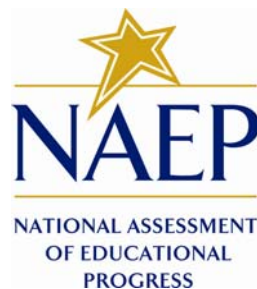


NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Submittal for 2016 *VOLUME II* *SURVEY QUESTIONS*

Part 2a **Teacher Grade 4**



Part 2a contains Teacher Grade 4 components:

Background, Education, Training – Reading, Mathematics
Classroom Organization and Instruction — Reading
Classroom Organization and Instruction — Mathematics
Background, Education, Training – Puerto Rico POC
Classroom Organization and Instruction — Puerto Rico POC
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The amount of time estimated to complete these forms:
Grade 4 Teacher Questionnaire – 30 minutes

TEACHER QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0790. The time required to complete this information collection is estimated to average 30 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: National Assessment of Educational Progress, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

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

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

Teacher Grade 4 BET Questions

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

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

VH240196

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

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

VH240197

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

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

VH240198

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 non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- Ⓐ Yes
- Ⓑ No

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

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

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

8. What is the highest academic degree you hold?

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
g. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241762
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
- B No

11. 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	VH241829
b. Mathematics theory or applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241830
c. Content standards in mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241831
d. Curricular materials available in mathematics (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241832
e. Instructional methods for teaching mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241833
f. Effective use of manipulatives in mathematics instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241840
g. Effective use of calculators in mathematics instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241834
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	VH241841
i. Methods for assessing students in mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241836
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	VH241837
k. Issues related to ability grouping in mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241838
l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241839

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
g. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241795
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

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 reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241821
b. Content standards in reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241822
c. Curricular materials available in reading (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241823
d. Instructional methods for teaching reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241827
e. Methods for assessing students in reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241825
f. Preparation of students for district and state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241826
g. Strategies for teaching reading to students from diverse backgrounds (including English language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241824

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

	Yes, related to language arts	Yes, related to mathematics	No	
a. College course taken after your first certification	Ⓐ	Ⓑ	Ⓒ	VH342860
b. Workshop or training session	Ⓐ	Ⓑ	Ⓒ	VH342861
c. Conference or professional association meeting	Ⓐ	Ⓑ	Ⓒ	VH342862
d. Observational visit to another school or classroom	Ⓐ	Ⓑ	Ⓒ	VH342863
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	Ⓒ	VH342864
f. Committee or task force focusing on curriculum, instruction, or student assessment	Ⓐ	Ⓑ	Ⓒ	VH342871
g. Regularly scheduled discussion or study group	Ⓐ	Ⓑ	Ⓒ	VH342866
h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	Ⓐ	Ⓑ	Ⓒ	VH342867
i. Individual or collaborative research	Ⓐ	Ⓑ	Ⓒ	VH342868
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	Ⓐ	Ⓑ	Ⓒ	VH342869
k. Co-teaching/team teaching	Ⓐ	Ⓑ	Ⓒ	VH342870
l. Consultation with a subject specialist	Ⓐ	Ⓑ	Ⓒ	VH342865

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

- A Yes
- B No

16. 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	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
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	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

17. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

- Ⓐ Desktop computers
- Ⓑ Laptop computers
- Ⓒ Tablets (for example, Surface Pro, iPad, Kindle Fire)
- Ⓓ Other digital devices (Please specify): _____

18. Where are **desktop computers** available for student use? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ Other (Please specify): _____

19. How well do the **desktop computers** in your school work?

- Ⓐ All computers are functional and operate quickly.
- Ⓑ All computers are functional, but some run more slowly than others.
- Ⓒ All computers are functional, but all or almost all run slowly.
- Ⓓ Some of the computers do not operate and cannot be used.
- Ⓔ Most of the computers do not operate and cannot be used.
- Ⓕ I don't know.

20. Where are **laptop computers** available for student use? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F Other (Please specify): _____

21. How well do the **laptop computers** in your school work?

- A All computers are functional and operate quickly.
- B All computers are functional, but some run more slowly than others.
- C All computers are functional, but all or almost all run slowly.
- D Some of the computers do not operate and cannot be used.
- E Most of the computers do not operate and cannot be used.
- F I don't know.

22. Where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for student use? Select **all** squares that apply.

- A In some classrooms
- B In all classrooms
- C In a media center
- D In a computer lab
- E In the school library
- F Other (Please specify): _____

VH283343

23. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?
- Ⓐ All computers are functional and operate quickly.
 - Ⓑ All computers are functional, but some run more slowly than others.
 - Ⓒ All computers are functional, but all or almost all run slowly.
 - Ⓓ Some of the computers do not operate and cannot be used.
 - Ⓔ Most of the computers do not operate and cannot be used.
 - Ⓕ I don't know.

VH294501

24. Is there a wireless Internet connection in your school that students can use for schoolwork?
- Ⓐ No
 - Ⓑ Yes, in some areas of the school.
 - Ⓒ Yes, everywhere or almost everywhere in the school.

VH294598

25. In this school year, did your school provide you with a **laptop computer** to use for teaching and class preparation?
- Ⓐ No
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ Yes, and I can take it home.

VH294687

26. In this school year, did your school provide you with a **tablet** (for example, Surface Pro, iPad, or Kindle Fire) to use for teaching and class preparation?
- Ⓐ No
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ Yes, and I can take it home.

VH294995

27. In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- Ⓐ Yes, to all teachers
- Ⓑ Yes, to some teachers
- Ⓒ No

VH295076

28. In this school year, have you participated in training on computers or other digital devices through your school?

- Ⓐ No
- Ⓑ Once
- Ⓒ Twice
- Ⓓ Several times

VH329318

29. You have a certain amount of intelligence, and you really can't do much to change it.

- Ⓐ Strongly disagree
- Ⓑ Disagree
- Ⓒ Somewhat disagree
- Ⓓ Somewhat agree
- Ⓔ Agree
- Ⓕ Strongly agree

VH329319

30. As you are learning new things, your intelligence can grow.

- Ⓐ Strongly disagree
- Ⓑ Disagree
- Ⓒ Somewhat disagree
- Ⓓ Somewhat agree
- Ⓔ Agree
- Ⓕ Strongly agree

VH295105

31. Based on your experience as a teacher, which of the following do you consider more critical for student success in school?

- Ⓐ Students' general intelligence
- Ⓑ Students' level of effort applied

VH329966

32. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select **one** circle in each row.

