



Reading and Mathematics Pilot Teacher Questionnaire

**2026
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.

VR609887

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, but I am planning to obtain certification in the future.
- ☐ E 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

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.)

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

12. 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

13. 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

14. During this school year, have you received training from any source in any of the following areas? Select **one** circle in each row.

	Yes, I received training in this area once.	Yes, I received training in this area more than once.	No, I have not received training in this area.	
a. Use of online teacher and learning resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586053
b. Use of online workspaces for sharing teaching and learning resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586054
c. Use of online technology to support remote learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586056
d. Use of online learning technology to support students with specific needs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586057
e. Other (please specify): _____	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VR586059

15. In a typical week, how often do you use digital technology to do each of the following tasks? Select **one** circle in each row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Teach classes using online classrooms	(A)	(B)	(C)	(D)	(E)	VR586044
b. Tutor individual students online	(A)	(B)	(C)	(D)	(E)	VR586045
c. Meet with other teachers online	(A)	(B)	(C)	(D)	(E)	VR586046
d. Share with other teachers student learning materials (e.g., worksheets, assignments, or lesson plans)	(A)	(B)	(C)	(D)	(E)	VR586047
e. Share with students student learning materials (e.g., worksheets, assignments, or reading materials)	(A)	(B)	(C)	(D)	(E)	VR586048
f. Access professional development materials (e.g., videos, slide decks, or tutorials)	(A)	(B)	(C)	(D)	(E)	VR586049
g. Send group communications about school/class information to parents	(A)	(B)	(C)	(D)	(E)	VR586051
h. Provide updates to parents on individual student progress	(A)	(B)	(C)	(D)	(E)	VR586052

VR586337

16. How well do the **computers, tablets, and Chromebooks** in your school function?

- Ⓐ All of the devices function well.
- Ⓑ Some of the devices function well.
- Ⓒ All or almost all of the devices do not function well.
- Ⓓ All or almost all of the devices do not function and cannot be used.
- Ⓔ I don't know.

VR608136

17. To what extent is the school Internet connection speed adequate for activities in your class?

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

VR608137

18. To what extent is the school Internet connection reliable throughout the school day?

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

19. 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

20. 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

21. 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

VR586000

22. Thinking about teaching, do you think you would be able to do each of the following tasks? Select **one** circle in each row.

	I definitely can't	I probably can't	I probably can	I definitely can	
a. Use a variety of materials that match students' abilities (e.g., books below and above grade level)	(A)	(B)	(C)	(D)	VR586073
b. Plan a variety of assignments that match students' abilities	(A)	(B)	(C)	(D)	VR586074
c. Adapt evaluation standards to match students' abilities (e.g., adjust grading)	(A)	(B)	(C)	(D)	VR586075
d. Adapt the lesson plan format (e.g., present information in a different sequence, give more explanations) to match students' abilities	(A)	(B)	(C)	(D)	VR586076
e. Evaluate the effectiveness of teaching adjustments (e.g., monitor subsequent achievement and progress)	(A)	(B)	(C)	(D)	VR586077
f. Use students' data to make decisions about teaching adjustments	(A)	(B)	(C)	(D)	VR586078

23. Thinking about teaching, do you think you would be able to do each of the following tasks? Select **one** circle in each row.

	I definitely can't	I probably can't	I probably can	I definitely can	
a. Prepare lessons that involve students' use of digital technology	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586079
b. Prepare lessons that involve your use of digital technology	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586080
c. Collaborate with other teachers using shared digital resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586081
d. Use a spreadsheet program for keeping records or analyzing data	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586082
e. Produce presentations with simple animation functions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586083
f. Find useful teaching resources on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586084
g. Teach students responsible use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR586085

VH855408

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

VH261160

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

VH858423

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

_____ hours and _____ minutes per week

VH334381

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855052
b. Exposition (i.e., text that aims to explain, inform, or describe, like newspaper or magazine articles, textbooks, or informational essays)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855058
c. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855056
d. Multimedia or non-print text (e.g., texts including images, infographics, or animations)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH855055

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	(E)	VH811995
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH811997
c. Explore the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VR760474
d. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH812001
e. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH812005
f. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH812009
g. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH812011
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	(A)	(B)	(C)	(D)	(E)	VH855005

