2001 NAEP: Question-by-Question Specifications
Grade 4

Part I: School Characteristics

This questionnaire is for the NAEP 2001 assessment, which includes U. S. history, geography, reading, and writing. The questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

This part of the questionnaire should be completed by the principal or the head of the school. To assist you in answering the questions, each question is repeated below with an explanation of what information the question is attempting to obtain.

1. **What grades are taught at your school? Fill in <u>all</u> ovals that apply.**

   - (A) **Pre-kindergarten**
   - (B) **Kindergarten**
   - (C) **1st grade**
   - (D) **2nd grade**
   - (E) **3rd grade**
   - (F) **4th grade**
   - (G) **5th grade**
   - (H) **6th grade**
   - (I) **7th grade**
   - (J) **8th grade**
   - (K) **9th grade**
   - (L) **10th grade**
   - (M) **11th grade**
   - (N) **12th grade**

Self-explanatory.

2. During the last three years, has your school had any of the following? Fill in one oval on each line.

		Yes	No
a.	**Technology magnet program**	(A)	(B)
b.	**Technology-related business/community partnership**	(A)	(B)
c.	**Technology grant**	(A)	(B)
d.	**"E-rate" discounts**	(A)	(B)

This question seeks information on several different ways in which a school could have a special emphasis on technology.

Technology magnet program *refers to a program that integrates technology hardware/software with instructional practices to promote a technology-rich environment for all students. The program could be school wide, or it could operate as a school-within-a-school.*

Technology-related business/community partnership *refers to a partnership with a company or a civic organization through which a school can obtain computer resources (such as hardware/software) or service (such as training or mentoring/coaching) that might not otherwise be available or affordable.*

Technology grant *refers to federal, state, district, or foundation funding awarded to support the application of technology in schools. Federal programs that support such activities include Title III of the Improving America's Schools Act and the Technology Literacy Challenge Fund. In most cases the school or district would have had to specifically apply for such grants.*

"E-rate" discounts *refer to discounts on telecommunication services that are provided to all certified K-12 public and private schools and libraries. Schools must certify that they have technology sufficient to maximize the capabilities of the telecommunication services and a plan for how they will use the discounted services. Internet access and internal connections necessary for connecting classrooms are subject to discounts. The E-rate does not cover computers, software, or other unrelated services.*

3. As of February 1, 2001, how many days of instruction will students in your school have had this school year? (If your school has multiple tracks with different schedules, please answer separately for each track.)

☐☐☐ **days of instruction in first (or only) track**

☐☐☐ **days of instruction in second track**

☐☐☐ **days of instruction in third track**

Self-explanatory.

4. What is the current enrollment in your school?

☐,☐☐☐

In this question, you should enter the number that represents the ***current*** *(2000-2001 academic year) enrollment in your school* ***at the time of the assessment*** *(i.e., if the assessment is administered at your school in February, 2001, you should give the enrollment at that time).*

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- (A) **0%**
- (B) **1–5%**
- (C) **6–10%**
- (D) **11–25%**
- (E) **26–50%**
- (F) **51–75%**
- (G) **76–90%**
- (H) **Over 90%**

In this question, you should select the percentage range that best represents the total number of students in your school who, ***at the time of the assessment****, are designated (according to the school's or district's criteria) as limited English proficient or as English language learners, i.e., students who are classified as not fully proficient in English.*

6. Does your school participate in the National School Lunch Program?

- (A) **Yes**
- (B) **No**

In this question, you should choose "Yes" if your school is participating in the National School Lunch Program ***at the time of the assessment****.*

7. **During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?**

- Ⓐ **0%**
- Ⓑ **1–5%**
- Ⓒ **6–10%**
- Ⓓ **11–25%**
- Ⓔ **26–50%**
- Ⓕ **51–75%**
- Ⓖ **76–99%**
- Ⓗ **100%**

In this question, you should select the percentage range that best represents the total number of students in your school who are participating in the National School Lunch Program ***at the time of the assessment****.*

8. **Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)**

- Ⓐ **Yes**
- Ⓑ **No**

In this question, you should choose "Yes" if your school is receiving Title I funding ***at the time of the assessment****.*

9. **Approximately what percentage of students in your school receives the following services? Fill in <u>one</u> oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.**

		None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%
a.	**Title I funding**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
b.	**Gifted and talented program**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
c.	**Instruction provided in student's home language (non-English)**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
d.	**English-as-a-second-language instruction**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
e.	**Special education**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ

Title I funding *refers to federally funded programs that provide educational services to students who live in areas with high concentrations of low-income families.*

Gifted and talented programs *are defined as programs designed to be provided to students who have been identified as having a high aptitude for the subject being taught.*

Instruction provided in student's home language *refers to subject area instruction (e.g., mathematics) provided in a language other than English to students who are not yet fully English proficient.*

English-as-a-second-language instruction *refers to specialized language instruction provided to students who are not yet fully English proficient to help them learn English language skills.*

Special education *refers to specialized services provided to students with physical or mental disabilities designed to reduce barriers to learning consequent upon their condition.*

10. At what grade do students in your school typically receive instruction with a primary focus on the following subjects? Fill in all ovals that apply.

