

Place
Label Here

--	--	--	--	--	--	--	--	--	--	--	--

School ID

Class ID

--	--	--	--	--	--	--	--	--	--

Teacher ID

Link Number

--	--	--	--	--	--

Subject

Checksum

PIRLS 2011

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

© IEA, 2011

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 1850-0645. Approval expires XX/XX/2011. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the survey instrument, please write to:** U.S. Department of Education, Washington, D.C. 20202-4537. **If you have any comments or concerns regarding the status of your individual response to this survey, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9034, Washington, D.C. 20006.

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 fourth-grade education in 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 return it to the PIRLS school coordinator.

NCES is authorized to collect information from the 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 response 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?

Fill in **one** circle only.

Female -- ①

Male -- ②

3

How old are you?

Fill in **one** circle only.

Under 25 -- ①

25–29 -- ②

30–39 -- ③

40–49 -- ④

50–59 -- ⑤

60 or more -- ⑥

4

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

Fill in **one** circle only.

Did not complete high school --- ①

Completed high school --- ②

Completed a vocational/technical certificate after high school --- ③

Completed an Associate's degree (AA) in vocational/technical program --- ④

Completed an academic Associate's degree (AA) or Bachelor's degree --- ⑤

Completed an academic Master's degree, postgraduate certificate program (e.g., teaching) or first professional degree (e.g., law, medicine, dentistry) --- ⑥

Completed a doctorate (Ph.D. or Ed.D) --- ⑦

5

A. During your college or university education, what was your **major or main** area(s) of study?

Fill in **one** circle for each line.

- Yes
No
- a) Education—Primary/Elementary ----- ① — ②
- b) Education—Secondary ----- ① — ②
- c) Mathematics ----- ① — ②
- d) Science ----- ① — ②
- e) English ----- ① — ②
- f) Other ----- ① — ②

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

Fill in **one** circle for each line.

- Yes
No
- a) Mathematics ----- ① — ②
- b) Science ----- ① — ②
- c) Language/reading ----- ① — ②
- d) Other subject ----- ① — ②

6

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

Fill in **one** circle for each line.

-
- a) Teachers' job satisfaction ----- ① — ② — ③ — ④ — ⑤
- b) Teachers' understanding of the school's curricular goals ----- ① — ② — ③ — ④ — ⑤
- c) Teachers' degree of success in implementing the school's curriculum ----- ① — ② — ③ — ④ — ⑤
- d) Teachers' expectations for student achievement ----- ① — ② — ③ — ④ — ⑤
- e) Parental support for student achievement ----- ① — ② — ③ — ④ — ⑤
- f) Parental involvement in school activities ----- ① — ② — ③ — ④ — ⑤
- g) Students' regard for school property ----- ① — ② — ③ — ④ — ⑤
- h) Students' desire to do well in school ----- ① — ② — ③ — ④ — ⑤

7

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

Fill in **one** circle for each line.

-
- a) This school is located in a safe neighborhood ----- ① — ② — ③ — ④
- b) I feel safe at this school ----- ① — ② — ③ — ④
- c) This school's security policies and practices are sufficient ----- ① — ② — ③ — ④
- d) The students behave in an orderly manner ----- ① — ② — ③ — ④
- e) The students are respectful of the teachers ----- ① — ② — ③ — ④

8

In your current school, how severe is each problem?

Fill in **one** circle for each line.

-
- a) The school building needs significant repair ----- ① — ② — ③ — ④
- b) Classrooms are overcrowded ----- ① — ② — ③ — ④
- c) Teachers have too many teaching hours ----- ① — ② — ③ — ④
- d) Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students) ----- ① — ② — ③ — ④
- e) Teachers do not have adequate instructional materials and supplies ----- ① — ② — ③ — ④

9

A. Do you use computers in your teaching in any of the following ways?

Fill in **one** circle for each line.

