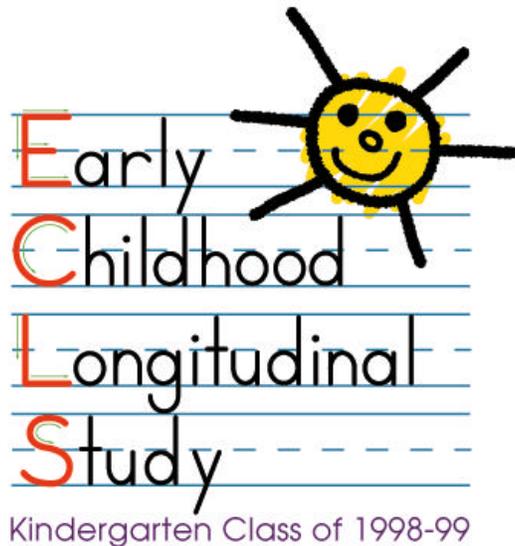


# SPRING 2000 TEACHER QUESTIONNAIRE

## PART A



**L A B E L**

Prepared for the U.S. Department of Education  
National Center for Education Statistics

by Westat  
1650 Research Boulevard  
Rockville, Maryland 20850  
(301) 251-1500

### **Assurance of Confidentiality**

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Dear Teacher,

The Early Childhood Longitudinal Study Kindergarten Class of 1998 - 1999 (ECLS-K) is also collecting information from teachers to investigate the relationship between student's achievement and various school, teacher, and home factors. This questionnaire collects information about your classroom.

This questionnaire contains four sections:

- a) classroom and student characteristics,
- b) instructional activities, organization and curricular focus,
- c) student evaluation practices, and
- d) parent involvement.

Obviously, only you can provide this information. Therefore, although we realize you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

Please record your answers directly on the questionnaire by circling the appropriate number or by writing your responses in the space provided.

Thank you very much for your help.

## DEFINITIONS

Reference is made to children with limited English proficiency (LEP), as well as English-as-a-second-language (ESL) and bilingual education programs throughout the questionnaire. For this study, the following definitions apply:

- Children with limited English proficiency (LEP): Children whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.
- English-as-a-second-language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.
- Bilingual education program: A program in which native language is used to varying degrees in instructing children with limited English proficiency.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, DC 20208.

## CLASSROOM AND STUDENT CHARACTERISTICS

1. Do you currently teach a multigrade class?

- Yes ..... 1  
 No..... 2 **(GO TO Q3)**

2. What grade levels are included in the class you teach? CIRCLE ALL THAT APPLY.

- a. Prekindergarten ..... 1  
 b. Transitional (or readiness) kindergarten ..... 2  
 c. Regular kindergarten..... 3  
 d. Transitional/ pre-first grade..... 4  
 e. 1<sup>st</sup> grade ..... 5  
 f. 2<sup>nd</sup> grade ..... 6  
 g. 3<sup>rd</sup> grade ..... 7  
 h. 4<sup>th</sup> grade ..... 8  
 i. 5<sup>th</sup> grade ..... 9

3. As of today's date, how many children in your class are at each of the following age levels? WRITE NUMBER ON LINE. ENTER "0" ON THE LINE IF THERE ARE NO CHILDREN IN A CATEGORY.

- a. 5 years old or less..... \_\_\_\_\_  
 b. 6 years old..... \_\_\_\_\_  
 c. 7 years old..... \_\_\_\_\_  
 d. 8 years old..... \_\_\_\_\_  
 e. 9 years old..... \_\_\_\_\_  
 f. 10 years old or older ..... \_\_\_\_\_  
  
**Total Class Enrollment** ..... \_\_\_\_\_

4. As of today's date, how many children in your class belong to each of the following racial-ethnic groups? WRITE NUMBER ON LINE. ENTER "0" ON THE LINE IF THERE ARE NO CHILDREN IN A CATEGORY.

- a. Asian or Pacific Islander..... \_\_\_\_\_  
 b. Hispanic, regardless of race..... \_\_\_\_\_  
 c. Black, not of Hispanic origin ..... \_\_\_\_\_  
 d. White, not of Hispanic origin ..... \_\_\_\_\_  
 e. American Indian or Native Alaskan..... \_\_\_\_\_  
 f. Other (Please Specify) \_\_\_\_\_  
  
**Total Class Enrollment** ..... \_\_\_\_\_

5. As of today's date, how many boys and girls are there in your class? WRITE NUMBER ON LINE.
- a. Number of boys ..... \_\_\_\_\_
  - b. Number of girls ..... \_\_\_\_\_
6. How many children have enrolled in and left your classroom **since October 1st**? WRITE NUMBER ON LINE.
- a. Number of new children who enrolled in your class ..... \_\_\_\_\_
  - b. Number of children who left your class ..... \_\_\_\_\_
7. How many of the children demonstrated the following reading skills when they started school this year? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THAT LINE.
- a. Recognized letters ..... \_\_\_\_\_
  - b. Read words ..... \_\_\_\_\_
  - c. Read complete sentences..... \_\_\_\_\_
8. How many children in your class have the following characteristics? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THAT LINE.
- a. Are classified as Gifted and Talented ..... \_\_\_\_\_
  - b. Are participating in a Gifted and Talented program..... \_\_\_\_\_
  - c. Are repeating first grade this year ..... \_\_\_\_\_
  - d. Are below grade level in their reading skills..... \_\_\_\_\_
  - e. Are below grade level in their math skills..... \_\_\_\_\_
  - f. Are above grade level in reading..... \_\_\_\_\_
  - g. Are above grade level in math..... \_\_\_\_\_
  - h. Are tardy, on an average day..... \_\_\_\_\_
  - i. Are absent, on an average day ..... \_\_\_\_\_
  - j. Attended kindergarten..... \_\_\_\_\_

9. At this point in the school year how would you rate the behavior in your class? CIRCLE ONLY ONE NUMBER.

- Group misbehaves very frequently and is almost always difficult to handle ..... 1
- Group misbehaves frequently and is often difficult to handle ..... 2
- Group misbehaves occasionally ..... 3
- Group behaves well..... 4
- Group behaves exceptionally well ..... 5

10. How are the desks/tables organized in your classroom? CIRCLE ONLY ONE NUMBER.

- Classroom has no/ few desks/ tables..... 1
- Desks/ tables are in rows facing the front of the classroom ..... 2
- Desks/ tables are arranged in a circle/ semicircle..... 3
- Desks/ tables are arranged in small groups ..... 4
- Classroom has no set arrangement. Desks/ tables are rearranged frequently for different activities ..... 5

11. How many children in your class have a **diagnosed** physical or psychological disability and need special services? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THE LINE.

\_\_\_\_\_ IF "0," GO TO Q14.

12. How many of the children diagnosed with a physical or psychological disability have the following disabilities? WRITE NUMBER ON LINE. COUNT EACH CHILD ONLY ONCE. CHILDREN WITH MORE THAN ONE DISABILITY CATEGORY SHOULD BE REPORTED AS HAVING MULTIPLE DISABILITIES OR DEAF-BLINDNESS, AS APPROPRIATE. IF NO CHILDREN IN YOUR CLASS HAVE A PARTICULAR DISABILITY, ENTER "0" ON THAT LINE.

