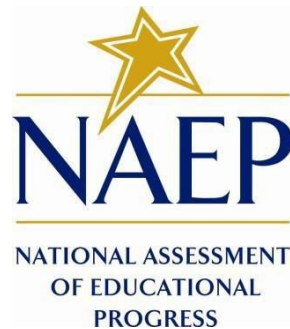


*NATIONAL CENTER FOR EDUCATION STATISTICS NATIONAL
ASSESSMENT OF EDUCATIONAL PROGRESS*

National Assessment of Educational Progress (NAEP)2026

*Appendix J2
2024 Teacher Questionnaires Samples*

OMB# 1850-0928 v.36



May 2025

NOTE: The 2026 teacher survey questionnaires were not available for this submission. The 2026 surveys will be included in either the Amendment #1 (Spring 2025), Amendment #2 (August/September 2025), or some combination of both Amendments. System login screens will be updated in upcoming Amendments to the Clearance Package.

Important changes in how we collect demographic information will be reflected in the 2026 instruments when they are ready for publication and review. In March 2024, the Office of Management and Budget (OMB) announced revisions to Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity (SPD 15) and published the revised SPD15 standard in the Federal Register (89 FR 22182). See Part A.7 of this package to see how NCES plans to incorporate these revisions into NAEP 2026. Further, as we were preparing this package for 30D publication, the White House issued an Executive Orders “Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government,” (January 20, 2025) and “Ending Radical and Wasteful Government DEI Programs and Preferencing,” (January 20, 2025). In compliance with these Executive Orders, the materials in this package have been modified. In addition, a full review of all items is being conducted to ensure compliance with the Executive Orders. The revised questionnaires will be included in the next Amendment to this package. No collections of this information will take place before the submission and approval of Amendment #2.

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. Learning Recovery SQs, are available in this document.

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.

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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.

NAEPQ Online Questionnaires 2024

Welcome, N/A N/A

Questions List

Flag

Clear

Help

Print

Exit

Q976 Grade 4 Reading and Math Teacher Q | Directions

VH898488

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 questionnaire 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

The 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 only be used for the purposes of research, statistics, and evaluation under the Education Sciences Reform Act of 2002 (ESRA; 20 U.S.C. § 9543) and may not be disclosed, or used, in identifiable form for any other purpose except as required 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 02/28/2027

< Previous

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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																																					
N/A	15. During this school year, what percentage of your students have been absent from school 10% or more of all school days? None 1–5% 6–10% 11–25% 26–50% 51–75% 76–90% Over 90% 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	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. <table><tr><td></td><td>Yes, for all students</td><td>Yes, for most students</td><td>Yes, for some students</td><td>No</td><td></td></tr><tr><td>a. In-school tutoring sessions</td><td> </td><td> </td><td> </td><td> </td><td>VB750456</td></tr><tr><td>b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards</td><td> </td><td> </td><td> </td><td> </td><td>VB750457</td></tr><tr><td>c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards</td><td> </td><td> </td><td> </td><td> </td><td>VB750458</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> </td><td> </td><td> </td><td> </td><td>VB750459</td></tr><tr><td>e. Social-emotional supports</td><td> </td><td> </td><td> </td><td> </td><td>VB750455</td></tr></table> Issue: Learning Recovery		Yes, for all students	Yes, for most students	Yes, for some students	No		a. In-school tutoring sessions					VB750456	b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards					VB750457	c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards					VB750458	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)					VB750459	e. Social-emotional supports					VB750455	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					VB750456																																			
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards					VB750457																																			
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards					VB750458																																			
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)					VB750459																																			
e. Social-emotional supports					VB750455																																			

N/A

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

VE70040

	Strongly Agree	Agree	Disagree	Strongly Disagree	
a. I can develop positive mentoring relationships with my students.	☐	☐	☐	☐	VE700403
b. I can develop positive collaborative relationships with other teachers.	☐	☐	☐	☐	VE700404
c. My students feel they can come to me for help with academics.	☐	☐	☐	☐	VE700405
d. My students feel they can come to me for help beyond academics.	☐	☐	☐	☐	VE700406
e. I feel like part of my school's community.	☐	☐	☐	☐	VE700407
f. I feel safe at my school.	☐	☐	☐	☐	VE700408
g. I try to understand what my students' lives are like outside of school.	☐	☐	☐	☐	VE700409

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.

Yes, this school year

Yes, prior to this school year

No

a. Provide individual or small-group tutoring	☒	☐	☐	V8750605
b. Use formative assessments to inform instruction	☒	☐	☐	V8750661
c. Manage instructional time effectively	☒	☐	☐	V8750663
d. Prioritize key learning standards	☒	☐	☐	V8760043
e. Support social-emotional learning (SEL)	☒	☐	☐	V8760044

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)

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	☐ A	☐ B	☐ C	VH241758
b. English	☐ A	☐ B	☐ C	VH241754
c. Other language arts-related subject	☐ A	☐ B	☐ C	VH241784
d. Mathematics education	☐ A	☐ B	☐ C	VH241760
e. Mathematics	☐ A	☐ B	☐ C	VH241761
f. Other mathematics-related subject such as statistics	☐ A	☐ B	☐ C	VH241776
g. Education (including elementary or early childhood)	☐ A	☐ B	☐ C	VH241762
h. Special education (including students with disabilities)	☐ A	☐ B	☐ C	VH241781
i. English language learning	☐ A	☐ B	☐ 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	☐ A	☐ B	☐ C	VH241791
b. English	☐ A	☐ B	☐ C	VH241789
c. Other language arts-related subject	☐ A	☐ B	☐ C	VH241810
d. Mathematics education	☐ A	☐ B	☐ C	VH241792
e. Mathematics	☐ A	☐ B	☐ C	VH241793
f. Other mathematics-related subject such as statistics	☐ A	☐ B	☐ C	VH241794
g. Education (including elementary or early childhood)	☐ A	☐ B	☐ C	VH241795
h. Special education (including students with disabilities)	☐ A	☐ B	☐ C	VH241807
i. English language learning	☐ A	☐ B	☐ 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	☐ A	☐ B	☐ C	☐ D	VR730456
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	☐ A	☐ B	☐ C	☐ D	VR730457
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	☐ A	☐ B	☐ C	☐ 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)	☐ A	☐ B	☐ C	☐ D	VR730459
e. Social-emotional supports	☐ A	☐ B	☐ C	☐ 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.	☐ A	☐ B	☐ C	☐ D	VR730463
b. I can develop positive collaborative relationships with other teachers.	☐ A	☐ B	☐ C	☐ D	VR730464
c. My students feel they can come to me for help with academics.	☐ A	☐ B	☐ C	☐ D	VR730465
d. My students feel they can come to me for help beyond academics.	☐ A	☐ B	☐ C	☐ D	VR730466
e. I feel like part of my school's community.	☐ A	☐ B	☐ C	☐ D	VR730467
f. I feel safe at my school.	☐ A	☐ B	☐ C	☐ D	VR740346
g. I try to understand what my students' lives are like outside of school.	☐ A	☐ B	☐ C	☐ 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	☐ A	☐ B	☐ C	VH241894
b. Software applications	☐ A	☐ B	☐ C	VH241895
c. Use of the Internet	☐ A	☐ B	☐ C	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐ A	☐ B	☐ C	VH241897
e. Integration of computers and other technology into classroom instruction	☐ A	☐ B	☐ 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	Ⓐ	Ⓑ	Ⓒ	VR730460
b. Use formative assessments to inform instruction	Ⓐ	Ⓑ	Ⓒ	VR730461
c. Manage instructional time effectively	Ⓐ	Ⓑ	Ⓒ	VR730462
d. Prioritize key learning standards	Ⓐ	Ⓑ	Ⓒ	VR740343
e. Support social-emotional learning (SEL)	Ⓐ	Ⓑ	Ⓒ	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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304693
b. Observe other teachers' classes and provide feedback	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304698
c. Engage in discussions about the learning development of specific students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	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.	☐ A	☐ B	☐ C	☐ D	VH262653
b. Classrooms are overcrowded.	☐ A	☐ B	☐ C	☐ D	VH262654
c. Teachers have too many teaching hours.	☐ A	☐ B	☐ C	☐ D	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	☐ A	☐ B	☐ C	☐ D	VH262656
e. Teachers do not have adequate instructional materials and supplies.	☐ A	☐ B	☐ C	☐ 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.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305016
b. My work inspires me.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305024
c. I am frustrated as a teacher at my school.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305032
d. I am supported by the teachers at my school.	☐ A	☐ B	☐ C	☐ D	☐ 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	☐ A	☐ B	☐ C	☐ D	☐ E	VH329967
b. Putting forth a lot of effort	☐ A	☐ B	☐ C	☐ D	☐ E	VH329968
c. Behaving well in class	☐ A	☐ B	☐ C	☐ D	☐ 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																																																																																																																																																												
7. Excluding student teaching, how many years have you taught civics, geography, history, or social studies 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 (2022 Grade 8)	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 Issue: Teacher Preparation	R	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.																																																																																																																																																												
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. <table border="1"> <thead> <tr> <th></th><th>Yes, a major</th><th>Yes, a minor or special emphasis</th><th>No</th><th></th></tr> </thead> <tbody> <tr> <td>a. Reading, language arts, or literacy education</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>VID41758</td></tr> <tr> <td>b. English</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>VID41754</td></tr> <tr> <td>c. Other language arts-related subject</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>VID41756</td></tr> <tr> <td>d. Mathematics education</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>VID41760</td></tr> <tr> <td>e. Mathematics</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>VID41761</td></tr> <tr> <td>f. Other mathematics-related subject such as statistics</td><td>Ⓐ</td><td>Ⓑ</td><td>Ⓒ</td><td>VID41776</td></tr> <tr> <td>g. 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N/A	15. During this school year, what percentage of your students have been absent from school 10% or more of all school days? None 1–5% 6–10% 11–25% 26–50% 51–75% 76–90% Over 90% Issue: Learning Recovery	VER70627	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	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. <table><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> </td><td> </td><td> </td><td> </td><td>VER730456</td></tr><tr><td>b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards</td><td> </td><td> </td><td> </td><td> </td><td>VER730457</td></tr><tr><td>c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards</td><td> </td><td> </td><td> </td><td> </td><td>VER730458</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> </td><td> </td><td> </td><td> </td><td>VER730459</td></tr><tr><td>e. Social-emotional supports</td><td> </td><td> </td><td> </td><td> </td><td>VER740335</td></tr></tbody></table> Issue: Learning Recovery		Yes, for all students	Yes, for most students	Yes, for some students	No		a. In-school tutoring sessions					VER730456	b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards					VER730457	c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards					VER730458	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)					VER730459	e. Social-emotional supports					VER740335	VER730428	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
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e. Social-emotional supports					VER740335																																			

