedial mathematics | <input type="radio"/> A | <input type="radio"/> B | VB543643 |
| b. General mathematics | <input type="radio"/> A | <input type="radio"/> B | VB543644 |
| c. Introduction to Algebra/Pre-algebra | <input type="radio"/> A | <input type="radio"/> B | VB543645 |
| d. Algebra | <input type="radio"/> A | <input type="radio"/> B | VB543646 |
| e. Integrated or sequential mathematics | <input type="radio"/> A | <input type="radio"/> B | VB543647 |
| f. Geometry | <input type="radio"/> A | <input type="radio"/> B | VB543648 |

15. Do you have special leadership responsibilities for mathematics education at your school
(for example, responsibilities as a mentor teacher, lead teacher, resource specialist,
departmental chair, or master teacher)?

VB473855

- A Yes
 B No

16. Some states and districts have recently initiated school improvement efforts directed
at issues such as adequate yearly progress and state accountability standards. During the
last two years have you participated in such activities?

VC110270

Yes **No**

- | | | | |
|--|-------------------------|-------------------------|----------|
| a. Within your school | <input type="radio"/> A | <input type="radio"/> B | VC110296 |
| b. As part of a team outside your school | <input type="radio"/> A | <input type="radio"/> B | VC110314 |

Part II: Classroom Organization and Instruction: Mathematics – Grade 8

The following questions ask about the organization of your classroom. If you teach more than one eighth-grade class, please pick a single one of these classes to use as the basis for answering the questions about classroom organization.

- VB543515
1. How many hours of mathematics instruction do your students receive in a typical week?
- Ⓐ Less than 3 hours
 - Ⓑ At least 3 hours, but less than 5 hours
 - Ⓒ At least 5 hours, but less than 7 hours
 - Ⓓ 7 or more hours

- VB543516
2. Are computers available for use by you or your students?
- Ⓐ Yes, computers are available to my students and to me.
 - Ⓑ Yes, I have access to computers, but my students do not.
 - Ⓒ No, neither my students nor I have access to computers at school.

- VB518853
3. To what extent are students permitted to use calculators during mathematics lessons? Please answer separately for your **most advanced** and **least advanced** eighth-grade mathematics classes. Fill in **one** oval on each line. If you teach only one mathematics class for eighth-grade students, treat the class as your most advanced class and mark “D” on the second line.

	Unrestricted use	Restricted use	Calculators are not permitted	I teach only one class	
a. Most advanced class	Ⓐ	Ⓑ	Ⓒ		VB518854
b. Least advanced class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB518855

4. When you give students a mathematics test or quiz, how often do they use a calculator? Please answer separately for your **most advanced** and **least advanced** eighth-grade mathematics classes. Fill in **one** oval on each line. If you teach only one mathematics class for eighth-grade students, treat that class as your most advanced class and mark “D” on the second line.

	Never	Sometimes	Always	I teach only one class	
a. Most advanced class	Ⓐ	Ⓑ	Ⓒ		VB543399
b. Least advanced class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB543400

5. Think about your **most advanced** mathematics students. Do these students receive mathematics instruction that differs in any of the following ways from the instruction provided to your **average** mathematics students? Fill in **one** oval on each line.

	Yes	No	
a. I set different achievement standards for these students.	Ⓐ	Ⓑ	VC205675
b. I supplement the regular course curriculum with additional material for these students.	Ⓐ	Ⓑ	VC205677
c. I have these students engage in different classroom activities.	Ⓐ	Ⓑ	VC205678
d. I use a different set of methods in teaching these students.	Ⓐ	Ⓑ	VC205679
e. I pace my teaching differently for these students.	Ⓐ	Ⓑ	VC205681

VC205682

6. Think about your **least advanced** mathematics students. Do these students receive mathematics instruction that differs in any of the following ways from the instruction provided to your **average** mathematics students? Fill in **one** oval on each line.

Yes

No

a. I set different achievement standards for these students.

A

B

VC205685

b. I reduce the regular course curriculum and provide additional practice in the topics covered with these students.

A

B

VC205686

c. I have these students engage in different classroom activities.

A

B

VC205687

d. I use a different set of methods in teaching these students.

A

B

VC205688

e. I pace my teaching differently for these students.

A

B

VC205689

