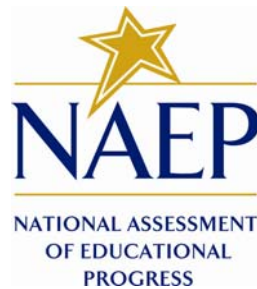


NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 2a **Teacher Grade 4**



Part 2a contains Teacher Grade 4 components:

Science — Classroom Organization and Instruction
KaSA (Puerto Rico adapted) Teacher — BET, COI-Math
NIES Questions

The amount of time estimated to complete these forms:

Grade 4 Teacher Questionnaire – 30 minutes

KaSA (Puerto Rico adapted) Teacher – 20 minutes

NIES Teacher Questionnaire – 20 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 xx¹ 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.

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OMB No. 1850-0790 APPROVAL EXPIRES 03/31/2016

¹ 30 minutes for complete Grade 4 teacher questionnaire; 20 minutes for NIES teacher questionnaire; 20 minutes for KaSA teacher.

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

Teacher Grade 4 COI-Science Questions

The following questions ask about the organization of your classroom for science 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 science, you have finished this questionnaire. Thank you for your time.

1. Which best describes your role in teaching science to this class? Select **one** circle.

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

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. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.

_____ hours and _____ minutes per week

4. Are students assigned to this class by achievement level?

- A Yes
- B No

5. To what extent do you use each of the following student groupings for science instruction in your classroom? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Groupings based on students' interest in science/science-related topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633146
b. Groupings based on students' learning preferences or styles	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633149
c. Groupings based on students' readiness or current achievement level	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633150

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

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Multiple-choice tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB610543
b. Short written responses (e.g., a phrase or sentence)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB610544
c. Long written responses (e.g., several sentences or paragraphs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB610545
d. Performance-based assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH157952
e. Group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH157953

7. In this class, about how much time do you spend on each of the following areas of science? Select **one** circle in each row.

	None	Little	Some	A lot	
a. Life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608619
b. Earth and space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC759072
c. Physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608621
d. Engineering and technology	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC759073

8. About how often do your science students 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. Read a science textbook	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767837
b. Read a book or magazine about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767838
c. Work with other students on a science activity or project	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767839
d. Prepare a written science report	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767841
e. Watch a movie, video, or DVD about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767843
f. Watch a science teacher do a science activity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767845
g. Do hands-on activities or investigations in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767846
h. Talk about the measurements and results from students' hands-on activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767849
i. Take a science test or quiz	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767850
j. Identify questions that can be addressed through scientific investigations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767851
k. Discuss the kinds of problems that engineers can solve	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767852
l. Figure out different ways to solve a science problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767854
m. Present what they have learned about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767856

9. To what extent do you emphasize each of the following objectives in teaching science to your fourth-grade class? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Increase students' interest in science	(A)	(B)	(C)	(D)	VC970917
b. Increase awareness of the importance of science in daily life	(A)	(B)	(C)	(D)	VC970928
c. Learn about applications of science to environmental issues	(A)	(B)	(C)	(D)	VC970930
d. Teach scientific facts and principles	(A)	(B)	(C)	(D)	VC970919
e. Teach scientific methods	(A)	(B)	(C)	(D)	VC970920
f. Equip students with the knowledge and skills needed for studying science in upper grade levels	(A)	(B)	(C)	(D)	VF633172
g. Develop systematic observation skills	(A)	(B)	(C)	(D)	VC970929
h. Develop inquiry skills	(A)	(B)	(C)	(D)	VC970923
i. Develop skills in lab techniques	(A)	(B)	(C)	(D)	VC970926
j. Develop problem-solving skills	(A)	(B)	(C)	(D)	VF654319
k. Develop scientific writing skills	(A)	(B)	(C)	(D)	VC970931

10. To what extent does your school system (including your school and school district) provide the following to you? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633197
b. Science magazines and books (including digital forms, such as online magazines and books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633198
c. Supplies or equipment for science demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633199
d. Supplies or equipment for science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633200
e. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633201
f. Computers for students' use in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633208
g. Computer labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633203
h. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633204
i. Computerized science labs for classroom use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633205
j. Audiovisual materials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633206
k. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633207
l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633202