N/A	17. Thinking of this school year, how much do you agree with each of the following? Select one circle in each row. <table><tr><td></td><td>Strongly Agree</td><td>Agree</td><td>Disagree</td><td>Strongly Disagree</td><td></td></tr><tr><td>a. I can develop positive mentoring relationships with my students.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VB730463</td></tr><tr><td>b. I can develop positive collaborative relationships with other teachers.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VB730464</td></tr><tr><td>c. My students feel they can come to me for help with academics.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VB730465</td></tr><tr><td>d. My students feel they can come to me for help beyond academics.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VB730466</td></tr><tr><td>e. I feel like part of my school's community.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VB730467</td></tr><tr><td>f. I feel safe at my school.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VB740344</td></tr><tr><td>g. I try to understand what my students' lives are like outside of school.</td><td>☐</td><td>☐</td><td>☐</td><td>☐</td><td>VB730468</td></tr></table> Issue: Learning Recovery		Strongly Agree	Agree	Disagree	Strongly Disagree		a. I can develop positive mentoring relationships with my students.	☐	☐	☐	☐	VB730463	b. I can develop positive collaborative relationships with other teachers.	☐	☐	☐	☐	VB730464	c. My students feel they can come to me for help with academics.	☐	☐	☐	☐	VB730465	d. My students feel they can come to me for help beyond academics.	☐	☐	☐	☐	VB730466	e. I feel like part of my school's community.	☐	☐	☐	☐	VB730467	f. I feel safe at my school.	☐	☐	☐	☐	VB740344	g. I try to understand what my students' lives are like outside of school.	☐	☐	☐	☐	VB730468	A	pandemic. 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.
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g. I try to understand what my students' lives are like outside of school.	☐	☐	☐	☐	VB730468																																														

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.

	Yes, this school year	Yes, prior to this school year	No	
a. Provide individual or small-group tutoring	☐	☐	☐	VB730469
b. Use formative assessments to inform instruction	☐	☐	☐	VB730471
c. Manage instructional time effectively	☐	☐	☐	VB730472
d. Prioritize key learning standards	☐	☐	☐	VB740343
e. Support social-emotional learning (SEL)	☐	☐	☐	VB740344

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

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 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	☐ A	☐ B	☐ C	VH241768
b. Physics, chemistry, or other physical science	☐ A	☐ B	☐ C	VH241769
c. Earth or space science	☐ A	☐ B	☐ C	VH241770
d. Mathematics or mathematics education	☐ A	☐ B	☐ C	VH241771
e. Science education	☐ A	☐ B	☐ C	VH241772
f. Engineering or engineering education	☐ A	☐ B	☐ C	VH241780
g. Reading, language arts, or literacy education	☐ A	☐ B	☐ C	VH241758
h. English	☐ A	☐ B	☐ C	VH241754
i. Other language arts-related subject	☐ A	☐ B	☐ C	VH241784
j. Mathematics education	☐ A	☐ B	☐ C	VH241760
k. Mathematics	☐ A	☐ B	☐ C	VH241761
l. Other mathematics-related subject such as statistics	☐ A	☐ B	☐ C	VH241776
m. Elementary or secondary education	☐ A	☐ B	☐ C	VH241767
n. Special education (including students with disabilities)	☐ A	☐ B	☐ C	VH241781
o. English language learning	☐ A	☐ B	☐ 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	☐ A	☐ B	☐ C	VH241798
b. Physics, chemistry, or other physical science	☐ A	☐ B	☐ C	VH241799
c. Earth or space science	☐ A	☐ B	☐ C	VH241800
d. Mathematics or mathematics education	☐ A	☐ B	☐ C	VH241801
e. Science education	☐ A	☐ B	☐ C	VH241802
f. Engineering or engineering education	☐ A	☐ B	☐ C	VH241806
g. Reading, language arts, or literacy education	☐ A	☐ B	☐ C	VH241791
h. English	☐ A	☐ B	☐ C	VH241789
i. Other language arts-related subject	☐ A	☐ B	☐ C	VH241810
j. Mathematics education	☐ A	☐ B	☐ C	VH241792
k. Mathematics	☐ A	☐ B	☐ C	VH241793
l. Other mathematics-related subject such as statistics	☐ A	☐ B	☐ C	VH241794
m. Elementary or secondary education	☐ A	☐ B	☐ C	VH241797
n. Special education (including students with disabilities)	☐ A	☐ B	☐ C	VH241807
o. English language learning	☐ A	☐ B	☐ 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	☐ A	☐ B	☐ C	☐ D	VR730456
b. Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	☐ A	☐ B	☐ C	☐ D	VR730457
c. Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	☐ A	☐ B	☐ C	☐ 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)	☐ A	☐ B	☐ C	☐ D	VR730459
e. Social-emotional supports	☐ A	☐ B	☐ C	☐ D	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.	☐ A	☐ B	☐ C	☐ D	VR730463
b. I can develop positive collaborative relationships with other teachers.	☐ A	☐ B	☐ C	☐ D	VR730464
c. My students feel they can come to me for help with academics.	☐ A	☐ B	☐ C	☐ D	VR730465
d. My students feel they can come to me for help beyond academics.	☐ A	☐ B	☐ C	☐ D	VR730466
e. I feel like part of my school's community.	☐ A	☐ B	☐ C	☐ D	VR730467
f. I feel safe at my school.	☐ A	☐ B	☐ C	☐ D	VR740346
g. I try to understand what my students' lives are like outside of school.	☐ A	☐ B	☐ C	☐ 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	☐ A	☐ B	☐ C	VH241894
b. Software applications	☐ A	☐ B	☐ C	VH241895
c. Use of the Internet	☐ A	☐ B	☐ C	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	☐ A	☐ B	☐ C	VH241897
e. Integration of computers and other technology into classroom instruction	☐ A	☐ B	☐ 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?

