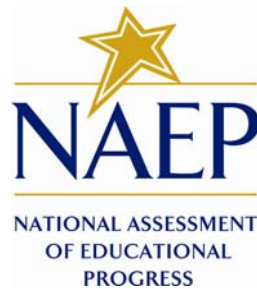


NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 1 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 2a **Teacher Grade 4**



Part 2a contains Teacher Grade 4:

Background, Education, Training (BET)

Classroom Organization and Instruction (COI) — Reading

Classroom Organization and Instruction (COI) — Mathematics

The amount of time estimated to complete these forms: 30 minutes

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 it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0790. The time required to complete this information collection is estimated to average 30 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, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: National Assessment of Educational Progress, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

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 03/31/2016

Teacher Grade 4 Background, Education, and Training (BET)¹

Teacher Grade 4 BET Questions

¹ The BET section pertains to all subjects at Grade 4 (reading, mathematics, and science), not only the Wave 1 subjects of reading and mathematics.

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ 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? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

4. Have you been awarded tenure by the school where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school does not award tenure.

5. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

- Ⓐ Yes, I hold a permanent certificate.
- Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- Ⓒ No, but I am currently working toward certification.
- Ⓓ No, and I am not planning to obtain certification.

6. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- Ⓐ Yes
- Ⓑ No

7. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- Ⓐ Yes, I am fully certified by the National Board for Professional Teaching Standards.
- Ⓑ I am working towards my National Board certification.
- Ⓒ No

8. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist's or professional diploma based on at least one year's work past master's degree
- Ⓕ Doctorate
- Ⓖ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

9. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378391
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378392
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378394
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482657
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482658
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB608497
g. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595990
h. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595991
i. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595992
j. Other science-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556071
k. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556070
l. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304764
m. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482660
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113516

10. Since completing your undergraduate degree, have you taken any graduate courses?

A Yes → Go to Question 11.

B No → Skip to Question 12.

11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378395
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378396
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378398
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473837
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473838
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473839
g. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595994
h. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595995
i. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595996
j. Other science-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556073
k. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556072
l. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304761
m. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473840
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113562

12. 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? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309912
b. Content standards in reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309914
c. Curricular materials available in reading (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309915
d. Instructional methods for teaching reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309917
e. Methods for assessing students in reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309918
f. Preparation of students for district and state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309920
g. Strategies for teaching reading 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	VC309921

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? Select **one** circle in each row.

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

14. 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? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304728
b. Scientific inquiry and/or technological design	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304729
c. Content standards in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304730
d. Curricular materials available in science (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304731
e. Instructional methods for teaching science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304732
f. Instructional methods for teaching technological design	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304733
g. Effective use of laboratory activities in science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304734
h. Effective use of information and communication technology (ICT) in science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304736
i. Methods for assessing students in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304738
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	VC304739
k. Strategies for teaching science 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	VC304740

15. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of language arts, science, or mathematics**?
Language arts refers to reading, writing, literature, and related topics. Select **all** squares that apply.

	Yes, related to language arts	Yes, related to science	Yes, related to mathematics	No	
a. College course taken after your first certification	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB556179
b. Workshop or training session	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB556180
c. Conference or professional association meeting	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB556181
d. Observational visit to another school	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561282
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561283
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561284
g. Regularly scheduled discussion or study group	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561285
h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561286
i. Individual or collaborative research	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561287
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561288
k. Co-teaching/team teaching	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561289
l. Consultation with a subject specialist	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	VB561290

16. Did you lead any of the activities listed in the previous question (Question 15)?

- A Yes
 B No

17. During the last **two years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191233
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191234
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191235
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191237
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191238

**Teacher Grade 4
Classroom Organization and Instruction (COI) - Reading**

Teacher Grade 4 COI-Reading Questions

The following questions ask about the organization of your classroom for reading or language arts instruction. Please think about the reading or language arts class that you teach when questioned about “reading,” “language arts,” or “reading/language arts.” If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach reading, English, or language arts, please skip to Part III (mathematics).

