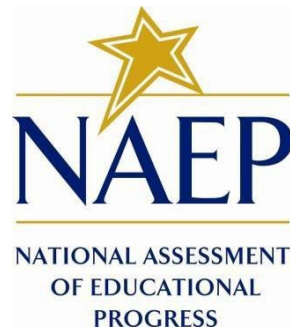


*NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL
ASSESSMENT OF EDUCATIONAL PROGRESS*

National Assessment of Educational Progress (NAEP)2024

*Appendix J2
2024 Teacher Questionnaires*

OMB# 1850-0928 v.31



August 2023

Appendix J2 provides the teacher survey questionnaires that will be administered in 2024. Grades 4 and 8 Core, Math, and Reading questionnaires were previously approved in 2022 (OMB# 1850-0928 v.28), and any changes to the items from the 2022 administration are reflected in summary tables. Additionally, grade 8 Science was previously approved in 2019 (OMB# 1850-0928 v.15), and any changes to the items from the 2019 administration are reflected in summary tables. New COVID-19 Learning Recovery and NIES SQs, are available in this document. Any changes to the NIES SQs since the 2019 administration are reflected in summary tables.

Please note, some of the numbers of the items may be missing or out of order in these printed versions. This will be corrected in the platform view.

Table of Contents

Teacher Questionnaires

Sample Teacher Questionnaire Login Screens	3
Sample Teacher Questionnaire Booklet Covers	4
Appendix J2-1: Summary of Changes Operational Grade 4 (Core, Reading and Mathematics)	5
Appendix J2-2: Operational Grade 4 (Core, Reading and Mathematics)	8
Appendix J2-3: Summary of Changes Operational Grade 8 (Core, Reading, Mathematics, Science)	16
Appendix J2-4: Operational Grade 8 (Core, Reading, Mathematics, Science)	21
Appendix J2-5: Operational Grade 4 (Mathematics)	33
Appendix J2-6: Operational Grade 8 (Mathematics)	41
Appendix J2-7: Operational Grade 4 (Reading)	50
Appendix J2-8: Operational Grade 8 (Reading)	57
Appendix J2-9: Operational Grade 8 (Science)	64
Appendix J2-10: Summary of Changes Operational Grade 4 (NIES)	70
Appendix J2-11: Operational Grade 4 (NIES)	74
Appendix J2-12: Summary of Changes Operational Grade 8 (NIES)	92
Appendix J2-13: Operational Grade 8 (NIES)	96
Appendix J2-14: Pilot Reading and Mathematics Grade 4 (Core)	116
Appendix J2-15: Pilot Mathematics Grade 8 (Core)	126
Appendix J2-16: Pilot Reading Grade 8 (Core)	136
Appendix J2-17: Pilot Grade 4 (Mathematics)	146
Appendix J2-18: Pilot Grade 8 (Mathematics)	155
Appendix J2-19: Pilot Grade 4 (Reading)	167
Appendix J2-20: Pilot Grade 8 (Reading)	175

Sample Teacher Questionnaire Login Screens



Online Questionnaires 2024

To support the National Center for Education Statistics (NCES) in the collection of responses to teacher and school survey questionnaires for the National Assessment of Educational Progress (NAEP) program, your first name, last name, and email address are secured in the application database and are only available to NCES, NAEP staff, and subcontractors. Your name and email address are not shared and are used only to create a unique identifier for the survey application. Only the unique identifier is associated with survey responses for data analysis purposes.

If you have any questions, feel free to contact us at: NAEPHelp@westat.com



User ID:

Password:

SIGN IN

When you have finished or if you need to stop before finishing, please LOG OUT of the survey system by clicking "Exit" and CLOSE ALL browser windows or screens to keep your responses secure. For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows or screens are open after you end the survey. Not closing all browsers may allow someone else to see your responses.

TEACHER QUESTIONNAIRE

GRADE 4

During the 2023–2024 school year, a sample of students across the country, including some of your fourth-grade students, will participate in the National Assessment of Educational Progress (NAEP). To investigate the relationship between students' achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers.

This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to students selected for the assessment. **Since you teach reading and/or mathematics to one or more students selected for the assessment, we are asking you to answer questions about these students' reading and/or mathematics classes.**

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this important information as accurately as possible. While your participation is voluntary, your responses to these questions are critical to ensuring that this survey is accurate and complete.

All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION.

Paperwork Reduction Act (PRA) Statement

National Center for Education Statistics (NCES) conducts the National Assessment of Educational Progress to evaluate federally supported education programs. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES 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 \$250,000, or both if he or she willfully discloses ANY identifiable information about you. Electronic submission of your information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015.

NCES estimates the time required to complete this information collection to average 30 minutes, including the time to review instructions and complete and review the information collection. This voluntary information collection was reviewed and approved by OMB (Control No. 1850-0928). 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, please write to: *National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202*, or send an email to: nces.information.collections@ed.gov.

OMB No. 1850-0928 APPROVAL EXPIRES 4/30/2026

Appendix J2-1: Summary of Changes Operational Grade 4 (Core, Reading and Mathematics)

2024 Operational Grade 4 Core Teacher			
Previous Item	2024 Item	D/A/ R+	Rationale
<p>1. What is your sex?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p>(2022 Grade 4)</p>	<p>1. What is your gender?</p> <p><input type="radio"/> Female</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Another gender (Please specify): _____</p> <p>Issue: Gender</p>	R	<p>This Item was revised to be more inclusive and is now in line with an NCES-wide change.</p>
<p>N/A</p>	<p>15. During this school year, what percentage of your students have been absent from school 10% or more of all school days?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> 1-5%</p> <p><input type="radio"/> 6-10%</p> <p><input type="radio"/> 11-25%</p> <p><input type="radio"/> 26-50%</p> <p><input type="radio"/> 51-75%</p> <p><input type="radio"/> 76-90%</p> <p><input type="radio"/> Over 90%</p> <p>Issue: Learning Recovery</p>	A	<p>This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.</p>

N/A

13. During this school year, did you provide any of the following interventions that were intended to address gaps in learning because of the COVID-19 pandemic? Select one circle in each row. VE730423

	Yes, for all students	Yes, for most students	Yes, for some students	No	
a. In-school tutoring sessions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730454
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730457
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730458
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or extended school day programs)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730459
e. Social-emotional supports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730465

Issue: Learning Recovery

A
This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

N/A

17. Thinking of this school year, how much do you agree with each of the following? Select one circle in each row. VE730430

	Strongly Agree	Agree	Disagree	Strongly Disagree	
a. I can develop positive mentoring relationships with my students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730463
b. I can develop positive collaborative relationships with other teachers.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730464
c. My students feel they can come to me for help with academics.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730465
d. My students feel they can come to me for help beyond academics.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730466
e. I feel like part of my school's community.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730467
f. I feel safe at my school.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730468
g. I try to understand what my students' lives are like outside of school.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE730469

Issue: Learning Recovery

A
This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

N/A

22. Were you trained to do any of the following to address gaps in learning because of the COVID-19 pandemic? Select one circle in each row.

V873043

	Yes, this school year	Yes, prior to this school year	No	
a. Provide individual or small-group tutoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V8730460
b. Use formative assessments to inform instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V8730461
c. Manage instructional time effectively	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V8730462
d. Prioritize key learning standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V8740343
e. Support social-emotional learning (SEL)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	V8740344

Issue: Learning Recovery

A

This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.

Appendix J2-2: Operational Grade 4 (Core, Reading and Mathematics)

VR734593

1. What is your gender?

- A Female
- B Male
- C Another gender (Please specify): _____

VH240385

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

- A No, I am not Hispanic or Latino.
- B Yes, I am Mexican, Mexican American, or Chicano.
- C Yes, I am Puerto Rican or Puerto Rican American.
- D Yes, I am Cuban or Cuban American.
- E Yes, I am from some other Hispanic or Latino background.

VH240386

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

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native
- E Native Hawaiian or other Pacific Islander

VH240195

4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?

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

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

6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- A Yes, I hold a permanent certificate.
 - B Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - C No, but I am currently working toward certification.
 - D No, and I am not planning to obtain certification.

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.)

- A Yes
- B No

8. What is the highest academic degree you hold?

- A High school diploma
- B Associate's degree/vocational certification
- C Bachelor's degree
- D Master's degree
- E Education specialist's or professional diploma based on at least one year's work past master's degree
- F Doctorate
- G 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. 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

12. During **this school year**, what percentage of your students have been absent from school 10% or more of all school days?

- A None
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–50%
- F 51–75%
- G 76–90%
- H Over 90%

VR730428

13. During **this school year**, did you provide any of the following interventions that were intended to address gaps in learning because of the **COVID-19 pandemic**? Select one circle in each row.

	Yes, for all students	Yes, for most students	Yes, for some students	No	
a. In-school tutoring sessions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730456
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730457
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730458
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or extended school day programs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730459
e. Social-emotional supports	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR740335

14. Thinking of **this school year**, how much do you agree with each of the following?
Select **one** circle in each row.

	Strongly Agree	Agree	Disagree	Strongly Disagree	
a. I can develop positive mentoring relationships with my students.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730463
b. I can develop positive collaborative relationships with other teachers.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730464
c. My students feel they can come to me for help with academics.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730465
d. My students feel they can come to me for help beyond academics.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730466
e. I feel like part of my school's community.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730467
f. I feel safe at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR740346
g. I try to understand what my students' lives are like outside of school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730468

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

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

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

- A No
 B Once
 C Twice
 D Several times

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

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	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

18. 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 (including Chromebooks)
- C Tablets (for example, Surface Pro, iPad, Kindle Fire)

19. 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 I don't know.

20. How well do the **laptop computers** (including Chromebooks) 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 I don't know.

21. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?

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

VR730429

22. Were you trained to do any of the following to address gaps in learning because of the **COVID-19 pandemic**? Select **one** circle in each row.

	Yes, this school year	Yes, prior to this school year	No	
a. Provide individual or small-group tutoring	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR730460
b. Use formative assessments to inform instruction	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR730461
c. Manage instructional time effectively	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR730462
d. Prioritize key learning standards	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR740343
e. Support social-emotional learning (SEL)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR740344

VH304679

23. 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	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH304698
c. Engage in discussions about the learning development of specific students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH304740

24. 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

25. 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 satisfied with being a teacher at this school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305016
b. My work inspires me.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305024
c. I am frustrated as a teacher at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305032
d. I am supported by the teachers at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305033

26. 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329967
b. Putting forth a lot of effort	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329968
c. Behaving well in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329970

Appendix J2-3: Summary of Changes Operational Grade 8 (Core, Reading, Mathematics, Science)

2024 Operational Grade 8 Core Teacher			
Previous Item	2024 Item	D/A/R+	Rationale
<p style="font-size: small; margin: 0;">V071220</p> <p>1. What is your sex?</p> <ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female <p>(2022 Grade 8)</p>	<p style="font-size: small; margin: 0;">V073493</p> <p>1. What is your gender?</p> <ul style="list-style-type: none"> <input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Another gender (Please specify): _____ <p>Issue: Gender</p>	R	<p>This Item was revised to be more inclusive and is now in line with an NCES-wide change.</p>
<p style="font-size: small; margin: 0;">V081482</p> <p>7. Excluding student teaching, how many years have you taught civics, geography, history, or social studies in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1–2 years <input type="radio"/> 3–5 years <input type="radio"/> 6–10 years <input type="radio"/> 11–20 years <input type="radio"/> 21 or more years <p>(2022 Grade 8)</p>	<p style="font-size: small; margin: 0;">V104020</p> <p>7. Excluding student teaching, how many years have you taught science in grades 6 through 12, counting this year?</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 1 year <input type="radio"/> 1–2 years <input type="radio"/> 3–5 years <input type="radio"/> 6–10 years <input type="radio"/> 11–20 years <input type="radio"/> 21 or more years <p>Issue: Teacher Preparation</p>	R	<p>The 2022 version of the Item, which references Social Studies, was replaced with the Item that references Science. Social Studies is not in the 2024 NAEP Assessment. Science is being administered at Grade 8.</p>

12. 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.

VID04753

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04758
b. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04754
c. Other language arts-related subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04756
d. Mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04760
e. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04761
f. Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04776
g. History or history education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04759
h. Geography or geography education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04755
i. Political science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04766
j. General social science or social studies education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04762
k. Other social science (for example, economics, sociology, psychology, anthropology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04764
l. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04767
m. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04781
n. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04790

(2022 Grade 8)

12. 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.