- ☐ 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.

23. 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.

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

- ☐ A All tablets are functional and operate quickly.
- ☐ B All tablets are functional, but some run more slowly than others.
- ☐ C All tablets are functional, but all or almost all run slowly.
- ☐ D Some of the tablets do not operate and cannot be used.
- ☐ E 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	☐ A	☐ B	☐ C	VR730460
b. Use formative assessments to inform instruction	☐ A	☐ B	☐ C	VR730461
c. Manage instructional time effectively	☐ A	☐ B	☐ C	VR730462
d. Prioritize key learning standards	☐ A	☐ B	☐ C	VR740343
e. Support social-emotional learning (SEL)	☐ A	☐ B	☐ C	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	☐ A	☐ B	☐ C	☐ D	☐ E	VH304693
b. Observe other teachers' classes and provide feedback	☐ A	☐ B	☐ C	☐ D	☐ E	VH304698
c. Engage in discussions about the learning development of specific students	☐ A	☐ B	☐ C	☐ D	☐ E	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	☐ A	☐ B	☐ C	☐ D	☐ 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.	☐ A	☐ B	☐ C	☐ D	VH262653
b. Classrooms are overcrowded.	☐ A	☐ B	☐ C	☐ D	VH262654
c. Teachers have too many teaching hours.	☐ A	☐ B	☐ C	☐ D	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	☐ A	☐ B	☐ C	☐ D	VH262656
e. Teachers do not have adequate instructional materials and supplies.	☐ A	☐ B	☐ C	☐ 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.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305016
b. My work inspires me.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305024
c. I am frustrated as a teacher at my school.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305032
d. I am supported by the teachers at my school.	☐ A	☐ B	☐ C	☐ D	☐ 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	☐ A	☐ B	☐ C	☐ D	☐ E	VH329967
b. Putting forth a lot of effort	☐ A	☐ B	☐ C	☐ D	☐ E	VH329968
c. Behaving well in class	☐ A	☐ B	☐ C	☐ D	☐ 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	☐	☐	☐	☐	☐	VH269922
b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	VH269923
c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	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	☐	☐	☐	VH845833
b. Other materials provided by your district or school	☐	☐	☐	VH845834
c. Materials you have created	☐	☐	☐	VH845842
d. Printed workbooks	☐	☐	☐	VH845840
e. Physical and/or digital manipulatives	☐	☐	☐	VH845837
f. Digital games	☐	☐	☐	VH845841
g. Interactive whiteboard	☐	☐	☐	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	☐	☐	☐	☐	☐	VH270274
b. Explain one's thinking and make connections between models and equations	☐	☐	☐	☐	☐	VH270275
c. Make assumptions	☐	☐	☐	☐	☐	VH617226
d. Make approximations	☐	☐	☐	☐	☐	VH617227
e. Represent a problem situation with numbers, words, pictures, or charts	☐	☐	☐	☐	☐	VH270277
f. Understand tools for problem solving and limitations of use	☐	☐	☐	☐	☐	VH270278
g. Use clear and precise language to discuss problem solving and reasoning	☐	☐	☐	☐	☐	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	☐	☐	☐	VH240851
b. Measurement	☐	☐	☐	VH240852
c. Geometry	☐	☐	☐	VH240853
d. Data analysis, statistics, and probability	☐	☐	☐	VH240856
e. Algebra and functions	☐	☐	☐	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	☐	☐	☐	☐	VH240874
b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	VH240875
c. Have some students engage in different classroom activities	☐	☐	☐	☐	VH240878
d. Use a different set of methods in teaching some students	☐	☐	☐	☐	VH240877
e. Pace my teaching differently for some students	☐	☐	☐	☐	VH240876

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	☐	☐	☐	☐	☐	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

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.	☐	☐	☐	☐	☐	VH270306
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH270307
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH270308
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH270309
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH270311
f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH269922
b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	VH269923
c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	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	☐	☐	☐	VH845833
b. Other materials provided by your district or school	☐	☐	☐	VH845834
c. Materials you have created	☐	☐	☐	VH845842
d. Printed workbooks	☐	☐	☐	VH845840
e. Physical and/or digital manipulatives	☐	☐	☐	VH845837
f. Digital games	☐	☐	☐	VH845841
g. Interactive whiteboard	☐	☐	☐	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	☐	☐	☐	☐	☐	VH562965
b. Make assumptions	☐	☐	☐	☐	☐	VH617994
c. Make approximations	☐	☐	☐	☐	☐	VH617995
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	☐	☐	☐	☐	☐	VH562967
e. Use models to examine real-life and mathematical examples	☐	☐	☐	☐	☐	VH549099
f. Create equations	☐	☐	☐	☐	☐	VH562985
g. Examine patterns in tables and graphs to describe relationships	☐	☐	☐	☐	☐	VH562991
h. Evaluate a problem-solving process	☐	☐	☐	☐	☐	VH562983
i. Evaluate the conclusions of other students	☐	☐	☐	☐	☐	VH549107
j. Relate what your students know to the real world and make sense of it mathematically	☐	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH547462
b. Identify and correct flawed mathematical reasoning	☐	☐	☐	☐	☐	VH547464
c. Construct arguments using tables, graphs, or diagrams	☐	☐	☐	☐	☐	VH547468
d. Make, test, and validate conjectures	☐	☐	☐	☐	☐	VH547466
e. Engage in deductive reasoning and informal proofs	☐	☐	☐	☐	☐	VH547465

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	☐	☐	☐	VH240851
b. Measurement	☐	☐	☐	VH240852
c. Geometry	☐	☐	☐	VH240853
d. Data analysis, statistics, and probability	☐	☐	☐	VH240856
e. Algebra and functions	☐	☐	☐	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	☐	☐	☐	☐	VH240900
b. Supplement the regular course curriculum with additional material for some students	☐	☐	☐	☐	VH240901
c. Have some students engage in different classroom activities	☐	☐	☐	☐	VH240904
d. Use a different set of methods in teaching some students	☐	☐	☐	☐	VH240903
e. Pace my teaching differently for some students	☐	☐	☐	☐	VH240902

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	☐	☐	☐	☐	☐	VH1845878
b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	VH1269928
c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	VH1269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	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.	☐	☐	☐	☐	☐	VH270306
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH270307
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH270308
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH270309
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH270311
f. My students did well because they are just good at math.	☐	☐	☐	☐	☐	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.	☐	☐	☐	☐	☐	VH617289
b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	VH617290
c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	VH887867
d. I create groups by random assignment.	☐	☐	☐	☐	☐	VH617291
e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	VH852844

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	☐	☐	☐	☐	VH240523
b. Exposition	☐	☐	☐	☐	VH240526
c. Argumentation and persuasion	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH334295
b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH334296
c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH334299
d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH335901
e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	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)	☐	☐	☐	☐	☐	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VH261258