	Prior to the 4th grade	In the 4th grade	After the 4th grade	Students do not receive instruction with a primary focus on this subject
a. State and local history	(A)	(B)	(C)	(D)
b. U.S. history	(A)	(B)	(C)	(D)
c. Geography	(A)	(B)	(C)	(D)

This question refers to the typical instructional sequence related to content focusing on U.S. history, geography, and state and local history. You should fill in more than one oval on a line if your school provides instruction with a primary focus on these subjects at more than one grade.

If students receive instruction with a primary focus in any of the above subjects ***only after*** *they leave your school (that is, when they progress to middle school, junior high, or high school), you should select Option "D" (Students do not receive instruction with a primary focus in this subject).*

2001 NAEP: Question-by-Question Specifications
Grade 8

Part I: School Characteristics

This questionnaire is for the NAEP 2001 assessment, which includes U. S. history, geography, reading, and writing. The questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

This part of the questionnaire should be completed by the principal or the head of the school. To assist you in answering the questions, each question is repeated below with an explanation of what information the question is attempting to obtain.

1. **What grades are taught at your school? Fill in <u>all</u> ovals that apply.**

   - (A) **Pre-kindergarten**
   - (B) **Kindergarten**
   - (C) **1st grade**
   - (D) **2nd grade**
   - (E) **3rd grade**
   - (F) **4th grade**
   - (G) **5th grade**
   - (H) **6th grade**
   - (I) **7th grade**
   - (J) **8th grade**
   - (K) **9th grade**
   - (L) **10th grade**
   - (M) **11th grade**
   - (N) **12th grade**

Self-explanatory.

2. During the last three years, has your school had any of the following? Fill in one oval on each line.

		Yes	No
a.	**Technology magnet program**	(A)	(B)
b.	**Technology-related business/community partnership**	(A)	(B)
c.	**Technology grant**	(A)	(B)
d.	**"E-rate" discounts**	(A)	(B)

This question seeks information on several different ways in which a school could have a special emphasis on technology.

Technology magnet program *refers to a program that integrates technology hardware/software with instructional practices to promote a technology-rich environment for all students. The program could be school wide, or it could operate as a school-within-a-school.*

Technology-related business/community partnership *refers to a partnership with a company or a civic organization through which a school can obtain computer resources (such as hardware/software) or service (such as training or mentoring/coaching) that might not otherwise be available or affordable.*

Technology grant *refers to federal, state, district, or foundation funding awarded to support the application of technology in schools. Federal programs that support such activities include Title III of the Improving America's Schools Act and the Technology Literacy Challenge Fund. In most cases the school or district would have had to specifically apply for such grants.*

"E-rate" discounts *refer to discounts on telecommunication services that are provided to all certified K-12 public and private schools and libraries. Schools must certify that they have technology sufficient to maximize the capabilities of the telecommunication services and a plan for how they will use the discounted services. Internet access and internal connections necessary for connecting classrooms are subject to discounts. The E-rate does not cover computers, software, or other unrelated services.*

3. As of February 1, 2001, how many days of instruction will students in your school have had this school year? (If your school has multiple tracks with different schedules, please answer separately for each track.)

☐☐☐ **days of instruction in first (or only) track**

☐☐☐ **days of instruction in second track**

☐☐☐ **days of instruction in third track**

Self-explanatory.

4. What is the current enrollment in your school?

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In this question, you should enter the number that represents the ***current*** *(2000-2001 academic year) enrollment in your school* ***at the time of the assessment*** *(i.e., if the assessment is administered at your school in February, 2001, you should give the enrollment at that time).*

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- (A) **0%**
- (B) **1–5%**
- (C) **6–10%**
- (D) **11–25%**
- (E) **26–50%**
- (F) **51–75%**
- (G) **76–90%**
- (H) **Over 90%**

In this question, you should select the percentage range that best represents the total number of students in your school who, ***at the time of the assessment****, are designated (according to the school's or district's criteria) as limited English proficient or as English language learners, i.e., students who are classified as not fully proficient in English.*

6. Does your school participate in the National School Lunch Program?

- (A) **Yes**
- (B) **No**

In this question, you should choose "Yes" if your school is participating in the National School Lunch Program ***at the time of the assessment****.*

7. **During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?**

- Ⓐ **0%**
- Ⓑ **1–5%**
- Ⓒ **6–10%**
- Ⓓ **11–25%**
- Ⓔ **26–50%**
- Ⓕ **51–75%**
- Ⓖ **76–99%**
- Ⓗ **100%**

In this question, you should select the percentage range that best represents the total number of students in your school who are participating in the National School Lunch Program ***at the time of the assessment****.*