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587609
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	VR587610
c. Analyze and evaluate (e.g., evaluate text content critically from many perspectives or evaluate text quality)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587611
d. Use and apply (e.g., apply understandings from multiple sources to a new situation)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587612

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812042
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	VH812044
c. Analyze 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	VR761811

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. I teach reading as a whole-class activity.	(A)	(B)	(C)	(D)	(E)	VH855024
b. I create student groups with the same achievement level.	(A)	(B)	(C)	(D)	(E)	VH855025
c. I create student groups with mixed achievement levels.	(A)	(B)	(C)	(D)	(E)	VH855026
d. I create groups by random assignment.	(A)	(B)	(C)	(D)	(E)	VH855027
e. I allow students to choose their own groups.	(A)	(B)	(C)	(D)	(E)	VH855028
f. I use individualized instruction for reading.	(A)	(B)	(C)	(D)	(E)	VH855034
g. Students work independently on an assigned plan or goal.	(A)	(B)	(C)	(D)	(E)	VH855030
h. Students work independently on a goal they choose themselves.	(A)	(B)	(C)	(D)	(E)	VH855031
i. Students use self-paced reading programs or apps.	(A)	(B)	(C)	(D)	(E)	VH855032
j. I create opportunities for students to participate in (online or in-person) book clubs.	(A)	(B)	(C)	(D)	(E)	VH855033
k. Students collaborate with peers and experts through the Internet or other digital connections.	(A)	(B)	(C)	(D)	(E)	VH855029

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

	Not used	Supplement	Basis for instruction	
a. Hardback or soft cover/paperback textbooks, workbooks, or worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855084
b. Electronic textbooks, workbooks or worksheets	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855085
c. Books (e.g., novels, collections of stories, nonfiction, graphic novels)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855094
d. Materials from different subject areas (e.g., articles from science, passages from history, etc.)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855087
e. Newspapers and/or magazines	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855096
f. Reading-related websites or apps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855089
g. Reading-related educational games	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855090
h. Materials found on the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855091
i. Multimedia or non-print texts (e.g., texts including images, infographics, or animations)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH855088

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812511
b. Build reading fluency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812512
c. Build reading comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812515
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	VH812518
e. Conduct research for reading projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812519
f. Read something they have chosen themselves	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812521
g. Work in pairs or small groups to talk about something they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812522

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Connect what they read to their lives	(A)	(B)	(C)	(D)	(E)	VR587589
b. Think about what they already know about the topic	(A)	(B)	(C)	(D)	(E)	VR587590
c. Ask questions about the topic of the text before they read	(A)	(B)	(C)	(D)	(E)	VR598006
d. Reread the text when they don't understand something	(A)	(B)	(C)	(D)	(E)	VR587591
e. Form their own opinions about the text	(A)	(B)	(C)	(D)	(E)	VR587592
f. Apply what they read to new situations	(A)	(B)	(C)	(D)	(E)	VR587593
g. Use other words to figure out the meaning of a word	(A)	(B)	(C)	(D)	(E)	VR587594
h. Read the text to help them answer questions	(A)	(B)	(C)	(D)	(E)	VR587595
i. Highlight or underline text	(A)	(B)	(C)	(D)	(E)	VR587596
j. Take notes related to the text before, during, or after they read	(A)	(B)	(C)	(D)	(E)	VR587597
k. Use things like pictures, videos, or links in the text to help them understand the text	(A)	(B)	(C)	(D)	(E)	VR587598
l. Other (please specify): _____	(A)	(B)	(C)	(D)	(E)	VR587599

VR587564

13. Approximately what percentage of the following types of subject area texts do your students read in your English/language arts class? Note that the percentages must add up to 100.

Literary texts or literature _____ %

Social studies _____ %

Science (including STEM) _____ %

Other _____ %

VR587565

14. Do you give your students class time to read for enjoyment?

☐ Yes

☐ No

VR587566

15. When you give your students class time to read for enjoyment, approximately how much time do you give? Enter the total minutes given per reading session.

minutes

16. How often does your school or district offer the following literacy activities to your students? Select **one** circle in each row.