VID04753

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04758
b. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04754
c. Other language arts-related subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04756
d. Mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04760
e. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04761
f. Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04776
g. Biology or other life science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04768
h. Physics, chemistry, or other physical science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04769
i. Earth or space science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04770
j. Mathematics or mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04771
k. Science education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04772
l. Engineering or engineering education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04780
m. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04767
n. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04781
o. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04790

Issue: Teacher Preparation

R

Subitems “g.” through “k.” in the 2022 version of the Item, which reference Social Studies, have been replaced with Subitems that reference Science. Subitem “l.” also references Science. Social Studies is not in the 2024 NAEP Assessment. Science is being administered at Grade 8.

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.

VID04785

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04791
b. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04789
c. Other language arts-related subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04810
d. Mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04793
e. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04795
f. Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04794
g. History or history education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04797
h. Geography or geography education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04792
i. Political science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04803
j. General social science or social studies education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04794
k. Other social science (for example, economics, sociology, psychology, anthropology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04811
l. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04797
m. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04807
n. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04808

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.

VID04785

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04791
b. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04789
c. Other language arts-related subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04810
d. Mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04793
e. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04795
f. Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04794
g. Biology or other life science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04798
h. Physics, chemistry, or other physical science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04799
i. Earth or space science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04800
j. Mathematics or mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04801
k. Science education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04802
l. Engineering or engineering education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04806
m. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04797
n. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04807
o. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VID04808

R

Subitems “g.” through “k.” in the 2022 version of the Item, which reference Social Studies, have been

<p>(2022 Grade 8)</p>	<p>Issue: Teacher Preparation</p>	<p>replaced with SubItems that reference Science. SubItem "I." also references Science. Social Studies is not in the 2024 NAEP Assessment. Science is being administered at Grade 8.</p>
<p>N/A</p>	<p>15. During this school year, what percentage of your students have been absent from school 10% or more of all school days? <small>VE79627</small></p> <ul style="list-style-type: none"> <input type="radio"/> None <input type="radio"/> 1-5% <input type="radio"/> 6-10% <input type="radio"/> 11-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-90% <input type="radio"/> Over 90% <p>Issue: Learning Recovery</p>	<p>A</p> <p>This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.</p>

N/A	<p>13. During this school year, did you provide any of the following interventions that were intended to address gaps in learning because of the COVID-19 pandemic? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes, for all students</th> <th>Yes, for most students</th> <th>Yes, for some students</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. In-school tutoring sessions</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730456</td> </tr> <tr> <td>b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730457</td> </tr> <tr> <td>c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730458</td> </tr> <tr> <td>d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or extended school day programs)</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730459</td> </tr> <tr> <td>e. Social-emotional supports</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB740333</td> </tr> </tbody> </table> <p>Issue: Learning Recovery</p>		Yes, for all students	Yes, for most students	Yes, for some students	No		a. In-school tutoring sessions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730456	b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730457	c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730458	d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or extended school day programs)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730459	e. Social-emotional supports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB740333	A This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.
	Yes, for all students	Yes, for most students	Yes, for some students	No																																		
a. In-school tutoring sessions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730456																																	
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730457																																	
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730458																																	
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or extended school day programs)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730459																																	
e. Social-emotional supports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB740333																																	

N/A	<p>17. Thinking of this school year, how much do you agree with each of the following? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. I can develop positive mentoring relationships with my students.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730463</td> </tr> <tr> <td>b. I can develop positive collaborative relationships with other teachers.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730464</td> </tr> <tr> <td>c. My students feel they can come to me for help with academics.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730465</td> </tr> <tr> <td>d. My students feel they can come to me for help beyond academics.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730466</td> </tr> <tr> <td>e. I feel like part of my school's community.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730467</td> </tr> <tr> <td>f. I feel safe at my school.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB740344</td> </tr> <tr> <td>g. I try to understand what my students' lives are like outside of school.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730468</td> </tr> </tbody> </table> <p>Issue: Learning Recovery</p>		Strongly Agree	Agree	Disagree	Strongly Disagree		a. I can develop positive mentoring relationships with my students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730463	b. I can develop positive collaborative relationships with other teachers.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730464	c. My students feel they can come to me for help with academics.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730465	d. My students feel they can come to me for help beyond academics.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730466	e. I feel like part of my school's community.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730467	f. I feel safe at my school.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB740344	g. I try to understand what my students' lives are like outside of school.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730468	A This Item was added to address gaps in learning that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.
	Strongly Agree	Agree	Disagree	Strongly Disagree																																														
a. I can develop positive mentoring relationships with my students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730463																																													
b. I can develop positive collaborative relationships with other teachers.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730464																																													
c. My students feel they can come to me for help with academics.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730465																																													
d. My students feel they can come to me for help beyond academics.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730466																																													
e. I feel like part of my school's community.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730467																																													
f. I feel safe at my school.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB740344																																													
g. I try to understand what my students' lives are like outside of school.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730468																																													

N/A	<p>22. Were you trained to do any of the following to address gaps in learning because of the COVID-19 pandemic? Select one circle in each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes, this school year</th> <th>Yes, prior to this school year</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. Provide individual or small-group tutoring</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730460</td> </tr> <tr> <td>b. Use formative assessments to inform instruction</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730461</td> </tr> <tr> <td>c. Manage instructional time effectively</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB730462</td> </tr> <tr> <td>d. Prioritize key learning standards</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB740343</td> </tr> <tr> <td>e. Support social-emotional learning (SEL)</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB740344</td> </tr> </tbody> </table>		Yes, this school year	Yes, prior to this school year	No		a. Provide individual or small-group tutoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730460	b. Use formative assessments to inform instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730461	c. Manage instructional time effectively	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730462	d. Prioritize key learning standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB740343	e. Support social-emotional learning (SEL)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB740344	A This Item was added to address gaps in learning
	Yes, this school year	Yes, prior to this school year	No																													
a. Provide individual or small-group tutoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730460																												
b. Use formative assessments to inform instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730461																												
c. Manage instructional time effectively	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB730462																												
d. Prioritize key learning standards	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB740343																												
e. Support social-emotional learning (SEL)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB740344																												

	Issue: Learning Recovery		that have developed due to the extended period of remote and hybrid learning that took place during the pandemic.
--	---------------------------------	--	---

Appendix J2-4: Operational Grade 8 (Core, Reading, Mathematics, Science)

VR734593

1. What is your gender?

- Ⓐ Female
- Ⓑ Male
- Ⓒ Another gender (Please specify): _____

VH240385

2. 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.

VH240386

3. 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

4. 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

5. 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

6. 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

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

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

8. Have you been awarded tenure by the school, district, or diocese where you currently teach?

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

9. 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.

10. 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.)

- A Yes
- B No

11. What is the highest academic degree you hold?

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241768
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241769
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241770
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241771
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241772
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241780
g. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241758
h. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241754
i. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241784
j. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
k. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
l. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
m. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241767
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

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

- A Yes
 B No

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. Biology or other life science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241798
b. Physics, chemistry, or other physical science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241799
c. Earth or space science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241800
d. Mathematics or mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241801
e. Science education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241802
f. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241806
g. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
h. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
i. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
j. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
k. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
l. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
m. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
n. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
o. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

15. During **this school year**, what percentage of your students have been absent from school 10% or more of all school days?

- A None
- B 1–5%
- C 6–10%
- D 11–25%
- E 26–50%
- F 51–75%
- G 76–90%
- H Over 90%

13. During **this school year**, did you provide any of the following interventions that were intended to address gaps in learning because of the **COVID-19 pandemic**? Select **one** circle in each row.

	Yes, for all students	Yes, for most students	Yes, for some students	No	
a. In-school tutoring sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730456
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730457
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730458
d. Additional learning time or sessions to students outside of their regular instruction (e.g., after-school programs, extended school year, or extended school day programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730459
e. Social-emotional supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR740335

17. Thinking of **this school year**, how much do you agree with each of the following?
Select **one** circle in each row.

	Strongly Agree	Agree	Disagree	Strongly Disagree	
a. I can develop positive mentoring relationships with my students.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730463
b. I can develop positive collaborative relationships with other teachers.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730464
c. My students feel they can come to me for help with academics.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730465
d. My students feel they can come to me for help beyond academics.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730466
e. I feel like part of my school's community.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730467
f. I feel safe at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR740346
g. I try to understand what my students' lives are like outside of school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR730468

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

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

19. In this school year, have you participated in training on computers or other digital devices through your school?
- A No
 - B Once
 - C Twice
 - D Several times

20. 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

21. 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 (including Chromebooks)
 - C Tablets (for example, Surface Pro, iPad, Kindle Fire)

22. 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.
- Ⓔ I don't know.

23. How well do the **laptop computers** (including Chromebooks) 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.
- Ⓔ I don't know.

24. How well do the **tablets** (for example, Surface Pro, iPad, Kindle Fire) in your school work?

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

22. Were you trained to do any of the following to address gaps in learning because of the **COVID-19 pandemic**? Select **one** circle in each row.

	Yes, this school year	Yes, prior to this school year	No	
a. Provide individual or small-group tutoring	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR730460
b. Use formative assessments to inform instruction	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR730461
c. Manage instructional time effectively	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR730462
d. Prioritize key learning standards	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR740343
e. Support social-emotional learning (SEL)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VR740344

26. 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH304693
b. Observe other teachers' classes and provide feedback	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH304698
c. Engage in discussions about the learning development of specific students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH304740

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

VH262652

	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

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

VH305005

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305016
b. My work inspires me.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305024
c. I am frustrated as a teacher at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305032
d. I am supported by the teachers at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305033

29. 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.

VH329966

	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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329967
b. Putting forth a lot of effort	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329968
c. Behaving well in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329970

Appendix J2-5: Operational Grade 4 (Mathematics)

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.

VH845752

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

_____ hours and _____ minutes per week

VH240058

4. 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

5. To what extent are students permitted to use calculators during mathematics lessons?

- Ⓐ Unrestricted use
- Ⓑ Restricted use
- Ⓒ Calculators are not permitted.

6. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ None
- Ⓑ Basic four-function (addition, subtraction, multiplication, division)
- Ⓒ Scientific (not graphing)
- Ⓓ Graphing

7. When you give students a mathematics test or quiz, how often do they use a calculator?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

8. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269924

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

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845833
b. Other materials provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845834
c. Materials you have created	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845842
d. Printed workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845840
e. Physical and/or digital manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845837
f. Digital games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845841
g. Interactive whiteboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845844

10. 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. Use alternate methods to solve problems when the first method does not work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.702.74
b. Explain one's thinking and make connections between models and equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.702.75
c. Make assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH6.17226
d. Make approximations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH6.17227
e. Represent a problem situation with numbers, words, pictures, or charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.702.77
f. Understand tools for problem solving and limitations of use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH2.702.78
g. Use clear and precise language to discuss problem solving and reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH847655

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

12. 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	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240874
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240875
c. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240878
d. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240877
e. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240876

13. 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. Discuss each student's current level of performance with them	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845878
b. Set goals for specific progress the student would like to make	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269928
c. Discuss progress the student has made toward goals previously set	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269931

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270311
f. My students did well because they are just good at math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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

Appendix J2-6: Operational Grade 8 (Mathematics)

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.

VH845752

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

_____ hours and _____ minutes per week

VH240058

4. 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

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

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

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

8. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH269924

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

	Yes	No, I do not prefer to use this resource.	No, this resource is not available to me.	
a. Textbooks provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845833
b. Other materials provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845834
c. Materials you have created	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845842
d. Printed workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845840
e. Physical and/or digital manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845837
f. Digital games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845841
g. Interactive whiteboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH845844

10. 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. Use clear and precise language to discuss problem solving and reasoning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562965
b. Make assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617994
c. Make approximations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH617995
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562967
e. Use models to examine real-life and mathematical examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH549099
f. Create equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562985
g. Examine patterns in tables and graphs to describe relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562991
h. Evaluate a problem-solving process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562983
i. Evaluate the conclusions of other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH549107
j. Relate what your students know to the real world and make sense of it mathematically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562988

11. 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. Use definitions and notation precisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47462
b. Identify and correct flawed mathematical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47464
c. Construct arguments using tables, graphs, or diagrams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47468
d. Make, test, and validate conjectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47466
e. Engage in deductive reasoning and informal proofs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VHS47465

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

13. 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	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240903
e. Pace my teaching differently for some students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240902

14. 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. Discuss each student's current level of performance with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1845878
b. Set goals for specific progress the student would like to make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269928
c. Discuss progress the student has made toward goals previously set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH1269931

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH270311
f. My students did well because they are just good at math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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 mathematics class this year, how often do you use each of the following strategies when teaching? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach mathematics as a whole-class activity.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH617289
b. I create student groups with the same achievement level.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH617290
c. I create student groups with different achievement levels.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VHR87867
d. I create groups by random assignment.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH617291
e. I allow students to choose their own groups.	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VHR52844

Appendix J2-7: Operational Grade 4 (Reading)

VH240015

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

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

VH261160

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

VH334214

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. 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.