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.	☐	☐	☐	☐	☐	VH334361
b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	VH334362
c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	VH548665
d. I create groups by random assignment.	☐	☐	☐	☐	☐	VH334363
e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	VH334368
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	☐	☐	☐	☐	☐	VH562894
g. I ask students to work independently on an assignment or task.	☐	☐	☐	☐	☐	VH548666
h. I ask students to work independently on a task they choose themselves.	☐	☐	☐	☐	☐	VH548667
i. Other strategies (Please specify): _____	☐	☐	☐	☐	☐	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	☐	☐	☐	VH334485
b. Electronic textbooks	☐	☐	☐	VH334486
c. A variety of children's books (e.g., novels, collections of stories, nonfiction)	☐	☐	☐	VH262701
d. Materials from different curricular areas	☐	☐	☐	VH334498
e. Children's newspapers and/or magazines	☐	☐	☐	VH262704
f. Reading-related websites or apps	☐	☐	☐	VH334495
g. Reading-related educational games	☐	☐	☐	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	☐	☐	☐	☐	☐	VI844696
b. Build reading fluency	☐	☐	☐	☐	☐	VI844700
c. Build reading comprehension	☐	☐	☐	☐	☐	VI844698
d. Practice spelling and grammar	☐	☐	☐	☐	☐	VI844697
e. Access reading-related websites	☐	☐	☐	☐	☐	VI844701
f. Conduct research for reading projects	☐	☐	☐	☐	☐	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.	☐	☐	☐	☐	☐	VH262948
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH262949
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH262950
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH262951
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH337286
f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VH337287

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	☐	☐	☐	☐	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VH262637
c. Disruptive students	☐	☐	☐	☐	VH262638
d. Uninterested students	☐	☐	☐	☐	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.
- ☐ A I do not teach English/language arts to this class.
 - ☐ B I teach all or most subjects, including English/language arts.
 - ☐ C The only subject I teach is English/language arts.
 - ☐ D 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.
- ☐ A English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - ☐ B Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.
 - ☐ C 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	☐	☐	☐	☐	VH240523
b. Exposition	☐	☐	☐	☐	VH240526
c. Argumentation and persuasion	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH334295
b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH334296
c. Question the motives or feelings of the characters	☐	☐	☐	☐	☐	VH334299
d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH335901
e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH334297
f. Analyze the author's organization of information in a passage	☐	☐	☐	☐	☐	VH334302
g. Critique the author's craft or technique	☐	☐	☐	☐	☐	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)	☐	☐	☐	☐	☐	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐	☐	☐	☐	☐	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	☐	☐	☐	☐	☐	VH261258

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.	☐	☐	☐	☐	☐	VH334361
b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	VH334362
c. I create student groups with different achievement levels.	☐	☐	☐	☐	☐	VH548665
d. I create groups by random assignment.	☐	☐	☐	☐	☐	VH334363
e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	VH334368
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	☐	☐	☐	☐	☐	VH562894
g. I ask students to work independently on an assignment or task.	☐	☐	☐	☐	☐	VH548666
h. I ask students to work independently on a task they choose themselves.	☐	☐	☐	☐	☐	VH548667
i. Other strategies (Please specify):	☐	☐	☐	☐	☐	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	☐ A	☐ B	☐ C	VH334485
b. Electronic textbooks	☐ A	☐ B	☐ C	VH334486
c. A variety of books (e.g., novels, collections of stories, nonfiction)	☐ A	☐ B	☐ C	VH262702
d. Materials from different curricular areas	☐ A	☐ B	☐ C	VH334498
e. Newspapers and/or magazines	☐ A	☐ B	☐ C	VH262705
f. Reading-related websites or apps	☐ A	☐ B	☐ C	VH334495
g. Reading-related educational games	☐ A	☐ B	☐ C	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	☐	☐	☐	☐	☐	V1547868
b. Build reading fluency	☐	☐	☐	☐	☐	V19617114
c. Build reading comprehension	☐	☐	☐	☐	☐	V19617116
d. Access reading-related websites	☐	☐	☐	☐	☐	V1547871
e. Conduct research for projects	☐	☐	☐	☐	☐	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.	☐	☐	☐	☐	☐	VH262948
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH262949
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH262950
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH262951
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH337286
f. My students did well because they are just good at reading.	☐	☐	☐	☐	☐	VH337287

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	☐	☐	☐	☐	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	☐	☐	☐	☐	VH262637
c. Disruptive students	☐	☐	☐	☐	VH262638
d. Uninterested students	☐	☐	☐	☐	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.

VH261160

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	☐	☐	☐	☐	☐	VH639434
b. Earth and space science	☐	☐	☐	☐	☐	VH639436
c. Physical science	☐	☐	☐	☐	☐	VH639435
d. Engineering and technology	☐	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH639589
b. Write about science (e.g., papers, reports, or student science journals)	☐	☐	☐	☐	☐	VH639600
c. Watch you do a science activity	☐	☐	☐	☐	☐	VH639586
d. Talk about the measurements and results from their hands-on activities	☐	☐	☐	☐	☐	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)	☐	☐	☐	☐	☐	VH639597
f. Figure out different ways to solve a science problem	☐	☐	☐	☐	☐	VH639846
g. Present what they have learned about science	☐	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH640901
b. Using drawings or models to explain events or phenomena	☐	☐	☐	☐	☐	VH640902
c. Coming up with experiments or other tests to answer a scientific question	☐	☐	☐	☐	☐	VH640903
d. Organizing data into a chart, graph, or spreadsheet to test a solution	☐	☐	☐	☐	☐	VH640906
e. Deciding when to use quantitative versus qualitative data	☐	☐	☐	☐	☐	VH640907
f. Generating explanations based on observations and measurements	☐	☐	☐	☐	☐	VH640908
g. Evaluating the quality of data	☐	☐	☐	☐	☐	VH640909
h. Teaching science ideas to others (e.g., students or teachers)	☐	☐	☐	☐	☐	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)	☐	☐	☐	☐	VH639521
b. Science magazines and books (print or online)	☐	☐	☐	☐	VH639522
c. Supplies or equipment for science labs or demonstrations	☐	☐	☐	☐	VH639523
d. Space to conduct science labs	☐	☐	☐	☐	VH639525
e. Computers for teachers' use	☐	☐	☐	☐	VH639528
f. Science kits	☐	☐	☐	☐	VH639531
g. Scientific measurement instruments (e.g., microscopes, thermometers, beakers, or weighing scales)	☐	☐	☐	☐	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)	☐	☐	☐	☐	VH641307
b. Tablet(s) (e.g., Surface Pro, iPad, Kindle Fire)	☐	☐	☐	☐	VH641308
c. Online content (e.g., online software, podcasts, or videos)	☐	☐	☐	☐	VH641309
d. Interactive web spaces or virtual classrooms (e.g., websites where students can interact and share class materials)	☐	☐	☐	☐	VH641310
e. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	☐	☐	☐	☐	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	☐	☐	☐	☐	VH241282
b. Simulate a physical or biological process or see how something works (e.g., how planets orbit the Sun or how gas expands)	☐	☐	☐	☐	VH241284
c. Make a chart or graph that shows results of a science project	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH639634
b. Set goals for specific progress the student would like to make	☐	☐	☐	☐	☐	VH639635
c. Discuss progress the student has made toward goals previously set	☐	☐	☐	☐	☐	VH639636
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐	☐	☐	☐	☐	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.	☐	☐	☐	☐	☐	VH641273
b. My students did well because they put in a lot of effort.	☐	☐	☐	☐	☐	VH641276
c. My students did well because they always do well on tests.	☐	☐	☐	☐	☐	VH641277
d. My students did well because I taught the concepts well.	☐	☐	☐	☐	☐	VH641279
e. My students did well because they guessed well on the test.	☐	☐	☐	☐	☐	VH641281
f. My students did well because they are just good in science.	☐	☐	☐	☐	☐	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	☐	☐	VH641334
b. Opportunities for students to engage in group science activities	☐	☐	VH641338
c. Opportunities for students to use scientific instruments (e.g., thermometers, microscopes, or telescopes)	☐	☐	VH641339
d. Opportunities for students to participate in science outreach programs (e.g., partnerships with colleges, museums, or foundations)	☐	☐	VH641341