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329967
b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329968
c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329970

33. How much does each of the following statements apply to you as a teacher? Select **one** circle in each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am content with my profession as a teacher.	(A)	(B)	(C)	(D)	(E)	VH305014
b. I am satisfied with being a teacher at this school.	(A)	(B)	(C)	(D)	(E)	VH305016
c. I am enthusiastic about my job.	(A)	(B)	(C)	(D)	(E)	VH305022
d. My work inspires me.	(A)	(B)	(C)	(D)	(E)	VH305024
e. I am frustrated as a teacher at my school.	(A)	(B)	(C)	(D)	(E)	VH305032
f. I am supported by the teachers at my school.	(A)	(B)	(C)	(D)	(E)	VH305033

34. How often do you do the following in this school? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304698
c. Engage in joint activities across different classes and age groups (e.g., projects)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304706
d. Exchange teaching materials with colleagues	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304710
e. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304736
f. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304740

35. In your teaching, how important do you consider each of the following? Select **one** circle in each row.

	Not at all important	Not Important	Somewhat important	Quite Important	Extremely Important	
a. Facilitate my students' own inquiry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304885
b. Teach my students to find solutions to problems on their own	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304890
c. Allow my students to think of solutions to practical problems themselves before showing them how they are solved	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304892
d. Teach my students to improve their thinking and reasoning processes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304899

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

Teacher Grade 4 COI-Reading Questions

1. How many students are in this class? Enter the number of students.

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, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes.

_____ hours and _____ minutes per week

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

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

VH240015

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

VH334263

6. Are computers or other digital devices available for use by you or your students for English/language arts instruction?
- Ⓐ Yes, computers or other digital devices are available to my students and to me.
 - Ⓑ Yes, I have access to computers or other digital devices, but my students do not.
 - Ⓒ No, neither my students nor I have access to computers or other digital devices at school.

VH240019

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

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261231
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261232
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261233
d. Identify the main ideas of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261235
e. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH335897
f. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH261240

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

	Never or hardly ever	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240468
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240469
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240470
d. Identify the main themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240475

VH261255

10. This school year, to what extent have you emphasized the following cognitive processes when teaching informational and literary texts in class? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261258

VH261262

11. In class, how often do you use a computer or other digital device for English/language arts instruction?

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

VH262481

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262482
b. Increase reading fluency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262483
c. Increase reading comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH353293
d. Practice spelling and grammar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262485
e. Access reading-related websites	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262487
f. Conduct research for reading projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262488

VH240498

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

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240499
b. Increase reading fluency and comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240500
c. Practice spelling and grammar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240501
d. Access reading-related websites (for example, websites with lists of recommended books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240504
e. Conduct research for reading projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240505

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH334338
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH334339
c. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH334340
d. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH334341
e. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH334342

15. When you teach English/language arts, how often do you use the following strategies? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334361
b. I create student groups with the same achievement level.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334362
c. I create groups by random assignment.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334363
d. I allow students to choose their own groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334368
e. I use individualized instruction for reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334364
f. Students work independently on an assigned plan or goal.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334365
g. Students work independently on a goal they choose themselves.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334366
h. Other (specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334367

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

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. I teach reading as a whole-class activity.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240514
b. I create same-ability groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240515
c. I create groups by random assignment.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240516
d. I allow students to choose their own groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240517
e. I use individualized instruction for reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240521
f. Students work independently on an assigned plan or goal.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240518
g. Students work independently on a goal they choose themselves.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240519
h. Other (specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240520

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240523
b. Literary nonfiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240524
c. Poetry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240528
d. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240526
e. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240527
f. Procedural texts and documents	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240525

18. In your view, to what extent do the following limit how you teach this class? Select **one** circle in each row.

	Not applicable	Not at all	Some	A lot	
a. Students lacking prerequisite knowledge or skills	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262637
c. Disruptive students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262638
d. Uninterested students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262639

19. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262653
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262654
c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262657

20. When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	Ⓐ	Ⓑ	Ⓒ	VH262697
b. Electronic textbooks	Ⓐ	Ⓑ	Ⓒ	VH262698
c. A variety of children's books (e.g., novels, collections of stories, nonfiction)	Ⓐ	Ⓑ	Ⓒ	VH262701
d. Materials from different curricular areas	Ⓐ	Ⓑ	Ⓒ	VH262703
e. Children's newspapers and/or magazines	Ⓐ	Ⓑ	Ⓒ	VH262704
f. Reading-related websites or apps	Ⓐ	Ⓑ	Ⓒ	VH262707
g. Reading-related educational games	Ⓐ	Ⓑ	Ⓒ	VH262714

21. Do you think you would be able to do each of the following? Select **one** circle in each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Prepare lessons that are appropriate for students with varying reading abilities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262857
b. Select relevant and challenging reading materials for students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262858
c. Provide students with concrete and actionable feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262859
d. Provide support to students who are struggling with reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262860
e. Help students understand the meaning of challenging reading texts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262862
f. Help students make connections between their thinking and the reading material	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262863

22. Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262948
b. My students did well because they put in a lot of effort.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262949
c. My students did well because they always do well on tests.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262950
d. My students did well because I taught the concepts well.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262951
e. My students did well because they guessed well on the test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337286
f. My students did well because they are just good at reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337287

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

Teacher Grade 4 COI-Mathematics Questions

VH240054

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.

VH261160

2. How many students are in this class? Enter the number of students.

VH240009

3. How many students are in this class?

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

VH336581

4. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes.

_____ hours and _____ minutes per week

VH240055

5. How many hours of mathematics instruction do your students receive in a typical week?

- A Less than 3 hours
- B At least 3 hours, but less than 5 hours
- C At least 5 hours, but less than 7 hours
- D 7 or more hours

VH336584

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

- A Yes
- B No

VH336588

7. Do you create groups within this class for mathematics instruction on the basis of achievement level?

- A Yes
- B No

VH269351

8. 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	VH269353
b. Small project-based assignments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH269357
c. Individual students collaborating on group assignments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH336538

9. In your mathematics class this year, how often do you use assessment results to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Discuss the progress your students have made toward individually set goals	(A)	(B)	(C)	(D)	(E)	VH269862
b. Adjust your teaching strategies to meet the current learning needs of individual students	(A)	(B)	(C)	(D)	(E)	VH269864
c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	(A)	(B)	(C)	(D)	(E)	VH269865
d. Discuss class progress with school administrators	(A)	(B)	(C)	(D)	(E)	VH269868
e. Discuss class progress with other colleagues	(A)	(B)	(C)	(D)	(E)	VH269871

10. In your mathematics class this year, how often do your students use a computer or other digital device (excluding hand-held calculators) to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	(A)	(B)	(C)	(D)	(E)	VH269922
b. Extend mathematics learning with enrichment activities	(A)	(B)	(C)	(D)	(E)	VH269923
c. Research mathematics topics on the Internet	(A)	(B)	(C)	(D)	(E)	VH269924

11. In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Regularly discuss each student's current level of performance with them	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269926
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269928
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269931

12. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240880
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240883
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240882
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240881

13. In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

	Yes	No	
a. Textbooks provided by your district or school	Ⓐ	Ⓑ	VH270257
b. Other materials provided by your district or school	Ⓐ	Ⓑ	VH270258
c. Materials found on the Internet	Ⓐ	Ⓑ	VH270259
d. Other materials (Please specify): _____	Ⓐ	Ⓑ	VH270260