VH240522

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240523
b. Exposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240526
c. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH240527

5. 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.

VH334294

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334295
b. Interpret the meaning of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334296
c. Question the motives or feelings of the characters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334299
d. Identify the themes of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH335901
e. Analyze two or more texts on the same topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334297

6. 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH261258

7. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334361
b. I create student groups with the same achievement level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334362
c. I create student groups with different achievement levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH548665
d. I create groups by random assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334363
e. I allow students to choose their own groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334368
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562894
g. I ask students to work independently on an assignment or task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH548666
h. I ask students to work independently on a task they choose themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH548667
i. Other strategies (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562900

8. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334485
b. Electronic textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334486
c. A variety of children's books (e.g., novels, collections of stories, nonfiction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262701
d. Materials from different curricular areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334498
e. Children's newspapers and/or magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262704
f. Reading-related websites or apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334495
g. Reading-related educational games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334491

9. In your fourth-grade English/language arts class this year, how often do your students 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844696
b. Build reading fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844700
c. Build reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844698
d. Practice spelling and grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844697
e. Access reading-related websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844701
f. Conduct research for reading projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VI844699

10. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262948
b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262949
c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262950
d. My students did well because I taught the concepts well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262951
e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH337286
f. My students did well because they are just good at reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH337287

11. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262637
c. Disruptive students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262638
d. Uninterested students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262639

Appendix J2-8: Operational Grade 8 (Reading)

VH240015

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

VH261160

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

VH334255

3. 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

VH334381

4. 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.

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240523
b. Exposition	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240526
c. Argumentation and persuasion	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH240527

6. 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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334295
b. Interpret the meaning of the passage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334296
c. Question the motives or feelings of the characters	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334299
d. Identify the themes of the passage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH335901
e. Analyze two or more texts on the same topic	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334297
f. Analyze the author's organization of information in a passage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334302
g. Critique the author's craft or technique	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334305

7. 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)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH261258

8. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334361
b. I create student groups with the same achievement level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334362
c. I create student groups with different achievement levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH548665
d. I create groups by random assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334363
e. I allow students to choose their own groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334368
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562894
g. I ask students to work independently on an assignment or task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH548666
h. I ask students to work independently on a task they choose themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH548667
i. Other strategies (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH562900

9. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334485
b. Electronic textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334486
c. A variety of books (e.g., novels, collections of stories, nonfiction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262702
d. Materials from different curricular areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334498
e. Newspapers and/or magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262705
f. Reading-related websites or apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334495
g. Reading-related educational games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH334491

10. In your eighth-grade English/language arts class this year, how often do your students 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1547868
b. Build reading fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V19617114
c. Build reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V19617116
d. Access reading-related websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1547871
e. Conduct research for projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V1547872

11. 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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262948
b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262949
c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262950
d. My students did well because I taught the concepts well.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH262951
e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH337286
f. My students did well because they are just good at reading.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH337287

12. 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"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH262637
c. Disruptive students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH262638
d. Uninterested students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH262639

Appendix J2-9: Operational Grade 8 (Science)

VH240113

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

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

VH261140

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

VH859314

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

_____ hours and _____ minutes per week

VH639433

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

	No time	Very little time	Some time	Quite a bit of time	A lot of time	
a. Life science	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH639434
b. Earth and space science	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH639436
c. Physical science	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH639435
d. Engineering and technology	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH639437

5. About how often do your science students do each of the following activities? 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. Work with other students on a science activity or project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639589
b. Write about science (e.g., papers, reports, or student science journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639600
c. Watch you do a science activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639856
d. Talk about the measurements and results from their hands-on activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639594
e. Discuss the kinds of problems that engineers can solve (e.g., how to build a bridge or how to collect energy from the Sun)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639597
f. Figure out different ways to solve a science problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639846
g. Present what they have learned about science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639593

6. Thinking about your science class this year, how much emphasis did you place on teaching your students each of the following skills? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Developing good research questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640901
b. Using drawings or models to explain events or phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640902
c. Coming up with experiments or other tests to answer a scientific question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640903
d. Organizing data into a chart, graph, or spreadsheet to test a solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640906
e. Deciding when to use quantitative versus qualitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640907
f. Generating explanations based on observations and measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640908
g. Evaluating the quality of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640909
h. Teaching science ideas to others (e.g., students or teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH640911

7. To what extent are the following resources available to you in your school system (including your school and school district)? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639521
b. Science magazines and books (print or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639522
c. Supplies or equipment for science labs or demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639523
d. Space to conduct science labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639525
e. Computers for teachers' use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639528
f. Science kits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639531
g. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639526

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop or laptop computer(s) (including Chromebooks)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH641307
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH641308
c. Online content (e.g., online software, podcasts, or videos)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH641309
d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH641310
e. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH859326

9. In your eighth-grade class, how often do your students use a computer or other digital device to do each of the following activities? Select **one** circle in each row.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Conduct a search for science information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241282
b. Simulate a physical or biological process or see how something works (e.g., how planets orbit the Sun or how gas expands)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241284
c. Make a chart or graph that shows results of a science project	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	VH241283

10. In this school year, how often do you meet with students one-on-one to give feedback on their work and evaluate their progress in science?

- Never or hardly ever
 A few times a year
 Once or twice a month
 Once or twice a week
 Every day or almost every day

11. In this school year, how often do you do each of the following activities with individual students to evaluate their progress in science? 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 each student's current level of performance with them	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639634
b. Set goals for specific progress the student would like to make	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639635
c. Discuss progress the student has made toward goals previously set	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639636
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH639637

12. Suppose your students did very well on their last science 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641273
b. My students did well because they put in a lot of effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641276
c. My students did well because they always do well on tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641277
d. My students did well because I taught the concepts well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641279
e. My students did well because they guessed well on the test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641281
f. My students did well because they are just good in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH641284

13. In this school year, did your school offer any of the following supplemental activities? Select **one** answer choice in each row.

	Yes	No	
a. Opportunities for students to work together to solve problems in their community or the world	<input type="radio"/>	<input type="radio"/>	VH641334
b. Opportunities for students to engage in group science activities	<input type="radio"/>	<input type="radio"/>	VH641338
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	<input type="radio"/>	<input type="radio"/>	VH641339
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	<input type="radio"/>	<input type="radio"/>	VH641341

Appendix J2-10: Summary of Changes Operational Grade 4 (NIES)

2024 Operational Grade 4 NIES Teacher	
Pr ev io us It e m	2023 Re vis ed N C E S I a
10.1 12.1	10.1 12.1
a. A u t o m a t e d E x e c u t i v e	a. A u t o m a t e d E x e c u t i v e
b. A u t o m a t e d E x e c u t i v e	b. A u t o m a t e d E x e c u t i v e
c. A u t o m a t e d E x e c u t i v e	c. A u t o m a t e d E x e c u t i v e

N/A	<p>36. I I</p> <p>a. R pl</p> <p>b. R pl</p> <p>c. W pl</p> <p>d. W pl</p> <p>e. S pl</p> <p>f. H wi</p>	k A d d e d t o e x t e n d c o v e r a g e o f i n s u a g e u s e
N/A	<p>10. A</p> <p>a. I c l i s e</p> <p>b. E f f e c t i v e n e s s</p> <p>c. E f f e c t i v e n e s s</p>	A d d e d t o e x

	<p>N /A</p> <p>38.</p> <p>a. J e s s e s</p> <p>b. I t e m s</p> <p>c. I n s e r t i o n s</p> <p>d. I n c l u s i o n s</p> <p>e. C o n t r i b u t i o n s</p> <p>f. C o n s e q u e n c e s</p>
--	--

t
e
n
d
c
o
v
e
r
t
a
s
e
o
f
a
n
g
u
l
a
r
e
u
s
e
A
d
d
e
d
t
o
c
o
v
e
r
t
i
n
g
c
o
n
t
r
i
b
u
t
i
o
n
s
C
o
n
s
e
q
u
e
n
c
e
s

	N/A	<p>39. A</p> <p>a. T I N t b e c t</p> <p>b. T I N a t o f P r o v e n s a n d i d a n c e</p> <p>c. U n d e r r e d a n c e</p>
--	-----	--

	<p>N /A</p> <p>40. L o</p> <table border="1"> <tr> <td data-bbox="154 1543 203 1606">a. A ce</td> <td data-bbox="154 1606 203 1669">b. P re A st</td> </tr> </table>	a. A ce	b. P re A st
a. A ce	b. P re A st		

n
e
w
a
s
p
e
c
t
s
o
f
f
i
n
s
t
r
u
c
t
i
o
n
a
l
p
r
a
c
t
i
c
e
s
:
A
d
d
e
d
t
o
c
o
v
e
r

NEW
S
P
C
T
S
O
P
R
O
F
E
S
S
I
O
N
A
L
D
E
V
E
L
O
P
M
E
N
T

N/A	<p>41. Added to the following sections:</p> <ul style="list-style-type: none"> a. Family and Consumer Sciences b. Family and Consumer Sciences c. Culinary Arts and Management d. Nursing
N/A	<p>42. Added to the following sections:</p>

VR616316

N /A	43.	A
		d
	a. I	d
	d	A
	A	n
	n	t
	b. I	a
	a	L
	L	U
	U	
	c. I	a
	t	H
	H	
	d. I	e
	A	A
	A	n
	n	e
	e	r
	A	m
	e	r
	i	c
	a	n
	I	n
	d	i
	a	n
	A	l
	a	s
	k	a
	N	a
	t	i
	v	e
	e	n
	s	a
	s	a
	s	e
	n	e

N/A	<p>22. c</p> <p>a. M d i n</p> <p>b. I r e</p> <p>c. I t h r e i n</p> <p>d. I A A m t e n r c</p> <p>e. A N c l p i n</p>
N/A	<p>I feel studen</p> <p>A B C D</p>

Appendix J2-11: Operational Grade 4 (NIES)

VH253874

1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."

Years

VH253877

2. How many students are currently in your class?

Students

VH241581

3. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following sources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241584
b. Your own personal or family background and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241586
c. Locally sponsored American Indian or Alaska Native cultural orientation program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241585
d. Living and working in an American Indian or Alaska Native community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241588

4. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following types of classes? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241592
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241591

5. During the last two years, how many times have you consulted each of the following resources to help you improve the academic performance of your American Indian or Alaska Native students? Select **one** circle in each row.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online websites or databases	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241594
b. Articles in professional journals	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241595
c. Local libraries or cultural centers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241596
d. Other teachers in your school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241597
e. Elders or other experts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241598

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

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

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

9. Who sponsored the professional or community-based development programs you attended in the last two years? Select **all** squares that apply.

- State
- District
- Tribal education department
- Indian education professional associations
- College or university
- Other (please specify): _____

10. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.

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

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

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

12. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Learners [EL])? Select **one** circle in each row.

	Yes	No	
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	<input type="radio"/> A	<input type="radio"/> B	VR761995
b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	<input type="radio"/> A	<input type="radio"/> B	VR761996
c. Any other training or professional development on how to teach students whose first language is not English	<input type="radio"/> A	<input type="radio"/> B	VR761997

13. To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241604
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241605
c. Assessments developed by American Indian or Alaska Native organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241606
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241607
e. Teacher-made tests or quizzes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241611
f. Performance-based assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241612
g. Group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241609
h. Oral responses of students during class discussions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241610
i. Assessments to evaluate English language proficiency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241608

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

- A Yes
 B No

16. How often do you integrate materials about the following topics into your **reading/language arts** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241615
b. Current issues affecting American Indian or Alaska Native people or communities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241614

17. How often do you have your students do each of the following **reading/language arts** activities? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Read literature with American Indian or Alaska Native themes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241617
b. Read literature by American Indian or Alaska Native authors	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241618
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241621
d. Write about experiences or issues affecting American Indian or Alaska Native people	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241620
e. Write about their own experiences as an American Indian or Alaska Native person	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241619

18. How much do you rely on each of the following documents in planning reading/language arts lessons? Select **one** circle in each row.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241623
b. State content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241626
c. District content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241625
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241624

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

- A Yes
 B No

21. How often do you integrate materials about the following topics into your **mathematics** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241629
b. Current issues affecting American Indian or Alaska Native people or communities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH241628

22. How often do you have your students do each of the following **mathematics** activities?
Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241631
b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241634
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241633
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241632

23. How much do you rely on each of the following documents in planning **mathematics** lessons? Select **one** circle in each row.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241636
b. State content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241639
c. District content standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241638
d. American Indian or Alaska Native content or cultural standards	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH241637

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

	Strongly disagree	Disagree	Agree	Strongly agree	
a. The number of books and materials available for 4th grade students is sufficient.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241641
b. The quality of the books and materials available for 4th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241644
c. The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241643
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241642

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

- A No, I am not Hispanic or Latino.
- B Yes, I am Mexican, Mexican American, or Chicano.
- C Yes, I am Puerto Rican or Puerto Rican American.
- D Yes, I am Cuban or Cuban American.
- E Yes, I am from some other Hispanic or Latino background.

