

 Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the  
NIES School Coordinator by \_\_\_\_\_.

SCHOOL #

TEACHER #

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DO NOT USE

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0	0	0
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2	2	2
3	3	3
4	4	4
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9	9	9

ADMIN USE ONLY

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1	1	1
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**A project of the Institute of Education Sciences, sponsored by the Office of Indian Education, Office of the Deputy Secretary, U.S. Department of Education.**

While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0789 • Approval Expires 02/28/2007

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**NATIONAL INDIAN EDUCATION STUDY**  
**PART II: INDIAN EDUCATION SURVEY**  
**TEACHER QUESTIONNAIRE**  
**GRADE 4**

During the 2004–2005 school year, a sample of students across the country, including some of the students in your class(es) will participate in Part II of the National Indian Education Study (NIES). The study will survey students, teachers and school administrators to bring together information about the educational experiences of American Indian/Alaska Native (AI/AN) students and the role of Indian culture in their education. We want to learn about the educational experiences of all AI/AN students, including those who spend the school day in classrooms that serve large percentages of AI/AN students and those who are in classrooms with few other AI/AN students. This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to the education of AI/AN students who the teachers serve. **Since you teach reading and/or mathematics to one or more students selected for the study, you are being asked to complete this questionnaire.**

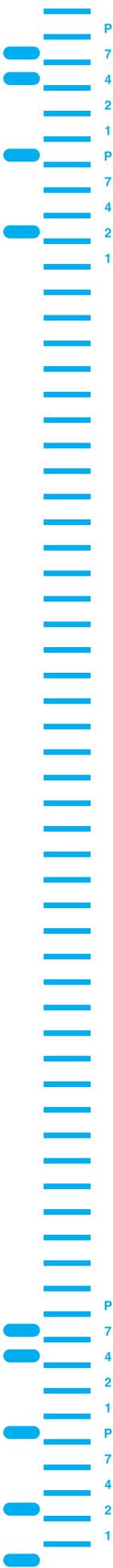
Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

**INSTRUCTIONS**

**Please answer questions directly on this questionnaire by filling in the appropriate ovals. Please return the questionnaire to your school's coordinator when you are finished.**

**THANK YOU VERY MUCH.**



# National Indian Education Study

## Grade 4 Teacher Questionnaire

Some of the questions that follow require you to fill in ovals, others ask you to fill numbers in boxes. Use only a No. 2 pencil. Keep all marks or printing within the ovals or boxes. Do not make any stray marks. When filling in numbers, please PRINT LEGIBLY.

Using one number per box, fill in every box.

**Example:**  
5 should be written as

0 5

VB333653

1. Counting this year, how many years have you worked as an elementary or secondary teacher? Include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching. If less than 4 months total experience, enter "00."

Years

VC043840

2. Counting this year, how many years have you taught at this school? If less than 4 months total at this school, enter "00."

Years

VB333654

3. What type of teaching certificate do you hold **in the state where you currently teach**?
- Ⓐ Regular or standard state certificate or advanced professional certificate
  - Ⓑ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
  - Ⓒ Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
  - Ⓓ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
  - Ⓔ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
  - Ⓕ No certificate

VB333658

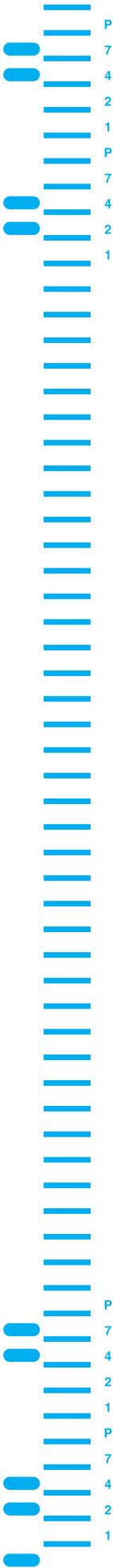
4. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line.