1. Which best describes your role in teaching reading/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select **one** circle.
- Ⓐ I do not teach reading/language arts to this class.
 - Ⓑ I teach all or most subjects, including reading/language arts.
 - Ⓒ The only subject I teach is reading/language arts.
 - Ⓓ We team teach, and I have primary responsibility for teaching reading/language arts.

2. How many students are in this class?

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26–30
- Ⓕ 31–35
- Ⓖ 36 or more

3. About how much time in total do you spend with this class on language arts instruction in a typical week? Language arts refers to reading, writing, literature, and related topics.

- Ⓐ Less than 3 hours
- Ⓑ 3–4.9 hours
- Ⓒ 5–6.9 hours
- Ⓓ 7–9.9 hours
- Ⓔ 10 or more hours

4. Which best describes how language arts instruction is organized? Language arts refers to reading, writing, literature, and related topics. Select **one** circle.
- Ⓐ Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - Ⓑ Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.
 - Ⓒ Language arts lessons are primarily integrated with instruction in other subjects.

5. To what extent have you provided instruction in the following in reading/language arts class so far this year? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976465
b. Literary nonfiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976466
c. Poetry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976468
d. Exposition	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976469
e. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976470
f. Procedural texts and documents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976471

6. When reading a story with your students, how often do you ask your students to do the following? Select **one** circle in each row.

	Never or hardly ever	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	VC976480
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	VC976481
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	VC976482
d. Identify the main themes of the passage	(A)	(B)	(C)	(D)	VC976484

7. How often do you do the following things as part of reading instruction with this class? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Ask students to read aloud	(A)	(B)	(C)	(D)	VB608500
b. Ask students to write about something they have read	(A)	(B)	(C)	(D)	VB608582
c. Ask students to do a group activity or project about what they have read	(A)	(B)	(C)	(D)	VB608586
d. Ask students to explain or support their understanding of what they have read	(A)	(B)	(C)	(D)	VB608588
e. Ask students to work in a reading workbook or worksheet	(A)	(B)	(C)	(D)	VB608583
f. Give students time to read books they have chosen themselves	(A)	(B)	(C)	(D)	VB608585
g. Have students watch movies or videos, or listen to audio materials	(A)	(B)	(C)	(D)	VF236569
h. Help students understand new words	(A)	(B)	(C)	(D)	VB608590

8. To what extent have you emphasized the following cognitive processes when reading informational and literary texts in class? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Locate/Recall	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310623
b. Integrate/Interpret	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310625
c. Critique/Evaluate	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310627

9. Are computers available for use by you or your students for reading/language arts instruction?

- Ⓐ 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.

10. Excluding preparation for class, how often do you use a computer or other technological resources in school for reading instruction and/or reading activities?

- Ⓐ Never
 Ⓑ A few times a year
 Ⓒ Once or twice a month
 Ⓓ Once or twice a week
 Ⓔ Every day or almost every day

11. In your fourth-grade reading/language arts class this year, how often do your students use a computer or other technological resources to do each of the following? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976534
b. Increase reading fluency and comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976535
c. Practice spelling and grammar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976536
d. Access reading-related websites (for example, websites with lists of recommended books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976539
e. Conduct research for reading projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976540

12. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for reading/language arts instruction?
- A I do not have the resources I need.
 - B I have some of the resources I need.
 - C I have most of the resources I need.
 - D I have all of the resources I need.

13. When you teach reading/language arts to your fourth-grade class, do you do any of the following?
Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Use a different set of methods in teaching some students	(A)	(B)	(C)	(D)	VC976545
b. Supplement the regular course curriculum with additional material for some students	(A)	(B)	(C)	(D)	VC976546
c. Pace my teaching differently for some students	(A)	(B)	(C)	(D)	VC976547
d. Have some students engage in different classroom activities	(A)	(B)	(C)	(D)	VC976548
e. Set different achievement standards for some students	(A)	(B)	(C)	(D)	VC976549