- a. Communication, speech, language impairments ..... \_\_\_\_\_
- b. Learning disabilities ..... \_\_\_\_\_
- c. Serious emotional disturbances ..... \_\_\_\_\_
- d. Mental retardation ..... \_\_\_\_\_
- e. Developmental delay ..... \_\_\_\_\_
- f. Vision impairments ..... \_\_\_\_\_
- g. Hearing impairments ..... \_\_\_\_\_
- h. Orthopedic impairments ..... \_\_\_\_\_
- i. Other health impairments ..... \_\_\_\_\_
- j. Multiple disabilities ..... \_\_\_\_\_
- k. Autism ..... \_\_\_\_\_
- l. Traumatic brain injuries ..... \_\_\_\_\_
- m. Deaf-blindness ..... \_\_\_\_\_
- n. Other (Please Specify) \_\_\_\_\_  
\_\_\_\_\_ .....

13. For how many of the children **diagnosed** with a physical or psychological disability do the following apply? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THAT LINE.

- a. Are currently receiving special services or accommodations for their disabilities ..... \_\_\_\_\_
- b. Have an Individualized Education Program (IEP) for children with disabilities ..... \_\_\_\_\_
- c. Have a Section 504 Plan ..... \_\_\_\_\_
- d. Need more help than they are currently receiving ..... \_\_\_\_\_

14. Do any of the children in your class speak a language other than English? CIRCLE ONE NUMBER.

- Yes ..... 1
- No ..... 2 **(GO TO Q20)**

15. Which languages other than English are spoken by the children in your class? CIRCLE ALL THAT APPLY.

- Spanish ..... 1
  - Vietnamese ..... 2
  - Chinese ..... 3
  - Japanese ..... 4
  - Korean ..... 5
  - A Filipino language ..... 6
  - Another Asian language ..... 7
  - Other language (Please Specify) ..... 8
- 

16. Do you have any children with limited English proficiency (LEP) in your class? (LEP children are children whose native language is other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.) CIRCLE ONE NUMBER.

- Yes ..... 1
- No ..... 2 **(GO TO Q20)**

17. How many children with limited English proficiency (LEP) do you have in your class? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THE LINE.

Number of LEP children \_\_\_\_\_ **IF "0," GO TO Q20.**

18. How many of the LEP children in your class receive English as a second language (ESL) instruction in the following ways in your school or center? (ESL is an instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.) WRITE NUMBER ON LINE. ENTER "0" IF NO CHILDREN FIT THE CATEGORY.

- a. Receive no ESL instruction in the school..... \_\_\_\_\_
- b. Receive ESL instruction within the regular class..... \_\_\_\_\_
- c. Receive ESL instruction outside the regular class ..... \_\_\_\_\_

19. Which languages other than English are spoken by you and any other teacher or aide to the LEP children in your class? CIRCLE ALL THAT APPLY.

- No language other than English..... 1
- Spanish ..... 2
- Vietnamese ..... 3
- Chinese ..... 4
- Japanese ..... 5
- Korean ..... 6
- A Filipino language ..... 7
- Another Asian language ..... 8
- Other language (Please Specify) ..... 9

---

20. What languages are used for instruction in your class? CIRCLE ALL THAT APPLY.

- No language other than English..... 1
- Spanish ..... 2
- Vietnamese ..... 3
- Chinese ..... 4
- Japanese ..... 5
- Korean ..... 6
- A Filipino language ..... 7
- Another Asian language ..... 8
- Other language (Please Specify) ..... 9

---

## INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

21. In a typical day, how much time do the children spend in the following activities?  
CIRCLE ONE NUMBER ON EACH LINE. DO NOT INCLUDE LUNCH OR RECESS BREAKS.

	No Time	Half hour or less	About one hour	About two hours	Three hours or more
a. Teacher-directed whole class activities? .....	1	2	3	4	5
b. Teacher-directed small group activities? .....	1	2	3	4	5
c. Teacher-directed individual activities? .....	1	2	3	4	5
d. Child-selected activities? .....	1	2	3	4	5

22. To what extent do you integrate curriculum areas around common or unifying themes? (e.g., using math and science concepts in the same unit of study or using arts and social studies in the same unit of study)? CIRCLE ONE NUMBER.

Never ..... 1

Occasionally ..... 2

Usually ..... 3

All the time..... 4

23. **How often** and **how much time** do children in your class usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?

	How Often					How Much Time			
	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily	1-30 minutes a day	31-60 minutes a day	61-90 minutes a day	More than 90 minutes a day
a. Reading and language arts .....	1	2	3	4	5	1	2	3	4
b. Mathematics .....	1	2	3	4	5	1	2	3	4
c. Social studies .....	1	2	3	4	5	1	2	3	4
d. Science .....	1	2	3	4	5	1	2	3	4
e. Music .....	1	2	3	4	5	1	2	3	4
f. Art .....	1	2	3	4	5	1	2	3	4
g. Dance/creative movement .....	1	2	3	4	5	1	2	3	4
h. Theater/creative dramatics .....	1	2	3	4	5	1	2	3	4
i. Foreign language .....	1	2	3	4	5	1	2	3	4
j. English-as-a-second-language (ESL) .....	1	2	3	4	5	1	2	3	4

24. How often do you divide your class into instructional groups for reading and math activities or lessons? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Less than once a week	Once or twice a week	Three or four times a week	Daily
a. Reading .....	1	2	3	4	5
b. Math.....	1	2	3	4	5

25. On days when you use achievement grouping, how many groups do you have and how many minutes per day is your class usually divided into instructional groups for reading and math activities or lessons? WRITE NUMBERS ON LINES BELOW, AND CIRCLE ONE NUMBER ON EACH LINE. IF YOU DO NOT USE ACHIEVEMENT GROUPING IN THE SUBJECT LISTED, PLEASE WRITE "0" ON THE LINE AND SKIP TO THE NEXT QUESTION.

	Number of achievement groups	1-15 minutes/day	16-30 minutes/day	31-60 minutes/day	More than 60 minutes/day
a. Reading .....	_____	1	2	3	4
b. Math .....	_____	1	2	3	4

26. Since the beginning of January, how many children in this class have moved to a different (higher or lower) skill reading group? CIRCLE ONE NUMBER IN EACH COLUMN.

IF YOU DO NOT USE INSTRUCTIONAL GROUPS IN READING, CHECK HERE  SKIP TO QUESTION 27.

	Moved to a lower group	Moved to a higher group
None .....	1	1
1 or 2.....	2	2
3 to 5.....	3	3
6 to 10.....	4	4
11 or more.....	5	5

27. How often do children in your class who need more help with reading receive the following kinds of services while at school? CIRCLE ONE NUMBER ON EACH LINE AND WRITE IN THE AVERAGE NUMBER OF MINUTES PER SESSION, NOT COUNTING TIME SPENT MOVING BETWEEN CLASS AND THE SERVICE.

	Never	Less than once a week	Once or twice a week	Three or four times a week	Daily	Minutes per session
a. Extra individual assistance from you .....	1	2	3	4	5	_____
b. Individual tutoring from an aide or volunteer.....	1	2	3	4	5	_____
c. Individual tutoring by a specialist .....	1	2	3	4	5	_____
d. Pull-out instruction in small groups.....	1	2	3	4	5	_____
e. Other (Please Specify) ... _____	1	2	3	4	5	_____

28. On a typical evening, how much time do you expect children to spend on homework in each of the following areas? CIRCLE ONE NUMBER ON EACH LINE.