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

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. 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	☐	☐	☐	VH241758
b. English	☐	☐	☐	VH241754
c. Other language arts-related subject	☐	☐	☐	VH241784
d. Mathematics education	☐	☐	☐	VH241760
e. Mathematics	☐	☐	☐	VH241761
f. Other mathematics-related subject such as statistics	☐	☐	☐	VH241776
g. Education (including elementary or early childhood)	☐	☐	☐	VH241762
h. Special education (including students with disabilities)	☐	☐	☐	VH241781
i. English language learning	☐	☐	☐	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	☐	☐	☐	VH241791
b. English	☐	☐	☐	VH241789
c. Other language arts-related subject	☐	☐	☐	VH241810
d. Mathematics education	☐	☐	☐	VH241792
e. Mathematics	☐	☐	☐	VH241793
f. Other mathematics-related subject such as statistics	☐	☐	☐	VH241794
g. Education (including elementary or early childhood)	☐	☐	☐	VH241795
h. Special education (including students with disabilities)	☐	☐	☐	VH241807
i. English language learning	☐	☐	☐	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	☐ A	☐ B	☐ C	VR586053
b. Use of online workspaces for sharing teaching and learning resources	☐ A	☐ B	☐ C	VR586054
c. Use of online technology to support remote learning	☐ A	☐ B	☐ C	VR586056
d. Use of online learning technology to support students with specific needs	☐ A	☐ B	☐ C	VR586057
e. Other (please specify): _____	☐ A	☐ B	☐ 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	☐ 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

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.	☐ A	☐ B	☐ C	☐ D	VH262653
b. Classrooms are overcrowded.	☐ A	☐ B	☐ C	☐ D	VH262654
c. Teachers have too many teaching hours.	☐ A	☐ B	☐ C	☐ D	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	☐ A	☐ B	☐ C	☐ D	VH262656
e. Teachers do not have adequate instructional materials and supplies.	☐ A	☐ B	☐ C	☐ D	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.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305016
b. My work inspires me.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305024
c. I am frustrated as a teacher at my school.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305032
d. I am supported by the teachers at my school.	☐ A	☐ B	☐ C	☐ D	☐ E	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	☐ A	☐ B	☐ C	☐ D	☐ E	VH329967
b. Putting forth a lot of effort	☐ A	☐ B	☐ C	☐ D	☐ E	VH329968
c. Behaving well in class	☐ A	☐ B	☐ C	☐ D	☐ 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)	☐ A	☐ B	☐ C	☐ D	VR586073
b. Plan a variety of assignments that match students' abilities	☐ A	☐ B	☐ C	☐ D	VR586074
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	☐ A	☐ B	☐ C	☐ D	VR586075
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	☐ A	☐ B	☐ C	☐ D	VR586076
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	☐ A	☐ B	☐ C	☐ D	VR586077
f. Use students' data to make decisions about teaching adjustments	☐ A	☐ B	☐ C	☐ 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	☐ A	☐ B	☐ C	☐ D	VR586079
b. Prepare lessons that involve your use of digital technology	☐ A	☐ B	☐ C	☐ D	VR586080
c. Collaborate with other teachers using shared digital resources	☐ A	☐ B	☐ C	☐ D	VR586081
d. Use a spreadsheet program for keeping records or analyzing data	☐ A	☐ B	☐ C	☐ D	VR586082
e. Produce presentations with simple animation functions	☐ A	☐ B	☐ C	☐ D	VR586083
f. Find useful teaching resources on the Internet	☐ A	☐ B	☐ C	☐ D	VR586084
g. Teach students responsible use of the Internet	☐ A	☐ B	☐ C	☐ D	VR586085

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

VI1240385

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.

VI1240386

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 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	☐	☐	☐	VH241760
b. Mathematics	☐	☐	☐	VH241761
c. Other mathematics-related subject such as statistics	☐	☐	☐	VH241776
d. Elementary or secondary education	☐	☐	☐	VH241767
e. Special education (including students with disabilities)	☐	☐	☐	VH241781
f. English language learning	☐	☐	☐	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	☐	☐	☐	VH241792
b. Mathematics	☐	☐	☐	VH241793
c. Other mathematics-related subject such as statistics	☐	☐	☐	VH241794
d. Elementary or secondary education	☐	☐	☐	VH241797
e. Special education (including students with disabilities)	☐	☐	☐	VH241807
f. English language learning	☐	☐	☐	VH241808

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

- ☐ Yes, to all teachers
☐ Yes, to some teachers
☐ No

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	☐ A	☐ B	☐ C	VR586053
b. Use of online workspaces for sharing teaching and learning resources	☐ A	☐ B	☐ C	VR586054
c. Use of online technology to support remote learning	☐ A	☐ B	☐ C	VR586056
d. Use of online learning technology to support students with specific needs	☐ A	☐ B	☐ C	VR586057
e. Other (please specify): _____	☐ A	☐ B	☐ C	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.	☐ A	☐ B	☐ C	☐ D	VH262653
b. Classrooms are overcrowded.	☐ A	☐ B	☐ C	☐ D	VH262654
c. Teachers have too many teaching hours.	☐ A	☐ B	☐ C	☐ D	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	☐ A	☐ B	☐ C	☐ D	VH262656
e. Teachers do not have adequate instructional materials and supplies.	☐ A	☐ B	☐ C	☐ 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.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305016
b. My work inspires me.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305024
c. I am frustrated as a teacher at my school.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305032
d. I am supported by the teachers at my school.	☐ A	☐ B	☐ C	☐ D	☐ 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	☐ A	☐ B	☐ C	☐ D	☐ E	VH329967
b. Putting forth a lot of effort	☐ A	☐ B	☐ C	☐ D	☐ E	VH329968
c. Behaving well in class	☐ A	☐ B	☐ C	☐ D	☐ 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)	☐ A	☐ B	☐ C	☐ D	VR586073
b. Plan a variety of assignments that match students' abilities	☐ A	☐ B	☐ C	☐ D	VR586074
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	☐ A	☐ B	☐ C	☐ D	VR586075
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	☐ A	☐ B	☐ C	☐ D	VR586076
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	☐ A	☐ B	☐ C	☐ D	VR586077
f. Use students' data to make decisions about teaching adjustments	☐ A	☐ B	☐ C	☐ 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	☐	☐	☐	☐	VR586079
b. Prepare lessons that involve your use of digital technology	☐	☐	☐	☐	VR586080
c. Collaborate with other teachers using shared digital resources	☐	☐	☐	☐	VR586081
d. Use a spreadsheet program for keeping records or analyzing data	☐	☐	☐	☐	VR586082
e. Produce presentations with simple animation functions	☐	☐	☐	☐	VR586083
f. Find useful teaching resources on the Internet	☐	☐	☐	☐	VR586084
g. Teach students responsible use of the Internet	☐	☐	☐	☐	VR586085

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

VI1240385

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.

