



Reading, Mathematics, and NIES Teacher Questionnaire

2024
Grade 8

VR734593

1. What is your gender?

☐ A Female

☐ B Male

☐ C Another gender (Please specify): _____

VH240385

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

☐ A No, I am not Hispanic or Latino.

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

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

☐ D Yes, I am Cuban or Cuban American.

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

VH240386

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

☐ A White

☐ B Black or African American

☐ C Asian

☐ D American Indian or Alaska Native

☐ E Native Hawaiian or other Pacific Islander

VH240195

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

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

VH240202

5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?

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

VH240201

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

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

VH547397

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

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

VH240197

8. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?

- ☐ A Yes, I hold a permanent certificate.
- ☐ B Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
- ☐ C No, but I am currently working toward certification.
- ☐ D No, and I am not planning to obtain certification.

VH240198

9. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

- ☐ A Yes
- ☐ B No

VH240200

10. What is the highest academic degree you hold?

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

VH241753

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VH241758
b. English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VH241754
c. Other language arts-related subject	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VH241784
d. Mathematics education	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VH241760
e. Mathematics	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VH241776
g. Elementary or secondary education	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VH241767
h. Special education (including students with disabilities)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VH241781
i. English language learning	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	VH241782

VH240204

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

- ☐ A Yes
- ☐ B No

VH241785

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
g. Elementary or secondary education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241797
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

VR730427

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

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

VR730428

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

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

VR730430

16. Thinking of **this school year**, how much do you agree with each of the following?

Select **one** circle in each row.

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

VH294995

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

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

VH295076

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

- ☐ A No
- ☐ B Once
- ☐ C Twice
- ☐ D Several times

VH241893

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

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241894
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241895
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241898
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241897
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241896

VH860597

20. In this school year, which of the following types of computers or other digital devices are available in your school for student use? Select **all** squares that apply.

- ☐ A Desktop computers
- ☐ B Laptop computers (including Chromebooks)
- ☐ C Tablets (for example, Surface Pro, iPad, Kindle Fire)

VH592052

21. How well do the **desktop computers** in your school work?

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

VH592059

22. How well do the **laptop computers** (including Chromebooks) in your school work?

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

VH592063

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

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

VR730429

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

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

VH304679

25. How often do you do the following in this school? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach jointly as a team in the same class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH304693
b. Observe other teachers' classes and provide feedback	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH304698
c. Engage in discussions about the learning development of specific students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH304736
d. Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH304740

VH262652

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

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

VH305005

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

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

VH329966

28. Whether a student does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for your students to change than others. In school, how possible is it for your students to change each of the following? Select **one** circle in each row.

	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change	
a. Being intelligent	(A)	(B)	(C)	(D)	(E)	VH329967
b. Putting forth a lot of effort	(A)	(B)	(C)	(D)	(E)	VH329968
c. Behaving well in class	(A)	(B)	(C)	(D)	(E)	VH329970

VH240015

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

VH261160

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

VH334255

3. In a typical week, about how much time in total do you spend with one of your eighth-grade English/language arts classes? Enter the hours and minutes.

_____ hours and _____ minutes per week

VH334381

4. Which best describes how English/language arts instruction is organized for eighth-grade students at this school? Select **one** circle.
- Ⓐ English/language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - Ⓑ Some English/language arts instruction is integrated with other subjects, and some English/language arts instruction is presented as a discrete subject.
 - Ⓒ English/language arts lessons are primarily integrated with instruction in other subjects.

VH240522

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

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

VH334294

6. When reading a story, article, or other passage with your students, how often do you ask your students to do the following? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334295
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334296
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334299
d. Identify the themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH335901
e. Analyze two or more texts on the same topic	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334297
f. Analyze the author's organization of information in a passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334302
g. Critique the author's craft or technique	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH334305

7. In your eighth-grade English/language arts class this year, how often do your students do each of the following? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH547868
b. Build reading fluency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617114
c. Build reading comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617116
d. Access reading-related websites	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH547871
e. Conduct research for projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH547872

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	(A)	(B)	(C)	(D)	(E)	VH334361
b. I create student groups with the same achievement level.	(A)	(B)	(C)	(D)	(E)	VH334362
c. I create student groups with different achievement levels.	(A)	(B)	(C)	(D)	(E)	VH548665
d. I create groups by random assignment.	(A)	(B)	(C)	(D)	(E)	VH334363
e. I allow students to choose their own groups.	(A)	(B)	(C)	(D)	(E)	VH334368
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability and learning style).	(A)	(B)	(C)	(D)	(E)	VH562894
g. I ask students to work independently on an assignment or task.	(A)	(B)	(C)	(D)	(E)	VH548666
h. I ask students to work independently on a task they choose themselves.	(A)	(B)	(C)	(D)	(E)	VH548667
i. Other strategies (Please specify): _____	(A)	(B)	(C)	(D)	(E)	VH562900

VH334484

9. When you teach English/language arts to your students, how do you use each of the following resources? Select **one** circle in each row.