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

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

- E Native Hawaiian or other Pacific Islander

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

29. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.

36. Do you think you would be able to do each of the following things in an American Indian or Alaska Native language? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Read a few words or phrases	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616455
b. Read a story	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616456
c. Write a few words or phrases	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616457
d. Write a letter or email	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616458
e. Speak a few words or phrases	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616459
f. Have a conversation with someone	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616460

10. How confident are you that you can do each of the following things in an American Indian or Alaska Native language? Select **one** answer choice on each row.

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Teach a lesson to my class in an American Indian or Alaska Native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616461
b. Read to my class from materials in an American Indian or Alaska Native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616462
c. Provide written feedback to my students in an American Indian or Alaska Native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616463

38. Social emotional learning (SEL) emphasizes the importance of teaching interpersonal skills, attitudes, and values needed to become emotionally engaged in learning, setting goals, and solving problems. Prevalent components of school-based SEL programs include teaching social skills, identifying others' feelings, identifying one's own feelings, and behavioral coping skills and relaxation.

How often do you typically do each of the following activities related to social emotional learning in your class? Select **one** answer choice on 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. Adapt social emotional learning strategies to reflect American Indian or Alaska Native students' cultures	(A)	(B)	(C)	(D)	(E)	VR616410
b. Use social emotional learning strategies in my classroom	(A)	(B)	(C)	(D)	(E)	VR616411
c. Engage in self-reflection about social emotional learning strategies in my classroom	(A)	(B)	(C)	(D)	(E)	VR616412
d. Participate in professional development training aimed at implementing social emotional learning strategies in my classroom	(A)	(B)	(C)	(D)	(E)	VR616413
e. Participate in professional development training that helps me implement social emotional learning strategies in my classroom	(A)	(B)	(C)	(D)	(E)	VR616414
f. Communicate with parents/caregivers about social emotional learning initiatives in my classroom	(A)	(B)	(C)	(D)	(E)	VR616415

39. How often do you typically do each of the following activities in your class? Select **one** answer choice on 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 American Indian or Alaska Native students about the importance of belonging to a community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR616407
b. Teach American Indian or Alaska Native students about the importance of supporting their peers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR616408
c. Use stories or legends from American Indian or Alaska Native culture to teach the importance of community support	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR616409

40. During the last **two years**, did you participate in any of the following activities? Select **one** answer choice on each row.

	Yes	No	
a. Attend American Indian or Alaska Native ceremonies or gatherings	Ⓐ	Ⓑ	VR616453
b. Participate in training on using culturally responsive instructional strategies to teach American Indian or Alaska Native students	Ⓐ	Ⓑ	VR616454

41. In this school year, how confident do you feel in doing each of the following things?
Select **one** answer choice on each row.

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Helping American Indian or Alaska Native students learn about the importance of belonging to a community	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616416
b. Helping American Indian or Alaska Native students learn about the importance of supporting their peers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616417
c. Using stories or legends from American Indian or Alaska Native cultures to help my students learn the importance of community support	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616418
d. Adapting social emotional learning strategies to reflect American Indian or Alaska Native students' cultures	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616419

42. Are you aware of efforts at your school to engage with American Indian or Alaska Native tribal nations or groups for their input on your school's education programs this school year? Select **one** answer choice.

- A Yes
 B No

43. In this school year, how often did you engage in each of the following activities? Select **one** answer choice on 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. I participated in discussions with American Indian or Alaska Native tribal nation citizens or members.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR616420
b. I communicated with a representative from a Tribal Education Department or other tribal representative.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR616421
c. I communicated with a representative from the U.S. Office of Indian Education.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR762083
d. I received training on engaging with American Indian or Alaska Native tribal nation citizens or members.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR616422

13. How often do you use online resources to incorporate each of the following elements into your lessons? Select **one** answer choice on 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. Perspectives about past events related to American Indian or Alaska Native histories pre-1900	(A)	(B)	(C)	(D)	(E)	VR616430
b. Perspectives about current events related to American Indian or Alaska Native peoples	(A)	(B)	(C)	(D)	(E)	VR616431
c. Perspectives about past events related to American Indian or Alaska Native histories post-1900	(A)	(B)	(C)	(D)	(E)	VR616432
d. American Indian or Alaska Native culture(s) (e.g., art or music)	(A)	(B)	(C)	(D)	(E)	VR616433
e. American Indian or Alaska Native language(s)	(A)	(B)	(C)	(D)	(E)	VR616434

14. How confident are you in your ability to use online resources to incorporate each of the following topics into your lessons? Select **one** answer choice on each row.

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. American Indian or Alaska Native histories	(A)	(B)	(C)	(D)	(E)	VR616435
b. American Indian or Alaska Native cultures	(A)	(B)	(C)	(D)	(E)	VR616436
c. American Indian or Alaska Native languages	(A)	(B)	(C)	(D)	(E)	VR616437

22. To what extent do you agree with each of the following statements? Select **one** answer choice on each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. My school is prepared to deliver remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616448
b. I feel prepared to deliver remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616449
c. I feel confident that I have the technology resources required to deliver remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616450
d. I feel confident that the American Indian or Alaska Native students in my class have the technology resources they need to participate in remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616451
e. American Indian or Alaska Native students in my classes are prepared to participate in remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616452

I feel prepared to use technology for instructional purposes with American Indian or Alaska Native students. Select **one** answer choice.

- A. Strong disagree
- B. Disagree
- C. Agree
- D. Strongly Agree

Appendix J2-12: Summary of Changes Operational Grade 8 (NIES)

2024 Operational Grade 8 NIES Teacher																																																															
Previous Item	2024 Item	D/ A/ R+	Rationale																																																												
<p>10. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Language Learners [ELL])? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Yes</th> <th style="width: 20%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>c. Any other training or professional development on how to teach students whose first language is not English</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table>		Yes	No	a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	<input type="radio"/>	<input type="radio"/>	b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	<input type="radio"/>	<input type="radio"/>	c. Any other training or professional development on how to teach students whose first language is not English	<input type="radio"/>	<input type="radio"/>	<p>12. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Learners [EL])? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> <th style="width: 30%;"></th> </tr> </thead> <tbody> <tr> <td>a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">VR/761995</td> </tr> <tr> <td>b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">VR/761996</td> </tr> <tr> <td>c. Any other training or professional development on how to teach students whose first language is not English</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">VR/761997</td> </tr> </tbody> </table>		Yes	No		a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	<input type="radio"/>	<input type="radio"/>	VR/761995	b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	<input type="radio"/>	<input type="radio"/>	VR/761996	c. Any other training or professional development on how to teach students whose first language is not English	<input type="radio"/>	<input type="radio"/>	VR/761997	R	<p>Revised due to updated NCES language conventions.</p>																																
	Yes	No																																																													
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	<input type="radio"/>	<input type="radio"/>																																																													
b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	<input type="radio"/>	<input type="radio"/>																																																													
c. Any other training or professional development on how to teach students whose first language is not English	<input type="radio"/>	<input type="radio"/>																																																													
	Yes	No																																																													
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	<input type="radio"/>	<input type="radio"/>	VR/761995																																																												
b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	<input type="radio"/>	<input type="radio"/>	VR/761996																																																												
c. Any other training or professional development on how to teach students whose first language is not English	<input type="radio"/>	<input type="radio"/>	VR/761997																																																												
<p>27. To what extent is each of the following a problem in your school? Select one circle in each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Not at all</th> <th style="width: 15%;">Small extent</th> <th style="width: 15%;">Moderate extent</th> <th style="width: 15%;">Large extent</th> </tr> </thead> <tbody> <tr><td>a. Student absenteeism</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>b. Student tardiness</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>c. Student health problems</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>d. Teen pregnancies</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>e. Drug or alcohol use by students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>f. Student misbehavior in class</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>g. Physical conflicts among students</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>h. Bullying</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>i. Low student aspirations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>j. Low teacher expectations</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>k. Low family involvement</td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td><td style="text-align: center;"><input type="radio"/></td></tr> </tbody> </table>		Not at all	Small extent	Moderate extent	Large extent	a. Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Student health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Teen pregnancies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Drug or alcohol use by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f. Student misbehavior in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g. Physical conflicts among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	h. Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	i. Low student aspirations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	j. Low teacher expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	k. Low family involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/A	D	<p>Dropped due to expert group feedback.</p>
	Not at all	Small extent	Moderate extent	Large extent																																																											
a. Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
b. Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
c. Student health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
d. Teen pregnancies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
e. Drug or alcohol use by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
f. Student misbehavior in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
g. Physical conflicts among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
h. Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
i. Low student aspirations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
j. Low teacher expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
k. Low family involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																											
<p>N/A</p>	<p>36. Do you think you would be able to do each of the following things in an American Indian or Alaska Native language? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">I definitely can't</th> <th style="width: 10%;">I probably can't</th> <th style="width: 10%;">Maybe</th> <th style="width: 10%;">I probably can</th> <th style="width: 10%;">I definitely can</th> <th style="width: 15%;"></th> </tr> </thead> <tbody> <tr> <td>a. Read a few words or phrases</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">VR/616453</td> </tr> <tr> <td>b. Read a story</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">VR/616456</td> </tr> <tr> <td>c. Write a few words or phrases</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">VR/616457</td> </tr> <tr> <td>d. Write a letter or email</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">VR/616458</td> </tr> <tr> <td>e. Speak a few words or phrases</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">VR/616459</td> </tr> <tr> <td>f. Have a conversation with someone</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">VR/616460</td> </tr> </tbody> </table>		I definitely can't	I probably can't	Maybe	I probably can	I definitely can		a. Read a few words or phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616453	b. Read a story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616456	c. Write a few words or phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616457	d. Write a letter or email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616458	e. Speak a few words or phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616459	f. Have a conversation with someone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616460	A	<p>Added to extend coverage of language use.</p>											
	I definitely can't	I probably can't	Maybe	I probably can	I definitely can																																																										
a. Read a few words or phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616453																																																									
b. Read a story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616456																																																									
c. Write a few words or phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616457																																																									
d. Write a letter or email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616458																																																									
e. Speak a few words or phrases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616459																																																									
f. Have a conversation with someone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR/616460																																																									
<p>N/A</p>	<p>10. How confident are you that you can do each of the following things in an American Indian or Alaska Native language? Select one answer choice on each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 10%;">Not at all confident</th> <th style="width: 10%;">Not confident</th> <th style="width: 10%;">Somewhat confident</th> <th style="width: 10%;">Quite confident</th> <th style="width: 10%;">Extremely confident</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>a. Teach a lesson to my class in an American Indian or Alaska Native language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V</td> </tr> <tr> <td>b. Read to my class from materials in an American Indian or Alaska Native language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V</td> </tr> <tr> <td>c. Provide written feedback to my students in an American Indian or Alaska Native language</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: right; font-size: small;">V</td> </tr> </tbody> </table>		Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident		a. Teach a lesson to my class in an American Indian or Alaska Native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V	b. Read to my class from materials in an American Indian or Alaska Native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V	c. Provide written feedback to my students in an American Indian or Alaska Native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V	A	<p>Added to extend coverage of language use.</p>																																
	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident																																																										
a. Teach a lesson to my class in an American Indian or Alaska Native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V																																																									
b. Read to my class from materials in an American Indian or Alaska Native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V																																																									
c. Provide written feedback to my students in an American Indian or Alaska Native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	V																																																									

N/A	<p>38. Social emotional learning (SEL) emphasizes the importance of teaching interpersonal skills, attitudes, and values needed to become emotionally engaged in learning, setting goals, and solving problems. Prevalent components of school-based SEL programs include teaching social skills, identifying others' feelings, identifying one's own feelings, and behavioral coping skills and relaxation.</p> <p>How often do you typically do each of the following activities related to social emotional learning in your class? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> </tr> </thead> <tbody> <tr> <td>a. Adapt social emotional learning strategies to reflect American Indian or Alaska Native students' cultures</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Use social emotional learning strategies in my classroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Engage in self-reflection about social emotional learning strategies in my classroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Participate in professional development training aimed at implementing social emotional learning strategies in my classroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>e. Participate in professional development training that helps me implement social emotional learning strategies in my classroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>f. Communicate with parents/caregivers about social emotional learning initiatives in my classroom</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		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. Adapt social emotional learning strategies to reflect American Indian or Alaska Native students' cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Use social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Engage in self-reflection about social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Participate in professional development training aimed at implementing social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Participate in professional development training that helps me implement social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f. Communicate with parents/caregivers about social emotional learning initiatives in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A	Added to cover social emotional learning.
	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. Adapt social emotional learning strategies to reflect American Indian or Alaska Native students' cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																								
b. Use social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																								
c. Engage in self-reflection about social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																								
d. Participate in professional development training aimed at implementing social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																								
e. Participate in professional development training that helps me implement social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																								
f. Communicate with parents/caregivers about social emotional learning initiatives in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																								