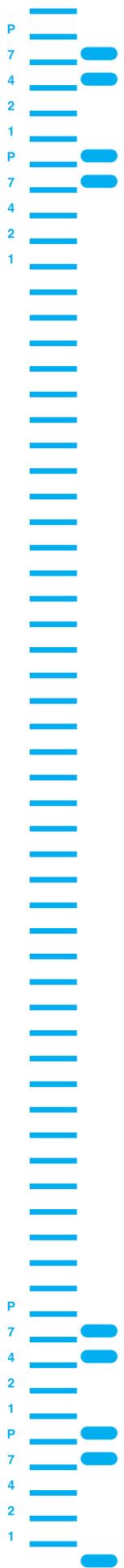
	Yes, a major	Yes, a minor or special emphasis	No	
a. Elementary education or early childhood education	Ⓐ	Ⓑ	Ⓒ	VB555113
b. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378391
c. English	Ⓐ	Ⓑ	Ⓒ	VB378392
d. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VB592881
e. Mathematics education	Ⓐ	Ⓑ	Ⓒ	VB482657
f. Mathematics	Ⓐ	Ⓑ	Ⓒ	VB482658
g. Other mathematics-related subject	Ⓐ	Ⓑ	Ⓒ	VB592880



7. To what extent have you acquired knowledge, skills, and information **specific to teaching American Indian or Alaska Native students** from each of the following sources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. College courses taken as part of an undergraduate or graduate degree program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592444
b. Classes and workshops that were not taken as part of a degree program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592445
c. Independent reading and study	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592446
d. Living and working in this community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC402405
e. Locally sponsored cultural orientation program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592447
f. Your own personal or family background and experiences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592448





VC043847

8. To what extent do you speak and understand any of the tribal/village languages spoken by American Indian or Alaska Native students who attend this school? (If you know more than one of these languages, answer for the language you know best.)

- Ⓐ Not at all
- Ⓑ Small extent
- Ⓒ Moderate extent
- Ⓓ Large extent (but not a native speaker)
- Ⓔ Native speaker

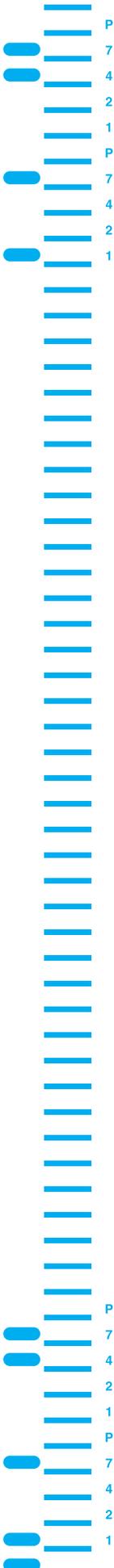
VB593025

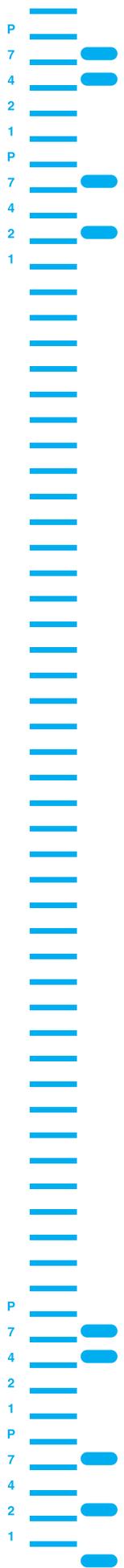
9. In your class, to what extent is curricular content taught using an American Indian or Alaska Native perspective?

- Ⓐ Integrated into the daily curriculum
- Ⓑ Integrated into the curriculum extensively, but not on a daily basis
- Ⓒ Integrated into the curriculum occasionally
- Ⓓ Seldom integrated into the curriculum
- Ⓔ Not integrated into the curriculum

10. How often do you have students do each of the following? Fill in **one** oval on each line.

	Never	Less than once a month	At least once a month	At least once a week	Almost every day	
a. Read literature with American Indian or Alaska Native themes	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VB592451
b. Read literature written by American Indian or Alaska Native authors	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VB592452
c. Listen to American Indian or Alaska Native stories told in the oral tradition	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VB592453
d. Retell American Indian or Alaska Native stories in the oral tradition	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VB592454
e. Study how to speak and read their American Indian or Alaska Native language	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VC042060
f. Solve mathematics problems that reflect situations typical of your American Indian or Alaska Native students' homes or communities	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VB592455
g. Complete activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VB592456