8. **Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)**

- Ⓐ **Yes**
- Ⓑ **No**

In this question, you should choose "Yes" if your school is receiving Title I funding ***at the time of the assessment****.*

9. **Approximately what percentage of students in your school receives the following services? Fill in <u>one</u> oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.**

		None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%
a.	**Title I funding**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
b.	**Gifted and talented program**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
c.	**Instruction provided in student's home language (non-English)**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
d.	**English-as-a-second-language instruction**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
e.	**Special education**	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ

Title I funding *refers to federally funded programs that provide educational services to students who live in areas with high concentrations of low-income families.*

Gifted and talented programs *are defined as programs designed to be provided to students who have been identified as having a high aptitude for the subject being taught.*

Instruction provided in student's home language *refers to subject area instruction (e.g., mathematics) provided in a language other than English to students who are not yet fully English proficient.*

English-as-a-second-language instruction *refers to specialized language instruction provided to students who are not yet fully English proficient to help them learn English language skills.*

Special education *refers to specialized services provided to students with physical or mental disabilities designed to reduce barriers to learning consequent upon their condition.*

10. At what grade do students in your school typically take the following classes? Fill in <u>all</u> ovals that apply.

	6th grade	7th grade	8th grade	9th grade	This class is not offered in my school
a. A class primarily focused on U.S. history	A	B	C	D	E
b. A class primarily focused on geography	A	B	C	D	E
c. Social studies (including classes with titles such as Global Studies or World Studies)	A	B	C	D	E

This question refers to the typical instructional sequence related to content primarily focused on U.S. history, geography, and social studies. You should fill in more than one oval on a line if your school provides instruction with a primary focus on these subjects at more than one grade.

2001 NAEP: Question-by-Question Specifications
Grade 12

Part I: School Characteristics

This questionnaire is for the NAEP 2001 assessment, which includes U. S. history, geography, reading, and writing. The questions form an important part of the analysis of results, and NAEP wants to obtain the most accurate responses possible.

This part of the questionnaire should be completed by the principal or the head of the school. To assist you in answering the questions, each question is repeated below with an explanation of what information the question is attempting to obtain.

1. **What grades are taught at your school? Fill in <u>all</u> ovals that apply.**

   - (A) **Pre-kindergarten**
   - (B) **Kindergarten**
   - (C) **1st grade**
   - (D) **2nd grade**
   - (E) **3rd grade**
   - (F) **4th grade**
   - (G) **5th grade**
   - (H) **6th grade**
   - (I) **7th grade**
   - (J) **8th grade**
   - (K) **9th grade**
   - (L) **10th grade**
   - (M) **11th grade**
   - (N) **12th grade**

Self-explanatory.

2. During the last three years, has your school had any of the following? Fill in <u>one</u> oval on each line.

		Yes	No
a.	**Technology magnet program**	(A)	(B)
b.	**Technology-related business/community partnership**	(A)	(B)
c.	**Technology grant**	(A)	(B)
d.	**"E-rate" discounts**	(A)	(B)

This question seeks information on several different ways in which a school could have a special emphasis on technology.

Technology magnet program *refers to a program that integrates technology hardware/software with instructional practices to promote a technology-rich environment for all students. The program could be school wide, or it could operate as a school-within-a-school.*

Technology-related business/community partnership *refers to a partnership with a company or a civic organization through which a school can obtain computer resources (such as hardware/software) or service (such as training or mentoring/coaching) that might not otherwise be available or affordable.*

Technology grant *refers to federal, state, district, or foundation funding awarded to support the application of technology in schools. Federal programs that support such activities include Title III of the Improving America's Schools Act and the Technology Literacy Challenge Fund. In most cases the school or district would have had to specifically apply for such grants.*

"E-rate" discounts *refer to discounts on telecommunication services that are provided to all certified K-12 public and private schools and libraries. Schools must certify that they have technology sufficient to maximize the capabilities of the telecommunication services and a plan for how they will use the discounted services. Internet access and internal connections necessary for connecting classrooms are subject to discounts. The E-rate does not cover computers, software, or other unrelated services.*

3. As of February 1, 2001, how many days of instruction will students in your school have had this school year? (If your school has multiple tracks with different schedules, please answer separately for each track.)

☐☐☐ **days of instruction in first (or only) track**

☐☐☐ **days of instruction in second track**

☐☐☐ **days of instruction in third track**

Self-explanatory.