14. When you have reading instruction and/or do reading activities, how often do you use the following strategies? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. I teach reading as a whole-class activity.	(A)	(B)	(C)	(D)	VE658929
b. I create same-ability groups.	(A)	(B)	(C)	(D)	VE658931
c. I create groups by random assignment.	(A)	(B)	(C)	(D)	VE658933
d. I allow students to choose their own groups.	(A)	(B)	(C)	(D)	VF009287
e. I use individualized instruction for reading.	(A)	(B)	(C)	(D)	VE658937
f. Students work independently on an assigned plan or goal.	(A)	(B)	(C)	(D)	VE658938
g. Students work independently on a goal they choose themselves.	(A)	(B)	(C)	(D)	VE658940
h. Other (specify): _____ _____	(A)	(B)	(C)	(D)	VE658941

**Teacher Grade 4
Classroom Organization and Instruction (COI) –
Mathematics**

Teacher Grade 4 COI-Mathematics Questions

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach mathematics, please skip to Part IV (science).

1. Which best describes your role in teaching mathematics to this class?

- Ⓐ I do not teach mathematics to this class.
- Ⓑ I teach all or most subjects, including mathematics.
- Ⓒ The only subject I teach is mathematics.
- Ⓓ We team teach, and I have primary responsibility for teaching mathematics.

2. How many students are in this class?

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26–30
- Ⓕ 31–35
- Ⓖ 36 or more

3. 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

4. Are students assigned to this class by ability?

- Ⓐ Yes
- Ⓑ No

HE001104

5. Do you create groups within this class for mathematics instruction on the basis of ability?

- A Yes
- B No

HE001130

6. How often do you use each of the following to assess student progress in mathematics? Select **one** circle in each row.

	Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week	
a. Multiple-choice tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	HE001131
b. Problem sets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	HE001132
c. Short (e.g., a phrase or sentence) or long (e.g., several sentences or paragraphs) written responses	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	HE001133
d. Individual or group projects or presentations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	HE001134

HE001106

7. Approximately how much mathematics homework do you assign to students in this class each day?

- A None
- B 15 minutes
- C 30 minutes
- D 45 minutes
- E One hour
- F More than one hour

VB543554

8. To what extent are students permitted to use calculators during mathematics lessons?
- Ⓐ Unrestricted use
 - Ⓑ Restricted use
 - Ⓒ Calculators are not permitted.

VB535973

9. What kind of calculator do your students usually use during mathematics lessons?
- Ⓐ None
 - Ⓑ Basic four-function (addition, subtraction, multiplication, division)
 - Ⓒ Scientific (not graphing)
 - Ⓓ Graphing

VB535974

10. When you give students a mathematics test or quiz, how often do they use a calculator?
- Ⓐ Never
 - Ⓑ Sometimes
 - Ⓒ Always

11. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110366
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110367
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110368
d. Data analysis, statistics, and probability (informal introduction of concepts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110369
e. Algebra and functions (informal introduction of concepts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110370

12. Are computers available for use by you or your students?

- A Yes, computers are available to my students and to me.
- B Yes, I have access to computers, but my students do not.
- C No, neither my students nor I have access to computers at school.

13. In your fourth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics on the computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976199
b. Extend mathematics learning with enrichment activities on the computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976201
c. Research a mathematics topic on the computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF018142
d. Use a drawing program for geometric shapes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976206
e. Play mathematics computer games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976210

14. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for mathematics instruction?

- A I do not have the resources I need.
- B I have some of the resources I need.
- C I have most of the resources I need.
- D I have all of the resources I need.

15. When you teach mathematics to your fourth-grade class, do you do any of the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976297
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976298
c. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976299
d. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976300
e. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976301

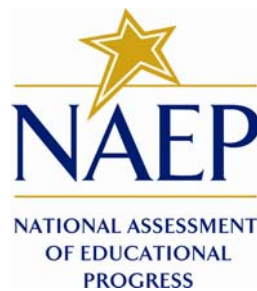
16. How often do you do each of the following with individual students to evaluate their progress in mathematics? Select **one** circle in each row.