11. To what extent do you use each of the following technological resources for fourth-grade science instruction? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop computer	(A)	(B)	(C)	(D)	VC973470
b. Laptop computer	(A)	(B)	(C)	(D)	VC973471
c. Tablet computer	(A)	(B)	(C)	(D)	VH157962
d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	(A)	(B)	(C)	(D)	VC973473
e. CD-ROM	(A)	(B)	(C)	(D)	VC973474
f. Online software	(A)	(B)	(C)	(D)	VC973475
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	(A)	(B)	(C)	(D)	VC973476
h. Cable/satellite/closed-circuit television	(A)	(B)	(C)	(D)	VC973477
i. DVD player and DVDs	(A)	(B)	(C)	(D)	VC973478
j. Digital camera	(A)	(B)	(C)	(D)	VC973479
k. Graphing calculator	(A)	(B)	(C)	(D)	VC973480
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	(A)	(B)	(C)	(D)	VC973481
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	(A)	(B)	(C)	(D)	VC973482
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	(A)	(B)	(C)	(D)	VC973483
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	(A)	(B)	(C)	(D)	VC973484

12. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class?

- Ⓐ I get all the resources I need.
- Ⓑ I get most of the resources I need.
- Ⓒ I get some of the resources I need.
- Ⓓ I don't get any of the resources I need.

13. When you teach science 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	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC767814
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC767820
c. Vary the pace of instruction for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VF633254
d. Have some students engage in different classroom activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC767823
e. Set different achievement standards for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC767824

14. How often do you meet with students one-on-one to review their work and evaluate their progress in science?

- Ⓐ 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

15. How often do you do each of the following with individual students to evaluate their progress in science? 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767830
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767831
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767832
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767834

16. In addition to your regular classroom instruction, how often do you use the following to engage fourth-grade students in learning science? Select **one** circle in each row.

	Not at all	1–2 times per year	3 or more times per year	
a. Science fairs	Ⓐ	Ⓑ	Ⓒ	VH142242
b. Science competitions	Ⓐ	Ⓑ	Ⓒ	VH142244
c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	Ⓐ	Ⓑ	Ⓒ	VH142243

Teacher Grade 4 KaSA
Background, Education, Training
(adapted for Puerto Rico)

Teacher Grade 4 KaSA BET Questions

1. Are you Hispanic or Latino? Select **all** squares that apply.

- 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.

2. Which of the following best describes you? Select **all** squares that apply.

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

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

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

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

5. Do you hold a regular or standard teaching certificate in Puerto Rico?

- A Yes, I hold a permanent certificate.
- B Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- C No, but I am currently working toward certification.
- D 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.)

- A Yes
- B 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. 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. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304764
d. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB608497
e. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482660
f. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
g. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VF269303

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. 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. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304761
d. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473839
e. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473840
f. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
g. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VF269309

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 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 Spanish language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC038711

13. 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

14. Did you lead any of the activities listed in the previous question (Question 13)?

- A Yes
 B No

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 4 KaSA
Classroom Organization and Instruction - Math
(adapted for Puerto Rico)

Teacher Grade 4 KaSA COI-Math 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, 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

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

- A Yes
- B No

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

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

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

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

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	Ⓐ	Ⓑ	Ⓒ	ID110366
b. Measurement	Ⓐ	Ⓑ	Ⓒ	ID110367
c. Geometry	Ⓐ	Ⓑ	Ⓒ	ID110368
d. Data analysis, statistics, and probability (informal introduction of concepts)	Ⓐ	Ⓑ	Ⓒ	ID110369
e. Algebra and functions (informal introduction of concepts)	Ⓐ	Ⓑ	Ⓒ	ID110370

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

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

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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

Teacher Grade 4 NIES

Teacher Grade 4 NIES Questions

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

NIES Grade 4 Teacher

National Indian Education Study

Grade 4 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
--	--	-------

2. How many students are currently in your class?

Students

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 sources? Fill in **one** oval on each line.