N/A	<p>39. How often do you typically do each of the following activities in your class? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> </tr> </thead> <tbody> <tr> <td>a. Teach American Indian or Alaska Native students about the importance of belonging to a community</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Teach American Indian or Alaska Native students about the importance of supporting their peers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Use stories or legends from American Indian or Alaska Native culture to teach the importance of community support</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		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 American Indian or Alaska Native students about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Teach American Indian or Alaska Native students about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Use stories or legends from American Indian or Alaska Native culture to teach the importance of community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A	Added to cover social emotional learning.
	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 American Indian or Alaska Native students about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																						
b. Teach American Indian or Alaska Native students about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																						
c. Use stories or legends from American Indian or Alaska Native culture to teach the importance of community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																						

N/A	<p>13. How often do you use online resources to incorporate each of the following elements into your lessons? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> </tr> </thead> <tbody> <tr> <td>a. Perspectives about past events related to American Indian or Alaska Native histories pre-1900</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Perspectives about current events related to American Indian or Alaska Native peoples</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Perspectives about past events related to American Indian or Alaska Native histories post-1900</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. American Indian or Alaska Native culture(s) (e.g., art or music)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>e. American Indian or Alaska Native language(s)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		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. Perspectives about past events related to American Indian or Alaska Native histories pre-1900	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Perspectives about current events related to American Indian or Alaska Native peoples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Perspectives about past events related to American Indian or Alaska Native histories post-1900	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. American Indian or Alaska Native culture(s) (e.g., art or music)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. American Indian or Alaska Native language(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A	Added to cover instructional practices.
	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. Perspectives about past events related to American Indian or Alaska Native histories pre-1900	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																		
b. Perspectives about current events related to American Indian or Alaska Native peoples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																		
c. Perspectives about past events related to American Indian or Alaska Native histories post-1900	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																		
d. American Indian or Alaska Native culture(s) (e.g., art or music)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																		
e. American Indian or Alaska Native language(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																		

N/A	<p>14. How confident are you in your ability to use online resources to incorporate each of the following topics into your lessons? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all confident</th> <th>Not confident</th> <th>Somewhat confident</th> <th>Quite confident</th> <th>Extremely confident</th> </tr> </thead> <tbody> <tr> <td>a. American Indian or Alaska Native histories</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. American Indian or Alaska Native cultures</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. American Indian or Alaska Native languages</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	a. American Indian or Alaska Native histories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. American Indian or Alaska Native cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. American Indian or Alaska Native languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A Added to cover instructional practices.						
	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident																											
a. American Indian or Alaska Native histories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
b. American Indian or Alaska Native cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
c. American Indian or Alaska Native languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
N/A	<p>40. During the last two years, did you participate in any of the following activities? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Attend American Indian or Alaska Native ceremonies or gatherings</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Participate in training on using culturally responsive instructional strategies to teach American Indian or Alaska Native students</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Yes	No	a. Attend American Indian or Alaska Native ceremonies or gatherings	<input type="radio"/>	<input type="radio"/>	b. Participate in training on using culturally responsive instructional strategies to teach American Indian or Alaska Native students	<input type="radio"/>	<input type="radio"/>	A Added to cover professional development.																					
	Yes	No																														
a. Attend American Indian or Alaska Native ceremonies or gatherings	<input type="radio"/>	<input type="radio"/>																														
b. Participate in training on using culturally responsive instructional strategies to teach American Indian or Alaska Native students	<input type="radio"/>	<input type="radio"/>																														
N/A	<p>41. In this school year, how confident do you feel in doing each of the following things? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Not at all confident</th> <th>Not confident</th> <th>Somewhat confident</th> <th>Quite confident</th> <th>Extremely confident</th> </tr> </thead> <tbody> <tr> <td>a. Helping American Indian or Alaska Native students learn about the importance of belonging to a community</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. Helping American Indian or Alaska Native students learn about the importance of supporting their peers</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. Using stories or legends from American Indian or Alaska Native cultures to help my students learn the importance of community support</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. Adapting social emotional learning strategies to reflect American Indian or Alaska Native students' cultures</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	a. Helping American Indian or Alaska Native students learn about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Helping American Indian or Alaska Native students learn about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Using stories or legends from American Indian or Alaska Native cultures to help my students learn the importance of community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Adapting social emotional learning strategies to reflect American Indian or Alaska Native students' cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A Added to cover social emotional learning.
	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident																											
a. Helping American Indian or Alaska Native students learn about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
b. Helping American Indian or Alaska Native students learn about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
c. Using stories or legends from American Indian or Alaska Native cultures to help my students learn the importance of community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
d. Adapting social emotional learning strategies to reflect American Indian or Alaska Native students' cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
N/A	<p>42. Are you aware of efforts at your school to engage with American Indian or Alaska Native tribal nations or groups for their input on your school's education program this school year? Select one answer choice.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	A Added to cover American Indian/Alaska Native engagement.																														
N/A	<p>43. In this school year, how often did you engage in each of the following activities? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>About once or twice a year</th> <th>About once or twice a month</th> <th>About once or twice a week</th> <th>Every day or almost every day</th> </tr> </thead> <tbody> <tr> <td>a. I participated in discussions with American Indian or Alaska Native tribal nation citizens or members.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>b. I communicated with a representative from a Tribal Education Department or other tribal representative.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>c. I communicated with a representative from the U.S. Office of Indian Education.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>d. I received training on engaging with American Indian or Alaska Native tribal nation citizens or members.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		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. I participated in discussions with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. I communicated with a representative from a Tribal Education Department or other tribal representative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. I communicated with a representative from the U.S. Office of Indian Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. I received training on engaging with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A Added to cover American Indian/Alaska Native engagement.
	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. I participated in discussions with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
b. I communicated with a representative from a Tribal Education Department or other tribal representative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
c. I communicated with a representative from the U.S. Office of Indian Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											
d. I received training on engaging with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																											

N/A	<p>22. To what extent do you agree with each of the following statements? Select one answer choice on each row.</p> <table border="1"> <thead> <tr> <th></th> <th>Strongly disagree</th> <th>Disagree</th> <th>Agree</th> <th>Strongly agree</th> <th></th> </tr> </thead> <tbody> <tr> <td>a. My school is prepared to deliver remote instruction.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB616448</td> </tr> <tr> <td>b. I feel prepared to deliver remote instruction.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB616449</td> </tr> <tr> <td>c. I feel confident that I have the technology resources required to deliver remote instruction.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB616450</td> </tr> <tr> <td>d. I feel confident that the American Indian or Alaska Native students in my class have the technology resources they need to participate in remote instruction.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB616451</td> </tr> <tr> <td>e. American Indian or Alaska Native students in my classes are prepared to participate in remote instruction.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>VB616452</td> </tr> </tbody> </table>		Strongly disagree	Disagree	Agree	Strongly agree		a. My school is prepared to deliver remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616448	b. I feel prepared to deliver remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616449	c. I feel confident that I have the technology resources required to deliver remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616450	d. I feel confident that the American Indian or Alaska Native students in my class have the technology resources they need to participate in remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616451	e. American Indian or Alaska Native students in my classes are prepared to participate in remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616452	A	Added to cover remote learning experiences
	Strongly disagree	Disagree	Agree	Strongly agree																																			
a. My school is prepared to deliver remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616448																																		
b. I feel prepared to deliver remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616449																																		
c. I feel confident that I have the technology resources required to deliver remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616450																																		
d. I feel confident that the American Indian or Alaska Native students in my class have the technology resources they need to participate in remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616451																																		
e. American Indian or Alaska Native students in my classes are prepared to participate in remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VB616452																																		
N/A	<p>I feel prepared to use technology for instructional purposes with American Indian or Alaska students. Select one answer choice.</p> <p>A. Strong disagree B. Disagree C. Agree D. Strongly Agree</p>	A	Added to cover use of technology.																																				

Appendix J2-13: Operational Grade 8 (NIES)

VH253874

1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."

Years

VH241581

3. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following sources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241584
b. Your own personal or family background and experiences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241586
c. Locally sponsored American Indian or Alaska Native cultural orientation program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241585
d. Living and working in an American Indian or Alaska Native community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241588

4. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following types of classes? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241592
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241591

5. During the last two years, how many times have you consulted each of the following resources to help you improve the academic performance of your American Indian or Alaska Native students? Select **one** circle in each row.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online websites or databases	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241594
b. Articles in professional journals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241595
c. Local libraries or cultural centers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241596
d. Other teachers in your school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241597
e. Elders or other experts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH241598

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

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

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

9. Who sponsored the professional or community-based development programs you attended in the last two years? Select **all** squares that apply.

- State
- District
- Tribal education department
- Indian education professional associations
- College or university
- Other (please specify): _____

10. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.

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

12. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Learners [EL])? Select **one** circle in each row.

	Yes	No	
a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	<input type="checkbox"/>	<input type="checkbox"/>	VR761995
b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	<input type="checkbox"/>	<input type="checkbox"/>	VR761996
c. Any other training or professional development on how to teach students whose first language is not English	<input type="checkbox"/>	<input type="checkbox"/>	VR761997

13. To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241604
b. District assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241605
c. Assessments developed by American Indian or Alaska Native organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241606
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241607
e. Teacher-made tests or quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241611
f. Performance-based assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241612
g. Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241609
h. Oral responses of students during class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241610
i. Assessments to evaluate English language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241608

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

- Yes
 No

16. How often do you integrate materials about the following topics into your **reading/language arts** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241615
b. Current issues affecting American Indian or Alaska Native people or communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241614

17. How often do you have your students do each of the following **reading/language arts** activities? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Read literature with American Indian or Alaska Native themes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241617
b. Read literature by American Indian or Alaska Native authors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241618
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241621
d. Write about experiences or issues affecting American Indian or Alaska Native people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241620
e. Write about their own experiences as an American Indian or Alaska Native person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241619

18. How much do you rely on each of the following documents in planning **reading/language arts** lessons? Select **one** circle in each row.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241623
b. State content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241626
c. District content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241625
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241624

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

- Yes
 No

21. How often do you integrate materials about the following topics into your **mathematics** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241629
b. Current issues affecting American Indian or Alaska Native people or communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241628

22. How often do you have your students do each of the following **mathematics** activities?
 Select **one** circle in each row.

VH241630

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241631
b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241634
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241633
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241632

23. How much do you rely on each of the following documents in planning **mathematics** lessons? Select **one** circle in each row.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241636
b. State content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241639
c. District content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241638
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241637

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

	Strongly disagree	Disagree	Agree	Strongly agree	
a. The number of books and materials available for 8th grade students is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241658
b. The quality of the books and materials available for 8th grade students is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241661
c. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241660
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade students is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241659

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

- A No, I am not Hispanic or Latino.
- B Yes, I am Mexican, Mexican American, or Chicano.
- C Yes, I am Puerto Rican or Puerto Rican American.
- D Yes, I am Cuban or Cuban American.
- E Yes, I am from some other Hispanic or Latino background.

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

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

- Native Hawaiian or other Pacific Islander

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

29. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.

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

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

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

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

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

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

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

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

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

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

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

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

36. Do you think you would be able to do each of the following things in an American Indian or Alaska Native language? Select **one** answer choice on each row.

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can	
a. Read a few words or phrases	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616455
b. Read a story	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616456
c. Write a few words or phrases	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616457
d. Write a letter or email	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616458
e. Speak a few words or phrases	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616459
f. Have a conversation with someone	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616460

10. How confident are you that you can do each of the following things in an American Indian or Alaska Native language? Select **one** answer choice on each row.

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Teach a lesson to my class in an American Indian or Alaska Native language	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR616461
b. Read to my class from materials in an American Indian or Alaska Native language	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR616462
c. Provide written feedback to my students in an American Indian or Alaska Native language	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR616463

38. Social emotional learning (SEL) emphasizes the importance of teaching interpersonal skills, attitudes, and values needed to become emotionally engaged in learning, setting goals, and solving problems. Prevalent components of school-based SEL programs include teaching social skills, identifying others' feelings, identifying one's own feelings, and behavioral coping skills and relaxation.