	Every year	Some years	Not offered	I don't know.	
a. School reading challenges (e.g., school read-ins or reading marathons)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587600
b. Book fairs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587601
c. School- or community-wide reading events or programs (e.g., Read Across America, Little Free Library)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587602
d. Book or reading clubs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587603
e. Guest speakers or community resources (e.g., authors, local librarians, guest readers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587604
f. Family workshops or information sessions on resources for reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587605
g. Summer reading lists or programs to support and maintain reading skills over the summer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587606
h. Referrals to community organizations for families of students who need extra support in reading (e.g., tutoring centers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587607
i. Other (please specify): _____	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587608

17. How well has your education and professional training prepared you to teach students with the following attributes? Select **one** circle in each row.

	Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a. Students with special needs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR730059
b. English learners (ELs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR730066
c. Gifted and talented students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH812553
d. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VH854948

VH240054

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

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

VH261160

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

VH845752

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

_____ hours and _____ minutes per week

VH240058

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

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

VH240059

5. To what extent are students permitted to use calculators during mathematics lessons?
- Ⓐ Unrestricted use
 - Ⓑ Restricted use
 - Ⓒ Calculators are not permitted.

VH240060

6. What kind of calculator do your students usually use during mathematics lessons?
- Ⓐ None
 - Ⓑ Basic four-function (addition, subtraction, multiplication, division)
 - Ⓒ Scientific (not graphing)
 - Ⓓ Graphing

VH240061

7. When you give students a mathematics test or quiz, how often do they use a calculator?
- Ⓐ Never
 - Ⓑ Sometimes
 - Ⓒ Always

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

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

9. In your mathematics class this year, to what extent do you use the following materials to enhance instruction? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Textbooks (print or digital) provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587115
b. Other materials provided by your district or school (e.g., math board games, math puzzles)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587116
c. Materials you have created	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587117
d. Printed workbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587118
e. Physical manipulatives provided by your district or school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587125
f. Physical manipulatives that you made or bought	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587126
g. Measurement tools (e.g., ruler, protractor)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587127
h. Math apps	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587124
i. Digital, board, or paper games that require players to use mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587120
j. Math software or programming software (e.g., Core Math Tools)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587122
k. Coding software (e.g., computer programs or robotics programming)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587123
l. Interactive panel (e.g., SMART Board, Promethean ActivPanel)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR587121

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use clear and precise language to discuss problem solving and reasoning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR730708
b. Make assumptions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR730709
c. Make approximations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR730710
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	VR730711
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	VR730712
f. Create equations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR730713
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	VR730714
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	VR730715
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	VR730716
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	VR730717
k. Use arithmetic with whole numbers, decimals, or fractions to represent a real-life situation	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587134
l. Create an equation to solve a problem in a real-life context	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587135
m. Use data analysis, statistics, and probability concepts to make sense of a data set	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587136

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
n. Use geometric concepts (e.g., right angle, square, area) to represent a real-life situation	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587137
o. Create a mathematical expression for a word problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587138
p. Use measurement tools (e.g., rulers, balance scales or weights, beakers) to measure and compare quantities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587139

VH547461

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

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

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761740
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	VR761741
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	VR761744
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	VR761743
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761745
f. Provide multiple representation of concepts and guide students to express what they know using various formats	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VR761742

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Show students how a graph, geometric figure, or equation supports a mathematical conclusion	(A)	(B)	(C)	(D)	VR587200
b. Make mathematical statements based on a graph, geometric figure, or equation	(A)	(B)	(C)	(D)	VR587201
c. Have students express and defend their agreement with other students' mathematical ideas	(A)	(B)	(C)	(D)	VR587202
d. Have students reject or incorporate other students' mathematical ideas	(A)	(B)	(C)	(D)	VR587203

VH269925

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

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

VH270362

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

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

16. 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

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Determine whether a mathematical statement is true	(A)	(B)	(C)	(D)	(E)	VR587146
b. Provide evidence to show that a mathematical statement is true	(A)	(B)	(C)	(D)	(E)	VR587147
c. Justify why a mathematical statement is not true	(A)	(B)	(C)	(D)	(E)	VR587148
d. Read and analyze a graph, geometric figure, or equation to understand a problem	(A)	(B)	(C)	(D)	(E)	VR587151
e. Use a graph, geometric figure, or equation to solve a mathematics problem	(A)	(B)	(C)	(D)	(E)	VR587149
f. Draw a graph or a geometric figure or write an equation to describe a mathematics problem	(A)	(B)	(C)	(D)	(E)	VR587150
g. Use information from a real-life problem to create an equation and then solve it	(A)	(B)	(C)	(D)	(E)	VR587152
h. Write an equation to get a solution to a real-life problem and analyze the results	(A)	(B)	(C)	(D)	(E)	VR587153