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334485
b. Electronic textbooks	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334486
c. A variety of books (e.g., novels, collections of stories, nonfiction)	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH262702
d. Materials from different curricular areas	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334498
e. Newspapers and/or magazines	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH262705
f. Reading-related websites or apps	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334495
g. Reading-related educational games	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334491

VH261255

10. This school year, to what extent have you emphasized the following cognitive processes when teaching informational and literary texts in class? Select **one** circle in each row.

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VH261256
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VH261257
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VH261258

VH262946

11. Suppose your students did very well on their last English/language arts test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262948
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262949
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262950
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH262951
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH337286
f. My students did well because they are just good at reading.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH337287

VH262634

12. In your view, to what extent do the following limit how you teach this class? Select **one** circle in each row.

	Not applicable	Not at all	Some	A lot	
a. Students lacking prerequisite knowledge or skills	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262636
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262637
c. Disruptive students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262638
d. Uninterested students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH262639

VH240054

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

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

VH261160

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

VH845752

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

_____ hours and _____ minutes per week

VH240059

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

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

VH240060

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

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

VH240061

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

- ☐ Ⓐ Never
- ☐ Ⓑ Sometimes
- ☐ Ⓒ Always

VH269921

7. In your mathematics class this year, how often do your students use a computer or other digital device (excluding handheld calculators) to do each of the following?
Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH269922
b. Extend mathematics learning with enrichment activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH269923
c. Research mathematics topics on the Internet	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VH269924

VH845832

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

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

VH240899

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240900
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240901
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240904
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240903
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240902

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

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

- 11.** In your mathematics class this year, how often do you do each of the following with individual students to assess their progress in mathematics? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Discuss each student's current level of performance with them	(A)	(B)	(C)	(D)	(E)	VH845878
b. Set goals for specific progress the student would like to make	(A)	(B)	(C)	(D)	(E)	VH269928
c. Discuss progress the student has made toward goals previously set	(A)	(B)	(C)	(D)	(E)	VH269930
d. Determine how to adjust your teaching strategies to meet the student's current learning needs	(A)	(B)	(C)	(D)	(E)	VH269931

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use clear and precise language to discuss problem solving and reasoning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH562965
b. Make assumptions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617994
c. Make approximations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH617995
d. Represent a problem in multiple ways including using numbers, words, pictures, and charts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH562967
e. Use models to examine real-life and mathematical examples	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH549099
f. Create equations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH562985
g. Examine patterns in tables and graphs to describe relationships	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH562991
h. Evaluate a problem-solving process	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH562983
i. Evaluate the conclusions of other students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH549107
j. Relate what your students know to the real world and make sense of it mathematically	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH562988

VH547461

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use definitions and notation precisely	(A)	(B)	(C)	(D)	(E)	VH547462
b. Identify and correct flawed mathematical reasoning	(A)	(B)	(C)	(D)	(E)	VH547464
c. Construct arguments using tables, graphs, or diagrams	(A)	(B)	(C)	(D)	(E)	VH547468
d. Make, test, and validate conjectures	(A)	(B)	(C)	(D)	(E)	VH547466
e. Engage in deductive reasoning and informal proofs	(A)	(B)	(C)	(D)	(E)	VH547465

VH240850

14. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Select **one** circle in each row.

	Little or no emphasis	Moderate emphasis	Heavy emphasis	
a. Numbers and operations	(A)	(B)	(C)	VH240851
b. Measurement	(A)	(B)	(C)	VH240852
c. Geometry	(A)	(B)	(C)	VH240853
d. Data analysis, statistics, and probability	(A)	(B)	(C)	VH240856
e. Algebra and functions	(A)	(B)	(C)	VH240854

VH270305

15. Suppose your students did very well on their last mathematics test. How likely do you think each of the following explanations is in this situation? Select **one** circle in each row.