VI1240386

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?
- ☐ 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. Reading, language arts, or literacy education	☐	☐	☐	VH241758
b. English	☐	☐	☐	VH241754
c. Other language arts-related subject	☐	☐	☐	VH241784
d. Elementary or secondary education	☐	☐	☐	VH241767
e. Special education (including students with disabilities)	☐	☐	☐	VH241781
f. English language learning	☐	☐	☐	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	☐	☐	☐	VH241791
b. English	☐	☐	☐	VH241789
c. Other language arts-related subject	☐	☐	☐	VH241810
d. Elementary or secondary education	☐	☐	☐	VH241797
e. Special education (including students with disabilities)	☐	☐	☐	VH241807
f. English language learning	☐	☐	☐	VH241808

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

- ☐ Yes, to all teachers
☐ Yes, to some teachers
☐ No

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	☐ A	☐ B	☐ C	VR586053
b. Use of online workspaces for sharing teaching and learning resources	☐ A	☐ B	☐ C	VR586054
c. Use of online technology to support remote learning	☐ A	☐ B	☐ C	VR586056
d. Use of online learning technology to support students with specific needs	☐ A	☐ B	☐ C	VR586057
e. Other (please specify):	☐ A	☐ B	☐ C	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.	☐ A	☐ B	☐ C	☐ D	VH262653
b. Classrooms are overcrowded.	☐ A	☐ B	☐ C	☐ D	VH262654
c. Teachers have too many teaching hours.	☐ A	☐ B	☐ C	☐ D	VH262655
d. Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students).	☐ A	☐ B	☐ C	☐ D	VH262656
e. Teachers do not have adequate instructional materials and supplies.	☐ A	☐ B	☐ C	☐ 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.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305016
b. My work inspires me.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305024
c. I am frustrated as a teacher at my school.	☐ A	☐ B	☐ C	☐ D	☐ E	VH305032
d. I am supported by the teachers at my school.	☐ A	☐ B	☐ C	☐ D	☐ 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	☐ A	☐ B	☐ C	☐ D	☐ E	VH329967
b. Putting forth a lot of effort	☐ A	☐ B	☐ C	☐ D	☐ E	VH329968
c. Behaving well in class	☐ A	☐ B	☐ C	☐ D	☐ 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)	☐ A	☐ B	☐ C	☐ D	VR586073
b. Plan a variety of assignments that match students' abilities	☐ A	☐ B	☐ C	☐ D	VR586074
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	☐ A	☐ B	☐ C	☐ D	VR586075
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	☐ A	☐ B	☐ C	☐ D	VR586076
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	☐ A	☐ B	☐ C	☐ D	VR586077
f. Use students' data to make decisions about teaching adjustments	☐ A	☐ B	☐ C	☐ 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	☐ A	☐ B	☐ C	☐ D	VR586079
b. Prepare lessons that involve your use of digital technology	☐ A	☐ B	☐ C	☐ D	VR586080
c. Collaborate with other teachers using shared digital resources	☐ A	☐ B	☐ C	☐ D	VR586081
d. Use a spreadsheet program for keeping records or analyzing data	☐ A	☐ B	☐ C	☐ D	VR586082
e. Produce presentations with simple animation functions	☐ A	☐ B	☐ C	☐ D	VR586083
f. Find useful teaching resources on the Internet	☐ A	☐ B	☐ C	☐ D	VR586084
g. Teach students responsible use of the Internet	☐ A	☐ B	☐ C	☐ D	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	☐	☐	☐	☐	☐	VH269922
b. Extend mathematics learning with enrichment activities	☐	☐	☐	☐	☐	VH269923
c. Research mathematics topics on the Internet	☐	☐	☐	☐	☐	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	☐ A	☐ B	☐ C	☐ D	☐ E	VR587161
b. Use existing patterns, tables, or graphs to arrive at a conclusion	☐ A	☐ B	☐ C	☐ D	☐ E	VR587162
c. Evaluate whether available patterns, tables, or graphs support a mathematical statement	☐ A	☐ B	☐ C	☐ D	☐ E	VR587163
d. Explain their mathematical ideas in their own words	☐ A	☐ B	☐ C	☐ D	☐ E	VR587164
e. Explain why they agree or disagree with another student's mathematical ideas	☐ A	☐ B	☐ C	☐ D	☐ E	VR587165
f. Adapt their mathematical ideas to another student's ideas	☐ A	☐ B	☐ C	☐ D	☐ 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	☐ A	☐ B	☐ C	☐ D	VR761730
b. Supplement the regular course curriculum with additional material for some students	☐ A	☐ B	☐ C	☐ D	VR761731
c. Have some students engage in different classroom activities	☐ A	☐ B	☐ C	☐ D	VR761734
d. Use a different set of methods in teaching some students	☐ A	☐ B	☐ C	☐ D	VR761733
e. Pace my teaching differently for some students	☐ A	☐ B	☐ C	☐ D	VR761735
f. Provide multiple representations of concepts and guide students to express what they know using various formats	☐ A	☐ B	☐ C	☐ 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	☐ A	☐ B	☐ C	☐ D	VR587196
b. Make mathematical statements based on a graph, geometric figure, or equation	☐ A	☐ B	☐ C	☐ D	VR587197
c. Have students express and defend their agreement with other students' mathematical ideas	☐ A	☐ B	☐ C	☐ D	VR587198
d. Have students reject or incorporate other students' mathematical ideas	☐ A	☐ B	☐ C	☐ 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	☐ A	☐ B	☐ C	☐ D	VR587115
b. Other materials provided by your district or school (e.g., math board games, math puzzles)	☐ A	☐ B	☐ C	☐ D	VR587116
c. Materials you have created	☐ A	☐ B	☐ C	☐ D	VR587117
d. Printed workbooks	☐ A	☐ B	☐ C	☐ D	VR587118
e. Physical manipulatives provided by your district or school	☐ A	☐ B	☐ C	☐ D	VR587125
f. Physical manipulatives that you made or bought	☐ A	☐ B	☐ C	☐ D	VR587126
g. Measurement tools (e.g., ruler, protractor)	☐ A	☐ B	☐ C	☐ D	VR587127
h. Math apps	☐ A	☐ B	☐ C	☐ D	VR587124
i. Digital, board, or paper games that require players to use mathematics	☐ A	☐ B	☐ C	☐ D	VR587120
j. Math software or programming software (e.g., Core Math Tools)	☐ A	☐ B	☐ C	☐ D	VR587122
k. Coding software (e.g., computer programs or robotics programming)	☐ A	☐ B	☐ C	☐ D	VR587123
l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	☐ A	☐ B	☐ C	☐ 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	☐ A	☐ B	☐ C	☐ D	☐ E	VH1845878
b. Set goals for specific progress the student would like to make	☐ A	☐ B	☐ C	☐ D	☐ E	VH269928
c. Discuss progress the student has made toward goals previously set	☐ A	☐ B	☐ C	☐ D	☐ E	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	☐ A	☐ B	☐ C	☐ D	☐ E	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	☐	☐	☐	☐	☐	VR730655
b. Make assumptions	☐	☐	☐	☐	☐	VR730656
c. Make approximations	☐	☐	☐	☐	☐	VR730657
d. Represent a problem situation with numbers, words, pictures, or charts	☐	☐	☐	☐	☐	VR730658
e. Use clear and precise language to discuss problem solving and reasoning	☐	☐	☐	☐	☐	VR730659
f. Use arithmetic with whole numbers to represent a real-life situation	☐	☐	☐	☐	☐	VR587128
g. Create an equation to solve a real-life problem	☐	☐	☐	☐	☐	VR587129
h. Use data concepts to make sense of a data set	☐	☐	☐	☐	☐	VR587130
i. Use geometric concepts (e.g., right angle, square, area) to represent a real-life situation	☐	☐	☐	☐	☐	VR587131
j. Create a mathematical expression for a word problem	☐	☐	☐	☐	☐	VR587132
k. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure and compare quantities	☐	☐	☐	☐	☐	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	☐ A	☐ B	☐ C	☐ D	☐ E	VR587140
b. Provide data to help justify a mathematical statement	☐ A	☐ B	☐ C	☐ D	☐ E	VR587141
c. Provide data to refute a mathematical statement that is not true	☐ A	☐ B	☐ C	☐ D	☐ E	VR587142
d. Use a graph, geometric figure, or equation to solve a mathematics problem	☐ A	☐ B	☐ C	☐ D	☐ E	VR587143
e. Draw a graph or geometric figure to describe a mathematical idea or situation	☐ A	☐ B	☐ C	☐ D	☐ E	VR587144
f. Read and understand a graph, geometric figure, or equation	☐ A	☐ B	☐ C	☐ D	☐ E	VR587145