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

4. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE012626
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE012628

5. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158526
b. Articles in professional journals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158527
c. Local libraries or cultural centers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158530
d. Other teachers in your school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158529
e. Elders or other experts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158528

6. During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?
- Ⓐ Not at all
 - Ⓑ Small extent
 - Ⓒ Moderate extent
 - Ⓓ Large extent

7. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?
- Ⓐ Never → *Skip to Question 10.*
 - Ⓑ 1 or 2 times
 - Ⓒ 3 or 4 times
 - Ⓓ 5 or more times

8. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?
- Ⓐ Not at all
 - Ⓑ Small extent
 - Ⓒ Moderate extent
 - Ⓓ Large extent

9. Who sponsored the professional or community-based development programs 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 (please specify): _____

10. 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

11. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach any core subject (reading, mathematics, science, and social studies)?

- Ⓐ 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).

12. 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

13. To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154090
b. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154091
c. Assessments developed by American Indian or Alaska Native organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154092
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154093
e. Teacher-made tests or quizzes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154098
f. Performance-based assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154095
g. Group projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154096
h. Oral responses of students during class discussions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154097
i. Assessments to evaluate English language proficiency	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH154925

14. Do you teach **reading/language arts** to grade 4 students?

- Ⓐ Yes → *Go to Question 15.*
- Ⓑ No → *Skip to Question 18.*

15. How often do you integrate materials about the following topics into your **reading/language arts** lessons? 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. American Indian or Alaska Native culture or history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040385
b. Current issues affecting American Indian or Alaska Native people or communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040386

16. 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	(A)	(B)	(C)	(D)	(E)	VE012689
b. Read literature by American Indian or Alaska Native authors	(A)	(B)	(C)	(D)	(E)	VE012690
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	(A)	(B)	(C)	(D)	(E)	VE012691
d. Write about experiences or issues affecting American Indian or Alaska Native people	(A)	(B)	(C)	(D)	(E)	VE012692
e. Write about their own experiences as an American Indian or Alaska Native person	(A)	(B)	(C)	(D)	(E)	VE012693

17. 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	(A)	(B)	(C)	(D)	(E)	VE012698
b. State content standards	(A)	(B)	(C)	(D)	(E)	VE012700
c. District content standards	(A)	(B)	(C)	(D)	(E)	VE012701
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VE012703

18. Do you teach **mathematics** to grade 4 students?

- Ⓐ Yes → *Go to Question 19.*
- Ⓑ No → *Skip to Question 22.*

19. How often do you integrate materials about the following topics into your **mathematics** lessons?
 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. American Indian or Alaska Native culture or history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040390
b. Current issues affecting American Indian or Alaska Native people or communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040392

20. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012735
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012737
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012739

21. 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	(A)	(B)	(C)	(D)	(E)	VE012743
b. State content standards	(A)	(B)	(C)	(D)	(E)	VE012746
c. District content standards	(A)	(B)	(C)	(D)	(E)	VE012747
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VE012749

22. How much do you agree with each of the following statements about the materials available in your school library, media center, or resource center? Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. The number of books and materials available for 4th grade students is sufficient.	(A)	(B)	(C)	(D)	VH043957
b. The quality of the books and materials available for 4th grade students is satisfactory.	(A)	(B)	(C)	(D)	VH043959
c. The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient.	(A)	(B)	(C)	(D)	VH043964
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	(A)	(B)	(C)	(D)	VH043966

23. To what extent is each of the following a problem in your school? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040413
b. Student tardiness	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040414
c. Student health problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040416
d. Student misbehavior in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040422
e. Physical conflicts among students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040424
f. Bullying	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040425
g. Low student aspirations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040427
h. Low teacher expectations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040428
i. Low family involvement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040430

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.

- A White
- B Black or African American
- C Asian
- D 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.)

- E Native Hawaiian or other Pacific Islander

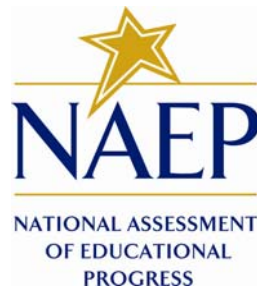
26. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?