	None	10 min.	20 min.	30 min.	More than 30 min.
a. Reading and language arts .....	0	1	2	3	4
b. Math .....	0	1	2	3	4

29. How many times **each week** do children in your class usually have physical education? CIRCLE ONE NUMBER.

- Never ..... 1 **(GO TO Q31)**
- Less than once a week ..... 2
- Once or twice a week ..... 3
- Three or four times a week..... 4
- Daily ..... 5

30. How much time **each day** do children in your class usually spend when they participate in physical education? CIRCLE ONE NUMBER.

- Do not participate in physical education . 1
- 1-15 minutes/day ..... 2
- 16-30 minutes/day ..... 3
- 31-60 minutes/day ..... 4
- More than 60 minutes/day..... 5

31. How many days a week do children have recess? WRITE NUMBER ON LINE.

\_\_\_\_ Days **IF "0," GO TO Q33.**

32. Between the starting bell and the dismissal bell, how many times a day do children have recess? CIRCLE ONE NUMBER.

- Once ..... 1
- Twice..... 2
- Three or more times..... 3

33. In a typical day, how much time does your class spend in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	None	1-15 minutes	16-30 minutes	31-45 minutes	Longer than 45 minutes
a. Lunch.....	0	1	2	3	4
b. Recess.....	0	1	2	3	4

34. How many **paid** aides assist you in your class? RECORD NUMBER ON LINE.

\_\_\_\_Number **IF "0," GO TO Q41.**

35. How many hours a week do different types of paid aides usually assist in your class in the following ways? WRITE THE TOTAL HOURS PER WEEK THAT YOU ARE ASSISTED BY PAID AIDE(S) IN THE APPROPRIATE BOXES BELOW. IF STATEMENT DOES NOT APPLY TO YOUR CLASS, ENTER "0" ON THAT LINE.

	<b>Regular aides</b>	<b>Special Education aides</b>	<b>ESL or Bilingual Education aides</b>
a. Working directly with children on instructional tasks ....	____ hrs/week	____ hrs/week	____ hrs/week
b. Doing non-instructional work (e.g., photocopying, preparing materials, etc.) .....	____ hrs/week	____ hrs/week	____ hrs/week

PLEASE ANSWER THE FOLLOWING QUESTIONS FOR THE PAID AIDE **WHO SPENDS THE MOST TIME IN YOUR CLASS.**

36. Is the aide's first language English? CIRCLE ONE NUMBER.

- Yes ..... 1
- No ..... 2

37. How well does the aide speak English? CIRCLE ONE NUMBER.

- Not at all well..... 1
- Not well..... 2
- Well ..... 3
- Very well ..... 4

38. What is the **highest** level of education of your aide? CIRCLE ONE NUMBER.

- Less than high school ..... 1 **(GO TO Q40)**
- High school diploma or GED ..... 2
- Associate's degree ..... 3
- Bachelor's degree ..... 4
- At least one year of course work beyond a Bachelor's degree  
but not a graduate degree ..... 5
- Master's degree or above ..... 6
- Don't Know..... 8 **(GO TO Q40)**

39. If your aide has a college degree or is currently working on one, is either of the following his/her major field of study? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No	Don't Know
a. Early childhood education .....	1	2	8
b. Elementary education.....	1	2	8

40. Does your aide have any of the following certifications? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No	Don't Know
a. Early childhood education .....	1	2	8
b. Elementary education.....	1	2	8
c. Currently working on a teaching credential .....	1	2	8

41. In a typical week, about how many total hours do volunteer(s) assist with your class? IF THERE ARE TWO OR MORE VOLUNTEERS PLEASE ADD UP THEIR WEEKLY HOURS. WRITE NUMBER ON LINE.

IF YOU HAVE NO VOLUNTEERS, CHECK HERE  SKIP TO Q43.

Total number of hours per week ..... \_\_\_\_\_

42. How many hours a week do volunteers usually assist in your class in the following ways? WRITE THE TOTAL NUMBER OF HOURS ON THE APPROPRIATE LINES BELOW.

- a. Working directly with children on instructional tasks ..... \_\_\_\_\_  
hrs/week
- b. Doing non-instructional work (e.g., photocopying,  
preparing materials, etc.)..... \_\_\_\_\_  
hrs/week

43. Does your classroom have the following interest areas or centers for activities? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Yes</b>	<b>No</b>
a. Reading area with books .....	1	2
b. Listening center.....	1	2
c. Writing center or area.....	1	2
d. Math area with manipulatives .....	1	2
e. Computer area .....	1	2
f. Science or nature area with manipulatives.....	1	2
g. Dramatic play area or corner .....	1	2
h. Art area .....	1	2

44. In general, how adequate is each of the following for your class? CIRCLE ONE NUMBER ON EACH LINE.

	<b>I don't use these at this grade level</b>	<b>Never adequate</b>	<b>Often not adequate</b>	<b>Sometimes not adequate</b>	<b>Always adequate</b>
a. Textbooks .....	1	2	3	4	5
b. Tradebooks .....	1	2	3	4	5
c. Workbooks and practice sheets .....	1	2	3	4	5
d. Basal Reader Books.....	1	2	3	4	5
e. Manipulatives (e.g., blocks, puzzles).....	1	2	3	4	5
f. Audiovisual equipment (e.g., VCR) .....	1	2	3	4	5
g. Videotapes and films .....	1	2	3	4	5
h. Computer equipment.....	1	2	3	4	5
i. Computer software .....	1	2	3	4	5
j. Paper and pencils.....	1	2	3	4	5
k. Ditto or photocopier equipment .....	1	2	3	4	5
l. Art materials, paints, clays....	1	2	3	4	5
m. Musical instruments.....	1	2	3	4	5
n. Musical recordings.....	1	2	3	4	5
o. Materials for teaching LEP children .....	1	2	3	4	5
p. Materials for teaching children with disabilities .....	1	2	3	4	5
q. Heat and air-conditioning.....	1	2	3	4	5
r. Classroom space.....	1	2	3	4	5
s. Child-sized furniture.....	1	2	3	4	5

45. How often do your children use the following materials or resources in your class? CIRCLE ONE NUMBER ON EACH LINE.

	Not available	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Art materials .....	0	1	2	3	4	5	6
b. Musical instruments.....	0	1	2	3	4	5	6
c. Costumes for creative dramatics/theater.....	0	1	2	3	4	5	6
d. Cooking or food related items.....	0	1	2	3	4	5	6
e. Books and other written materials in children's first language (for non- English speakers).....	0	1	2	3	4	5	6
f. VCR .....	0	1	2	3	4	5	6
g. TV for watching broadcast programs.....	0	1	2	3	4	5	6
h. Record, tape, or CD player.....	0	1	2	3	4	5	6
i. Science equipment (e.g., magnifying glass, scales, thermometers).....	0	1	2	3	4	5	6