4. What is the current enrollment in your school?

□,□□□

In this question, you should enter the number that represents the ***current*** *(2000-2001 academic year) enrollment in your school* ***at the time of the assessment*** *(i.e., if the assessment is administered at your school in February, 2001, you should give the enrollment at that time).*

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- Ⓐ **0%**
- Ⓑ **1–5%**
- Ⓒ **6–10%**
- Ⓓ **11–25%**
- Ⓔ **26–50%**
- Ⓕ **51–75%**
- Ⓖ **76–90%**
- Ⓗ **Over 90%**

In this question, you should select the percentage range that best represents the total number of students in your school who, ***at the time of the assessment****, are designated (according to the school's or district's criteria) as limited English proficient or as English language learners, i.e., students who are classified as not fully proficient in English.*

6. Does your school participate in the National School Lunch Program?

- Ⓐ **Yes**
- Ⓑ **No**

In this question, you should choose "Yes" if your school is participating in the National School Lunch Program ***at the time of the assessment****.*

7. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

- (A) **0%**
- (B) **1–5%**
- (C) **6–10%**
- (D) **11–25%**
- (E) **26–50%**
- (F) **51–75%**
- (G) **76–99%**
- (H) **100%**

In this question, you should select the percentage range that best represents the total number of students in your school who are participating in the National School Lunch Program ***at the time of the assessment****.*

8. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- (A) **Yes**
- (B) **No**

In this question, you should choose "Yes" if your school is receiving Title I funding ***at the time of the assessment****.*

9. **Approximately what percentage of students in your school receives the following services? Fill in one oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.**

		None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%
a.	**Title I funding**	A	B	C	D	E	F	G	H
b.	**Gifted and talented program**	A	B	C	D	E	F	G	H
c.	**Instruction provided in student's home language (non-English)**	A	B	C	D	E	F	G	H
d.	**English-as-a-second-language instruction**	A	B	C	D	E	F	G	H
e.	**Special education**	A	B	C	D	E	F	G	H

Title I funding *refers to federally funded programs that provide educational services to students who live in areas with high concentrations of low-income families.*

Gifted and talented programs *are defined as programs designed to be provided to students who have been identified as having a high aptitude for the subject being taught.*

Instruction provided in student's home language *refers to subject area instruction (e.g., mathematics) provided in a language other than English to students who are not yet fully English proficient.*

English-as-a-second-language instruction *refers to specialized language instruction provided to students who are not yet fully English proficient to help them learn English language skills.*

Special education *refers to specialized services provided to students with physical or mental disabilities designed to reduce barriers to learning consequent upon their condition.*

10. For students who will graduate this year, what is the total number of years (or Carnegie-unit equivalents) of coursework that your school or district requires in social studies? (Count only requirements for courses taken in grades 9 through 12.)

- (A) **None**
- (B) **One-half year**
- (C) **One year**
- (D) **Two years**
- (E) **Three years**
- (F) **Four years**
- (G) **More than four years**

This question refers to how many years (if any) of social studies students are required to take in order to graduate from your school. Please include requirements for grade 9, even if that grade is not taught at your school.

11. Of the years required for social studies, how many years (or Carnegie-unit equivalents) of coursework does your school or district require in each of the following subjects? Fill in <u>one</u> oval on each line.

	None	One-half year	One year	Two years	Three years	Four years
a. A course primarily focused on U.S. history	A	B	C	D	E	F
b. A course primarily focused on geography	A	B	C	D	E	F

This question refers to how many years (if any) of focused U.S. history and geography coursework students are required to take in order to graduate from your school. Include discrete courses, rather than simply the inclusion of material about these subjects in other courses. Please include courses typically taken in grade 9, even if that grade is not taught at your school.

12. At what grade do students in your school typically take the following courses? Fill in all ovals that apply.

	9th grade	10th grade	11th grade	12th grade	This course is not offered in my school
c. A course primarily focused on U.S. history	A	B	C	D	E
d. A course primarily focused on geography	A	B	C	D	E

This question refers to the typical instructional sequence related to content primarily focused on U.S. history and geography. "Primarily focused" implies that at least three-quarters of instructional time is devoted to this topic.

You should fill in more than one oval on a line if your school provides instruction with a primary focus on these subjects at more than one grade.

13. Of students in last year's graduating class, approximately what percentage has gone on to each of the following types of schools? Fill in one oval on each line.

	None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%
a. Four-year colleges or universities	A	B	C	D	E	F	G	H
b. Two-year colleges	A	B	C	D	E	F	G	H
c. Vocational-technical or business schools	A	B	C	D	E	F	G	H

This question refers to the distribution of the post-high school experiences of students from your school. Two-year colleges include junior colleges or community colleges, and should be distinguished from vocational or technical colleges.

Part II: Computer Resources

This part of the questionnaire should be completed by the technology coordinator at the school. If there is no designated technology coordinator at the school, this part of the questionnaire can be completed by the principal or head of the school or whomever is most knowledgeable about school-related technology issues.

1. In your school, how many computers are used for instructional purposes?

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This question refers to the number of functional personal computers and computer workstations that can be used for instructional purposes. "Functional" does not imply that the computers are state-of-the-art, merely that they are in working order. "Instructional purposes" means to plan or conduct instruction and can include self-study by students.