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Check their solution to see if it makes sense	(A)	(B)	(C)	(D)	(E)	VR587154
b. Go beyond the particular context in a problem to find a general pattern (e.g., find the rule for a number pattern)	(A)	(B)	(C)	(D)	(E)	VR587155
c. Identify similarities among given cases to help find rules or common attributes	(A)	(B)	(C)	(D)	(E)	VR587156
d. Extend mathematical ideas or results beyond specific cases to other cases or broader domains	(A)	(B)	(C)	(D)	(E)	VR587157
e. Explain in their own words another student's mathematical ideas	(A)	(B)	(C)	(D)	(E)	VR587158
f. Explain why they agree or disagree with another student's mathematical ideas	(A)	(B)	(C)	(D)	(E)	VR587159
g. Adapt their mathematical ideas to another student's ideas	(A)	(B)	(C)	(D)	(E)	VR587160

VR587100

19. Thinking about your eighth-grade mathematics class this year, how often did your students do the following activities? Select **one** circle in each row.

	Never	In some lessons	In about half of the lessons	In more than half of the lessons	In all or almost all of the lessons	
a. Use patterns, tables, or graphs to support a true mathematical statement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587167
b. Use existing patterns, tables, or graphs to arrive at a conclusion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587168
c. Evaluate whether available patterns, tables, or graphs support a mathematical statement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587169
d. Explain their mathematical ideas in their own words	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587170
e. Explain why they agree or disagree with another student's mathematical ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587171
f. Adapt their mathematical ideas to another student's ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VR587172

VR587101

20. During the last two years, have you participated in professional development or professional learning activities related to mathematics?

- ☐ A Yes
☐ B No

21. Consider all mathematics-related professional development or professional learning activities in which you may have participated during the last two years. Which of the following formats did they follow? Select **one** circle in each row.

	Yes	No	
a. In-person and/or online courses or seminars (including seminars where you were a presenter)	<input type="radio"/> A	<input type="radio"/> B	VR587181
b. Formal certification or degree program	<input type="radio"/> A	<input type="radio"/> B	VR587182
c. Observation of other mathematics teachers' classes	<input type="radio"/> A	<input type="radio"/> B	VR587183
d. Informal discussions with other mathematics teachers	<input type="radio"/> A	<input type="radio"/> B	VR587184
e. Participation in networks of mathematics teachers	<input type="radio"/> A	<input type="radio"/> B	VR587185
f. Coaching for mathematics teachers (including instances where you coached other teachers)	<input type="radio"/> A	<input type="radio"/> B	VR587186
g. Reading professional literature or information about teaching mathematics	<input type="radio"/> A	<input type="radio"/> B	VR587187
h. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VR587188

22. Consider all mathematics-related professional development or professional learning activities in which you participated during the last two years. Did these activities benefit the following aspects of your mathematics instruction? Select **one** circle in each row.

	Yes	No	
a. Knowledge and understanding of mathematical content	<input type="radio"/> A	<input type="radio"/> B	VR587189
b. Teaching mathematical practices, such as collaborative mathematics, mathematical modeling, justifying and proving, etc.	<input type="radio"/> A	<input type="radio"/> B	VR587190
c. Classroom management	<input type="radio"/> A	<input type="radio"/> B	VR587191
d. Engaging diverse learners (e.g., racially, ethnically, or culturally diverse learners, or English learners)	<input type="radio"/> A	<input type="radio"/> B	VR596343
e. Digital technology skills for teaching mathematics	<input type="radio"/> A	<input type="radio"/> B	VR587192
f. Design of student mathematics assessments	<input type="radio"/> A	<input type="radio"/> B	VR587193
g. Use of student mathematics assessments to inform teaching	<input type="radio"/> A	<input type="radio"/> B	VR587194
h. Other (Please specify): _____	<input type="radio"/> A	<input type="radio"/> B	VR587195