46. How often do the children in your class do the following activities? CIRCLE ONE NUMBER ON EACH LINE.

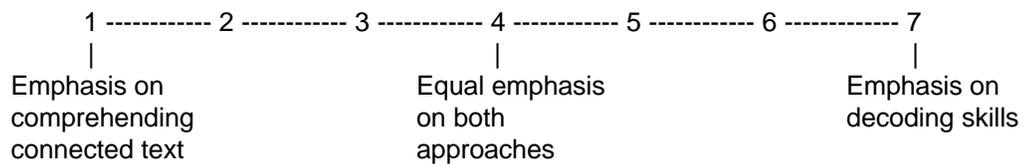
	No library or media center in this school	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Go to the school library or media center .....	0	1	2	3	4	5
b. Borrow materials from the library or media center.....	0	1	2	3	4	5

47. How often do children in this class do each of the following **READING** and **LANGUAGE ARTS** activities? **CIRCLE ONE NUMBER ON EACH LINE.**

	<b>Never</b>	<b>Once a month or less</b>	<b>Two or three times a month</b>	<b>Once or twice a week</b>	<b>Three or four times a week</b>	<b>Daily</b>
a. Work on learning the names of the letters .....	1	2	3	4	5	6
b. Practice writing the letters of the alphabet .....	1	2	3	4	5	6
c. Discuss new or difficult vocabulary.....	1	2	3	4	5	6
d. Dictate stories to a teacher, aide, or volunteer.....	1	2	3	4	5	6
e. Work on phonics.....	1	2	3	4	5	6
f. Listen to you read stories where they see the print (e.g., Big Books).....	1	2	3	4	5	6
g. Listen to you read stories but they don't see the print .....	1	2	3	4	5	6
h. Retell stories .....	1	2	3	4	5	6
i. Read aloud.....	1	2	3	4	5	6
j. Read silently .....	1	2	3	4	5	6
k. Work in a reading workbook or on a worksheet.....	1	2	3	4	5	6
l. Write words from dictation, to improve spelling .....	1	2	3	4	5	6
m. Write with encouragement to use invented spellings, if needed.....	1	2	3	4	5	6
n. Read books they have chosen for themselves.....	1	2	3	4	5	6
o. Read text with controlled vocabulary.....	1	2	3	4	5	6
p. Read text with strong phonetic patterns.....	1	2	3	4	5	6
q. Read text with patterned or predictable text.....	1	2	3	4	5	6
r. Read thematic or literature based text .....	1	2	3	4	5	6

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
s. Compose and write stories or reports.....	1	2	3	4	5	6
t. Do an activity or project related to a book or story.....	1	2	3	4	5	6
u. Publish their own writing.....	1	2	3	4	5	6
v. Perform plays and skits .....	1	2	3	4	5	6
w. Write stories in a journal .....	1	2	3	4	5	6
x. See/hear stories from story tellers or other artists .....	1	2	3	4	5	6
y. Work in mixed-achievement groups on language arts activities .....	1	2	3	4	5	6
z. Peer tutoring.....	1	2	3	4	5	6
aa. Work on projects in small groups.....	1	2	3	4	5	6
bb. Work on long term projects (at least a week long) .....	1	2	3	4	5	6

48. Think about your approach for teaching reading. Circle the **whole** number on the line below that best reflects your approach along this continuum.



49. For this school year as a whole, please indicate how often each of the following **READING** and **LANGUAGE ARTS** skills is taught in your class. CIRCLE ONE NUMBER ON EACH LINE.

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Conventions of print (left to right orientation, book holding) .....	1	2	3	4	5	6	7
b. Alphabet and letter recognition .....	1	2	3	4	5	6	7
c. Matching letters to sounds .....	1	2	3	4	5	6	7
d. Writing own name (first and last).....	1	2	3	4	5	6	7
e. Rhyming words and word families.....	1	2	3	4	5	6	7
f. Reading multi-syllable words, like adventure .....	1	2	3	4	5	6	7
g. Common prepositions such as over and under, up and down .....	1	2	3	4	5	6	7
h. Identifying the main idea and parts of a story .....	1	2	3	4	5	6	7
i. Making predictions based on text.....	1	2	3	4	5	6	7
j. Using context cues for comprehension.....	1	2	3	4	5	6	7
k. Communicating complete ideas orally .....	1	2	3	4	5	6	7
l. Remembering and following directions that include a series of actions .....	1	2	3	4	5	6	7
m. Using capitalization and punctuation .....	1	2	3	4	5	6	7
n. Composing and writing complete sentences.....	1	2	3	4	5	6	7
o. Composing and writing stories with an understandable beginning, middle, and end.....	1	2	3	4	5	6	7
p. Conventional spelling .....	1	2	3	4	5	6	7
q. Vocabulary .....	1	2	3	4	5	6	7
r. Alphabetizing.....	1	2	3	4	5	6	7
s. Reading aloud fluently .....	1	2	3	4	5	6	7

50. To what extent do you agree with the following statement? "Children should be encouraged to use invented spelling if they do not know the correct spelling of a word." CIRCLE ONE NUMBER.

- Strongly disagree ..... 1
- Disagree ..... 2
- Neither agree nor disagree ..... 3
- Agree ..... 4
- Strongly agree..... 5

51. How often do children in this class do each of the following **MATH** activities? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Never</b>	<b>Once a month or less</b>	<b>Two or three times a month</b>	<b>Once or twice a week</b>	<b>Three or four times a week</b>	<b>Daily</b>
a. Count out loud.....	1	2	3	4	5	6
b. Work with geometric manipulatives .....	1	2	3	4	5	6
c. Work with counting manipulatives to learn basic operations .....	1	2	3	4	5	6
d. Play math-related games.....	1	2	3	4	5	6
e. Use a calculator for math.....	1	2	3	4	5	6
f. Use music to understand math concepts.....	1	2	3	4	5	6
g. Use creative movement or creative drama to understand math concepts....	1	2	3	4	5	6
h. Work with rulers, measuring cups, spoons, or other measuring instruments .....	1	2	3	4	5	6
i. Explain how a math problem is solved.....	1	2	3	4	5	6
j. Engage in calendar-related activities .....	1	2	3	4	5	6
k. Do math worksheets.....	1	2	3	4	5	6
l. Do math problems from their textbooks.....	1	2	3	4	5	6
m. Complete math problems on the chalkboard.....	1	2	3	4	5	6
n. Solve math problems in small groups or with a partner .....	1	2	3	4	5	6
o. Work on math problems that reflect real-life situations .....	1	2	3	4	5	6
p. Work in mixed achievement groups on math activities .....	1	2	3	4	5	6
q. Peer tutoring.....	1	2	3	4	5	6
r. Work on problems for which there are several appropriate methods or solutions .....	1	2	3	4	5	6
s. Do worksheet or workbook page emphasizing routine practice or drill.....	1	2	3	4	5	6

52. For this school year as a whole, please indicate how often each of the following **MATH** skills is taught in your class? CIRCLE ONE NUMBER ON EACH LINE.