	Not at all likely	Not likely	Somewhat likely	Quite likely	Extremely likely	
a. My students did well because they studied and were prepared.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270306
b. My students did well because they put in a lot of effort.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270307
c. My students did well because they always do well on tests.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270308
d. My students did well because I taught the concepts well.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270309
e. My students did well because they guessed well on the test.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270311
f. My students did well because they are just good at math.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH270313

VH240058

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

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

VH270361

17. In your mathematics classes this year, how often did you encourage your students to participate in mathematics activities **outside of school**?

- Ⓐ Never
- Ⓑ About once or twice a year
- Ⓒ About once or twice a month
- Ⓓ About once or twice a week
- Ⓔ Every day or almost every day

VH270362

18. In this school year, how many times did you provide **direct opportunities** for your students to participate in mathematics activities **outside of school**?

- Ⓐ Never
- Ⓑ Once
- Ⓒ Two or three times
- Ⓓ Four or five times
- Ⓔ More than five times

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

Years

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

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

VH241590

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

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

VH241593

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

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

VH240164

5. During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?

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

VH240165

6. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?

- Ⓐ Never
- Ⓑ 1 or 2 times
- Ⓒ 3 or 4 times
- Ⓓ 5 or more times

VH240166

7. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?

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

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

- ☐ (A) State
- ☐ (B) District
- ☐ (C) Tribal education department
- ☐ (D) Indian education professional associations
- ☐ (E) College or university
- ☐ (F) Other (please specify): _____

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

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

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

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

VH241603

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

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

VH240172

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

- ☐ A Yes
☐ B No

VH240173

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

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

VH240174

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

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

VH241613

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

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

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

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

VH241622

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

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

VH240175

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

- ☐ A Yes
☐ B No

VH240176

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

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

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

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

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

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

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

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

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

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

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

	Strongly disagree	Disagree	Agree	Strongly agree	
a. The number of books and materials specific to American Indian and Alaska Native culture available for 8th grade students is sufficient.	(A)	(B)	(C)	(D)	VH241660
b. The quality of the books and materials specific to American Indian and Alaska Native culture available for 8th grade students is satisfactory.	(A)	(B)	(C)	(D)	VH241659

VR616340

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

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

VR616341

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

	Not at all confident	Not confident	Somewhat confident	Quite confident	Extremely confident	
a. Read to my class from materials in an 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	VR616462
b. Provide written feedback to my students in an 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	VR616463

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

How often do you typically do each of the following activities related to social emotional learning in your class? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Adapt social emotional learning strategies to reflect American Indian or Alaska Native students' cultures	(A)	(B)	(C)	(D)	(E)	VR616410
b. Use social emotional learning strategies in my classroom	(A)	(B)	(C)	(D)	(E)	VR616411
c. Engage in self-reflection about social emotional learning strategies in my classroom	(A)	(B)	(C)	(D)	(E)	VR616412
d. Participate in professional development training aimed at implementing social emotional learning strategies in my classroom	(A)	(B)	(C)	(D)	(E)	VR616413
e. Participate in professional development training that helps me implement social emotional learning strategies in my classroom	(A)	(B)	(C)	(D)	(E)	VR616414
f. Communicate with parents/caregivers about social emotional learning initiatives in my classroom	(A)	(B)	(C)	(D)	(E)	VR616415

28. How often do you typically do each of the following activities in your class? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Teach American Indian or Alaska Native students about the importance of belonging to a community	(A)	(B)	(C)	(D)	(E)	VR616464
b. Teach American Indian or Alaska Native students about the importance of supporting their peers	(A)	(B)	(C)	(D)	(E)	VR616465
c. Use stories or legends from American Indian or Alaska Native culture to teach the importance of community support	(A)	(B)	(C)	(D)	(E)	VR616466

29. During the last **two years**, did you participate in any of the following activities? Select **one** circle in each row.

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

- 30.** In this school year, how confident do you feel in doing each of the following things?
Select **one** circle in each row.

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

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

- ☐ A Yes
☐ B No

32. In this school year, how often did you engage in each of the following activities? Select **one** circle in each row.

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. I participated in discussions with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616420
b. I communicated with a representative from a Tribal Education Department or other tribal representative.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616421
c. I communicated with a representative from the U.S. Office of Indian Education.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR762083
d. I received training on engaging with American Indian or Alaska Native tribal nation citizens or members.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR616422

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

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

VH240179

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

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

VH240385

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

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

VH240378

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

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

- ☐ E Native Hawaiian or other Pacific Islander

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

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