14. Thinking about your fourth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Determine what the problem is asking and the best way to solve it	(A)	(B)	(C)	(D)	(E)	VH270272
b. Use alternate methods to solve problems when the first method does not work	(A)	(B)	(C)	(D)	(E)	VH270274
c. Explain ones thinking and make connections between models and equations	(A)	(B)	(C)	(D)	(E)	VH270275
d. Make assumptions and approximations	(A)	(B)	(C)	(D)	(E)	VH270276
e. Represent a problem situation with numbers, words, pictures, or charts	(A)	(B)	(C)	(D)	(E)	VH270277
f. Understand tools for problem solving and limitations of use	(A)	(B)	(C)	(D)	(E)	VH270278
g. Use clear and precise language when students are discussing their problem solving and reasoning	(A)	(B)	(C)	(D)	(E)	VH270279

15. Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	(A)	(B)	(C)	(D)	(E)	VH270306
b. My students did well because they put in a lot of effort.	(A)	(B)	(C)	(D)	(E)	VH270307
c. My students did well because they always do well on tests.	(A)	(B)	(C)	(D)	(E)	VH270308
d. My students did well because I taught the concepts well.	(A)	(B)	(C)	(D)	(E)	VH270309
e. My students did well because they guessed well on the test.	(A)	(B)	(C)	(D)	(E)	VH270311
f. My students did well because they are just good at math.	(A)	(B)	(C)	(D)	(E)	VH270313

16. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?

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

17. In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?

- Ⓐ Never
- Ⓑ Once
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

18. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262653
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262654
c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262657

**Teacher Grade 4
Background, Education, and Training (BET)
Proof of Concept (Puerto Rico)**

Teacher Grade 4 PR POC BET Questions

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

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

VH240196

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

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

VH240231

5. 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.

VH240198

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 non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- Ⓐ Yes
- Ⓑ No

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

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

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

8. What is the highest academic degree you hold?

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

VH241753

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	VH241760
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
d. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241762
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241783

VH240204

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

- A Yes
- B No *Question 12 is not applicable and will be skipped.*

VH241785

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	VH241792
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
d. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241795
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241809

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	(A)	(B)	(C)	(D)	VH241829
b. Mathematics theory or applications	(A)	(B)	(C)	(D)	VH241830
c. Content standards in mathematics	(A)	(B)	(C)	(D)	VH241831
d. Curricular materials available in mathematics (units, texts)	(A)	(B)	(C)	(D)	VH241832
e. Instructional methods for teaching mathematics	(A)	(B)	(C)	(D)	VH241833
f. Effective use of manipulatives in mathematics instruction	(A)	(B)	(C)	(D)	VH241840
g. Effective use of calculators in mathematics instruction	(A)	(B)	(C)	(D)	VH241834
h. Use of computers or other technology in mathematics instruction	(A)	(B)	(C)	(D)	VH241841
i. Methods for assessing students in mathematics	(A)	(B)	(C)	(D)	VH241836
j. Preparation of students for district and state assessments	(A)	(B)	(C)	(D)	VH241837
k. Issues related to ability grouping in mathematics	(A)	(B)	(C)	(D)	VH241838
l. Strategies for teaching mathematics to students from diverse backgrounds (including Spanish language learners)	(A)	(B)	(C)	(D)	VH241835

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"/>	<input type="radio"/>	VH241900
b. Workshop or training session	<input type="radio"/>	<input type="radio"/>	VH241901
c. Conference or professional association meeting	<input type="radio"/>	<input type="radio"/>	VH241902
d. Observational visit to another school	<input type="radio"/>	<input type="radio"/>	VH241903
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/>	<input type="radio"/>	VH241904
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/>	<input type="radio"/>	VH241911
g. Regularly scheduled discussion or study group	<input type="radio"/>	<input type="radio"/>	VH241906
h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet	<input type="radio"/>	<input type="radio"/>	VH241907
i. Individual or collaborative research	<input type="radio"/>	<input type="radio"/>	VH241908
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	<input type="radio"/>	<input type="radio"/>	VH241909
k. Co-teaching/team teaching	<input type="radio"/>	<input type="radio"/>	VH241910
l. Consultation with a mathematics specialist	<input type="radio"/>	<input type="radio"/>	VH241905

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	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
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	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

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

Proof of Concept (Puerto Rico)

Teacher Grade 4 PR POC COI-Mathematics Questions

VH240054

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.

VH240009

2. How many students are in this class?

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

VH240055

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

VH240056

4. Are students assigned to this class by ability?

- Ⓐ Yes
- Ⓑ No

VH240057

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

- A Yes
- B No

VH240845

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	VH240846
b. Problem sets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240849
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	VH240848
d. Individual or group projects or presentations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240847

VH240058

7. Approximately how much mathematics homework do you assign to students in this class each day?
- Ⓐ None
 - Ⓑ 15 minutes
 - Ⓒ 30 minutes
 - Ⓓ 45 minutes
 - Ⓔ One hour
 - Ⓕ More than one hour

VH240059

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

VH240060

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

VH240061

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

VH240850

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	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability (informal introduction of concepts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240857
e. Algebra and functions (informal introduction of concepts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240855

VH240062

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.

VH240858

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240859
b. Extend mathematics learning with enrichment activities on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240860
c. Research a mathematics topic on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240865
d. Use a drawing program for geometric shapes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240864
e. Play mathematics computer games	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240867

VH240063

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?

- Ⓐ I do not have the resources I need.
- Ⓑ I have some of the resources I need.
- Ⓒ I have most of the resources I need.
- Ⓓ 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240874
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240875
c. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240878
d. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240877
e. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240876

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240880
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240883
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240882
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240881

Vgcej gt
Giving Back Questions

Vgcej gt Giving Back Questions

1. Would you like to receive information about how other teachers in the nation responded to this questionnaire?

A Yes

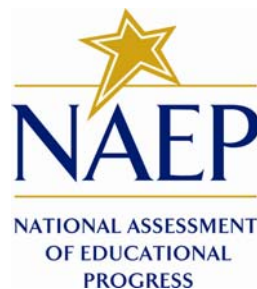
B No

2. If yes, please provide your email address so that we may send access to the website when it is available in May.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Submittal for 2016 *VOLUME II* *SURVEY QUESTIONS*

Part 2b **Teacher Grade 8**



Part 2b contains Teacher Grade 8 components:

Background, Education, Training (BET) – Reading, Mathematics, Writing
Classroom Organization and Instruction (COI) -- Reading
Classroom Organization and Instruction (COI) -- Mathematics
Classroom Organization and Instruction (COI) -- Writing
Background, Education, Training – Puerto Rico POC
Classroom Organization and Instruction — Puerto Rico POC
Fullm A`bj P t drslmr

The amount of time estimated to complete these forms:

Grade 8 Teacher Questionnaire (one subject) – 20 minutes

Grade 8 Teacher Questionnaire (more than one subject) – 30 minutes

TEACHER QUESTIONNAIRES

OMB Information on Teacher Questionnaire Cover Page

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0790. The time required to complete this information collection is estimated to average 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 teachers who teach one subject; 30 minutes for teachers who teach more than one subject

Teacher Grade 8
*******Background, Education, and Training (BET) -**
.....Tgef kpi .'O cvj go cvleu'Y tkkpi

Teacher Grade 8 BET-Reading Questions

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

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

4. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

5. 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

6. Have you been awarded tenure by the school or district where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school or district does not award tenure.