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Correspondence between number and quantity.....	1	2	3	4	5	6	7
b. Writing all numbers between 1 and 10.....	1	2	3	4	5	6	7
c. Counting by 2s, 5s, and 10s.....	1	2	3	4	5	6	7
d. Counting beyond 100.....	1	2	3	4	5	6	7
e. Writing all numbers between 1 and 100.....	1	2	3	4	5	6	7
f. Recognizing and naming geometric shapes.....	1	2	3	4	5	6	7
g. Identifying relative quantity (e.g., equal, most, less, more).....	1	2	3	4	5	6	7
h. Sorting objects into subgroups according to a rule.....	1	2	3	4	5	6	7
i. Ordering objects by size or other properties.....	1	2	3	4	5	6	7
j. Making, copying, or extending patterns.....	1	2	3	4	5	6	7
k. Recognizing the value of coins and currency.....	1	2	3	4	5	6	7
l. Adding single-digit numbers.....	1	2	3	4	5	6	7
m. Subtracting single-digit numbers.....	1	2	3	4	5	6	7
n. Place value.....	1	2	3	4	5	6	7
o. Reading two-digit numbers.....	1	2	3	4	5	6	7
p. Reading three-digit numbers.....	1	2	3	4	5	6	7
q. Mixed operations (e.g., $4+3-2=5$ ).....	1	2	3	4	5	6	7
r. Reading simple graphs.....	1	2	3	4	5	6	7
s. Performing simple data collection and graphing.....	1	2	3	4	5	6	7

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
t. Fractions (e.g., recognizing that $\frac{1}{4}$ of a circle is colored) .....	1	2	3	4	5	6	7
u. Ordinal numbers (e.g., first, second, third).....	1	2	3	4	5	6	7
v. Using measuring instruments accurately.....	1	2	3	4	5	6	7
w. Telling time.....	1	2	3	4	5	6	7
x. Estimating quantities .....	1	2	3	4	5	6	7
y. Adding two-digit numbers .....	1	2	3	4	5	6	7
z. Carrying numbers in addition .....	1	2	3	4	5	6	7
aa. Subtracting two-digit numbers without regrouping.....	1	2	3	4	5	6	7
bb. Estimating probability .....	1	2	3	4	5	6	7
cc. Writing math equations to solve word problems.....	1	2	3	4	5	6	7

53. How often do children in your class use computers for the following purposes? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
	a. To learn reading, writing, or spelling.....	1	2	3	4	5
b. To learn math .....	1	2	3	4	5	6
c. To learn social studies concepts ....	1	2	3	4	5	6
d. To learn science concepts .....	1	2	3	4	5	6
e. To learn keyboarding skills .....	1	2	3	4	5	6
f. To create art.....	1	2	3	4	5	6
g. To compose and/or to perform music .....	1	2	3	4	5	6
h. For enjoyment (e.g., games).....	1	2	3	4	5	6
i. To access information (e.g., to connect to Internet or local network) .....	1	2	3	4	5	6

54. For this school year as a whole, please indicate how often each of the following **SCIENCE** or **SOCIAL STUDIES** topics or skills is taught in your class? CIRCLE ONE NUMBER ON EACH LINE.

	Not Taught		Taught				
	Taught at a higher grade level	Children should already know	One a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Human body.....	1	2	3	4	5	6	7
b. Plants and animals .....	1	2	3	4	5	6	7
c. Dinosaurs and fossils .....	1	2	3	4	5	6	7
d. Solar system and space .....	1	2	3	4	5	6	7
e. Weather (e.g., rainy, sunny) .....	1	2	3	4	5	6	7
f. Understand and measure temperature.....	1	2	3	4	5	6	7
g. Water .....	1	2	3	4	5	6	7
h. Sound .....	1	2	3	4	5	6	7
i. Light.....	1	2	3	4	5	6	7
j. Magnetism and electricity .....	1	2	3	4	5	6	7
k. Machines and motors .....	1	2	3	4	5	6	7
l. Tools and their uses .....	1	2	3	4	5	6	7
m. Health, safety, nutrition, and personal hygiene .....	1	2	3	4	5	6	7
n. Important figures and events in American history .....	1	2	3	4	5	6	7
o. Community resources (e.g., grocery store, police) .....	1	2	3	4	5	6	7
p. Map-reading skills .....	1	2	3	4	5	6	7
q. Different cultures .....	1	2	3	4	5	6	7
r. Reasons for rules, laws, and government .....	1	2	3	4	5	6	7
s. Ecology .....	1	2	3	4	5	6	7
t. Geography .....	1	2	3	4	5	6	7
u. Scientific method.....	1	2	3	4	5	6	7
v. Social-problem solving .....	1	2	3	4	5	6	7

## STUDENT EVALUATION

55. How important is each of the following in evaluating the children in your class? CIRCLE ONE NUMBER ON EACH LINE.

	Not important	Somewhat important	Very important	Extremely important	Not applicable
a. Individual child's achievement relative to the rest of the class .....	1	2	3	4	0
b. Individual child's achievement relative to local, state, or professional standards.....	1	2	3	4	0
c. Individual improvement or progress over past performance ....	1	2	3	4	0
d. Effort.....	1	2	3	4	0
e. Class participation.....	1	2	3	4	0
f. Daily attendance.....	1	2	3	4	0
g. Classroom behavior or conduct .....	1	2	3	4	0
h. Cooperativeness with other children .....	1	2	3	4	0
i. Ability to follow directions.....	1	2	3	4	0
j. Completion of homework.....	1	2	3	4	0

56. Which of the following best describes your evaluation and grading practices for different types of children? CIRCLE ONLY ONE NUMBER.

I hold the same standards for most children, but I make exceptions for children with special needs (e.g., children with disabilities, children with limited English proficiency)..... 1

I hold different standards for different children based on what I think they are capable of ..... 2

I hold the same standards for everyone in my class ..... 3

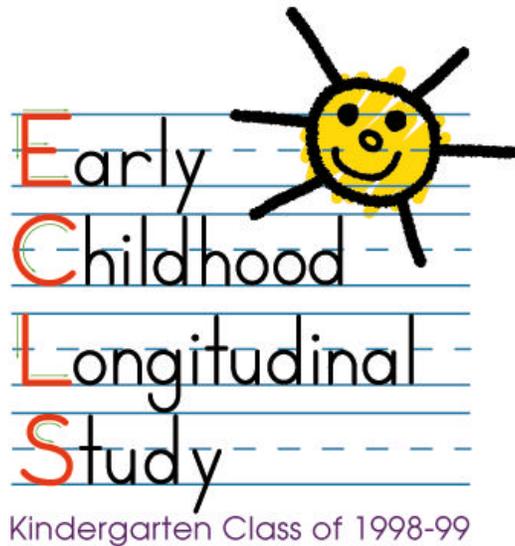
57. How often do you use the following to assess your children? CIRCLE ONE NUMBER ON EACH LINE.

	Never	One or two times a year	One or two times a month	One or two times a week	Three or more times a week
a. State or local standardized tests .....	1	2	3	4	5
b. Commercially-produced tests.....	1	2	3	4	5
c. Teacher-made tests or quizzes.....	1	2	3	4	5
d. Individual or group projects.....	1	2	3	4	5
e. Tests from textbook series (e.g., end-of-unit or chapter).....	1	2	3	4	5
f. Worksheets .....	1	2	3	4	5
g. Work samples .....	1	2	3	4	5
h. Other (Please Specify) _____	1	2	3	4	5



# SPRING 2000 TEACHER QUESTIONNAIRE

## PART B



**L A B E L**

Prepared for the U.S. Department of Education  
National Center for Education Statistics

by Westat  
1650 Research Boulevard  
Rockville, Maryland 20850  
(301) 251-1500

### **Assurance of Confidentiality**

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Dear Teacher,

The Early Childhood Longitudinal Study Kindergarten Class of 1998 - 1999 (ECLS-K) is also collecting information from teachers to investigate the relationship between student's achievement and various school, teacher, and home factors. This questionnaire collects information concerning you and your views on teaching and the school.