How often do you typically do each of the following activities related to social emotional learning in your class? Select **one** answer choice on 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. Adapt social emotional learning strategies to reflect American Indian or Alaska Native students' cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616410
b. Use social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616411
c. Engage in self-reflection about social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616412
d. Participate in professional development training aimed at implementing social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616413
e. Participate in professional development training that helps me implement social emotional learning strategies in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616414
f. Communicate with parents/caregivers about social emotional learning initiatives in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616415

39. How often do you typically do each of the following activities in your class? Select **one** answer choice on 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 American Indian or Alaska Native students about the importance of belonging to a community	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616407
b. Teach American Indian or Alaska Native students about the importance of supporting their peers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616408
c. Use stories or legends from American Indian or Alaska Native culture to teach the importance of community support	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616409

40. During the last **two years**, did you participate in any of the following activities? Select **one** answer choice on each row.

	Yes	No	
a. Attend American Indian or Alaska Native ceremonies or gatherings	<input type="radio"/> A	<input type="radio"/> B	VR616453
b. Participate in training on using culturally responsive instructional strategies to teach American Indian or Alaska Native students	<input type="radio"/> A	<input type="radio"/> B	VR616454

41. In this school year, how confident do you feel in doing each of the following things?
Select **one** answer choice on each row.

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Helping American Indian or Alaska Native students learn about the importance of belonging to a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616416
b. Helping American Indian or Alaska Native students learn about the importance of supporting their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616417
c. Using stories or legends from American Indian or Alaska Native cultures to help my students learn the importance of community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616418
d. Adapting social emotional learning strategies to reflect American Indian or Alaska Native students' cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR616419

42. Are you aware of efforts at your school to engage with American Indian or Alaska Native tribal nations or groups for their input on your school's education programs this school year? Select **one** answer choice.

- Yes
 No

43. In this school year, how often did you engage in each of the following activities? Select one answer choice on each row.

VR616332

	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. I participated in discussions with American Indian or Alaska Native tribal nation citizens or members.	A	B	C	D	E	VR616420
b. I communicated with a representative from a Tribal Education Department or other tribal representative.	A	B	C	D	E	VR616421
c. I communicated with a representative from the U.S. Office of Indian Education.	A	B	C	D	E	VR762083
d. I received training on engaging with American Indian or Alaska Native tribal nation citizens or members.	A	B	C	D	E	VR616422

13. How often do you use online resources to incorporate each of the following elements into your lessons? Select **one** answer choice on 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. Perspectives about past events related to American Indian or Alaska Native histories pre-1900	(A)	(B)	(C)	(D)	(E)	VR616430
b. Perspectives about current events related to American Indian or Alaska Native peoples	(A)	(B)	(C)	(D)	(E)	VR616431
c. Perspectives about past events related to American Indian or Alaska Native histories post-1900	(A)	(B)	(C)	(D)	(E)	VR616432
d. American Indian or Alaska Native culture(s) (e.g., art or music)	(A)	(B)	(C)	(D)	(E)	VR616433
e. American Indian or Alaska Native language(s)	(A)	(B)	(C)	(D)	(E)	VR616434

14. How confident are you in your ability to use online resources to incorporate each of the following topics into your lessons? Select **one** answer choice on each row.

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. American Indian or Alaska Native histories	(A)	(B)	(C)	(D)	(E)	VR616435
b. American Indian or Alaska Native cultures	(A)	(B)	(C)	(D)	(E)	VR616436
c. American Indian or Alaska Native languages	(A)	(B)	(C)	(D)	(E)	VR616437

22. To what extent do you agree with each of the following statements? Select **one** answer choice on each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. My school is prepared to deliver remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616448
b. I feel prepared to deliver remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616449
c. I feel confident that I have the technology resources required to deliver remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616450
d. I feel confident that the American Indian or Alaska Native students in my class have the technology resources they need to participate in remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616451
e. American Indian or Alaska Native students in my classes are prepared to participate in remote instruction.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VR616452

I feel prepared to use technology for instructional purposes with American Indian or Alaska Native students. Select **one** answer choice.

- A. Strong disagree
- B. Disagree
- C. Agree
- D. Strongly Agree

Appendix J2-14: Pilot Reading and Mathematics Grade 4 (Core)

VR734593

1. What is your gender?

- Ⓐ Female
- Ⓑ Male
- Ⓒ Another gender (Please specify): _____

VH240385

2. 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.

VH240386

3. 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

4. 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

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

6. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- Ⓐ Yes, I hold a permanent certificate.
 - Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - Ⓒ No, but I am currently working toward certification.
 - Ⓓ No, but I am planning to obtain certification in the future.
 - Ⓔ 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. 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"/>	<input type="radio"/>	<input type="radio"/>	VH241758
b. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241754
c. Other language arts-related subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241784
d. Mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241760
e. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241776
g. Education (including elementary or early childhood)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241762
h. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241781
i. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241782

10. 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"/>	<input type="radio"/>	<input type="radio"/>	VH241791
b. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241789
c. Other language arts-related subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241810
d. Mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241792
e. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241793
f. Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241794
g. Education (including elementary or early childhood)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241795
h. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241807
i. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241808

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

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

12. During this school year, have you received training from any source in any of the following areas? Select **one** circle in each row.

	Yes, I received training in this area once.	Yes, I received training in this area more than once.	No, I have not received training in this area.	
a. Use of online teacher and learning resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586053
b. Use of online workspaces for sharing teaching and learning resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586054
c. Use of online technology to support remote learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586056
d. Use of online learning technology to support students with specific needs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586057
e. Other (please specify): _____	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586059

13. In a typical week, how often do you use digital technology to do each of the following tasks? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Teach classes using online classrooms	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR586044
b. Tutor individual students online	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR586045
c. Meet with other teachers online	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR586046
d. Share with other teachers student learning materials (e.g., worksheets, assignments, or lesson plans)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR586047
e. Share with students student learning materials (e.g., worksheets, assignments, or reading materials)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR586048
f. Access professional development materials (e.g., videos, slide decks, or tutorials)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR586049
g. Send group communications about school/class information to parents	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR586051
h. Provide updates to parents on individual student progress	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR586052

14. How well do the **computers, tablets, and Chromebooks** in your school function?

- Ⓐ All of the devices function well.
- Ⓑ Some of the devices function well.
- Ⓒ All or almost all of the devices do not function well.
- Ⓓ All or almost all of the devices do not function and cannot be used.
- Ⓔ I don't know.

15. To what extent is the school Internet connection speed adequate for activities in your class?

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

16. To what extent is the school Internet connection reliable throughout the school day?

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

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

VH262652

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

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

VH305005

	Not at all like me	A little bit like me	Somewhat like me	Quite a bit like me	Exactly like me	
a. I am satisfied with being a teacher at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH305016
b. My work inspires me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH305024
c. I am frustrated as a teacher at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH305032
d. I am supported by the teachers at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH305033

19. 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329967
b. Putting forth a lot of effort	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329968
c. Behaving well in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329970

20. Thinking about teaching, do you think you would be able to do each of the following tasks? Select **one** circle in each row.

	I definitely can't	I probably can't	I probably can	I definitely can	
a. Use a variety of materials that match students' abilities (e.g., books below and above grade level)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586073
b. Plan a variety of assignments that match students' abilities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586074
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586075
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586076
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586077
f. Use students' data to make decisions about teaching adjustments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586078

21. Thinking about teaching, do you think you would be able to do each of the following tasks? Select **one** circle in each row.

	I definitely can't	I probably can't	I probably can	I definitely can	
a. Prepare lessons that involve students' use of digital technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586079
b. Prepare lessons that involve your use of digital technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586080
c. Collaborate with other teachers using shared digital resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586081
d. Use a spreadsheet program for keeping records or analyzing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586082
e. Produce presentations with simple animation functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586083
f. Find useful teaching resources on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586084
g. Teach students responsible use of the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586085

Appendix J2-15: Pilot Mathematics Grade 8 (Core)

VR734593

1. What is your gender?

A Female

B Male

C Another gender (Please specify): _____

VH240385

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

A No, I am not Hispanic or Latino.

B Yes, I am Mexican, Mexican American, or Chicano.

C Yes, I am Puerto Rican or Puerto Rican American.

D Yes, I am Cuban or Cuban American.

E Yes, I am from some other Hispanic or Latino background.

VH240386

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

A White

B Black or African American

C Asian

D American Indian or Alaska Native

E Native Hawaiian or other Pacific Islander

4. 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

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, district, or diocese where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school, district, or diocese does not award tenure.

7. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- A Yes, I hold a permanent certificate.
 - B Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - C No, but I am currently working toward certification.
 - D No, but I am planning to obtain certification in the future.
 - E No, and I am not planning to obtain certification.

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.)
- A Yes
 - B No

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241760
b. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241761
c. Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241776
d. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241767
e. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241781
f. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241782

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"/>	<input type="radio"/>	<input type="radio"/>	VH241792
b. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241793
c. Other mathematics-related subject such as statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241794
d. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241797
e. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241807
f. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241808

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

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

13. During this school year, have you received training from any source in any of the following areas? Select **one** circle in each row.

	Yes, I received training in this area once.	Yes, I received training in this area more than once.	No, I have not received training in this area.	
a. Use of online teacher and learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586053
b. Use of online workspaces for sharing teaching and learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586054
c. Use of online technology to support remote learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586056
d. Use of online learning technology to support students with specific needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586057
e. Other (please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586059

14. In a typical week, how often do you use digital technology to do each of the following tasks? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Teach classes using online classrooms	(A)	(B)	(C)	(D)	(E)	VR586044
b. Tutor individual students online	(A)	(B)	(C)	(D)	(E)	VR586045
c. Meet with other teachers online	(A)	(B)	(C)	(D)	(E)	VR586046
d. Share with other teachers student learning materials (e.g., worksheets, assignments, or lesson plans)	(A)	(B)	(C)	(D)	(E)	VR586047
e. Share with students student learning materials (e.g., worksheets, assignments, or reading materials)	(A)	(B)	(C)	(D)	(E)	VR586048
f. Access professional development materials (e.g., videos, slide decks, or tutorials)	(A)	(B)	(C)	(D)	(E)	VR586049
g. Send group communications about school/class information to parents	(A)	(B)	(C)	(D)	(E)	VR586051
h. Provide updates to parents on individual student progress	(A)	(B)	(C)	(D)	(E)	VR586052

15. How well do the **computers, tablets, and Chromebooks** in your school function?

- Ⓐ All of the devices function well.
- Ⓑ Some of the devices function well.
- Ⓒ All or almost all of the devices do not function well.
- Ⓓ All or almost all of the devices do not function and cannot be used.
- Ⓔ I don't know.

16. To what extent is the school Internet connection speed adequate for activities in your class?

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

17. To what extent is the school Internet connection reliable throughout the school day?

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

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.	<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

19. 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 satisfied with being a teacher at this school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305016
b. My work inspires me.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305024
c. I am frustrated as a teacher at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305032
d. I am supported by the teachers at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305033

20. 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329967
b. Putting forth a lot of effort	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329968
c. Behaving well in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329970

21. Thinking about teaching, do you think you would be able to do each of the following tasks? Select **one** circle in each row.

	I definitely can't	I probably can't	I probably can	I definitely can	
a. Use a variety of materials that match students' abilities (e.g., books below and above grade level)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586073
b. Plan a variety of assignments that match students' abilities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586074
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586075
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586076
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586077
f. Use students' data to make decisions about teaching adjustments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586078

22. Thinking about teaching, do you think you would be able to do each of the following tasks? Select **one** circle in each row.

	I definitely can't	I probably can't	I probably can	I definitely can	
a. Prepare lessons that involve students' use of digital technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586079
b. Prepare lessons that involve your use of digital technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586080
c. Collaborate with other teachers using shared digital resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586081
d. Use a spreadsheet program for keeping records or analyzing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586082
e. Produce presentations with simple animation functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586083
f. Find useful teaching resources on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586084
g. Teach students responsible use of the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586085

Appendix J2-16: Pilot Reading Grade 8 (Core)

VR734593

1. What is your gender?

- Ⓐ Female
- Ⓑ Male
- Ⓒ Another gender (Please specify): _____

VH240385

2. 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.

VH240386

3. 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

4. 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

5. 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

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

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, but I am planning to obtain certification in the future.
 - Ⓔ No, and I am not planning to obtain certification.

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

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

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241758
b. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241754
c. Other language arts-related subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241784
d. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241767
e. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241781
f. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241782

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241791
b. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241789
c. Other language arts-related subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241810
d. Elementary or secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241797
e. Special education (including students with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241807
f. English language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH241808

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

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

13. During this school year, have you received training from any source in any of the following areas? Select **one** circle in each row.