VH240197

7. 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.

VH240198

8. 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 non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)
- Ⓐ Yes
 - Ⓑ No

VH240199

9. 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

10. 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.)

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VH241758
b. English	Ⓐ	Ⓑ	Ⓒ	VH241754
c. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VH241784
d. Mathematics education	Ⓐ	Ⓑ	Ⓒ	VH241760
e. Mathematics	Ⓐ	Ⓑ	Ⓒ	VH241761
f. Other mathematics-related subject such as statistics	Ⓐ	Ⓑ	Ⓒ	VH241776
g. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VH241767
h. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VH241781
i. English language learning	Ⓐ	Ⓑ	Ⓒ	VH241782

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

- A Yes
- B No

13. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241829
b. Mathematics theory or applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241830
c. Content standards in mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241831
d. Curricular materials available in mathematics (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241832
e. Instructional methods for teaching mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241833
f. Effective use of manipulatives in mathematics instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241840
g. Effective use of calculators in mathematics instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241834
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	VH241841
i. Methods for assessing students in mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241836
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	VH241837
k. Issues related to ability grouping in mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241838
l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241839

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

15. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241813
b. Content standards in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241814
c. Curricular materials available in English/language arts (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241815
d. Instructional methods for teaching English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241819
e. Methods for assessing students in English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241817
f. Preparation of students for district and state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241818
g. Strategies for teaching English/language arts 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	VH241816

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

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VH241843
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH241844
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	VH241845
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	VH241846
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH241847
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	VH241854
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	VH241849
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	VH241850
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	VH241851
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	<input type="radio"/> A	<input type="radio"/> B	VH241852
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH241853
l. Consultation with language arts specialist	<input type="radio"/> A	<input type="radio"/> B	VH241848

17. 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	VH241900
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VH241901
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	VH241902
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	VH241903
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VH241904
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	VH241911
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	VH241906
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	VH241907
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	VH241908
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	<input type="radio"/> A	<input type="radio"/> B	VH241909
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VH241910
l. Consultation with a mathematics specialist	<input type="radio"/> A	<input type="radio"/> B	VH241905

18. 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	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
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	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

19. 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	VH241913
b. General mathematics	<input type="radio"/> A	<input type="radio"/> B	VH241914
c. Introduction to algebra/pre-algebra	<input type="radio"/> A	<input type="radio"/> B	VH241915
d. Algebra	<input type="radio"/> A	<input type="radio"/> B	VH241919
e. Integrated or sequential mathematics	<input type="radio"/> A	<input type="radio"/> B	VH241917
f. Geometry	<input type="radio"/> A	<input type="radio"/> B	VH241918

20. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

- (A) Desktop computers
- (B) Laptop computers
- (C) Tablets (for example, Surface Pro, iPad, Kindle Fire)
- (D) Other digital devices (Please specify): _____

21. Where are **desktop computers** available for student use? Select **all** squares that apply.

- (A) In some classrooms
- (B) In all classrooms
- (C) In a media center
- (D) In a computer lab
- (E) In the school library
- (F) Other (Please specify): _____

22. How well do the **desktop computers** in your school work?

- (A) All computers are functional and operate quickly.
- (B) All computers are functional, but some run more slowly than others.
- (C) All computers are functional, but all or almost all run slowly.
- (D) Some of the computers do not operate and cannot be used.
- (E) Most of the computers do not operate and cannot be used.
- (F) I don't know.

23. Where are **laptop computers** available for student use? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ Other (Please specify): _____

24. How well do the **laptop computers** in your school work?

- Ⓐ All computers are functional and operate quickly.
- Ⓑ All computers are functional, but some run more slowly than others.
- Ⓒ All computers are functional, but all or almost all run slowly.
- Ⓓ Some of the computers do not operate and cannot be used.
- Ⓔ Most of the computers do not operate and cannot be used.
- Ⓕ I don't know.

25. Where are **tablets** (for example, Surface Pro, iPad, Kindle Fire) available for student use? Select **all** squares that apply.

- Ⓐ In some classrooms
- Ⓑ In all classrooms
- Ⓒ In a media center
- Ⓓ In a computer lab
- Ⓔ In the school library
- Ⓕ Other (Please specify): _____

26. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?
- Ⓐ All computers are functional and operate quickly.
 - Ⓑ All computers are functional, but some run more slowly than others.
 - Ⓒ All computers are functional, but all or almost all run slowly.
 - Ⓓ Some of the computers do not operate and cannot be used.
 - Ⓔ Most of the computers do not operate and cannot be used.
 - Ⓕ I don't know.

27. Is there a wireless Internet connection in your school that students can use for schoolwork?
- Ⓐ No
 - Ⓑ Yes, in some areas of the school.
 - Ⓒ Yes, everywhere or almost everywhere in the school.

28. In this school year, did your school provide you with a **laptop computer** to use for teaching and class preparation?
- Ⓐ No
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ Yes, and I can take it home.

29. In this school year, did your school provide you with a **tablet** (for example, Surface Pro, iPad, or Kindle Fire) to use for teaching and class preparation?
- Ⓐ No
 - Ⓑ Yes, but I cannot take it home.
 - Ⓒ Yes, and I can take it home.

VH294995

30. In this school year, did your school offer training for teachers on how to use computers or other digital devices?

- Ⓐ Yes, to all teachers
- Ⓑ Yes, to some teachers
- Ⓒ No

VH295076

31. In this school year, have you participated in training on computers or other digital devices through your school?

- Ⓐ No
- Ⓑ Once
- Ⓒ Twice
- Ⓓ Several times

VH329318

32. You have a certain amount of intelligence, and you really can't do much to change it.

- Ⓐ Strongly disagree
- Ⓑ Disagree
- Ⓒ Somewhat disagree
- Ⓓ Somewhat agree
- Ⓔ Agree
- Ⓕ Strongly agree

33. As you are learning new things, your intelligence can grow.

- Ⓐ Strongly disagree
- Ⓑ Disagree
- Ⓒ Somewhat disagree
- Ⓓ Somewhat agree
- Ⓔ Agree
- Ⓕ Strongly agree

34. Based on your experience as a teacher, which of the following do you consider more critical for student success in school?

- Ⓐ Students' general intelligence
- Ⓑ Students' level of effort applied

35. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select **one** circle in each row.