This questionnaire contains three sections:

- a.) School and Staff Activities
- b.) Views on Teaching, School Climate and Environment
- c.) Your Background

Obviously, only you can provide this information. Therefore, although we realize you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

Please record your answers directly on the questionnaire by circling the appropriate number or by writing your responses in the space provided.

Thank you very much for your help.

## DEFINITIONS

Reference is made to children with limited English proficiency (LEP), as well as English-as-a-second-language (ESL) and bilingual education programs throughout the questionnaire. For this study, the following definitions apply:

- Children with limited English proficiency (LEP): Children whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.
- English-as-a-second-language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.
- Bilingual education program: A program in which native language is used to varying degrees in instructing children with limited English proficiency.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, DC 20208.

## SCHOOL and STAFF ACTIVITIES

1. How often have you participated in the following school-related activities since the beginning of the year? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Meeting with other teachers to discuss lesson planning .....	1	2	3	4	5	6
b. Meeting with other teachers to discuss curriculum development.....	1	2	3	4	5	6
c. Meeting with other teachers or specialists to discuss individual children .....	1	2	3	4	5	6
d. Meeting with the special education teacher or service providers to discuss and plan for the children with disabilities in my class .....	1	2	3	4	5	6

2. In which of the following staff development and training activities have you participated during the current academic year? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. Three or more inservice training days .....	1	2
b. Workshops involving study groups or small-group problem solving ...	1	2
c. Direct instruction from an outside consultant on a specific topic .....	1	2
d. Peer observation and feedback .....	1	2
e. Follow-up support for a teacher trying out new skills and knowledge in the classroom .....	1	2
f. Visits to, or observations of, other schools .....	1	2
g. Release time for attending early childhood professional conferences	1	2
h. Enrollment in college or university courses .....	1	2
i. Workshops on computers and technology in the classroom .....	1	2

### VIEWS ON TEACHING, SCHOOL CLIMATE, AND ENVIRONMENT

3. In some schools, special efforts are made to make the transition from kindergarten to first grade less difficult for children. Are any of the following done in your school? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. The school sends information about the first grade program to parents.....	1	2
b. Kindergarten children spend some time in the first grade classroom.....	1	2
c. Buddy or Big brother/Big sister programs that pair new first graders with older children at entry .....	1	2
d. Parents and children visit first grade for orientation.....	1	2
e. First grade teachers or counselors meet with children while they are still in kindergarten.....	1	2
f. Kindergarten and First grade teachers meet to coordinate curriculum .....	1	2
g. Other transition activities (Please Describe): _____	1	2
_____		
_____		

4. Please indicate the extent to which you agree with each of the following statements on children's preparation for school. CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Attending kindergarten is very important for success in first grade .....	1	2	3	4	5
b. Children who begin formal reading and math instruction in kindergarten will do better in elementary school .....	1	2	3	4	5
c. Parents should make sure their children know the alphabet before they start kindergarten.....	1	2	3	4	5
d. Most children should learn to read in kindergarten .....	1	2	3	4	5
e. Parents need help in learning how to teach their children how to read .....	1	2	3	4	5
f. Parents should set aside time every day for their first grade children to practice schoolwork .....	1	2	3	4	5
g. Homework should be given to first grade children almost every day .....	1	2	3	4	5
h. Parents should read to their children and play counting games at home regularly .....	1	2	3	4	5

5. Please indicate the extent to which you agree with each of the following statements about your school's climate. CIRCLE ONE NUMBER ON EACH LINE.

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
a. Staff members in this school generally have school spirit.....	1	2	3	4	5
b. The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching .....	1	2	3	4	5
c. Many of the children I teach are not capable of learning the material I am supposed to teach them .....	1	2	3	4	5
d. I feel accepted and respected as a colleague by most staff members.....	1	2	3	4	5
e. Teachers in this school are continually learning and seeking new ideas .....	1	2	3	4	5
f. Routine administrative duties and paperwork interfere with my job of teaching .....	1	2	3	4	5
g. Parents are supportive of school staff ...	1	2	3	4	5

6. At your school, how much influence do you think teachers have over school policy in areas such as determining discipline policy, deciding how some school funds will be spent, and assigning children to classes? CIRCLE ONLY ONE NUMBER.

- No influence ..... 1  
 Slight influence ..... 2  
 Some influence..... 3  
 Moderate influence ..... 4  
 A great deal of influence ..... 5

7. How much control do you feel you have IN YOUR CLASSROOM over such areas as selecting skills to be taught, deciding about teaching techniques, and disciplining children? CIRCLE ONLY ONE NUMBER.

- No control..... 1  
 Slight control..... 2  
 Some control ..... 3  
 Moderate control..... 4  
 A great deal of control..... 5

8. Please indicate the extent to which you agree with each of the following statements about your school's environment. CIRCLE ONE NUMBER ON EACH LINE.

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
a. The academic standards at this school are too low.....	1	2	3	4	5
b. There is broad agreement among the entire school faculty about the central mission of the school .....	1	2	3	4	5
c. The school administrator knows what kind of school he/she wants and has communicated it to the staff .....	1	2	3	4	5
d. The school administrator deals effectively with pressures from outside the school (for example, budget, parents, school board) that might otherwise affect my teaching .....	1	2	3	4	5
e. The school administrator sets priorities, makes plans, and sees that they are carried out .....	1	2	3	4	5
f. The school administration's behavior toward the staff is supportive and encouraging .....	1	2	3	4	5

9. Please indicate the extent to which you agree with each of the following statements on teaching. CIRCLE ONE NUMBER ON EACH LINE.

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
a. I really enjoy my present teaching job ...	1	2	3	4	5
b. I am certain I am making a difference in the lives of the children I teach .....	1	2	3	4	5
c. If I could start over, I would choose teaching again as my career .....	1	2	3	4	5

10. To what extent do you agree with the following statements? CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I am adequately trained to teach the children with disabilities who are in my class .....	1	2	3	4	5
b. Inclusion of children with disabilities in my class has worked well.....	1	2	3	4	5
c. I am adequately trained to teach children in my class who have limited English proficiency (LEP). .....	1	2	3	4	5
d. Inclusion of limited English proficient children in my class has worked well.....	1	2	3	4	5

**YOUR BACKGROUND**

11. What is your gender?

- Male ..... 1
- Female ..... 2

12. In what year were you born? 19 \_\_\_\_

13. Are you of Hispanic or Latino origin? CIRCLE ONE NUMBER.

- Yes..... 1
- No ..... 2

14. Which best describes your race? CIRCLE ALL THAT APPLY.

- American Indian or Alaska Native ..... 1
- Asian ..... 2
- Black or African American..... 3
- Native Hawaiian or Other Pacific Islander . 4
- White..... 5

15. Counting this school year, how many years have you been a schoolteacher? WRITE NUMBER ON LINE.

\_\_\_\_\_ Years

16. Counting this school year, how many years have you taught each of the following grades and programs? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5). PLEASE INCLUDE PART-TIME TEACHING. WRITE "0" IF YOU HAVE NEVER TAUGHT THE GRADE OR PROGRAM LISTED.