	Yes, I received training in this area once.	Yes, I received training in this area more than once.	No, I have not received training in this area.	
a. Use of online teacher and learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586053
b. Use of online workspaces for sharing teaching and learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586054
c. Use of online technology to support remote learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586056
d. Use of online learning technology to support students with specific needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586057
e. Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586059

14. In a typical week, how often do you use digital technology to do each of the following tasks? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Teach classes using online classrooms	(A)	(B)	(C)	(D)	(E)	VR586044
b. Tutor individual students online	(A)	(B)	(C)	(D)	(E)	VR586045
c. Meet with other teachers online	(A)	(B)	(C)	(D)	(E)	VR586046
d. Share with other teachers student learning materials (e.g., worksheets, assignments, or lesson plans)	(A)	(B)	(C)	(D)	(E)	VR586047
e. Share with students student learning materials (e.g., worksheets, assignments, or reading materials)	(A)	(B)	(C)	(D)	(E)	VR586048
f. Access professional development materials (e.g., videos, slide decks, or tutorials)	(A)	(B)	(C)	(D)	(E)	VR586049
g. Send group communications about school/class information to parents	(A)	(B)	(C)	(D)	(E)	VR586051
h. Provide updates to parents on individual student progress	(A)	(B)	(C)	(D)	(E)	VR586052

15. How well do the **computers, tablets, and Chromebooks** in your school function?

- Ⓐ All of the devices function well.
- Ⓑ Some of the devices function well.
- Ⓒ All or almost all of the devices do not function well.
- Ⓓ All or almost all of the devices do not function and cannot be used.
- Ⓔ I don't know.

16. To what extent is the school Internet connection speed adequate for activities in your class?

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

17. To what extent is the school Internet connection reliable throughout the school day?

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

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.	<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

19. 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 satisfied with being a teacher at this school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305016
b. My work inspires me.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305024
c. I am frustrated as a teacher at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305032
d. I am supported by the teachers at my school.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH305033

20. 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329967
b. Putting forth a lot of effort	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329968
c. Behaving well in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH329970

21. Thinking about teaching, do you think you would be able to do each of the following tasks? Select **one** circle in each row.

	I definitely can't	I probably can't	I probably can	I definitely can	
a. Use a variety of materials that match students' abilities (e.g., books below and above grade level)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586073
b. Plan a variety of assignments that match students' abilities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586074
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586075
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586076
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586077
f. Use students' data to make decisions about teaching adjustments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586078

22. Thinking about teaching, do you think you would be able to do each of the following tasks? Select **one** circle in each row.

	I definitely can't	I probably can't	I probably can	I definitely can	
a. Prepare lessons that involve students' use of digital technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586079
b. Prepare lessons that involve your use of digital technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586080
c. Collaborate with other teachers using shared digital resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586081
d. Use a spreadsheet program for keeping records or analyzing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586082
e. Produce presentations with simple animation functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586083
f. Find useful teaching resources on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586084
g. Teach students responsible use of the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR586085

Appendix J2-17: Pilot Grade 4 (Mathematics)

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.

VH845752

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

_____ hours and _____ minutes per week

VH240059

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

5. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ None
- Ⓑ Basic four-function (addition, subtraction, multiplication, division)
- Ⓒ Scientific (not graphing)
- Ⓓ Graphing

6. When you give students a mathematics test or quiz, how often do they use a calculator?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

7. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld 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	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH269924

8. Thinking about your fourth-grade mathematics class this year, how often did your students do the following activities? Select **one** circle in each row.

	Never	In some lessons	In about half of the lessons	In more than half of the lessons	In all or almost all of the lessons	
a. Use patterns, tables, or graphs to support a true mathematical statement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587161
b. Use existing patterns, tables, or graphs to arrive at a conclusion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587162
c. Evaluate whether available patterns, tables, or graphs support a mathematical statement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587163
d. Explain their mathematical ideas in their own words	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587164
e. Explain why they agree or disagree with another student's mathematical ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587165
f. Adapt their mathematical ideas to another student's ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587166

9. When you teach mathematics to your fourth-grade class, to what extent 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761730
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761731
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761734
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761733
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761735
f. Provide multiple representations of concepts and guide students to express what they know using various formats	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761732

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Show students how a graph, geometric figure, or equation supports a mathematical conclusion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587196
b. Make mathematical statements based on a graph, geometric figure, or equation	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587197
c. Have students express and defend their agreement with other students' mathematical ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587198
d. Have students reject or incorporate other students' mathematical ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587199

11. In your mathematics class this year, to what extent do you use the following materials to enhance instruction? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Textbooks (print or digital) provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587115
b. Other materials provided by your district or school (e.g., math board games, math puzzles)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587116
c. Materials you have created	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587117
d. Printed workbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587118
e. Physical manipulatives provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587125
f. Physical manipulatives that you made or bought	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587126
g. Measurement tools (e.g., ruler, protractor)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587127
h. Math apps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587124
i. Digital, board, or paper games that require players to use mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587120
j. Math software or programming software (e.g., Core Math Tools)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587122
k. Coding software (e.g., computer programs or robotics programming)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587123
l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587121

12. 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. Discuss each student's current level of performance with them	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH845878
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

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Explain one's thinking and make connections between models and equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730655
b. Make assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730656
c. Make approximations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730657
d. Represent a problem situation with numbers, words, pictures, or charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730658
e. Use clear and precise language to discuss problem solving and reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730659
f. Use arithmetic with whole numbers to represent a real-life situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587128
g. Create an equation to solve a real-life problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587129
h. Use data concepts to make sense of a data set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587130
i. Use geometric concepts (e.g., right angle, square, area) to represent a real-life situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587131
j. Create a mathematical expression for a word problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587132
k. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure and compare quantities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587133

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Determine whether a mathematical statement is reasonable	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR587140
b. Provide data to help justify a mathematical statement	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR587141
c. Provide data to refute a mathematical statement that is not true	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR587142
d. Use a graph, geometric figure, or equation to solve a mathematics problem	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR587143
e. Draw a graph or geometric figure to describe a mathematical idea or situation	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR587144
f. Read and understand a graph, geometric figure, or equation	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR587145

15. 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

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

VR587101

17. During the last two years, have you participated in professional development or professional learning activities related to mathematics?

- Ⓐ Yes
- Ⓑ No

VR587102

18. Consider all mathematics-related professional development or professional learning activities in which you may have participated during the last two years. Which of the following formats did they follow? Select **one** circle in each row.

	Yes	No	
a. In-person and/or online courses or seminars (including seminars where you were a presenter)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VR587173
b. Formal certification or degree program	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VR587174
c. Observation of classes of other teachers of mathematics	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VR587175
d. Informal discussions with other teachers of mathematics	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VR587176
e. Participation in networks of other teachers of mathematics	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VR587177
f. Coaching for teachers of mathematics (including instances where you coached other teachers)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VR587178
g. Reading professional literature or information about teaching mathematics	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VR587179
h. Other (Please specify): _____	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	VR587180

19. Consider all mathematics-related professional development or professional learning activities in which you participated during the last two years. Did these activities benefit the following aspects of your mathematics instruction? Select **one** circle in each row.

	Yes	No	
a. Knowledge and understanding of mathematical content	<input type="radio"/>	<input type="radio"/>	VR587189
b. Teaching mathematical practices, such as collaborative mathematics, mathematical modeling, justifying and proving, etc.	<input type="radio"/>	<input type="radio"/>	VR587190
c. Classroom management	<input type="radio"/>	<input type="radio"/>	VR587191
d. Engaging diverse learners (e.g., racially, ethnically, or culturally diverse learners, or English learners)	<input type="radio"/>	<input type="radio"/>	VR596343
e. Digital technology skills for teaching mathematics	<input type="radio"/>	<input type="radio"/>	VR587192
f. Design of student mathematics assessments	<input type="radio"/>	<input type="radio"/>	VR587193
g. Use of student mathematics assessments to inform teaching	<input type="radio"/>	<input type="radio"/>	VR587194
h. Other (Please specify): _____	<input type="radio"/>	<input type="radio"/>	VR587195

Appendix J2-18: Pilot Grade 8 (Mathematics)

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.

VH845752

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

_____ hours and _____ minutes per week

VH240059

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

5. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ None
- Ⓑ Basic four-function (addition, subtraction, multiplication, division)
- Ⓒ Scientific (not graphing)
- Ⓓ Graphing

6. When you give students a mathematics test or quiz, how often do they use a calculator?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

7. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld 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	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH269924

8. Thinking about your eighth-grade mathematics class this year, how often did your students do the following activities? Select **one** circle in each row.

	Never	In some lessons	In about half of the lessons	In more than half of the lessons	In all or almost all of the lessons	
a. Use patterns, tables, or graphs to support a true mathematical statement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587167
b. Use existing patterns, tables, or graphs to arrive at a conclusion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587168
c. Evaluate whether available patterns, tables, or graphs support a mathematical statement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587169
d. Explain their mathematical ideas in their own words	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587170
e. Explain why they agree or disagree with another student's mathematical ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587171
f. Adapt their mathematical ideas to another student's ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587172

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach mathematics as a whole-class activity.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617289
b. I create student groups with the same achievement level.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617290
c. I create student groups with different achievement levels.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH887867
d. I create groups by random assignment.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617291
e. I allow students to choose their own groups.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH852844

10. When you teach mathematics to your eighth-grade class, to what extent 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761740
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761741
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761744
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761743
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761745
f. Provide multiple representation of concepts and guide students to express what they know using various formats	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761742

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Show students how a graph, geometric figure, or equation supports a mathematical conclusion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587200
b. Make mathematical statements based on a graph, geometric figure, or equation	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587201
c. Have students express and defend their agreement with other students' mathematical ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587202
d. Have students reject or incorporate other students' mathematical ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587203

12. In your mathematics class this year, to what extent do you use the following materials to enhance instruction? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Textbooks (print or digital) provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587115
b. Other materials provided by your district or school (e.g., math board games, math puzzles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587116
c. Materials you have created	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587117
d. Printed workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587118
e. Physical manipulatives provided by your district or school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587125
f. Physical manipulatives that you made or bought	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587126
g. Measurement tools (e.g., ruler, protractor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587127
h. Math apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587124
i. Digital, board, or paper games that require players to use mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587120
j. Math software or programming software (e.g., Core Math Tools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587122
k. Coding software (e.g., computer programs or robotics programming)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587123
l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587121

13. 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. Discuss each student's current level of performance with them	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH845878
b. Set goals for specific progress the student would like to make	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269928
c. Discuss progress the student has made toward goals previously set	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH269931

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use clear and precise language to discuss problem solving and reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730708
b. Make assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730709
c. Make approximations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730710
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730711
e. Use models to examine real-life and mathematical examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730712
f. Create equations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730713
g. Examine patterns in tables and graphs to describe relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730714
h. Evaluate a problem-solving process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730715
i. Evaluate the conclusions of other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730716
j. Relate what your students know to the real world and make sense of it mathematically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730717
k. Use arithmetic with whole numbers, decimals, or fractions to represent a real-life situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587134
l. Create an equation to solve a problem in a real-life context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587135
m. Use data analysis, statistics, and probability concepts to make sense of a data set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587136

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
n. Use geometric concepts (e.g., right angle, square, area) to represent a real-life situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587137
o. Create a mathematical expression for a word problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587138
p. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure and compare quantities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587139

15. 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.

VH547461

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use definitions and notation precisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547462
b. Identify and correct flawed mathematical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547464
c. Construct arguments using tables, graphs, or diagrams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547468
d. Make, test, and validate conjectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547466
e. Engage in deductive reasoning and informal proofs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH547465

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Determine whether a mathematical statement is true	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587146
b. Provide evidence to show that a mathematical statement is true	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587147
c. Justify why a mathematical statement is not true	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587148
d. Read and analyze a graph, geometric figure, or equation to understand a problem	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587151
e. Use a graph, geometric figure, or equation to solve a mathematics problem	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587149
f. Draw a graph or a geometric figure or write an equation to describe a mathematics problem	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587150
g. Use information from a real-life problem to create an equation and then solve it	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587152
h. Write an equation to get a solution to a real-life problem and analyze the results	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587153

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Check their solution to see if it makes sense	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587154
b. Go beyond the particular context in a problem to find a general pattern (e.g., find the rule for a number pattern)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587155
c. Identify similarities among given cases to help find rules or common attributes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587156
d. Extend mathematical ideas or results beyond specific cases to other cases or broader domains	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587157
e. Explain in their own words another student's mathematical ideas	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587158
f. Explain why they agree or disagree with another student's mathematical ideas	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587159
g. Adapt their mathematical ideas to another student's ideas	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587160

18. 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

19. 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

20. During the last two years, have you participated in professional development or professional learning activities related to mathematics?
- Ⓐ Yes
 - Ⓑ No

21. Consider all mathematics-related professional development or professional learning activities in which you may have participated during the last two years. Which of the following formats did they follow? Select **one** circle in each row.