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329967
b. Putting forth a lot of effort	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329968
c. Behaving well in class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH329970

36. How much does each of the following statements apply to you as a teacher? Select **one** circle in each row.

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am content with my profession as a teacher.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305014
b. I am satisfied with being a teacher at this school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305016
c. I am enthusiastic about my job.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305022
d. My work inspires me.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305024
e. I am frustrated as a teacher at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305032
f. I am supported by the teachers at my school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH305033

37. How often do you do the following in this school? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	(A)	(B)	(C)	(D)	(E)	VH304693
b. Observe other teachers' classes and provide feedback	(A)	(B)	(C)	(D)	(E)	VH304698
c. Engage in joint activities across different classes and age groups (e.g., projects)	(A)	(B)	(C)	(D)	(E)	VH304706
d. Exchange teaching materials with colleagues	(A)	(B)	(C)	(D)	(E)	VH304710
e. Engage in discussions about the learning development of specific students	(A)	(B)	(C)	(D)	(E)	VH304736
f. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	(A)	(B)	(C)	(D)	(E)	VH304740

38. In your teaching, how important do you consider each of the following? Select **one** circle in each row.

	Not at all important	Not Important	Somewhat important	Quite Important	Extremely Important	
a. Facilitate my students' own inquiry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304885
b. Teach my students to find solutions to problems on their own	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304890
c. Allow my students to think of solutions to practical problems themselves before showing them how they are solved	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304892
d. Teach my students to improve their thinking and reasoning processes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304899

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

Teacher Grade 8 COI-Reading Questions

VH261160

1. How many students are in this class? Enter the number of students.

VH240009

2. How many students are in this class?

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

VH240015

3. Which best describes your role in teaching English/language arts to this class?
Language arts refers to reading, writing, literature, and related topics. Select **one** circle.

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

VH334255

4. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes.

_____ hours and _____ minutes per week

VH240016

5. About how much time in total do you spend with one of your eighth-grade language arts classes in a typical week?
- Ⓐ Less than 3 hours
 - Ⓑ 3–4.9 hours
 - Ⓒ 5–6.9 hours
 - Ⓓ 7–9.9 hours
 - Ⓔ 10 or more hours

VH334263

6. Are computers or other digital devices available for use by you or your students for English/language arts instruction?
- Ⓐ Yes, computers or other digital devices are available to my students and to me.
 - Ⓑ Yes, I have access to computers or other digital devices, but my students do not.
 - Ⓒ No, neither my students nor I have access to computers or other digital devices at school.

VH240019

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

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	(E)	VH334295
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH334296
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VH334299
d. Identify the main ideas of the passage	(A)	(B)	(C)	(D)	(E)	VH334298
e. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH335901
f. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH334297
g. Evaluate the main evidence in a persuasive/argument passage	(A)	(B)	(C)	(D)	(E)	VH334300
h. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH334302
i. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH334305

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

	Never or hardly ever	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240468
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240469
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240470
d. Identify the main themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240475
e. Evaluate the main arguments or evidence in a persuasive passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240473
f. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240474
g. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240471

10. This school year, to what extent have you emphasized the following cognitive processes when teaching informational and literary texts in class? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH261258

11. In class, how often do you use a computer or other digital device for English/language arts instruction?

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

12. When you teach English/language arts, how often do you use the following strategies? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334361
b. I create student groups with the same achievement level.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334362
c. I create groups by random assignment.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334363
d. I allow students to choose their own groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334368
e. I use individualized instruction for reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334364
f. Students work independently on an assigned plan or goal.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334365
g. Students work independently on a goal they choose themselves.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334366
h. Other (specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH334367

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

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. I teach reading as a whole-class activity.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240514
b. I create same-ability groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240515
c. I create groups by random assignment.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240516
d. I allow students to choose their own groups.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240517
e. I use individualized instruction for reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240521
f. Students work independently on an assigned plan or goal.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240518
g. Students work independently on a goal they choose themselves.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240519
h. Other (specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240520

14. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select **one** circle.

- Ⓐ English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
- Ⓑ Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.
- Ⓒ English/language arts lessons are primarily integrated with instruction in other subjects.

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240523
b. Literary nonfiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240524
c. Poetry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240528
d. Exposition	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240526
e. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240527
f. Procedural texts and documents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240525

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH262577
b. Increase reading fluency	(A)	(B)	(C)	(D)	(E)	VH262578
c. Increase reading comprehension	(A)	(B)	(C)	(D)	(E)	VH353295
d. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH262579
e. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH262581

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

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	VH240539
b. Increase reading fluency and comprehension	(A)	(B)	(C)	(D)	VH240540
c. Access reading-related websites (for example, websites with lists of recommended books)	(A)	(B)	(C)	(D)	VH240544
d. Conduct research for reading projects	(A)	(B)	(C)	(D)	VH240545

VH240547

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240548
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240549
c. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240552
d. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240551
e. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240550

VH262634

19. In your view, to what extent do the following limit how you teach this class? Select **one** circle in each row.

	Not applicable	Not at all	Some	A lot	
a. Students lacking prerequisite knowledge or skills	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262637
c. Disruptive students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262638
d. Uninterested students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262639

20. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262653
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262654
c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262657

21. When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, and workbooks or worksheets	Ⓐ	Ⓑ	Ⓒ	VH334485
b. Electronic textbooks	Ⓐ	Ⓑ	Ⓒ	VH334486
c. A variety of books (e.g., novels, collections of stories, nonfiction)	Ⓐ	Ⓑ	Ⓒ	VH262702
d. Materials from different curricular areas	Ⓐ	Ⓑ	Ⓒ	VH334498
e. Newspapers and/or magazines	Ⓐ	Ⓑ	Ⓒ	VH262705
f. Reading-related websites or apps	Ⓐ	Ⓑ	Ⓒ	VH334495
g. Reading-related educational games	Ⓐ	Ⓑ	Ⓒ	VH334491

22. Do you think you would be able to do each of the following? Select **one** circle in each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Prepare lessons that are appropriate for students with varying reading abilities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262857
b. Select relevant and challenging reading materials for students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262858
c. Provide students with concrete and actionable feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262859
d. Provide support to students who are struggling with reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262860
e. Help students understand the meaning of challenging reading texts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262862
f. Help students make connections between their thinking and the reading material	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262863

23. Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262948
b. My students did well because they put in a lot of effort.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262949
c. My students did well because they always do well on tests.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262950
d. My students did well because I taught the concepts well.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH262951
e. My students did well because they guessed well on the test.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337286
f. My students did well because they are just good at reading.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH337287

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

Teacher Grade 8 COI-Mathematics Questions

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? Enter the number of students.

3. How many students are in this class?

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

4. In a typical week, about how much time in total do you spend with this class on mathematics instruction? Enter the hours and minutes.