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.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2015 **VOLUME II** ***SURVEY QUESTIONS***

Part 2b **Teacher Grade 8**



Part 2b contains Teacher Grade 8 components:

Science — Background, Education, Training
Science — Classroom Organization and Instruction
KaSA (Puerto Rico adapted) Teacher — BET, COI-Math
NIES Questions

The amount of time estimated to complete these forms:
Grade 8 Teacher Questionnaire – 20 minutes, 30 minutes if more than one subject
KaSA (Puerto Rico adapted) Teacher – 20 minutes
NIES Teacher Questionnaire – 20 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 xx¹ 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

¹ 20 minutes for complete Grade 8 teacher questionnaire (30 minutes, if more than one subject);
20 minutes for NIES teacher questionnaire; 20 minutes for KaSA teacher.

**Teacher Grade 8
Background, Education, Training (BET) –
Science**

Teacher Grade 8 BET-Science Questions

1. Are you Hispanic or Latino? Select **all** squares that apply.

- 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.

2. Which of the following best describes you? Select **all** squares that apply.

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

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

4. Excluding student teaching, how many years have you taught science 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. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595990
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595991
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595992
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595993
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556070
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304764
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595189
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
i. 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. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595994
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595995
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595996
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595997
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB556072
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304761
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB595190
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
i. 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 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

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

	Yes, I have participated.	Yes, I have led.	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323264
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323266
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323269
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323272
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323273
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323277
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323280
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	<input type="radio"/> C	VC323281
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323283
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323285
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323286
l. Consultation with a subject specialist	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC323288

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) –
Science**

Teacher Grade 8 COI-Science Questions

The following questions ask about the organization of your classroom for science 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.

1. Which best describes your role in teaching science to this class? Select **one** circle.

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

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. In a typical week, how much time do you spend teaching science to the students in this class? Write in the hours and minutes.

_____ hours and _____ minutes per week

4. Are students assigned to this class by achievement level?

- A Yes
- B No

5. To what extent do you use each of the following student groupings for science instruction in your classroom? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Groupings based on students' interest in science/science-related topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633146
b. Groupings based on students' learning preferences or styles	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633149
c. Groupings based on students' readiness or current achievement level	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633150

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

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Multiple-choice tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB610543
b. Short written responses (e.g., a phrase or sentence)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB610544
c. Long written responses (e.g., several sentences or paragraphs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB610545
d. Performance-based assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH157952
e. Group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH157953

7. In this class, about how much time do you spend on each of the following areas of science? Select **one** circle in each row.

	None	Little	Some	A lot	
a. Life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608619
b. Earth and space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC759072
c. Physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608621
d. Engineering and technology	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC759073

8. About how often do your science students 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. Read a science textbook	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767837
b. Read a book or magazine about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767838
c. Work with other students on a science activity or project	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767839
d. Prepare a written science report	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767841
e. Watch a movie, video, or DVD about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767843
f. Watch a science teacher do a science activity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767845
g. Do hands-on activities or investigations in science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767846
h. Talk about the measurements and results from students' hands-on activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767849
i. Take a science test or quiz	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767850
j. Identify questions that can be addressed through scientific investigations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767851
k. Discuss the kinds of problems that engineers can solve	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767852
l. Figure out different ways to solve a science problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767854
m. Present what they have learned about science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC767856

9. To what extent do you emphasize each of the following objectives in teaching science to your eighth-grade class? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Increase students' interest in science	(A)	(B)	(C)	(D)	VC976015
b. Increase awareness of the importance of science in daily life	(A)	(B)	(C)	(D)	VC976023
c. Learn about applications of science to environmental issues	(A)	(B)	(C)	(D)	VC976026
d. Teach scientific facts and principles	(A)	(B)	(C)	(D)	VC976017
e. Teach scientific methods	(A)	(B)	(C)	(D)	VC976018
f. Equip students with the knowledge and skills needed for studying science in upper grade levels	(A)	(B)	(C)	(D)	VF633272
g. Develop systematic observation skills	(A)	(B)	(C)	(D)	VC976025
h. Develop inquiry skills	(A)	(B)	(C)	(D)	VC976020
i. Develop skills in lab techniques	(A)	(B)	(C)	(D)	VC976022
j. Develop problem-solving skills	(A)	(B)	(C)	(D)	VF654412
k. Develop scientific writing skills	(A)	(B)	(C)	(D)	VC976027