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

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

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)	Ⓐ	Ⓑ	VR587173
b. Formal certification or degree program	Ⓐ	Ⓑ	VR587174
c. Observation of classes of other teachers of mathematics	Ⓐ	Ⓑ	VR587175
d. Informal discussions with other teachers of mathematics	Ⓐ	Ⓑ	VR587176
e. Participation in networks of other teachers of mathematics	Ⓐ	Ⓑ	VR587177
f. Coaching for teachers of mathematics (including instances where you coached other teachers)	Ⓐ	Ⓑ	VR587178
g. Reading professional literature or information about teaching mathematics	Ⓐ	Ⓑ	VR587179
h. Other (Please specify): _____	Ⓐ	Ⓑ	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	☐	☐	VR587189
b. Teaching mathematical practices, such as collaborative mathematics, mathematical modeling, justifying and proving, etc.	☐	☐	VR587190
c. Classroom management	☐	☐	VR587191
d. Engaging diverse learners (e.g., racially, ethnically, or culturally diverse learners, or English learners)	☐	☐	VR596343
e. Digital technology skills for teaching mathematics	☐	☐	VR587192
f. Design of student mathematics assessments	☐	☐	VR587193
g. Use of student mathematics assessments to inform teaching	☐	☐	VR587194
h. Other (Please specify): _____	☐	☐	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	☐ Ⓐ	☐ Ⓑ	☐ Ⓒ	☐ Ⓓ	☐ Ⓔ	VH269922
b. Extend mathematics learning with enrichment activities	☐ Ⓐ	☐ Ⓑ	☐ Ⓒ	☐ Ⓓ	☐ Ⓔ	VH269923
c. Research mathematics topics on the Internet	☐ Ⓐ	☐ Ⓑ	☐ Ⓒ	☐ Ⓓ	☐ Ⓔ	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	☐ A	☐ B	☐ C	☐ D	☐ E	VR587167
b. Use existing patterns, tables, or graphs to arrive at a conclusion	☐ A	☐ B	☐ C	☐ D	☐ E	VR587168
c. Evaluate whether available patterns, tables, or graphs support a mathematical statement	☐ A	☐ B	☐ C	☐ D	☐ E	VR587169
d. Explain their mathematical ideas in their own words	☐ A	☐ B	☐ C	☐ D	☐ E	VR587170
e. Explain why they agree or disagree with another student's mathematical ideas	☐ A	☐ B	☐ C	☐ D	☐ E	VR587171
f. Adapt their mathematical ideas to another student's ideas	☐ A	☐ B	☐ C	☐ D	☐ 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.	☐ A	☐ B	☐ C	☐ D	☐ E	VH617289
b. I create student groups with the same achievement level.	☐ A	☐ B	☐ C	☐ D	☐ E	VH617290
c. I create student groups with different achievement levels.	☐ A	☐ B	☐ C	☐ D	☐ E	VH887867
d. I create groups by random assignment.	☐ A	☐ B	☐ C	☐ D	☐ E	VH617291
e. I allow students to choose their own groups.	☐ A	☐ B	☐ C	☐ D	☐ 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	☐ A	☐ B	☐ C	☐ D	VR761740
b. Supplement the regular course curriculum with additional material for some students	☐ A	☐ B	☐ C	☐ D	VR761741
c. Have some students engage in different classroom activities	☐ A	☐ B	☐ C	☐ D	VR761744
d. Use a different set of methods in teaching some students	☐ A	☐ B	☐ C	☐ D	VR761743
e. Pace my teaching differently for some students	☐ A	☐ B	☐ C	☐ D	VR761745
f. Provide multiple representation of concepts and guide students to express what they know using various formats	☐ A	☐ B	☐ C	☐ 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	☐ A	☐ B	☐ C	☐ D	VR587200
b. Make mathematical statements based on a graph, geometric figure, or equation	☐ A	☐ B	☐ C	☐ D	VR587201
c. Have students express and defend their agreement with other students' mathematical ideas	☐ A	☐ B	☐ C	☐ D	VR587202
d. Have students reject or incorporate other students' mathematical ideas	☐ A	☐ B	☐ C	☐ 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	☐	☐	☐	☐	VR587115
b. Other materials provided by your district or school (e.g., math board games, math puzzles)	☐	☐	☐	☐	VR587116
c. Materials you have created	☐	☐	☐	☐	VR587117
d. Printed workbooks	☐	☐	☐	☐	VR587118
e. Physical manipulatives provided by your district or school	☐	☐	☐	☐	VR587125
f. Physical manipulatives that you made or bought	☐	☐	☐	☐	VR587126
g. Measurement tools (e.g., ruler, protractor)	☐	☐	☐	☐	VR587127
h. Math apps	☐	☐	☐	☐	VR587124
i. Digital, board, or paper games that require players to use mathematics	☐	☐	☐	☐	VR587120
j. Math software or programming software (e.g., Core Math Tools)	☐	☐	☐	☐	VR587122
k. Coding software (e.g., computer programs or robotics programming)	☐	☐	☐	☐	VR587123
l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	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

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	☐	☐	☐	☐	☐	VR730708
b. Make assumptions	☐	☐	☐	☐	☐	VR730709
c. Make approximations	☐	☐	☐	☐	☐	VR730710
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	☐	☐	☐	☐	☐	VR730711
e. Use models to examine real-life and mathematical examples	☐	☐	☐	☐	☐	VR730712
f. Create equations	☐	☐	☐	☐	☐	VR730713
g. Examine patterns in tables and graphs to describe relationships	☐	☐	☐	☐	☐	VR730714
h. Evaluate a problem-solving process	☐	☐	☐	☐	☐	VR730715
i. Evaluate the conclusions of other students	☐	☐	☐	☐	☐	VR730716
j. Relate what your students know to the real world and make sense of it mathematically	☐	☐	☐	☐	☐	VR730717
k. Use arithmetic with whole numbers, decimals, or fractions to represent a real-life situation	☐	☐	☐	☐	☐	VR587134
l. Create an equation to solve a problem in a real-life context	☐	☐	☐	☐	☐	VR587135
m. Use data analysis, statistics, and probability concepts to make sense of a data set	☐	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VR587137
o. Create a mathematical expression for a word problem	☐	☐	☐	☐	☐	VR587138
p. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure and compare quantities	☐	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH547462
b. Identify and correct flawed mathematical reasoning	☐	☐	☐	☐	☐	VH547464
c. Construct arguments using tables, graphs, or diagrams	☐	☐	☐	☐	☐	VH547468
d. Make, test, and validate conjectures	☐	☐	☐	☐	☐	VH547466
e. Engage in deductive reasoning and informal proofs	☐	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VR587146
b. Provide evidence to show that a mathematical statement is true	☐	☐	☐	☐	☐	VR587147
c. Justify why a mathematical statement is not true	☐	☐	☐	☐	☐	VR587148
d. Read and analyze a graph, geometric figure, or equation to understand a problem	☐	☐	☐	☐	☐	VR587151
e. Use a graph, geometric figure, or equation to solve a mathematics problem	☐	☐	☐	☐	☐	VR587149
f. Draw a graph or a geometric figure or write an equation to describe a mathematics problem	☐	☐	☐	☐	☐	VR587150
g. Use information from a real-life problem to create an equation and then solve it	☐	☐	☐	☐	☐	VR587152
h. Write an equation to get a solution to a real-life problem and analyze the results	☐	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VR587154
b. Go beyond the particular context in a problem to find a general pattern (e.g., find the rule for a number pattern)	☐	☐	☐	☐	☐	VR587155
c. Identify similarities among given cases to help find rules or common attributes	☐	☐	☐	☐	☐	VR587156
d. Extend mathematical ideas or results beyond specific cases to other cases or broader domains	☐	☐	☐	☐	☐	VR587157
e. Explain in their own words another student's mathematical ideas	☐	☐	☐	☐	☐	VR587158
f. Explain why they agree or disagree with another student's mathematical ideas	☐	☐	☐	☐	☐	VR587159
g. Adapt their mathematical ideas to another student's ideas	☐	☐	☐	☐	☐	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.