	<b>Total Years Grade or Program Taught</b>
a. Preschool or Head Start.....	_____ . _____
b. Kindergarten (including Transitional/Readiness Kindergarten and Transitional/pre-1st grade).....	_____ . _____
c. First grade .....	_____ . _____
d. Second through fifth grade .....	_____ . _____
e. Sixth grade or higher.....	_____ . _____
f. English as a Second Language (ESL) program .....	_____ . _____
g. Bilingual education program .....	_____ . _____
h. Special education program .....	_____ . _____
i. Physical education program .....	_____ . _____
j. Art or music program .....	_____ . _____

17. Counting this school year, how many years have you taught in your **current school** including part-time teaching? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5).

\_\_\_\_\_ . \_\_\_\_\_ Years

18. What is the **highest** level of education you have completed? CIRCLE ONLY ONE NUMBER.

- High school diploma or GED..... 1 **(GO TO Q21)**
- Associate's degree..... 2
- Bachelor's degree .....
- At least one year of course work beyond a Bachelor's degree but not a graduate degree .....
- Master's degree .....
- Education specialist or professional diploma based on at least one year of course work past a Master's degree level.....
- Doctorate.....

19. If you have an **associate's or bachelor's degree**, indicate your undergraduate major field of study. CIRCLE ONE NUMBER ON EACH LINE.

	<b>Yes</b>	<b>No</b>
a. Early Childhood Education .....	1	2
b. Elementary Education .....	1	2
c. Special Education.....	1	2
d. Other Education-related Major (such as secondary ed., ed. psych., administration, music education, etc.) .....	1	2
e. Non-Education Major (such as history, English, etc.) .....	1	2

20. If you have a **graduate degree**, indicate the major field of study of your highest level graduate degree. CIRCLE ONE NUMBER ON EACH LINE.

	<b>Yes</b>	<b>No</b>
a. Early Childhood Education .....	1	2
b. Elementary Education .....	1	2
c. Special Education.....	1	2
d. Other Education-related Major (such as secondary ed., ed. psych., administration, music education, etc.) .....	1	2
e. Non-Education Major (such as history, English, etc.) .....	1	2

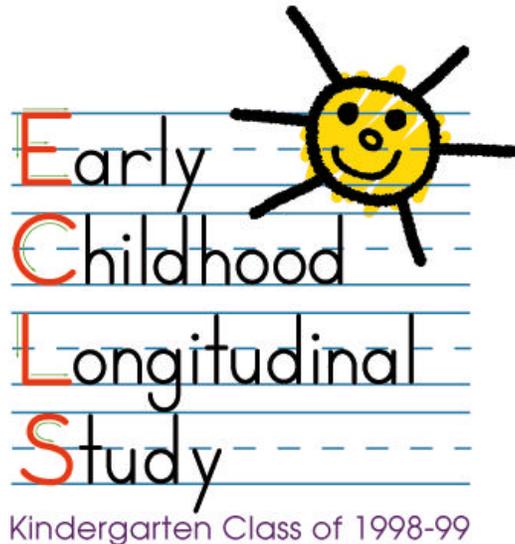
21. How many college courses have you completed in the following areas? CIRCLE ONE NUMBER ON EACH LINE.

a. Early childhood education .....	0	.....	1	.....	2	.....	3	.....	4	.....	5	.....	6+
b. Elementary education .....	0	.....	1	.....	2	.....	3	.....	4	.....	5	.....	6+
c. Special education .....	0	.....	1	.....	2	.....	3	.....	4	.....	5	.....	6+
d. English as a Second Language (ESL).....	0	.....	1	.....	2	.....	3	.....	4	.....	5	.....	6+
e. Child development .....	0	.....	1	.....	2	.....	3	.....	4	.....	5	.....	6+
f. Methods of teaching reading .....	0	.....	1	.....	2	.....	3	.....	4	.....	5	.....	6+
g. Methods of teaching mathematics .....	0	.....	1	.....	2	.....	3	.....	4	.....	5	.....	6+
h. Methods of teaching science .....	0	.....	1	.....	2	.....	3	.....	4	.....	5	.....	6+



# SPRING 2000 TEACHER QUESTIONNAIRE

## PART C



L A B E L

Prepared for the U.S. Department of Education  
National Center for Education Statistics

by Westat  
1650 Research Boulevard  
Rockville, Maryland 20850  
(301) 251-1500

### **Assurance of Confidentiality**

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

## Academic Rating Scale

The Academic Rating Scale is separated into three areas: (1) Language and Literacy, (2) General Knowledge, and (3) Mathematical Thinking. You are asked to rate the child's skills, knowledge, and behaviors within each of these three areas based on your experience with this child. This is NOT a test and should not be administered directly to the child. Each question includes examples that are meant to help you think of the range of situations in which the child may demonstrate similar skills and behaviors. **The examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do.**

The following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and/or chooses to demonstrate the targeted skills, knowledge, and behaviors.

- 1 = Not yet → Child has not yet demonstrated skill, knowledge, or behavior.
- 2 = Beginning → Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.
- 3 = In progress → Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.
- 4 = Intermediate → Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.
- 5 = Proficient → Child demonstrates skill, knowledge, or behavior competently and consistently.
- N/A = Not Applicable → Skill, knowledge, or behavior has not been introduced in classroom setting.

Rate only the child's **current** achievement or motivation. Rate each child compared to other children of the same age level. Please use the full range of ratings. If the skill, knowledge, or behavior has been introduced in the classroom, please rate the child using the numbers **1-5**. Circle "**NA**" only if the skill, knowledge, or behavior has not been introduced in your classroom setting.

**Children with Limited English Proficiency:** Please answer the questions based on your knowledge of this child's skills. If the child does not yet demonstrate skills in English but does demonstrate them in his/her native language, please answer the questions with the child's native language in mind.

**Children with Special Needs:** It may be necessary to consider adaptations for some questions to make them more inclusive for this child's skills and/or use of adaptive equipment. Some children may utilize alternative forms of verbal communication (e.g., sign language, communication boards) or written communication (e.g., word processors, Braille, dictation). Please answer the questions with these adaptations in mind.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

**SECTION I. LANGUAGE AND LITERACY**

If you are not the child's primary teacher in this area, you may want to consult with the person most familiar with the child's progress in this area when completing these scales.