_____ hours and _____ minutes per week

VH240055

5. 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

VH336584

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

- Ⓐ Yes
- Ⓑ No

VH269351

7. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH269353
b. Small project-based assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH269357
c. Individual students collaborating on group assignments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH336538

8. In your mathematics class this year, how often do you use assessment results to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Discuss the progress your students have made toward individually set goals	(A)	(B)	(C)	(D)	(E)	VH269862
b. Adjust your teaching strategies to meet the current learning needs of individual students	(A)	(B)	(C)	(D)	(E)	VH269864
c. Adjust your teaching strategies to reflect your instructional objectives for the classroom	(A)	(B)	(C)	(D)	(E)	VH269865
d. Discuss class progress with school administrators	(A)	(B)	(C)	(D)	(E)	VH269868
e. Discuss class progress with other colleagues	(A)	(B)	(C)	(D)	(E)	VH269871

9. In your mathematics class this year, how often do your students use a computer or other digital device (excluding hand-held calculators) to do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	(A)	(B)	(C)	(D)	(E)	VH269922
b. Extend mathematics learning with enrichment activities	(A)	(B)	(C)	(D)	(E)	VH269923
c. Research mathematics topics on the Internet	(A)	(B)	(C)	(D)	(E)	VH269924

10. In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Regularly discuss each student's current level of performance with them	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269926
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269928
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH269931

11. 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240880
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240883
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240882
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240881

12. In your mathematics class this year, do you use any of the following instructional materials? Select **one** circle in each row.

	Yes	No	
a. Textbooks provided by your district or school	Ⓐ	Ⓑ	VH270257
b. Other materials provided by your district or school	Ⓐ	Ⓑ	VH270258
c. Materials found on the Internet	Ⓐ	Ⓑ	VH270259
d. Other materials (Please specify): _____	Ⓐ	Ⓑ	VH270260

13. Thinking about your eighth-grade mathematics classes this year, how much emphasis did you place on teaching your students each of the following? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Make assumptions and approximations	(A)	(B)	(C)	(D)	(E)	VH270282
b. Use models to explain calculations	(A)	(B)	(C)	(D)	(E)	VH270284
c. Represent a problem situation in multiple ways including numbers, words, pictures, and charts	(A)	(B)	(C)	(D)	(E)	VH270285
d. Evaluate a problem-solving process	(A)	(B)	(C)	(D)	(E)	VH270286
e. Create equations	(A)	(B)	(C)	(D)	(E)	VH270288
f. Relate what your students know to the real world and make sense of it mathematically	(A)	(B)	(C)	(D)	(E)	VH270289
g. Use appropriate terminology when referring to the number system, functions, geometric figures, and data displays	(A)	(B)	(C)	(D)	(E)	VH270290
h. Examine patterns in tables and graphs to generate equations and describe relationships	(A)	(B)	(C)	(D)	(E)	VH270292

14. Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	(A)	(B)	(C)	(D)	(E)	VH270306
b. My students did well because they put in a lot of effort.	(A)	(B)	(C)	(D)	(E)	VH270307
c. My students did well because they always do well on tests.	(A)	(B)	(C)	(D)	(E)	VH270308
d. My students did well because I taught the concepts well.	(A)	(B)	(C)	(D)	(E)	VH270309
e. My students did well because they guessed well on the test.	(A)	(B)	(C)	(D)	(E)	VH270311
f. My students did well because they are just good at math.	(A)	(B)	(C)	(D)	(E)	VH270313

15. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities outside of school?

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

16. In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?

- Ⓐ Never
- Ⓑ Once
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

17. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262653
b. Classrooms are overcrowded.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262654
c. Teachers have too many teaching hours.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262656
e. Teachers do not have adequate instructional materials and supplies.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH262657

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

Teacher Grade 8 COI-Writing Questions

1. In your English/language arts class this year, how often do you give the following **writing** assignments to your students? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Assignments that students have to complete under a strict time limit	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314219
b. Assignments that students have to complete within one session	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314220
c. Assignments that are designed for students to work on over extended periods of time (for example, several class periods)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314222
d. Assignments that students have to complete together with other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314224
e. Assignments of at least a couple of pages (e.g., a paper or report)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314229

2. How often do you ask your students to write for each of the following purposes? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Explain (i.e., provide information about a topic or steps in a process)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242692
b. Persuade (i.e., convince someone to do something)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242693
c. Convey real experience (i.e., write about factual events or personal experiences)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314053
d. Convey imagined experience (i.e., tell a fictional story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314054
e. Summarize (i.e., write a summary of a longer text or story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314055
f. Analyze (i.e., collect and describe evidence for an issue or argument)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314056

3. How often do you ask your students to write for each of the following purposes? Select **one** circle in each row.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Explain (e.g., provide information about a topic or steps in a process)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH350997
b. Persuade (e.g., convince someone to do something)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH350998
c. Convey experience (e.g., write about personal or imagined experiences)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH350999

4. How often do you ask your students to do the following when you ask them to **write** about something? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Use a computer or other digital device for drafting and revising their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242730
b. Use a computer or other digital device to complete writing that is started by hand	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242731
c. Use word processing tools to check spelling or use a dictionary or thesaurus	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242732
d. Use the Internet to get information for their writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242736
e. Assess their own writing by using a specific rubric	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242734
f. Assess the writing of other students by using rubrics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH242735

5. In your English/language arts class this year, how much time have you devoted to teaching your students each of the following? Select **one** circle in each row.

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Writing a paper using correct grammar	(A)	(B)	(C)	(D)	(E)	VH315433
b. Writing a paper without spelling mistakes	(A)	(B)	(C)	(D)	(E)	VH315441
c. Writing clear and complete sentences	(A)	(B)	(C)	(D)	(E)	VH315448
d. Choosing words in students' writing that will effectively communicate ideas	(A)	(B)	(C)	(D)	(E)	VH315464
e. Judging the reliability of an online source for use in their writing (e.g., whether a source from the Internet is biased)	(A)	(B)	(C)	(D)	(E)	VH316435
f. Crediting others for their ideas in their writing (e.g., citing sources, using endnotes and footnotes in reports)	(A)	(B)	(C)	(D)	(E)	VH316436

6. In your English/language arts class this year, how much time have you devoted to teaching your students each of the following? Select **one** circle in each row.

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Typing a longer text (several paragraphs) with few errors using a keyboard	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH316147
b. Typing a longer text (several paragraphs) with few errors using a virtual keyboard on a touch screen	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH316148
c. Using a stylus to write or edit their writing on a tablet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH316149
d. Using a spell-check in word processing software	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH316150
e. Finding words to use in their writing from the thesaurus in word processing software	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH316153
f. Applying cut, copy, and paste using the keyboard or mouse	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH316155

7. In your English/language arts class this year, how much time have you devoted to teaching your students each of the following? Select **one** circle in each row.