10. To what extent does your school system (including your school and school district) provide the following to you? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633197
b. Science magazines and books (including digital forms, such as online magazines and books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633198
c. Supplies or equipment for science demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633199
d. Supplies or equipment for science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633200
e. Space to conduct science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633201
f. Computers for students' use in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633208
g. Computer labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633203
h. Computers for teachers' use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633204
i. Computerized science labs for classroom use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633205
j. Audiovisual materials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633206
k. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633207
l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF633202

11. To what extent do you use each of the following technological resources for eighth-grade science instruction? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop computer	(A)	(B)	(C)	(D)	VC976050
b. Laptop computer	(A)	(B)	(C)	(D)	VC976051
c. Tablet computer	(A)	(B)	(C)	(D)	VH157981
d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	(A)	(B)	(C)	(D)	VC976054
e. CD-ROM	(A)	(B)	(C)	(D)	VC976056
f. Online software	(A)	(B)	(C)	(D)	VC976057
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	(A)	(B)	(C)	(D)	VC976059
h. Cable/satellite/closed-circuit television	(A)	(B)	(C)	(D)	VC976061
i. DVD player and DVDs	(A)	(B)	(C)	(D)	VC976063
j. Digital camera	(A)	(B)	(C)	(D)	VC976067
k. Graphing calculator	(A)	(B)	(C)	(D)	VC976068
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	(A)	(B)	(C)	(D)	VC976071
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	(A)	(B)	(C)	(D)	VC976072
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	(A)	(B)	(C)	(D)	VC976073
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	(A)	(B)	(C)	(D)	VC976075

12. In your eighth-grade class, 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. Conduct a search for science information	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976080
b. Simulate a physical or biological process or see how something works (for example, how planets orbit the sun, how gas expands)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976081
c. Make a chart or graph that shows results of science projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976084

13. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class?

- Ⓐ I get all the resources I need.
- Ⓑ I get most of the resources I need.
- Ⓒ I get some of the resources I need.
- Ⓓ I don't get any of the resources I need.

14. When you teach science 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976086
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976088
c. Vary the pace of instruction for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF640396
d. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976092
e. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976094

15. How often do you meet with students one-on-one to review their work and evaluate their progress in science?

- Ⓐ 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

16. How often do you do each of the following with individual students to evaluate their progress in science? 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767830
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767831
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767832
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC767834

17. In addition to your regular classroom instruction, how often do you use the following to engage eighth-grade students in learning science? Select **one** circle in each row.

	Not at all	1-2 times per year	3 or more times per year	
a. Science fairs	Ⓐ	Ⓑ	Ⓒ	VH142283
b. Science competitions	Ⓐ	Ⓑ	Ⓒ	VH142284
c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	Ⓐ	Ⓑ	Ⓒ	VH142285

Teacher Grade : KaSA
Background, Education, Training
(adapted for Puerto Rico)

Teacher Grade 8 KaSA BET Questions

1. Are you Hispanic or Latino? Select **all** squares that apply.

- 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.

2. Which of the following best describes you? Select **all** squares that apply.

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

- A Less than 1 year
- B 1–2 years
- C 3–5 years
- D 6–10 years
- E 11–20 years
- F 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 teaching certificate in Puerto Rico?

- Ⓐ 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. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VF269303

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. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VF269309

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 Spanish language learners)	(A)	(B)	(C)	(D)	VC038711

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 : KaSA
Classroom Organization and Instruction - Math
(adapted for Puerto Rico)

Teacher Grade 8 KaSA COI-Math 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

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

- A Yes
- B No

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

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

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

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

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

Teacher Grade 8 NIES

Teacher Grade 8 NIES Questions

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

NIES Grade 8 Teacher

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
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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
--	--	-------

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592446
b. Your own personal or family background and experiences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592448
c. Locally sponsored American Indian or Alaska Native cultural orientation program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC202922
d. Living and working in an American Indian or Alaska Native community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC202915

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE012626
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE012628

4. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158526
b. Articles in professional journals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158527
c. Local libraries or cultural centers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158530
d. Other teachers in your school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158529
e. Elders or other experts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158528

5. During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?

- Ⓐ Not at all
- Ⓑ Small extent
- Ⓒ Moderate extent
- Ⓓ Large extent

6. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?

