

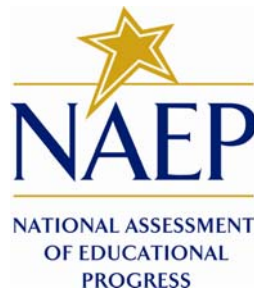
***NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 2 Submittal for 2011
VOLUME II**

Part 2g

***BACKGROUND QUESTIONS
FOR 2011 ASSESSMENT***

Teacher Grade 8 NIES Questions



Part 2g contains:
Teacher Grade 8 NIES Questions

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

June 2, 2010

TEACHER QUESTIONNAIRE

OMB Information on Student 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 sponsored by the Office of Indian Education, Office of Elementary and Secondary Education, 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

National Indian Education Study

Grade 8 Teacher Questionnaire

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

Use only a No. 2 pencil to answer all questions in this booklet. Some questions require you to answer by filling in the ovals completely. For other questions, you are asked to fill in numbers. For these questions, please print the appropriate number LEGIBLY in each of the boxes provided. Keep all printing in boxes.

Example:

5 Should be written as

0	5
---	---

Other questions require you to PRINT ANSWERS LEGIBLY on the lines indicated. For all questions, do not make any stray marks.

VC190809

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
--	--	-------

VB592443

2. 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.

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592446
b. Your own personal or family background and experiences	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592448
c. Locally sponsored American Indian or Alaska Native cultural orientation program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC202922
d. Living and working in an American Indian or Alaska Native community	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC202915

VE012624

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 types of classes? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012626
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012628



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 resources to help you improve the academic performance of your American Indian or Alaska Native students? Fill in **one** oval on each line.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online websites or databases	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012633
b. Articles in professional journals	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012634
c. Local libraries or cultural centers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012637
d. Other teachers in your school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012639
e. Elders or other experts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012641

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?

- Ⓐ Never → *Skip to Question 7.*
- Ⓑ 1 or 2 times
- Ⓒ 3 or 4 times
- Ⓓ 5 or more times

6. Who sponsored the in-service classes and workshops you attended in the last two years?
Fill in **all** ovals that apply.

- Ⓐ State
- Ⓑ District
- Ⓒ Tribal education department
- Ⓓ Indian education professional associations
- Ⓔ College or university
- Ⓕ Other

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.

- Ⓐ No knowledge or skill; nonspeaker
- Ⓑ Minimal functional or communicative ability; ability to use some words or phrases
- Ⓒ Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas
- Ⓓ Fluent nonnative speaker
- Ⓔ Fluent native speaker

8. 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 Learners [ELL])? Fill in **one** oval on each line.

	Yes	No	
a. 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)	Ⓐ	Ⓑ	VE012662
b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	Ⓐ	Ⓑ	VE012665
c. Any other training or professional development on how to teach students whose first language is not English	Ⓐ	Ⓑ	VE012666

9. To what extent do you use the following to assess student progress? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012670
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012672
c. Assessments developed by American Indian or Alaska Native organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012673
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012674
e. Teacher-made tests or quizzes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012675
f. Performance-based assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012676
g. Group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012678
h. Oral responses of students during class discussions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012681

10. Do you teach **reading/language arts** to grade 8 students?

- Ⓐ Yes → *Go to Question 11.*
- Ⓑ No → *Skip to Question 17.*

11. How many students are American Indian or Alaska Native in your **reading/language arts** class? (Include both enrolled tribal members and descendants in your calculations.)

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

VE016692

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

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day

VE012685

13. To what extent do you integrate lessons and materials about current issues affecting American Indian or Alaska Native people and communities into your **reading/language arts** curriculum?

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day

VE012780

14. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach **reading/language arts**?

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



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

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Read literature with American Indian or Alaska Native themes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012689
b. Read literature by American Indian or Alaska Native authors	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012690
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012691
d. Write about experiences or issues affecting American Indian or Alaska Native people	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012692
e. Write about their own experiences as an American Indian or Alaska Native person	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012693

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

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012698
b. State content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012700
c. District content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012701
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012703

VE012783

17. Do you teach **mathematics** to grade 8 students?

- Ⓐ Yes → *Go to Question 18.*
- Ⓑ No → *Skip to Question 24.*

VE012784

18. How many students are American Indian or Alaska Native in your **mathematics** class?
(Include both enrolled tribal members and descendants in your calculations.)

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

VE016693

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

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day



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

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day

21. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach **mathematics**?

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

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

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	(A)	(B)	(C)	(D)	(E)	VE012733
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)	VE012735
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	(A)	(B)	(C)	(D)	(E)	VE012737
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	(A)	(B)	(C)	(D)	(E)	VE012739



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

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012743
b. State content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012746
c. District content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012747
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012749

24. Are you Hispanic or Latino? Fill in **one or more** ovals.

- 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.

25. Which of the following best describes you? Fill in **one or more ovals**.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)

- Ⓔ Native Hawaiian or other Pacific Islander

26. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?

27. 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.