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Creating an outline prior to writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH316239
b. Writing a well-organized essay	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH316240
c. Writing a paragraph with a clear topic sentence	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH316241
d. Coming up with ideas about what to write for a timed writing task	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH316242
e. Starting an essay with a clear introduction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH316243
f. Ending an essay with a strong conclusion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH316245

8. In your English/language arts class this year, how often do you do each of the following **when teaching writing**? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Ask students to work in small groups to share and revise their writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH314291
b. Ask students to write more than one draft for a writing assignment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH314295
c. Demonstrate for the class how to plan writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH314296
d. Use student work to demonstrate how to revise writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH314302

9. In your English/language arts class this year, how often do you use each of the following to assess **student progress in writing**? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Long written responses (e.g., several sentences or paragraphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314328
b. Timed assessments (i.e., tests where students have to produce text under a time limit)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314331
c. Essays or papers students can complete over extended periods of time in and outside of the classroom	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314333
d. Digital-based writing tests with an extended constructed-response component	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314334

10. In your English/language arts class this year, how often do you use **results from writing assessments** for each of the following? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. Determine students' current levels of writing performance	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314349
b. Set specific goals for progress for individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314350
c. Monitor progress students have made toward previously set writing goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314351
d. Determine how to adjust teaching strategies to meet students' current learning needs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH314352

11. In your English/language arts class this year, what kinds of feedback do you typically give your students **about their writing assignments**? Select **one** circle in each row.

	Never or hardly ever	Less than half of the time	About half of the time	More than half of the time	Always or almost always	
a. I give them a grade.	(A)	(B)	(C)	(D)	(E)	VH315402
b. I write a general comment at the end of the paper.	(A)	(B)	(C)	(D)	(E)	VH315405
c. I correct their spelling and grammar mistakes.	(A)	(B)	(C)	(D)	(E)	VH315407
d. I provide specific suggestions on re-organizing their ideas.	(A)	(B)	(C)	(D)	(E)	VH315416
e. I meet with students one-on-one to go over their writing.	(A)	(B)	(C)	(D)	(E)	VH315419
f. I organize my classes so students receive help from one another in planning and revising their writing.	(A)	(B)	(C)	(D)	(E)	VH315424

12. Overall, approximately what percentage of your instructional time teaching **writing** is spent on each of the following? Select **one** circle in each row.

	0–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Development of ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH242721
b. Organization of ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH242722
c. Effectiveness of expression (e.g., sentence variety, word choice, tone)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH242723
d. Mechanics and conventions (e.g., spelling, grammar, punctuation)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH242728
e. Keyboarding skills	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH314068
f. Word processing skills	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH314069
g. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH242725

13. Overall, approximately what percentage of your instructional time teaching **writing** is spent on each of the following? Fill in integer numbers **between 0 and 100** so that the total sums up to 100.

Development of ideas _____ %

Organization of ideas _____ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %

Keyboarding skills _____ %

Word processing skills _____ %

Other (Please specify): _____ %

14. When grading/evaluating your students' **writing**, approximately what percentage of the grade/evaluation is based on each of the following? Select **one** circle in each row.

	0–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Development of ideas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH242739
b. Organization of ideas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH242740
c. Effectiveness of expression (e.g., sentence variety, word choice, tone)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH242741
d. Mechanics and conventions (e.g., spelling, grammar, punctuation)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH242746
e. Other (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VH242742

15. When grading/evaluating your students' **writing**, approximately what percentage of the grade/evaluation is based on each of the following? Fill in integer numbers **between 0 and 100** so that the total sums up to 100.

Development of ideas _____ %

Organization of ideas _____ %

Effectiveness of expression (e.g., sentence variety, word choice, tone) _____ %

Mechanics and conventions (e.g., spelling, grammar, punctuation) _____ %

Other (Please specify): _____ %

16. To what extent do you use each of the following technological resources **for writing instruction**? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop or laptop computer(s)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314037
b. Tablet(s) (for example, Surface Pro, iPad, Kindle Fire)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314038
c. Online content (e.g., online software, podcasts, or streaming videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH242686
d. Interactive web spaces (e.g., forums where students can interact and share materials)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314040
e. Smart board(s)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314041
f. Other digital device(s) (Please specify): _____	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH314042

17. In your school, how severe is each problem? Select **one** circle in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem	
a. The school building needs significant repair.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262653
b. Classrooms are overcrowded.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262654
c. Teachers have too many teaching hours.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262656
e. Teachers do not have adequate instructional materials and supplies.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262657

18. How often are students at your school given **writing assignments** in the following classes? Select **one** circle in each row.

	There is no specific expectation around this in my school.	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. English/language arts class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH316685
b. Social studies class such as history, civics, government, or geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH316688
c. Science class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH316695
d. Mathematics class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VH316698

VH316449

19. During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) of **less than a day** aimed at developing and improving practices for writing instruction?
- Ⓐ Yes
 - Ⓑ No

VH316451

20. To what extent have you implemented lessons learned from these professional development programs in your writing instruction?
- Ⓐ Not at all
 - Ⓑ Small extent
 - Ⓒ Moderate extent
 - Ⓓ Large extent

VH316458

21. During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) of **a full day** aimed at developing and improving practices for writing instruction?
- Ⓐ Yes
 - Ⓑ No

VH316461

22. To what extent have you implemented lessons learned from these professional development programs in your writing instruction?
- Ⓐ Not at all
 - Ⓑ Small extent
 - Ⓒ Moderate extent
 - Ⓓ Large extent

VH316462

23. During the past two years, have you attended professional development programs (i.e., training sessions and workshops, including online classes) that took **more than one day** aimed at developing and improving practices for writing instruction?
- Ⓐ Yes
 - Ⓑ No

VH316465

24. To what extent have you implemented lessons learned from these professional development programs in your writing instruction?
- Ⓐ Not at all
 - Ⓑ Small extent
 - Ⓒ Moderate extent
 - Ⓓ Large extent

VH316977

25. Based on keyboarding instruction at your school, which of the following best describes the **keyboarding skills** expected of students at the grade level you teach?
- Ⓐ No typing skill is expected.
 - Ⓑ Hunt and peck typing/Two-finger typing
 - Ⓒ Basic touch-typing
 - Ⓓ Rapid and accurate touch-typing

26. Based on keyboarding instruction at your school, which of the following best describes the **keyboarding skills** expected of students at the grade level you teach?
- Ⓐ No typing skill is expected.
 - Ⓑ They can type with one or two fingers, but might search for where the letter keys are.
 - Ⓒ They can type with one or two fingers, and they know where most of the letter keys are.
 - Ⓓ They can type with all ten fingers when they look at the keyboard.
 - Ⓔ They can type with all ten fingers without looking at the keyboard.

27. How many of your students in your 8th grade English/language arts class meet the expectations regarding their **keyboarding skills**?
- Ⓐ None
 - Ⓑ Very few students
 - Ⓒ Some but less than half of the class
 - Ⓓ About half of the class
 - Ⓔ More than half of the class
 - Ⓕ All or almost all students

28. Approximately what percentage of the students in your 8th grade English/language arts class meet the expectations regarding their **keyboarding skills**?