- Ⓐ Never → *Skip to Question 9.*
- Ⓑ 1 or 2 times
- Ⓒ 3 or 4 times
- Ⓓ 5 or more times

7. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?

- Ⓐ Not at all
- Ⓑ Small extent
- Ⓒ Moderate extent
- Ⓓ Large extent

8. Who sponsored the professional or community-based development programs 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 (please specify): _____

9. 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

10. 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

11. To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? 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	VH154090
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH154091
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	VH154092
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	VH154093
e. Teacher-made tests or quizzes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH154098
f. Performance-based assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH154095
g. Group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH154096
h. Oral responses of students during class discussions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH154097
i. Assessments to evaluate English language proficiency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH154925

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

A Yes → Go to Question 13.

B No → Skip to Question 18.

13. 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.

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 integrate materials about the following topics into your **reading/language arts** lessons? 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. American Indian or Alaska Native culture or history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040385
b. Current issues affecting American Indian or Alaska Native people or communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040386

16. 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	(A)	(B)	(C)	(D)	(E)	VE012689
b. Read literature by American Indian or Alaska Native authors	(A)	(B)	(C)	(D)	(E)	VE012690
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	(A)	(B)	(C)	(D)	(E)	VE012691
d. Write about experiences or issues affecting American Indian or Alaska Native people	(A)	(B)	(C)	(D)	(E)	VE012692
e. Write about their own experiences as an American Indian or Alaska Native person	(A)	(B)	(C)	(D)	(E)	VE012693

17. 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	(A)	(B)	(C)	(D)	(E)	VE012698
b. State content standards	(A)	(B)	(C)	(D)	(E)	VE012700
c. District content standards	(A)	(B)	(C)	(D)	(E)	VE012701
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VE012703

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

- Ⓐ Yes → *Go to Question 19.*
- Ⓑ No → *Skip to Question 24.*

19. 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.

20. 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).

21. How often do you integrate materials about the following topics into your **mathematics** lessons?
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. American Indian or Alaska Native culture or history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040390
b. Current issues affecting American Indian or Alaska Native people or communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH040392

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012735
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE012737
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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	(A)	(B)	(C)	(D)	(E)	VE012743
b. State content standards	(A)	(B)	(C)	(D)	(E)	VE012746
c. District content standards	(A)	(B)	(C)	(D)	(E)	VE012747
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VE012749

24. How much do you agree with each of the following statements about the materials available in your school library, media center, or resource center? Fill in **one** oval on each line.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. The number of books and materials available for 8th grade students is sufficient.	(A)	(B)	(C)	(D)	VH040399
b. The quality of the books and materials available for 8th grade students is satisfactory.	(A)	(B)	(C)	(D)	VH040401
c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.	(A)	(B)	(C)	(D)	VH040402
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade students is satisfactory.	(A)	(B)	(C)	(D)	VH040404

25. About how many of your grade 8 students will complete the 8th grade?

- Ⓐ None
- Ⓑ A few
- Ⓒ Some
- Ⓓ Most
- Ⓔ All
- Ⓕ I don't know.

26. About how many of your grade 8 students will be prepared for high school?

- Ⓐ None
- Ⓑ A few
- Ⓒ Some
- Ⓓ Most
- Ⓔ All
- Ⓕ I don't know.

27. To what extent is each of the following a problem in your school? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040413
b. Student tardiness	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040414
c. Student health problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040416
d. Teen pregnancies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040417
e. Drug or alcohol use by students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040421
f. Student misbehavior in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040422
g. Physical conflicts among students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040424
h. Bullying	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040425
i. Low student aspirations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040427
j. Low teacher expectations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040428
k. Low family involvement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH040430

28. 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.

29. 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

30. 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?

31. 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.