VR587103

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

VR587104

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

- ☐ A I do not teach English/language arts to this class.
☐ B I teach all or most subjects, including English/language arts.
☐ C The only subject I teach is English/language arts.
☐ D 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	☐ A	☐ B	☐ C	☐ D	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	☐ A	☐ B	☐ C	☐ D	VH855058
c. Argumentation and persuasion	☐ A	☐ B	☐ C	☐ D	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	☐ A	☐ B	☐ C	☐ D	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	(A)	(B)	(C)	(D)	(E)	VH811995
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH811997
c. Explore the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VR760474
d. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH812001
e. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH812005
f. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH812009
g. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH812011
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	(A)	(B)	(C)	(D)	(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)	(A)	(B)	(C)	(D)	(E)	VR587609
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	(A)	(B)	(C)	(D)	(E)	VR587610
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate text quality)	(A)	(B)	(C)	(D)	(E)	VR587611
d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	(A)	(B)	(C)	(D)	(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.	☐ 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

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	☐	☐	☐	VH855084
b. Electronic textbooks, workbooks or worksheets	☐	☐	☐	VH855085
c. Children's books (e.g., novels, collections of stories, nonfiction, graphic novels)	☐	☐	☐	VH855086
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	☐	☐	☐	VH855087
e. Children's newspapers and/or magazines	☐	☐	☐	VH855092
f. Reading-related websites or apps	☐	☐	☐	VH855089
g. Reading-related educational games	☐	☐	☐	VH855090
h. Materials found on the Internet	☐	☐	☐	VH855091
i. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	☐	☐	☐	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	☐	☐	☐	☐	☐	VH812077
b. Build reading fluency	☐	☐	☐	☐	☐	VH812078
c. Build reading comprehension	☐	☐	☐	☐	☐	VH812083
d. Practice spelling, grammar, capitalization, punctuation, and other mechanics	☐	☐	☐	☐	☐	VH812084
e. Access reading-related websites	☐	☐	☐	☐	☐	VH812086
f. Conduct research for reading projects	☐	☐	☐	☐	☐	VH812088
g. Read something they have chosen themselves	☐	☐	☐	☐	☐	VH812089
h. Work in pairs or small groups to talk about something they have read	☐	☐	☐	☐	☐	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)	☐ A	☐ B	☐ C	☐ D	VR587600
b. Book fairs	☐ A	☐ B	☐ C	☐ D	VR587601
c. School- or community-wide reading events or programs (e.g., Read Across America, Little Free Library)	☐ A	☐ B	☐ C	☐ D	VR587602
d. Book or reading clubs	☐ A	☐ B	☐ C	☐ D	VR587603
e. Guest speakers or community resources (e.g., authors, local librarians, guest readers)	☐ A	☐ B	☐ C	☐ D	VR587604
f. Family workshops or information sessions on resources for reading	☐ A	☐ B	☐ C	☐ D	VR587605
g. Summer reading lists or programs to support and maintain reading skills over the summer	☐ A	☐ B	☐ C	☐ D	VR587606
h. Referrals to community organizations for families of students who need extra support in reading (e.g., tutoring centers)	☐ A	☐ B	☐ C	☐ D	VR587607
i. Other (please specify):	☐ A	☐ B	☐ C	☐ 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	☐ A	☐ B	☐ C	☐ D	☐ E	VR730059
b. English learners (ELs)	☐ A	☐ B	☐ C	☐ D	☐ E	VR730066
c. Gifted and talented students	☐ A	☐ B	☐ C	☐ D	☐ E	VH812553
d. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	☐ A	☐ B	☐ C	☐ D	☐ E	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	☐	☐	☐	☐	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	☐	☐	☐	☐	VH855058
c. Argumentation and persuasion	☐	☐	☐	☐	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	☐	☐	☐	☐	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	☐	☐	☐	☐	☐	VH811995
b. Interpret the meaning of the passage	☐	☐	☐	☐	☐	VH811997
c. Explore the motives or feelings of the characters	☐	☐	☐	☐	☐	VR760474
d. Identify the themes of the passage	☐	☐	☐	☐	☐	VH812001
e. Analyze two or more texts on the same topic	☐	☐	☐	☐	☐	VH812005
f. Analyze the author's organization of information in a passage	☐	☐	☐	☐	☐	VH812009
g. Critique the author's craft or technique	☐	☐	☐	☐	☐	VH812011
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	☐	☐	☐	☐	☐	VH855005

7. This school year, to what extent have you emphasized the following cognitive processes? Select **one** circle in each row.

VR587572

	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)	☐ A	☐ B	☐ C	☐ D	☐ E	VR587609
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐ A	☐ B	☐ C	☐ D	☐ E	VR587610
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate text quality)	☐ A	☐ B	☐ C	☐ D	☐ E	VR587611
d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	☐ A	☐ B	☐ C	☐ D	☐ E	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.

VH812038

	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)	☐ A	☐ B	☐ C	☐ D	☐ E	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	☐ A	☐ B	☐ C	☐ D	☐ E	VH812044
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate overall text quality)	☐ A	☐ B	☐ C	☐ D	☐ E	VR761811

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

VH855023

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	☐	☐	☐	☐	☐	VH855024
b. I create student groups with the same achievement level.	☐	☐	☐	☐	☐	VH855025
c. I create student groups with mixed achievement levels.	☐	☐	☐	☐	☐	VH855026
d. I create groups by random assignment.	☐	☐	☐	☐	☐	VH855027
e. I allow students to choose their own groups.	☐	☐	☐	☐	☐	VH855028
f. I use individualized instruction for reading.	☐	☐	☐	☐	☐	VH855034
g. Students work independently on an assigned plan or goal.	☐	☐	☐	☐	☐	VH855030
h. Students work independently on a goal they choose themselves.	☐	☐	☐	☐	☐	VH855031
i. Students use self-paced reading programs or apps.	☐	☐	☐	☐	☐	VH855032
j. I create opportunities for students to participate in (online or in-person) book clubs.	☐	☐	☐	☐	☐	VH855033
k. Students collaborate with peers and experts through the Internet or other digital connections.	☐	☐	☐	☐	☐	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	☐	☐	☐	VH855084
b. Electronic textbooks, workbooks or worksheets	☐	☐	☐	VH855085
c. Books (e.g., novels, collections of stories, nonfiction, graphic novels)	☐	☐	☐	VH855094
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	☐	☐	☐	VH855087
e. Newspapers and/or magazines	☐	☐	☐	VH855096
f. Reading-related websites or apps	☐	☐	☐	VH855089
g. Reading-related educational games	☐	☐	☐	VH855090
h. Materials found on the Internet	☐	☐	☐	VH855091
i. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	☐	☐	☐	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	☐	☐	☐	☐	☐	VH812511
b. Build reading fluency	☐	☐	☐	☐	☐	VH812512
c. Build reading comprehension	☐	☐	☐	☐	☐	VH812515
d. Access reading-related websites	☐	☐	☐	☐	☐	VH812518
e. Conduct research for reading projects	☐	☐	☐	☐	☐	VH812519
f. Read something they have chosen themselves	☐	☐	☐	☐	☐	VH812521
g. Work in pairs or small groups to talk about something they have read	☐	☐	☐	☐	☐	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)	☐ A	☐ B	☐ C	☐ D	VR587600
b. Book fairs	☐ A	☐ B	☐ C	☐ D	VR587601
c. School- or community-wide reading events or programs (e.g., Read Across America, Little Free Library)	☐ A	☐ B	☐ C	☐ D	VR587602
d. Book or reading clubs	☐ A	☐ B	☐ C	☐ D	VR587603
e. Guest speakers or community resources (e.g., authors, local librarians, guest readers)	☐ A	☐ B	☐ C	☐ D	VR587604
f. Family workshops or information sessions on resources for reading	☐ A	☐ B	☐ C	☐ D	VR587605
g. Summer reading lists or programs to support and maintain reading skills over the summer	☐ A	☐ B	☐ C	☐ D	VR587606
h. Referrals to community organizations for families of students who need extra support in reading (e.g., tutoring centers)	☐ A	☐ B	☐ C	☐ D	VR587607
i. Other (please specify):	☐ A	☐ B	☐ C	☐ 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.

VH812540

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