	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Discuss the student's current level of performance	(A)	(B)	(C)	(D)	(E)	VC976304
b. Set goals for specific progress the student would like to make	(A)	(B)	(C)	(D)	(E)	VC976305
c. Discuss progress the student has made toward goals previously set	(A)	(B)	(C)	(D)	(E)	VC976306
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	(A)	(B)	(C)	(D)	(E)	VC976307

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 1 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 2b **Teacher Grade 8**



Part 2b contains Teacher Grade 8:

Background, Education, Training (BET) — Reading
Classroom Organization and Instruction (COI) — Reading
Background, Education, Training (BET) — Mathematics
Classroom Organization and Instruction (COI) — Mathematics

The amount of time estimated to complete these forms: 20 minutes (30 minutes if more than one subject)

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 it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0790. The time required to complete this information collection is estimated to average <20/30> 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, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: National Assessment of Educational Progress, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

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 03/31/2016

**Teacher Grade 8
Background, Education, and Training (BET) - Reading**

Teacher Grade 8 BET-Reading Questions

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ 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? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

4. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

5. Have you been awarded tenure by the school where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school does not award tenure.

6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

- Ⓐ Yes, I hold a permanent certificate.
- Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- Ⓒ No, but I am currently working toward certification.
- Ⓓ No, and I am not planning to obtain certification.

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- Ⓐ Yes
- Ⓑ No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- Ⓐ Yes, I am fully certified by the National Board for Professional Teaching Standards.
- Ⓑ I am working towards my National Board certification.
- Ⓒ No

9. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist's or professional diploma based on at least one year's work past master's degree
- Ⓕ Doctorate
- Ⓖ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378391
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378392
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378394
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595189
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113516

11. Since completing your undergraduate degree, have you taken any graduate courses?

A Yes → Go to Question 12.

B No → Skip to Question 13.

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378395
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378396
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378398
d. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595190
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113562

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? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn English/language arts	(A)	(B)	(C)	(D)	VC310661
b. Content standards in English/language arts	(A)	(B)	(C)	(D)	VC310705
c. Curricular materials available in English/language arts (units, texts)	(A)	(B)	(C)	(D)	VC310706
d. Instructional methods for teaching English/language arts	(A)	(B)	(C)	(D)	VC310707
e. Methods for assessing students in English/language arts	(A)	(B)	(C)	(D)	VC310708
f. Preparation of students for district and state assessments	(A)	(B)	(C)	(D)	VC310710
g. Strategies for teaching English/language arts to students from diverse backgrounds (including English language learners)	(A)	(B)	(C)	(D)	VC310711

14. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of reading, writing, or literature**? Select **one** circle in each row.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VB482599
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VB482600
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	VB482601
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	VB482642
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VB482643
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	VB482644
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	VB482645
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	VB482646
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	VB482647
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	<input type="radio"/> A	<input type="radio"/> B	VB482648
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VB482649
l. Consultation with language arts specialist	<input type="radio"/> A	<input type="radio"/> B	VB482650

15. During the last **two years**, have you received training from any source in any of the following areas? Select **one** circle in each row.

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191233
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191234
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191235
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191237
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191238

**Teacher Grade 8
Classroom Organization and Instruction (COI) - Reading**

Teacher Grade 8 COI-Reading Questions

The following questions ask about the organization of your classroom for reading, English, or language arts instruction. Please think about the reading, English, or language arts class that you teach when questioned about “reading,” “language arts,” “English,” or “English/language arts.” If you teach more than one eighth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach reading, English, or language arts, you have finished this questionnaire. Thank you for your time.

1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Select **one** circle.
- Ⓐ I do not teach English/language arts to this class.
 - Ⓑ I teach all or most subjects, including English/language arts.
 - Ⓒ The only subject I teach is English/language arts.
 - Ⓓ We team teach, and I have primary responsibility for teaching English/language arts.

2. How many students are in this class?

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26–30
- Ⓕ 31–35
- Ⓖ 36 or more

3. About how much time in total do you spend with one of your eighth-grade language arts classes in a typical week?

- Ⓐ Less than 3 hours
- Ⓑ 3–4.9 hours
- Ⓒ 5–6.9 hours
- Ⓓ 7–9.9 hours
- Ⓔ 10 or more hours

4. Which best describes how language arts instruction is organized for eighth-grade students at this school? Select **one** circle.
- Ⓐ Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - Ⓑ Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.
 - Ⓒ Language arts lessons are primarily integrated with instruction in other subjects.