- | | | |
|--|-----|----|
| | Yes | No |
| | | |
| | | |
| a) For preparation ----- | ① | ② |
| b) For administration ----- | ① | ② |
| c) In your classroom instruction ----- | ① | ② |

If Yes to "classroom instruction"

B. How much do you agree with the following statements about using computers in your classroom instruction?

Fill in **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 ---- | ① | ② | ③ | ④ |
| b) When I have technical problems, I have ready access to computer support staff in my school ----- | ① | ② | ③ | ④ |
| c) I receive adequate support for integrating computers in my teaching activities ----- | ① | ② | ③ | ④ |

10

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

Fill in **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 ----- | ① | ② | ③ | ④ |
| b) Collaborate in planning and preparing instructional materials ----- | ① | ② | ③ | ④ |
| c) Share what I have learned about my teaching experiences ----- | ① | ② | ③ | ④ |
| d) Visit another classroom to learn more about teaching - | ① | ② | ③ | ④ |
| e) Work together to try out new ideas ----- | ① | ② | ③ | ④ |

11

How much do you agree with the following statements?

Fill in **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 ----- (1) — (2) — (3) — (4)
- b) I am satisfied with being a teacher at this school ----- (1) — (2) — (3) — (4)
- c) I had more enthusiasm when I began teaching than I have now ----- (1) — (2) — (3) — (4)
- d) I do important work as a teacher ----- (1) — (2) — (3) — (4)
- e) I plan to continue as a teacher for as long as I can ---- (1) — (2) — (3) — (4)
- f) I am frustrated as a teacher --- (1) — (2) — (3) — (4)

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 fourth-grade students experience difficulties understanding spoken English?

_____ students in this class
Write in a number.

14

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

Fill in **one** circle for each line.

- Yes
 No
- a) I teach the class English/reading ----- (1) — (2)
- b) I teach the class mathematics ----- (1) — (2)
- c) I teach the class science ----- (1) — (2)

15

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

Fill in **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 ----- ① — ② — ③ — ④
- b) Relate the lesson to students' daily lives ----- ① — ② — ③ — ④
- c) Use questioning to elicit reasons and explanations ----- ① — ② — ③ — ④
- d) Encourage all students to improve their performance --- ① — ② — ③ — ④
- e) Praise students for good effort ----- ① — ② — ③ — ④
- f) Bring interesting materials to class ----- ① — ② — ③ — ④

16

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

Fill in **one** circle for each line.

- Not applicable
Not at all
Some
A lot
- a) Students lacking prerequisite knowledge or skills ----- ① — ② — ③ — ④
- b) Students suffering from lack of basic nutrition ----- ① — ② — ③ — ④
- c) Students suffering from not enough sleep ----- ① — ② — ③ — ④
- d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) --- ① — ② — ③ — ④
- e) Disruptive students ----- ① — ② — ③ — ④
- f) Uninterested students ----- ① — ② — ③ — ④

17

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

Fill in **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 ----- (1) — (2) — (3) — (4) — (5)

b) Send home a progress report on the student's learning ----- (1) — (2) — (3) — (4) — (5)

18

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%

19

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 20 - 27 ask about reading instruction for the fourth-grade students in this class.

20

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

*Fill in **one** circle for each line.*

Always or almost always

Often

Sometimes

Never

- a) I teach reading as a whole-class activity ----- (1) — (2) — (3) — (4)
- b) I create same-ability groups -- (1) — (2) — (3) — (4)
- c) I create mixed-ability groups -- (1) — (2) — (3) — (4)
- d) I use individualized instruction for reading ----- (1) — (2) — (3) — (4)
- e) Students work independently on an assigned plan or goal --- (1) — (2) — (3) — (4)
- f) Students work independently on a goal they choose themselves ----- (1) — (2) — (3) — (4)

21

A. How many fourth-grade students in this class need remedial instruction in reading?

_____ fourth-grade students in this class
Write in a number.

B. How many of the students in #21A receive remedial instruction in reading?

_____ students
Write in a number.

22

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

Fill in one circle only.

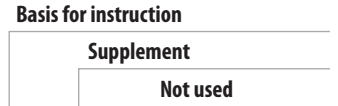
Yes--- (1)

No--- (2)

23

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

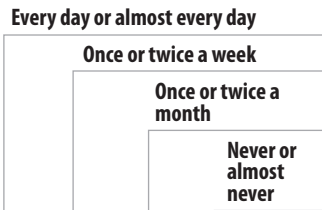
Fill in one circle for each line.