2. Of the computers used for instructional purposes, what percentage is less than three years old?

- (A) **0%**
- (B) **1–5%**
- (C) **6–10%**
- (D) **11–25%**
- (E) **26–50%**
- (F) **51–75%**
- (G) **76–90%**
- (H) **Over 90%**

This question refers to the number of computers used for instructional purposes that were manufactured in the last three years. Do not include "new" acquisitions of older-model computers.

3. Does your school have a Local Area Network (also known as a LAN or a computer network)?

- (A) **Yes ➔ *Go to Question 4***
- (B) **No ➔ *Skip to Question 5***

A "LAN" is a system wherein common computer drives/directories are shared amongst the school staff. It facilitates such activities as internal E-mail, and sharing of peripherals such as printers. It can also provide a common gateway to the Internet.

4. What is the Local Area Network used for? Fill in one oval on each line.

		Yes	No
a.	**Instructional purposes**	(A)	(B)
b.	**Administrative purposes**	(A)	(B)

On line a, *you should choose "Yes" if teachers or students use the Local Area Network (LAN) to connect with other computers (either in their classroom or in other classrooms) for instructional purposes or if the LAN is linked to the Internet (and used by teachers or students to plan or conduct instruction or for self-study).*

On line b, *"administrative purposes" means using the LAN for attendance, recordkeeping, etc.*

5. How many of the computers used for instructional purposes are connected to the Internet in each of the following ways? Fill in one oval on each line.

		0%	1–25%	26–50%	51–75%	76–99%	100%
a.	**High speed Internet connection (for example, cable, ISDN, T1)**	(A)	(B)	(C)	(D)	(E)	(F)
b.	**Internet connection via standard telephone line**	(A)	(B)	(C)	(D)	(E)	(F)
c.	**No Internet connection**	(A)	(B)	(C)	(D)	(E)	(F)

For this question, consider only those computers that are used for instructional purposes. Suppose that your school has 30 computers used for instructional purposes; 20 of them (66%) are connected to the Internet through standard telephone lines (slow connections) and 10 of them (33%) are not connected to the Internet at all. None of the machines are connected through specially-installed high speed connections. In this case, you would fill in the oval for "0%" on line a, the oval for "51-75%" on line b, and the oval for "1-25%" on line c.

6. How many of the computers used for instructional purposes are currently configured to play audio and video from each of the following sources? Fill in one oval on each line.

		0%	1–25%	26–50%	51–75%	76–99%	100%
a.	**Configured to play audio/video only from CD-ROM or other local device**	(A)	(B)	(C)	(D)	(E)	(F)
b.	**Configured to play audio/video from both CD-ROM and the Internet**	(A)	(B)	(C)	(D)	(E)	(F)
c.	**Not configured for audio/video**	(A)	(B)	(C)	(D)	(E)	(F)

This question assesses how many of the computers used for instructional purposes have multi-media capabilities. The multi-media ("audio/video") presentations may be playable only from a CD-ROM or other local device, or from both the CD-ROM and the Internet. The percentages should be computed as in the previous question, so that the total across lines a-c adds up to 100% of the computers used for instructional purposes.

7. Does either your school or your district have a written technology plan?

- Ⓐ **Yes ➔ *Go to Question 8***
- Ⓑ **No ➔ *Skip to Question 9***
- Ⓒ **Don't know ➔ *Skip to Question 9***

In this question, a "written technology plan" refers to a formal, written document that is considered to be a school's or district's technology plan. "Technology" refers to all sorts of technology and need not be restricted just to computers. The plan can be part of another document, such as a general five-year plan, but it is probably a stand-alone document.

8. Are the following addressed in the technology plan(s) for either your school or your district? Fill in <u>one</u> oval on each line.

	Addressed in plan(s)	Not addressed in plan(s)	Don't know
a. Regular upgrades of computer hardware/software at your school	Ⓐ	Ⓑ	Ⓒ
b. Installing or updating a local area network at your school	Ⓐ	Ⓑ	Ⓒ
c. Establishing or upgrading Internet connectivity at your school	Ⓐ	Ⓑ	Ⓒ
d. Basic computer literacy training for teachers	Ⓐ	Ⓑ	Ⓒ
e. Professional development for teachers on using technology for instruction	Ⓐ	Ⓑ	Ⓒ
f. Technical support for your school	Ⓐ	Ⓑ	Ⓒ
g. Evaluating the impact of technology	Ⓐ	Ⓑ	Ⓒ

Regular upgrades of computer hardware/software *refers to the selection and procurement of new hardware/software or improved versions of older hardware/software.*

Installing or updating a local area network *refers to the installation, maintenance, or improvement of the school's local area network.*

Establishing or upgrading Internet connectivity *refers to the initial linkage of computers at the school to the Internet, or to enhancements to connectivity such as bringing more computers on line or improving the speed of the connections.*

Basic computer literacy training for teachers *refers to plans for upgrading the basic computer literacy of teachers through some combination of formal professional development and informal training.*