5. To what extent have you provided instruction in the following in English/language arts class so far this year? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976557
b. Literary nonfiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976558
c. Poetry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976559
d. Exposition	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976560
e. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976561
f. Procedural texts and documents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976562

6. When reading a story with your students, how often do you ask your students to do the following?
Select **one** circle in each row.

	Never or hardly ever	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	VC976480
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	VC976481
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	VC976482
d. Identify the main themes of the passage	(A)	(B)	(C)	(D)	VC976484
e. Evaluate the main arguments or evidence in a persuasive passage	(A)	(B)	(C)	(D)	VE658924
f. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	VE658925
g. Critique the author's craft or technique	(A)	(B)	(C)	(D)	VE658926

7. How often do you do the following things as part of English/language arts instruction with this class? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Ask students to read aloud	(A)	(B)	(C)	(D)	VC976564
b. Ask students to write about something they have read	(A)	(B)	(C)	(D)	VC976565
c. Give students time to read books they have chosen themselves	(A)	(B)	(C)	(D)	VC976566
d. Ask students to do a group activity or project about what they have read	(A)	(B)	(C)	(D)	VC976567
e. Ask students to explain or support their understanding of what they have read	(A)	(B)	(C)	(D)	VC976568
f. Have students watch movies or videos, or listen to audio materials	(A)	(B)	(C)	(D)	VF175091

8. To what extent have you emphasized the following cognitive processes when reading informational and literary texts in class? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Locate/Recall	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310623
b. Integrate/Interpret	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310625
c. Critique/Evaluate	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310627

9. Are computers available for use by you or your students for English/language arts instruction?

- Ⓐ 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.

10. Excluding preparation for class, how often do you use a computer or other technological resources in school for reading instruction and/or reading activities?

- Ⓐ Never
 Ⓑ A few times a year
 Ⓒ Once or twice a month
 Ⓓ Once or twice a week
 Ⓔ Every day or almost every day

11. In your eighth-grade English/language arts class this year, how often do your students use a computer or other technological resources to do each of the following? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976572
b. Increase reading fluency and comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976573
c. Practice spelling and grammar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976574
d. Access reading-related websites (for example, websites with lists of recommended books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976577
e. Conduct research for reading projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976578

12. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for English/language arts instruction?
- A I do not have the resources I need.
 - B I have some of the resources I need.
 - C I have most of the resources I need.
 - D I have all of the resources I need.

13. When you teach English/language arts to your eighth-grade class, do you do any of the following?
Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976582
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976583
c. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976584
d. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976585
e. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976586

14. When you have reading instruction and/or do reading activities, how often do you use the following strategies? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. I teach reading as a whole-class activity.	(A)	(B)	(C)	(D)	VE658929
b. I create same-ability groups.	(A)	(B)	(C)	(D)	VE658931
c. I create groups by random assignment.	(A)	(B)	(C)	(D)	VE658933
d. I allow students to choose their own groups.	(A)	(B)	(C)	(D)	VF009287
e. I use individualized instruction for reading.	(A)	(B)	(C)	(D)	VE658937
f. Students work independently on an assigned plan or goal.	(A)	(B)	(C)	(D)	VE658938
g. Students work independently on a goal they choose themselves.	(A)	(B)	(C)	(D)	VE658940
h. Other (specify): _____ _____	(A)	(B)	(C)	(D)	VE658941

**Teacher Grade 8
Background, Education, and Training (BET) - Mathematics**

Teacher Grade 8 BET-Mathematics Questions

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ 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? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

3. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

4. Excluding student teaching, how many years have you taught mathematics in grades 6 through 12, counting this year?

- Ⓐ Less than 1 year
- Ⓑ 1–2 years
- Ⓒ 3–5 years
- Ⓓ 6–10 years
- Ⓔ 11–20 years
- Ⓕ 21 or more years

5. Have you been awarded tenure by the school where you currently teach?

- Ⓐ Yes
- Ⓑ No
- Ⓒ My school does not award tenure.