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
1. <b>Contributes relevant information to classroom discussions</b> – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion .....	1	2	3	4	5	N/A
2. <b>Understands and interprets a story or other text read to him/her</b> – for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did .....	1	2	3	4	5	N/A
3. <b>Reads words with regular vowel sounds</b> – for example, reads "coat", "junk", "lent", "chimp", "halt", or "bite." .....	1	2	3	4	5	N/A
4. <b>Reads words with irregular vowel sounds</b> – for example, reads "through," "point," "enough," or "shower." .....	1	2	3	4	5	N/A
5. <b>Reads first grade books independently with comprehension</b> – for example, reads most words correctly and answers questions about what was read, make predictions while reading, and retells story after reading .	1	2	3	4	5	N/A
6. <b>Reads first grade books fluently</b> – for example, easily reads words in meaningful phrases rather than reading word by word.....	1	2	3	4	5	N/A
7. <b>Composes a story with a clear beginning, middle, and end.</b> .....	1	2	3	4	5	N/A
8. <b>Demonstrates an understanding of some of the conventions of print</b> – for example, appropriately using question marks, exclamation points, and quotation marks.....	1	2	3	4	5	N/A
9. <b>Uses the computer for a variety of purposes</b> – for example by writing a page for a class book, or looking up information on a topic of interest, or solving math problems, or recording a scientific observation.....	1	2	3	4	5	N/A

**SECTION II. GENERAL KNOWLEDGE**

If you are not the child's primary teacher in this area, you may want to consult with the person most familiar with the child's progress in this area when completing these scales.

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
10. <b>Identifies similarities and differences in group habits and living patterns</b> – for example, compares and contrasts customs and traditions (forms of transportation, clothing, food, housing, holidays) in different groups or cultures.....	1	2	3	4	5	N/A
11. <b>Recognizes some ways in which people rely on each other for goods and services</b> – for example, by making a list of all the jobs involved in getting milk to the supermarket, or writing stories or research reports based on interviews with community workers. ....	1	2	3	4	5	N/A
12. <b>Shows a beginning understanding that maps represent actual places</b> – for example, by making maps of his/her classroom, bedroom, or school and labeling them, or locating where a parent was born on a world map or globe. ....	1	2	3	4	5	N/A
13. <b>Makes logical predictions when pursuing scientific investigations</b> – for example, looking closely at a group of objects before predicting if they are magnetic or not. ....	1	2	3	4	5	N/A
14. <b>Forms explanations and conclusions based on observation and investigation</b> – for example, by explaining the best growing conditions for a plant after investigating with light and water, or concluding that earthworms come out of the soil because it's raining after paying attention to the sidewalks on a rainy day. ....	1	2	3	4	5	N/A
15. <b>Classifies and compares living and non-living things in different ways</b> – for example, by classifying vegetables that grow above or below the ground, or classifying different sounds as either low pitch or high pitch, or measuring objects and classifying them by size or weight.....	1	2	3	4	5	N/A

### SECTION III. MATHEMATICAL THINKING

If you are not the child's primary teacher in this area, you may want to consult with the person most familiar with the child's progress in this area when completing these scales.

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
16. <b>Demonstrates an understanding of place value</b> – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25.....	1	2	3	4	5	N/A
17. <b>Models, reads, writes, and compares whole numbers</b> – for example, recognizing that 30 is the same quantity if it is 30 rabbits or 30 tallies or 15 + 15 red dots, or describing that the number 25 is smaller than 41.....	1	2	3	4	5	N/A
18. <b>Counts change with two different types of coins</b> – for example, two quarters and a nickel, or three dimes and two pennies .....	1	2	3	4	5	N/A
19. <b>Surveys, collects, and organizes data into simple graphs</b> – for example, making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type .....	1	2	3	4	5	N/A
20. <b>Makes reasonable estimates of quantities</b> – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100.....	1	2	3	4	5	N/A
21. <b>Measures to the nearest whole number using common instruments</b> – for example, rulers, or tape measures, or thermometers, or scales .....	1	2	3	4	5	N/A
22. <b>Uses a variety of strategies to solve math problems</b> – for example, using manipulative materials, using trial and error, making an organized list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others .....	1	2	3	4	5	N/A

## Student Information

1. Does this child receive instruction in any of the following types of programs in your school? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. Individual tutoring program in reading .....	1	2
b. Pull-out small group program in reading.....	1	2
c. Individual tutoring program in mathematics .....	1	2
d. Pull-out small group program in mathematics.....	1	2
e. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency) .....	1	2
f. In-class English as a Second Language (ESL) program.....	1	2
g. Gifted and talented program in reading .....	1	2
h. Gifted and talented program in mathematics .....	1	2
i. Program for children with behavioral or emotional problems.....	1	2

2. Did this child participate in any of the following federally funded Title I programs or services offered by the school during this school year? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No	Not Offered
a. Title I reading .....	1	2	3
b. Title I math .....	1	2	3
c. Title I English/language arts.....	1	2	3
d. Title I combined reading/English/language arts .....	1	2	3
e. Title I ESL/Bilingual .....	1	2	3
f. Title I Handicapped/special education.....	1	2	3

3. During structured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

A lot less active than most .....	1
A little less active than most.....	2
About the same as most .....	3
A little more active than most .....	4
A lot more active than most.....	5

4. During unstructured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

- A lot less active than most ..... 1
- A little less active than most..... 2
- About the same as most ..... 3
- A little more active than most ..... 4
- A lot more active than most..... 5

5. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? CIRCLE ONLY ONE NUMBER.

	Far below average	Below average	Average	Above average	Far above average
a. Language and literacy skills.....	1	2	3	4	5
b. Science and social studies .....	1	2	3	4	5
c. Mathematical skills .....	1	2	3	4	5

6. Are you this child's primary teacher in the following subject areas? IF NO, PLEASE WRITE THE NAME OF THE CHILD'S TEACHER FOR THIS SUBJECT ON THE LINE PROVIDED.

	Yes	No	Teacher's name
a. Reading/Language Arts	1	2	_____
b. Mathematics	1	2	_____
c. Science	1	2	_____
d. Social Studies	1	2	_____

7. How often does this child work to the best of her/his ability? CIRCLE ONLY ONE NUMBER.

- Never ..... 1
- Seldom..... 2
- Usually ..... 3
- Always..... 4

8. Has this child ever fallen two or more weeks behind in school work this year because of a health problem? CIRCLE ONE NUMBER.

- Yes..... 1
- No ..... 2

9. How many achievement groups in **reading** do you currently have in this child's class? CIRCLE ONE NUMBER. IF YOU DO NOT HAVE READING ACHIEVEMENT GROUPS IN THIS CHILD'S CLASS, CIRCLE "0" AND GO TO QUESTION 12.

- None ..... 0 (Go to Q12)
- One..... 1
- Two..... 2
- Three ..... 3
- Four ..... 4
- Five or more..... 5

10. In which reading group is this child currently placed? USE "1" FOR THE HIGHEST ACHIEVEMENT GROUP. WRITE THE NUMBER OF THE ACHIEVEMENT GROUP NUMBER BELOW.

\_\_\_\_\_ Achievement Group

11. Has this child moved to a higher or lower reading achievement group, or not moved during this school year? CIRCLE ONE NUMBER.

- Moved to a higher group ..... 1
- Moved to a lower group..... 2
- Not moved..... 3

12. On average how often do you meet with school staff (i.e., administrators, other teachers, specialists, counselors) to discuss this child's program and progress? CIRCLE ONLY ONE NUMBER.

- Several times a week..... 1
- Several times a month ..... 2
- Once a month..... 3
- A few times over the school year..... 4
- Once ..... 5
- Never ..... 6

13. During this school year, have this child's parents/guardians participated in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No	Not Applicable/ Not Offered
a. Attended regularly-scheduled conferences at your school.....	1	2	3
b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress.....	1	2	3
c. Returned your telephone calls .....	1	2	3
d. Volunteered to help in your classroom or school .....	1	2	3