- a) Textbooks ----- (1) — (2) — (3)
- b) Reading series (e.g., basal readers, graded readers) ----- (1) — (2) — (3)
- c) Workbooks or worksheets ----- (1) — (2) — (3)
- d) A variety of children's books (e.g., novels, collections of stories, nonfiction) ----- (1) — (2) — (3)
- e) Materials from different curricular areas ----- (1) — (2) — (3)
- f) Children's newspapers and/or magazines ----- (1) — (2) — (3)
- g) Computer software for reading instruction ----- (1) — (2) — (3)
- h) Reference materials (e.g., encyclopedia, dictionary) ----- (1) — (2) — (3)

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)?

Fill in **one** circle for each line.



A. Literary Reading Materials

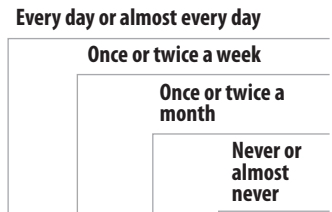
- a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) ----- ① — ② — ③ — ④
- b) Longer fiction books with chapters ----- ① — ② — ③ — ④
- c) Plays ----- ① — ② — ③ — ④
- d) Other ----- ① — ② — ③ — ④

B. Informational Reading Materials

- a) Nonfiction subject area books or textbooks ----- ① — ② — ③ — ④
- b) Longer nonfiction books with chapters ----- ① — ② — ③ — ④
- c) Nonfiction articles that describe and explain about things, people, events, or how things work ----- ① — ② — ③ — ④

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

Fill in **one** circle for each line.



- a) Read aloud to the class ----- ① — ② — ③ — ④
- b) Ask students to read aloud --- ① — ② — ③ — ④
- c) Ask students to read silently on their own ----- ① — ② — ③ — ④
- d) Give students time to read books of their own choosing -- ① — ② — ③ — ④
- e) Teach students strategies for decoding sounds and words -- ① — ② — ③ — ④
- f) Teach students new vocabulary systematically ----- ① — ② — ③ — ④
- g) Teach or model skimming or scanning strategies ----- ② — ② — ③ — ④

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

Fill in **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 ----- ① — ② — ③ — ④
- b) Identify the main ideas of what they have read ----- ① — ② — ③ — ④
- c) Explain or support their understanding of what they have read ----- ① — ② — ③ — ④
- d) Compare what they have read with experiences they have had ----- ① — ② — ③ — ④
- e) Compare what they have read with other things they have read ----- ① — ② — ③ — ④
- f) Make predictions about what will happen next in the text they are reading ----- ① — ② — ③ — ④
- g) Make generalizations and draw inferences based on what they have read ----- ① — ② — ③ — ④
- h) Describe the style or structure of the text they have read ----- ① — ② — ③ — ④
- i) Determine the author's perspective or intention ----- ① — ② — ③ — ④

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

Fill in **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 ----- ① — ② — ③ — ④
- b) Answer oral questions about or orally summarize what they have read ----- ① — ② — ③ — ④
- c) Talk with each other about what they have read ----- ① — ② — ③ — ④
- d) Take a written quiz or test about what they have read ----- ① — ② — ③ — ④

28

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

Fill in **one** circle only.

Yes --- (1)

No --- (2) 

(If No, go to #29)

If Yes,

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

Fill in **one** circle only.

Yes --- (1)

No --- (2)

C. How often do you have students do the following computer activities during their reading lessons?

Fill in **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) Look up information ----- (1) --- (2) --- (3) --- (4)

b) Read stories or other texts on the computer ----- (1) --- (2) --- (3) --- (4)

c) Use instructional software to develop reading skills and strategies ----- (1) --- (2) --- (3) --- (4)


d) Use the computer to write stories or other texts ----- (1) --- (2) --- (3) --- (4)

29

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

Fill in **one** circle only.