Professional development for teachers on using technology for instruction *refers to professional development that is concerned with how to incorporate computers (or other technology) into the teachers' lessons.*

Technical support for your school *refers to the provision of technical support required to service and maintain hardware or to provide assistance with the proper usage of hardware or software.*

Evaluating the impact of technology *refers to structured evaluations of the manner in which technology is being used in the school or district and of how technology is impacting instruction and other aspects of school and district functioning.*

9. How much does each of the following limit the use of technology in your school? Fill in one oval on each line.

	Not at all	Small extent	Moderate extent	Large extent
a. Inadequate financial resources	(A)	(B)	(C)	(D)
b. Lack of technical personnel	(A)	(B)	(C)	(D)
c. Lack of strategic plan	(A)	(B)	(C)	(D)
d. Lack of teacher interest or skills	(A)	(B)	(C)	(D)
e. Inadequate wiring or other facilities problems	(A)	(B)	(C)	(D)

This question assesses the perceived negative impact of several potential barriers to the successful implementation of technology at the school. "Technology" refers to all sorts of technology and need not be restricted just to computers.

10. In your school, do teachers have access to each of the following for instructional use? Fill in one oval on each line.

		Yes	No
a.	Cable television	(A)	(B)
b.	Closed-circuit television	(A)	(B)
c.	Videodisc player	(A)	(B)
d.	Video camera	(A)	(B)
e.	Video production studio	(A)	(B)
f.	Satellite TV hook-up	(A)	(B)
g.	Videoconferencing equipment	(A)	(B)
h.	Scanner (for images or text)	(A)	(B)
i.	LCD panel/projector (for projecting images directly from the computer)	(A)	(B)
j.	Laptop computer	(A)	(B)

This question surveys the availability for instructional use by teachers of several types of technology hardware. "Instructional use" does NOT require that students be able to use the equipment; for example, videoconferencing equipment that is used for instruction-related professional development is considered to be instructional use.

11. Who provides technical support in your school? Fill in one oval on each line.

		Provides	Does not provide
a.	A school employee who is assigned to this function full time	(A)	(B)
b.	A school employee who is assigned to this function part time or as an adjunct responsibility	(A)	(B)
c.	A district employee who is responsible for multiple schools	(A)	(B)
d.	An outside contractor/vendor who is called as needed	(A)	(B)
e.	Teachers, students, or other staff members who provide support informally	(A)	(B)

This question refers to staff resources that are devoted to technical support. If there are several people at a school who help teachers by providing technical support, you should identify all of them.

Teachers, students, or other staff members who provide support informally *refers to informal support by school staff who are not compensated for this activity.*

12. Does either your school or your district offer the following types of formal training for teachers? Fill in one oval on each line.

		Yes	No
a.	**Learning to use new software**	(A)	(B)
b.	**Accessing and searching the Internet**	(A)	(B)
c.	**Using computers to help students develop analytical, critical-thinking, or problem-solving skills**	(A)	(B)

In this question, you should not include a seminar put on by staff for other staff unless the staff person was compensated for this or unless it was part of this person's job responsibilities. You should include training by outside vendors if training costs for participants are reimbursed by the school or district.

13. Are the following types of support for computer training available for teachers in your school? Fill in one oval on each line.

		Yes	No
a.	**Release time from classes or other responsibilities**	(A)	(B)
b.	**Travel expenses**	(A)	(B)
c.	**Stipends for participation in training**	(A)	(B)
d.	**Tuition and class fees for classes not taken for college credit**	(A)	(B)

With regard to stipends and tuition, you should include partial reimbursement as well as full reimbursement.

Part III: Professional Development – General

The questions in this part of the survey concern professional development activities for teachers and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

1. **In the last two years, has your school developed or revised a written plan for professional development?**

   A Yes ➔ *Go to Question 2*
   B No ➔ *Skip to Question 3*

Self-explanatory.

2. **To what extent did each of the following influence the development of the plan? Fill in <u>one</u> oval on each line.**

	Not at all	Small extent	Moderate extent	Large extent
a. Analysis of student achievement data	A	B	C	D
b. Assessment of individual teacher needs	A	B	C	D
c. Assessment of school needs	A	B	C	D
d. School improvement plan	A	B	C	D
e. State or district standards	A	B	C	D
f. Input from parents	A	B	C	D

This question refers to factors that may have guided the process of designing the professional development plan.