6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

- Ⓐ Yes, I hold a permanent certificate.
- Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- Ⓒ No, but I am currently working toward certification.
- Ⓓ No, and I am not planning to obtain certification.

7. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- Ⓐ Yes
- Ⓑ No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- Ⓐ Yes, I am fully certified by the National Board for Professional Teaching Standards.
- Ⓑ I am working towards my National Board certification.
- Ⓒ No

9. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist's or professional diploma based on at least one year's work past master's degree
- Ⓕ Doctorate
- Ⓖ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Select **one** circle in each row.

	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
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113516

11. Since completing your undergraduate degree, have you taken any graduate courses?

A Yes → Go to Question 12.

B No → Skip to Question 13.

12. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Select **one** circle in each row.

	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
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
f. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113562

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? Select **one** circle in each row.

	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. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of mathematics**? Select **one** circle in each row.

	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

15. Are you teaching the following mathematics courses to eighth-grade students **this year**? Include honors sections. Select **one** circle in each row.

	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

**Teacher Grade 8
Classroom Organization and Instruction (COI) –
Mathematics**

Teacher Grade 8 COI-Mathematics Questions

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

If you do not teach mathematics, you have finished this questionnaire. Thank you for your time.

1. Which best describes your role in teaching mathematics to this class?

- Ⓐ I do not teach mathematics to this class.
- Ⓑ I teach all or most subjects, including mathematics.
- Ⓒ The only subject I teach is mathematics.
- Ⓓ We team teach, and I have primary responsibility for teaching mathematics.

2. How many students are in this class?

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26–30
- Ⓕ 31–35
- Ⓖ 36 or more

3. 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

4. Are students assigned to this class by ability?

- Ⓐ Yes
- Ⓑ No

HE001104

5. Do you create groups within this class for mathematics instruction on the basis of ability?

- A Yes
- B No

HE001130

6. How often do you use each of the following to assess student progress in mathematics? Select **one** circle in each row.

	Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week	
a. Multiple-choice tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	HE001131
b. Problem sets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	HE001132
c. Short (e.g., a phrase or sentence) or long (e.g., several sentences or paragraphs) written responses	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	HE001133
d. Individual or group projects or presentations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	HE001134

HE001106

7. Approximately how much mathematics homework do you assign to students in this class each day?

- A None
- B 15 minutes
- C 30 minutes
- D 45 minutes
- E One hour
- F More than one hour

VB543554

8. To what extent are students permitted to use calculators during mathematics lessons?
- Ⓐ Unrestricted use
 - Ⓑ Restricted use
 - Ⓒ Calculators are not permitted.

VB535973

9. What kind of calculator do your students usually use during mathematics lessons?
- Ⓐ None
 - Ⓑ Basic four-function (addition, subtraction, multiplication, division)
 - Ⓒ Scientific (not graphing)
 - Ⓓ Graphing

VB535974

10. When you give students a mathematics test or quiz, how often do they use a calculator?
- Ⓐ Never
 - Ⓑ Sometimes
 - Ⓒ Always

11. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110366
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110367
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	ID110368
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC767633
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC767634

12. Are computers available for use by you or your students?

- A Yes, computers are available to my students and to me.
- B Yes, I have access to computers, but my students do not.
- C No, neither my students nor I have access to computers at school.

13. In your eighth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics on the computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976334
b. Extend mathematics learning with enrichment activities on the computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976335
c. Research a mathematics topic on the computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF018146
d. Use a drawing program for geometric shapes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976339
e. Use a graphing program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976353
f. Play mathematics computer games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976355

14. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for mathematics instruction?

- A I do not have the resources I need.
- B I have some of the resources I need.
- C I have most of the resources I need.
- D I have all of the resources I need.

15. When you teach mathematics to your eighth-grade class, do you do any of the following? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976363
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976364
c. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976365
d. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976366
e. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976367

16. How often do you do each of the following with individual students to evaluate their progress in mathematics? Select **one** circle in each row.

	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Discuss the student’s current level of performance	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976304
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976305
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976306
d. Determine how to adjust your teaching strategies to meet the student’s current learning needs and to reflect the student’s future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC976307