Yes --- (1)

No --- (2) 

(If No, go to #30)

If Yes,

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

Fill in **one** circle only.

0–25 -- (1)

26–50 -- (2)

51–100 -- (3)

More than 100 -- (4)

C. About how many magazines with different titles are in your classroom library?

Fill in **one** circle only.

0 -- (1)

1–2 -- (2)

3–5 -- (3)

More than 5 -- (4)

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

Fill in **one** circle only.

Every day or almost every day -- (1)

Once or twice a week --- (2)

Once or twice a month --- (3)

Never or almost never --- (4)

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

Fill in **one** circle only.

Yes --- (1)

No --- (2)

30

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

Fill in **one** circle only.


- At least once or twice a week --- ①
- Once or twice a month --- ②
- A few times a year --- ③
- Never or almost never --- ④

Questions 31 - 33 ask about homework for the **fourth-grade** students in this class.

31

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

Fill in **one** circle only.

I do not assign reading for homework --- ① 
(If No, go to #34)

- Less than once a week --- ②
- 1 or 2 times a week --- ③
- 3 or 4 times a week --- ④
- Every day --- ⑤

32

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

Fill in **one** circle only.

- 15 minutes or less --- ①
- 16–30 minutes --- ②
- 31–60 minutes --- ③
- More than 60 minutes --- ④

33

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

Fill in **one** circle for each line.



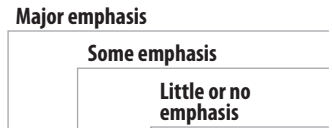
- a) Correct assignments and give feedback to students ----- ① --- ② --- ③
- b) Discuss the homework in class ----- ① --- ② --- ③
- c) Monitor whether or not the homework was completed ---- ① --- ② --- ③

Questions 34 - 35 ask about how you deal with reading difficulties of fourth-grade students in this class.

36

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

Fill in **one** circle for each line.



- a) Evaluation of students' ongoing work ----- (1) — (2) — (3)
- b) Classroom tests (for example, teacher-made or textbook tests) ----- (1) — (2) — (3)
- c) State or district achievement tests ----- (1) — (2) — (3)

34

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

Fill in **one** circle for each line.

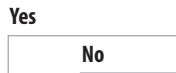


- a) A specialized professional (e.g., reading specialist, speech therapist) ----- (1) — (2) — (3)
- b) A teacher-aide ----- (1) — (2) — (3)
- c) An adult/parent volunteer ----- (1) — (2) — (3)

35

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

Fill in **one** circle for each line.



- a) I have the student work with a specialized professional (e.g., reading specialist, speech therapist) ----- (1) — (2)
- b) I wait to see if performance improves with maturation ----- (1) — (2)
- c) I spend more time working on reading individually with that student ----- (1) — (2)
- d) I ask the parents to help the student with reading ----- (1) — (2)

37

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

Fill in **one** circle for each line.

- Not at all
 Overview or introduction to topic
 It was an area of emphasis
- a) English ----- ① — ② — ③
- b) Pedagogy/teaching reading -- ① — ② — ③
- c) Educational psychology ----- ① — ② — ③
- d) Remedial reading ----- ① — ② — ③
- e) Reading theory ----- ① — ② — ③
- f) Special education ----- ① — ② — ③
- g) Second language learning ---- ① — ② — ③
- h) Assessment methods in reading ----- ① — ② — ③

38

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)?

Fill in **one** circle only.

- None --- ①
- Less than 6 hours --- ②
- 6–15 hours --- ③
- 16–35 hours --- ④
- More than 35 hours --- ⑤

39

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

Fill in **one** circle only.

- At least once a week --- ①
- Once or twice a month --- ②
- Once or twice a year --- ③
- Never or almost never --- ④

Thank You

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

THIS PAGE LEFT BLANK ON PURPOSE

THIS PAGE LEFT BLANK ON PURPOSE



BOSTON
COLLEGE

timssandpirls.bc.edu

PIRLS 2011

Teacher Questionnaire

Grade 4



© IEA, 2011
International Association
for the Evaluation of
Educational Achievement