%

VH316545

29. Which of the following **word processing tools** are your 8th grade students expected to be able to use for writing? Select **one** circle in each row.

	Yes	No	
a. Cut, copy, and paste	<input type="radio"/> A	<input type="radio"/> B	VH316547
b. Spell-check	<input type="radio"/> A	<input type="radio"/> B	VH316551
c. Thesaurus	<input type="radio"/> A	<input type="radio"/> B	VH316553
d. Formatting tools (e.g., bold, underline, italics)	<input type="radio"/> A	<input type="radio"/> B	VH316554

VH316597

30. How many of your students in your 8th grade English/language arts class meet the expectations regarding their **word processing skills**?

- A None
- B Very few students
- C Some but less than half of the class
- D About half of the class
- E More than half of the class
- F All or almost all students

VH316610

31. Approximately what percentage of the students in your 8th grade English/language arts class meet the expectations regarding their **word processing skills**?

%

VH316615

32. Which of the following best describes **your keyboarding skills**?

- Ⓐ No typing skills
- Ⓑ Hunt and peck typing/Two-finger typing
- Ⓒ Basic touch-typing
- Ⓓ Rapid and accurate touch-typing

VH335130

33. Which best describes the way you type on a keyboard?

- Ⓐ I don't know how to type using a keyboard.
- Ⓑ I can type with one or two fingers, but I have to search for where the letter keys are.
- Ⓒ I can type with one or two fingers, and I know where most of the letter keys are.
- Ⓓ I can type with all ten fingers when I look at the keyboard.
- Ⓔ I can type with all ten fingers without looking at the keyboard.

VH316631

34. Which of the following best describes **your word processing skills**?

- Ⓐ I don't know how to use word processing software.
- Ⓑ Basic skills
- Ⓒ Intermediate skills
- Ⓓ Advanced skills

**Teacher Grade 8
Background, Education, and Training (BET)
Proof of Concept (Puerto Rico)**

Teacher Grade 8 PR POC BET Questions

1. Are you Hispanic or Latino? Select **all** squares that apply.
- Ⓐ No, I am not Hispanic or Latino.
 - Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
 - Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
 - Ⓓ Yes, I am Cuban or Cuban American.
 - Ⓔ Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Select **all** squares that apply.
- Ⓐ White
 - Ⓑ Black or African American
 - Ⓒ Asian
 - Ⓓ American Indian or Alaska Native
 - Ⓔ Native Hawaiian or other Pacific Islander

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

VH240201

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

VH240196

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

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

VH240231

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 non-teachers 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.)

VH241753

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	VH241760
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
d. Education (including secondary education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241763
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
f. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241783

VH240204

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

- A Yes
- B No *Question 12 is not applicable and will be skipped.*

VH241785

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	VH241792
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
c. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
d. Education (including secondary education)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241796
e. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
f. Spanish language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241809

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)	VH241829
b. Mathematics theory or applications	(A)	(B)	(C)	(D)	VH241830
c. Content standards in mathematics	(A)	(B)	(C)	(D)	VH241831
d. Curricular materials available in mathematics (units, texts)	(A)	(B)	(C)	(D)	VH241832
e. Instructional methods for teaching mathematics	(A)	(B)	(C)	(D)	VH241833
f. Effective use of manipulatives in mathematics instruction	(A)	(B)	(C)	(D)	VH241840
g. Effective use of calculators in mathematics instruction	(A)	(B)	(C)	(D)	VH241834
h. Use of computers or other technology in mathematics instruction	(A)	(B)	(C)	(D)	VH241841
i. Methods for assessing students in mathematics	(A)	(B)	(C)	(D)	VH241836
j. Preparation of students for district and state assessments	(A)	(B)	(C)	(D)	VH241837
k. Issues related to ability grouping in mathematics	(A)	(B)	(C)	(D)	VH241838
l. Strategies for teaching mathematics to students from diverse backgrounds (including Spanish language learners)	(A)	(B)	(C)	(D)	VH241835

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	Ⓐ	Ⓑ	VH241900
b. Workshop or training session	Ⓐ	Ⓑ	VH241901
c. Conference or professional association meeting	Ⓐ	Ⓑ	VH241902
d. Observational visit to another school	Ⓐ	Ⓑ	VH241903
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	Ⓐ	Ⓑ	VH241904
f. Committee or task force focusing on curriculum, instruction, or student assessment	Ⓐ	Ⓑ	VH241911
g. Regularly scheduled discussion or study group	Ⓐ	Ⓑ	VH241906
h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet	Ⓐ	Ⓑ	VH241907
i. Individual or collaborative research	Ⓐ	Ⓑ	VH241908
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	Ⓐ	Ⓑ	VH241909
k. Co-teaching/team teaching	Ⓐ	Ⓑ	VH241910
l. Consultation with a mathematics specialist	Ⓐ	Ⓑ	VH241905

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"/>	<input type="radio"/>	VH241913
b. General mathematics	<input type="radio"/>	<input type="radio"/>	VH241914
c. Introduction to algebra/pre-algebra	<input type="radio"/>	<input type="radio"/>	VH241915
d. Algebra	<input type="radio"/>	<input type="radio"/>	VH241919
e. Integrated or sequential mathematics	<input type="radio"/>	<input type="radio"/>	VH241917
f. Geometry	<input type="radio"/>	<input type="radio"/>	VH241918

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

Proof of Concept (Puerto Rico)

Teacher Grade 8 PR POC COI-Mathematics Questions

VH240054

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.

VH240009

2. How many students are in this class?

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

VH240055

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

VH240056

4. Are students assigned to this class by ability?

- Ⓐ Yes
- Ⓑ No

VH240057

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

- A Yes
- B No

VH240845

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	VH240846
b. Problem sets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240849
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	VH240848
d. Individual or group projects or presentations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240847

VH240058

7. Approximately how much mathematics homework do you assign to students in this class each day?
- Ⓐ None
 - Ⓑ 15 minutes
 - Ⓒ 30 minutes
 - Ⓓ 45 minutes
 - Ⓔ One hour
 - Ⓕ More than one hour

VH240059

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

VH240060

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

VH240061

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

VH240850

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	VH240851
b. Measurement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240852
c. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240853
d. Data analysis, statistics, and probability	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240856
e. Algebra and functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH240854

VH240062

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.

VH240884

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	VH240885
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	VH240886
c. Research a mathematics topic on the computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240891
d. Use a drawing program for geometric shapes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240890
e. Use a graphing program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240898
f. Play mathematics computer games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240893

VH240063

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240900
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240901
c. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240904
d. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240903
e. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240902

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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240880
b. Set goals for specific progress the student would like to make	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240883
c. Discuss progress the student has made toward goals previously set	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240882
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH240881

Teacher Giving Back Questions

Teacher Giving Back Questions

1. Would you like to receive information about how other teachers in the nation responded to this questionnaire?

A Yes

B No

2. If yes, please provide your email address so that we may send access to the website when it is available in May.