Analysis of student achievement data: *Refers to interpreting test results or other indicators of academic achievement in order to determine areas of strengths and weaknesses in the students.*

Assessment of individual teacher needs: *Refers to assessment of individual teachers' professional concerns relevant to teaching.*

Assessment of school needs: *Refers to issues affecting the entire school such as increased influx of ESL students, high population of students with disabilities, and graduation rates.*

School improvement plan: *Refers to a formal, written plan for school improvement; the professional development plan may be a part of the school improvement plan.*

State or district standards: *Refers to descriptions of what should be taught and what students should learn and know according to subject matter and grade level.*

Input from parents: *Self-explanatory.*

3. In your school, are any of the following resources available to teachers? Fill in one oval on each line.

	Yes	No
a. Professional journals/periodicals related to education	A	B
b. Mentor or master teacher assigned to help new teachers with lesson plans, teaching strategies, classroom organization, etc.	A	B
c. Mentor or master teacher assigned to help experienced teachers who are having difficulties with lesson plans, teaching strategies, classroom organization, etc.	A	B
d. Teacher resource center in the school building	A	B
e. Internet access	A	B
f. Reading and/or language arts specialist	A	B

For this question, the resources must be available to all teachers who work in the school, even if they are not necessarily used by all teachers in the school. The resources may be either physically in the school or provided/sponsored by the school or district for teachers to use for professional development purposes.

Professional journals/periodicals related to education: *Refers to journals with articles based on educational research or theory, or focusing on educational policy. This could include such publications as Ed Week, as well as more research-oriented journals.*

Mentor or master teacher assigned to help new teachers with lesson plans, teaching strategies, classroom organization, etc.: *Refers to experienced teachers who have been identified by the school as responsible for working with or helping teachers. They usually receive a higher salary and/or release time from other teaching responsibilities in order to serve in this role. This is a formal arrangement in which someone in the school administration assigns the mentor/master teacher to work with a particular teacher.*

Mentor or master teacher assigned to help experienced teachers with lesson plans, teaching strategies, classroom organization, etc.: *Refers to experienced teachers who have been identified by the school as responsible for working with or helping teachers. They usually receive a higher salary and/or release time from other teaching responsibilities in order to serve in this role. This is a formal arrangement in which someone in the school administration assigns the mentor/master teacher to work with a particular teacher.*

Internet access: *Refers to teachers' ability to access the Internet or the World Wide Web in your school. Internet access may be in the teachers' classrooms or outside of the classrooms in places such as the school office, school library, or teachers' lounge.*

Teacher resource center in the school building: *Refers to a place where teachers can access resources to help them teach; resources can include physical supplies as well as assistance or training.*

Reading and/or language arts specialist: *Refers to a specially-trained teacher, often with an advanced degree in reading/language arts, whose primary job is to assist teachers with reading/language arts instruction. This individual could be a district employee assigned to multiple schools in your district.*

4. Are the following types of support available for teachers who participate in professional development activities <u>not organized by your school or district</u>? Fill in <u>one</u> oval on each line.

	Yes	No
a. Release time from classes or other responsibilities	A	B
b. Travel expenses	A	B
c. Stipends for participation	A	B
d. Tuition and/or class fees for classes taken for college credit	A	B
e. Tuition and/or class fees for classes <u>not</u> taken for college credit	A	B

With regard to stipends and tuition, you should include partial reimbursement as well as full reimbursement.

Part III: Accountability – General and Language Arts

The questions in this part of the survey concern state language arts content standards and school accountability and should be completed by the principal or the head of the school.

Throughout this survey, **language arts** refers to reading, writing, and literature.

Section A: State Language Arts Content Standards

1. **Does your state have state language arts content standards? (Content standards are formal statements of what students should know and be able to do; they may also be referred to as student expectations or core objectives.)**

   A Yes ➔ *Go to Question 2*
   B No ➔ *Skip to Section B (Question 5)*
   C Don't know ➔ *Skip to Section B (Question 5)*

Self-explanatory.

2. **To what extent does your school or district use state language arts content standards for the following purposes? Fill in one oval on each line.**

	Not at all	Small extent	Moderate extent	Large extent
a. To guide curriculum	A	B	C	D
b. To evaluate our instructional materials	A	B	C	D
c. As a basis for determining professional development needs	A	B	C	D
d. As a basis for developing or adjusting local (district or school) standards	A	B	C	D
e. As a basis for developing or revising local (district, school, or classroom) tests and assessments	A	B	C	D
f. To evaluate teachers' instruction	A	B	C	D

This question refers to the ways in which your school or district may use state language arts content standards. "State language arts content standards" refer to formal statements developed (or approved) by the state department of education that address what students at a given grade level should know and be able to do in language arts.