	Yes	No	
a. In-person and/or online courses or seminars (including seminars where you were a presenter)	<input type="radio"/>	<input type="radio"/>	VR587181
b. Formal certification or degree program	<input type="radio"/>	<input type="radio"/>	VR587182
c. Observation of other mathematics teachers' classes	<input type="radio"/>	<input type="radio"/>	VR587183
d. Informal discussions with other mathematics teachers	<input type="radio"/>	<input type="radio"/>	VR587184
e. Participation in networks of mathematics teachers	<input type="radio"/>	<input type="radio"/>	VR587185
f. Coaching for mathematics teachers (including instances where you coached other teachers)	<input type="radio"/>	<input type="radio"/>	VR587186
g. Reading professional literature or information about teaching mathematics	<input type="radio"/>	<input type="radio"/>	VR587187
h. Other (Please specify): _____	<input type="radio"/>	<input type="radio"/>	VR587188

22. Consider all mathematics-related professional development or professional learning activities in which you participated during the last two years. Did these activities benefit the following aspects of your mathematics instruction? Select **one** circle in each row.

	Yes	No	
a. Knowledge and understanding of mathematical content	<input type="radio"/>	<input type="radio"/>	VR587189
b. Teaching mathematical practices, such as collaborative mathematics, mathematical modeling, justifying and proving, etc.	<input type="radio"/>	<input type="radio"/>	VR587190
c. Classroom management	<input type="radio"/>	<input type="radio"/>	VR587191
d. Engaging diverse learners (e.g., racially, ethnically, or culturally diverse learners, or English learners)	<input type="radio"/>	<input type="radio"/>	VR596343
e. Digital technology skills for teaching mathematics	<input type="radio"/>	<input type="radio"/>	VR587192
f. Design of student mathematics assessments	<input type="radio"/>	<input type="radio"/>	VR587193
g. Use of student mathematics assessments to inform teaching	<input type="radio"/>	<input type="radio"/>	VR587194
h. Other (Please specify): _____	<input type="radio"/>	<input type="radio"/>	VR587195

Appendix J2-19: Pilot Grade 4 (Reading)

VH855408

1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. 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.

VH261160

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

VH855404

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 using print and digital texts. Enter the hours and minutes and include in-class time only.

_____ hours and _____ minutes per week

VH855051

4. To what extent have you provided instruction in the following types of text 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"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VH855058
c. Argumentation and persuasion	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VH855055

5. When reading a story, article, or other passage with your students, how often do you ask your students to do the following activities? 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	VH811995
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	VH811997
c. Explore 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	VR760474
d. 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	VH812001
e. 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	VH812005
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	<input type="radio"/> E	VH812009
g. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812011
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855005

6. This school year, to what extent have you emphasized the following cognitive processes? 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)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587609
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587610
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate text quality)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587611
d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587612

7. When you teach English/language arts, how often do you use the following teaching 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.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855024
b. I create student groups with the same achievement level.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855025
c. I create student groups with mixed achievement levels.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855026
d. I create groups by random assignment.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855027
e. I allow students to choose their own groups.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855028
f. I use individualized instruction for reading.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855034
g. Students work independently on an assigned plan or goal.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855030
h. Students work independently on a goal they choose themselves.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855031
i. Students use self-paced reading programs or apps.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855032
j. I create opportunities for students to participate in (online or in-person) book clubs.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855033
k. Students collaborate with peers and experts through the Internet or other digital connections.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855029

8. 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 or soft cover/paperback textbooks, workbooks, or worksheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855084
b. Electronic textbooks, workbooks or worksheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855085
c. Children's books (e.g., novels, collections of stories, nonfiction, graphic novels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855086
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855087
e. Children's newspapers and/or magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855092
f. Reading-related websites or apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855089
g. Reading-related educational games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855090
h. Materials found on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855091
i. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH855088

9. In your fourth-grade English/language arts class this year, how often do your students do each of the following activities? 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812077
b. Build reading fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812078
c. Build reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812083
d. Practice spelling, grammar, capitalization, punctuation, and other mechanics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812084
e. Access reading-related websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812086
f. Conduct research for reading projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812088
g. Read something they have chosen themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812089
h. Work in pairs or small groups to talk about something they have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812091

10. This school year, to what extent have you emphasized the following tasks 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)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812044
c. Analyze and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VR761811

11. Thinking about your fourth-grade English/language arts classes this year, how much emphasis did you place on teaching your students each of the following things? Select one circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Connect what they read to their lives	(A)	(B)	(C)	(D)	(E)	VR587578
b. Think about what they already know about the topic	(A)	(B)	(C)	(D)	(E)	VR587579
c. Ask questions about the topic of the text before they read	(A)	(B)	(C)	(D)	(E)	VR598003
d. Reread the text when they don't understand something	(A)	(B)	(C)	(D)	(E)	VR587580
e. Form their own opinions about the text	(A)	(B)	(C)	(D)	(E)	VR587581
f. Use strategies to apply what they read to new situations	(A)	(B)	(C)	(D)	(E)	VR587582
g. Use other words to figure out the meaning of a word	(A)	(B)	(C)	(D)	(E)	VR587583
h. Read the text to help them answer questions	(A)	(B)	(C)	(D)	(E)	VR587584
i. Highlight or underline text	(A)	(B)	(C)	(D)	(E)	VR587585
j. Take notes related to the text before, during, or after they read	(A)	(B)	(C)	(D)	(E)	VR587586
k. Use things like pictures, videos, or links in the text to help them understand the text	(A)	(B)	(C)	(D)	(E)	VR587587
l. Other (please specify): _____	(A)	(B)	(C)	(D)	(E)	VR587588

12. Approximately what percentage of the following types of subject area texts do your students read in your English/language arts class? Note that the percentages must add up to 100.

Literary texts or literature _____ %

Social studies _____ %

Science (including STEM) _____ %

Other (please specify): _____ %

13. Do you give your students class time to read for enjoyment?

- A Yes
 B No

14. When you give your students class time to read for enjoyment, approximately how much time do you give? Enter the total minutes given per reading session.

minutes

15. How often does your school or district offer the following literacy activities to your students? Select **one** circle in each row.

	Every year	Some years	Not offered	I don't know.	
a. School reading challenges (e.g., school read-ins or reading marathons)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587600
b. Book fairs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587601
c. School- or community-wide reading events or programs (e.g., Read Across America, Little Free Library)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587602
d. Book or reading clubs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587603
e. Guest speakers or community resources (e.g., authors, local librarians, guest readers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587604
f. Family workshops or information sessions on resources for reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587605
g. Summer reading lists or programs to support and maintain reading skills over the summer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587606
h. Referrals to community organizations for families of students who need extra support in reading (e.g., tutoring centers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587607
i. Other (please specify):	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587608

16. How well has your education and professional training prepared you to teach students with the following attributes? Select **one** circle in each row.

	Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a. Students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730059
b. English learners (ELs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730066
c. Gifted and talented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812553
d. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854948

Appendix J2-20: Pilot Grade 8 (Reading)

VH855408

1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics using print and digital texts. 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.

VH261160

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

VH858423

3. 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 and include in-class time only.

_____ hours and _____ minutes per week

VH334381

4. 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.

5. To what extent have you provided instruction in the following types of text 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	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855058
c. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855055

6. When reading a story, article, or other passage with your students, how often do you ask your students to do the following activities? 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	VH811995
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	VH811997
c. Explore 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	VR760474
d. 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	VH812001
e. 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	VH812005
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	<input type="radio"/> E	VH812009
g. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812011
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH855005

7. This school year, to what extent have you emphasized the following cognitive processes? 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587609
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587610
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate text quality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587611
d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR587612

10. This school year, to what extent have you emphasized the following tasks 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812044
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate overall text quality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR761811

9. When you teach English/language arts, how often do you use the following teaching 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.	(A)	(B)	(C)	(D)	(E)	VH855024
b. I create student groups with the same achievement level.	(A)	(B)	(C)	(D)	(E)	VH855025
c. I create student groups with mixed achievement levels.	(A)	(B)	(C)	(D)	(E)	VH855026
d. I create groups by random assignment.	(A)	(B)	(C)	(D)	(E)	VH855027
e. I allow students to choose their own groups.	(A)	(B)	(C)	(D)	(E)	VH855028
f. I use individualized instruction for reading.	(A)	(B)	(C)	(D)	(E)	VH855034
g. Students work independently on an assigned plan or goal.	(A)	(B)	(C)	(D)	(E)	VH855030
h. Students work independently on a goal they choose themselves.	(A)	(B)	(C)	(D)	(E)	VH855031
i. Students use self-paced reading programs or apps.	(A)	(B)	(C)	(D)	(E)	VH855032
j. I create opportunities for students to participate in (online or in-person) book clubs.	(A)	(B)	(C)	(D)	(E)	VH855033
k. Students collaborate with peers and experts through the Internet or other digital connections.	(A)	(B)	(C)	(D)	(E)	VH855029

10. 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 or soft cover/paperback textbooks, workbooks, or worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855084
b. Electronic textbooks, workbooks or worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855085
c. Books (e.g., novels, collections of stories, nonfiction, graphic novels)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855094
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855087
e. Newspapers and/or magazines	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855096
f. Reading-related websites or apps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855089
g. Reading-related educational games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855090
h. Materials found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855091
i. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855088

11. In your eighth-grade English/language arts class this year, how often do your students do each of the following activities? 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	VH812511
b. Build reading fluency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812512
c. Build reading comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812515
d. Access reading-related websites	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812518
e. 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	VH812519
f. Read something they have chosen themselves	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812521
g. Work in pairs or small groups to talk about something they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812522

12. Thinking about your eighth-grade English/language arts classes this year, how much emphasis did you place on teaching your students each of the following things? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Connect what they read to their lives	(A)	(B)	(C)	(D)	(E)	VR587589
b. Think about what they already know about the topic	(A)	(B)	(C)	(D)	(E)	VR587590
c. Ask questions about the topic of the text before they read	(A)	(B)	(C)	(D)	(E)	VR598006
d. Reread the text when they don't understand something	(A)	(B)	(C)	(D)	(E)	VR587591
e. Form their own opinions about the text	(A)	(B)	(C)	(D)	(E)	VR587592
f. Apply what they read to new situations	(A)	(B)	(C)	(D)	(E)	VR587593
g. Use other words to figure out the meaning of a word	(A)	(B)	(C)	(D)	(E)	VR587594
h. Read the text to help them answer questions	(A)	(B)	(C)	(D)	(E)	VR587595
i. Highlight or underline text	(A)	(B)	(C)	(D)	(E)	VR587596
j. Take notes related to the text before, during, or after they read	(A)	(B)	(C)	(D)	(E)	VR587597
k. Use things like pictures, videos, or links in the text to help them understand the text	(A)	(B)	(C)	(D)	(E)	VR587598
l. Other (please specify): _____	(A)	(B)	(C)	(D)	(E)	VR587599

13. Approximately what percentage of the following types of subject area texts do your students read in your English/language arts class? Note that the percentages must add up to 100.

Literary texts or literature _____ %

Social studies _____ %

Science (including STEM) _____ %

Other (please specify): _____ %

14. Do you give your students class time to read for enjoyment?

- A Yes
 B No

15. When you give your students class time to read for enjoyment, approximately how much time do you give? Enter the total minutes given per reading session.

minutes

16. How often does your school or district offer the following literacy activities to your students? Select **one** circle in each row.

	Every year	Some years	Not offered	I don't know.	
a. School reading challenges (e.g., school read-ins or reading marathons)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587600
b. Book fairs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587601
c. School- or community-wide reading events or programs (e.g., Read Across America, Little Free Library)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587602
d. Book or reading clubs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587603
e. Guest speakers or community resources (e.g., authors, local librarians, guest readers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587604
f. Family workshops or information sessions on resources for reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587605
g. Summer reading lists or programs to support and maintain reading skills over the summer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587606
h. Referrals to community organizations for families of students who need extra support in reading (e.g., tutoring centers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587607
i. Other (please specify):	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587608

17. How well has your education and professional training prepared you to teach students with the following attributes? Select **one** circle in each row.

	Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a. Students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730059
b. English learners (ELs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VR730066
c. Gifted and talented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH812553
d. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VH854948