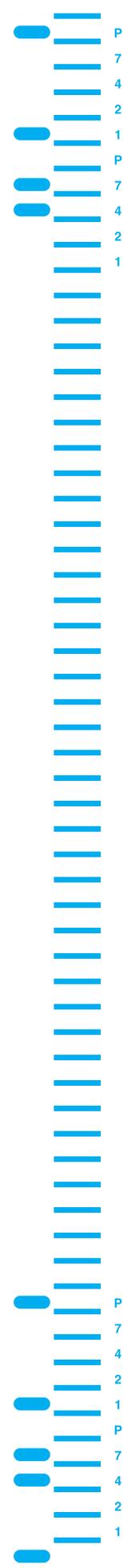


VC043850

11. To what extent do you use your students' American Indian/Alaska Native (AI/AN) language to teach **reading/language arts**?
- Ⓐ Instruction is entirely in English.
  - Ⓑ Instruction is primarily in English, but words or phrases from the students' AI/AN language are included occasionally.
  - Ⓒ Instruction is primarily in English, but words or phrases from the students' AI/AN language are included frequently.
  - Ⓓ Instruction is primarily in the students' AI/AN language.

VC043856

12. To what extent do you use your students' American Indian/Alaska Native (AI/AN) language to teach **mathematics**?
- Ⓐ Instruction is entirely in English.
  - Ⓑ Instruction is primarily in English, but words or phrases from the students' AI/AN language are included occasionally.
  - Ⓒ Instruction is primarily in English, but words or phrases from the students' AI/AN language are included frequently.
  - Ⓓ Instruction is primarily in the students' AI/AN language.



13. How much do you rely on each of the following documents in planning your **reading/language arts** lessons? Fill in **one** oval on each line.

VB592458

**Not at all      A little      Some      A lot**

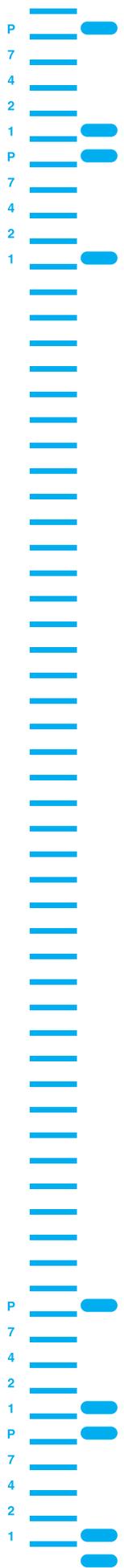
- |   |                           |                           |                           |                           |          |
|---|---------------------------|---------------------------|---------------------------|---------------------------|----------|
| a. State content standards for reading/language arts  | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | VB592459 |
| b. District content standards for reading/language arts   | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | VB592460 |
| c. American Indian or Alaska Native content/cultural standards developed by the Bureau of Indian Affairs                        | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | VB592461 |
| d. American Indian or Alaska Native content/cultural standards developed by the state or by a local education agency or council | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | VB592562 |

14. How much do you rely on each of the following documents in planning your **mathematics** lessons? Fill in **one** oval on each line.

VB592563

**Not at all      A little      Some      A lot**

- |   |                           |                           |                           |                           |          |
|---|---------------------------|---------------------------|---------------------------|---------------------------|----------|
| a. State content standards for mathematics  | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | VB592564 |
| b. District content standards for mathematics   | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | VB592565 |
| c. American Indian or Alaska Native content/cultural standards developed by the Bureau of Indian Affairs                        | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | VB592566 |
| d. American Indian or Alaska Native content/cultural standards developed by the state or by a local education agency or council | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | <input type="radio"/> (D) | VB592567 |



15. During the current school year, how many times did you use each of the following resources to obtain information about **improving the academic performance of American Indian or Alaska Native students**? Fill in **one** oval on each line.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online web sites or databases to find lesson plans, curricular materials, or instructional strategies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592569
b. Online web sites or databases to find research reports or articles	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592570
c. Professional journals	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592571
d. In-service classes and workshops	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592572
e. Local resources including libraries or local cultural centers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592573
f. Consultation with elders or other local experts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC042141
g. Consultation with other teachers in your school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592574

16. To what extent do you use the following types of assessments to evaluate student progress and plan appropriate instruction? Fill in **one** oval on each line.

VB592575

	Not at all	Small extent	Moderate extent	Large extent	
a. Standardized state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592576
b. Other standardized tests (e.g., district-level)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592577
c. Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592578
d. Teacher-made tests or quizzes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592579
e. Assessments developed by local American Indian or Alaska Native groups	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592580
f. Individual or group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592581
g. Worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592662
h. Oral responses of students during class discussions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592663
i. Portfolios or work samples	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592665
j. Demonstrations or exhibitions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592664

17. Are you Hispanic or Latino?

VB555111

- A Yes
- B No