To guide curriculum: *Refers to the extent to which the state language arts content standards are used when decisions are made about what language arts information and skills will be taught to students at your school in a given grade level. Curriculum may be developed by either school or district personnel.*

To evaluate our instructional materials: *Refers to the extent to which school or district personnel consider the state language arts content standards when determining the appropriateness and effectiveness of instructional materials. This is likely to occur when choosing materials to purchase, but is not limited to these situations. "Instructional materials" include things such as textbooks, writing prompts, workbooks, and worksheets.*

As a basis for determining professional development needs: *Refers to the extent to which school or district personnel consider the state language arts content standards when determining areas in which professional development is needed. "Professional development" refers to activities (such as training, workshops, and discussion/study groups) and resources (such as written materials on standards) that help teachers learn things relevant to their job. Thus, in determining professional development needs, a school may decide it needs more or better professional development activities and resources related to the understanding and use of state standards.*

As a basis for developing or adjusting local (district or school) standards: *Refers to the extent to which the district or school uses the state standards as a foundation for creating or adjusting local standards. "Local standards" are formal statements, developed (or approved) by the district or school, of what students should know and be able to do.*

As a basis for developing or revising local (district, school, or classroom) tests and assessments: *Refers to the extent to which state language arts content standards are reflected in the development or revision of local tests and assessments. "Tests and assessments" include things such as quizzes, performance assessments, and portfolios.*

To evaluate teachers' instruction: *Refers to the extent to which the principal makes determinations on whether teachers are teaching the information and skills that the state language arts content standards specify should be taught. This evaluation may occur in the context a formal personnel evaluation, or in a less formal manner.*

3. **Which of the statements below best describes the alignment between your school's curriculum and the state language arts content standards?**

   A **Curriculum is closely aligned to state content standards.**
   B **Curriculum is moderately aligned to state content standards.**
   C **Curriculum is loosely aligned to state content standards.**
   D **Curriculum is not aligned to state content standards.**

This question refers to the degree to which your school's curriculum matches or reflects the state language arts content standards. Alignment could be the result of deliberate effort or could occur naturally.

4. **Please indicate the extent to which you AGREE or DISAGREE with the following statements about the state language arts content standards. Fill in one oval on each line.**

	Strongly agree	Agree	Disagree	Strongly disagree
a. **The state standards address the content that my teachers think is important.**	A	B	C	D
b. **The state standards are clear and specific enough to be useful in guiding curriculum and instruction.**	A	B	C	D
c. **The state standards limit my teachers' ability to tailor instruction to students' individual learning needs.**	A	B	C	D
d. **My teachers are provided with adequate instructional materials to implement the state standards in their classrooms.**	A	B	C	D
e. **My teachers receive adequate training in the use of state standards.**	A	B	C	D
f. **The state standards support good teaching.**	A	B	C	D

*The statements in this question concern **your** attitudes and perceptions about the state language arts content standards.*

The state standards address the content that my teachers think is important: *Refers to the perception that the state language arts content standards are consistent with what your teachers think is important for students to know and be able to do in language arts.*

The state standards are clear and specific enough to be useful in guiding curriculum and instruction: *Refers to the perception that the state language arts content standards are sufficiently understandable and detailed to be useful for guiding curriculum and instruction. "Guiding curriculum and instruction" means providing direction to teachers as they decide what they will teach how they will teach it.*

The state standards limit my teachers' ability to tailor instruction to students' individual learning needs: *Refers to the perception that the state language arts content standards constrain or hinder teachers' ability to deliver instruction that is responsive to students' individual learning needs. "Individual learning needs" include things such as a need for remedial instruction or a need to be taught in a particular manner that is consistent with the student's learning style.*

My teachers are provided with adequate instructional materials to implement the state standards in their classrooms: *Refers to the perception that teachers at the school are provided with the classroom materials that they need to incorporate the state language arts content standards into teaching. "Instructional materials" may include things such as textbooks that are aligned to the state language arts content standards. These materials may be provided by the state, district, or school.*

My teachers receive adequate training in the use of state standards: *Refers to the perception that teachers receive the training that they need in order to implement the state language arts content standards in their curriculum and instruction. Training may come in various forms, such as workshops or written/electronic materials; it may be provided by the district, state, or an intermediary such as a technical assistance program or a consultant.*

The state standards support good teaching: *Refers to the perception that the content standards help teachers to teach in effective ways.*

Section B: School Accountability

5. To what extent have the following factors influenced the expectations for student learning at this school? Fill in one oval on each line.

	Not at all	Small extent	Moderate extent	Large extent
a. State standards	A	B	C	D
b. Other standards enforced by your district	A	B	C	D
c. Discussions among staff members at this school	A	B	C	D

"Expectations for student learning" may be formal or informal. Formal expectations would include things such as local or state content or performance standards or written goals set by the school.

6. Please indicate the extent to which you AGREE or DISAGREE with the following statements. Fill in one oval on each line.

	Strongly agree	Agree	Disagree	Strongly disagree
a. Teachers have a shared understanding of the expectations for student learning at this school.	A	B	C	D
b. Students are well aware of the expectations for learning at this school.	A	B	C	D
c. Parents are made aware of the expectations for student learning at this school.	A	B	C	D
d. Staff members at this school have frequent discussions about how to use expectations for student learning to guide instruction and assessment.	A	B	C	D
e. Staff members at this school routinely analyze student assessment data.	A	B	C	D

"Expectations for student learning" may be formal or informal. Formal expectations could include things such as local or state content or performance standards or written goals set by the school.