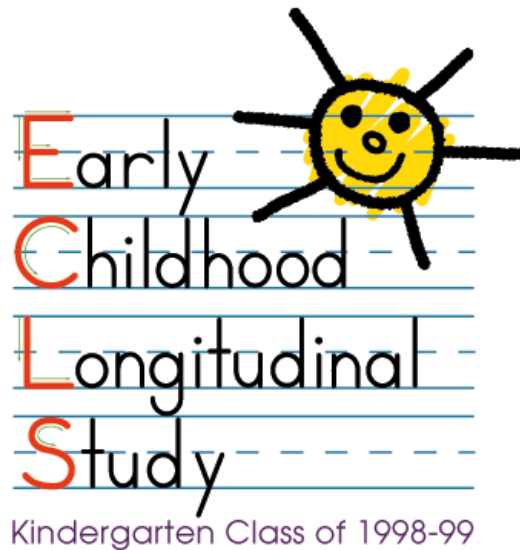


SPRING 2002 TEACHER QUESTIONNAIRE

PART A



L A B E L

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

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Rockville, Maryland 20850
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Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. The information you provide will be kept confidential and will be protected to the fullest extent allowable under law. Information will be protected from disclosure by federal statute (20 USC 9003a —9007 as amended). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Dear Teacher,

This questionnaire is an important part of a major longitudinal study of children's early educational experiences beginning with kindergarten and continuing through grade 5. You have received this questionnaire because one or more of the children in your class are participants in this study.

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

This questionnaire contains four sections:

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

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

Please record your answers directly on the questionnaire by circling the appropriate number or by writing your responses in the space provided. Your best estimates are acceptable answers.

Thank you very much for your help.

DEFINITIONS

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

- Children with limited English proficiency (LEP): Children whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.
- English-as-a-second-language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.
- Bilingual education program: A program in which native language is used to varying degrees in instructing children with limited English proficiency.
- Individualized education program (IEP): A written statement of the educational program designed to meet the individual needs of a child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act are expected to have an IEP.
- Section 504 plan: A written plan to provide appropriate services to a child with a disability, whether or not the disability is judged to affect the child's educational performance.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006.

CLASSROOM AND STUDENT CHARACTERISTICS

1. In which grades are the children you currently teach at this school? CIRCLE ALL THAT APPLY. IF YOU TEACH AT MORE THAN ONE SCHOOL, REPORT ONLY FOR THE CLASS(ES) YOU TEACH AT THIS SCHOOL.

- a. Ungraded..... 1
- b. 1st..... 2
- c. 2nd..... 3
- d. 3rd 4
- e. 4th..... 5
- f. 5th..... 6

2. Which category best describes the way **your** class(es) at this school (is/are) organized? CIRCLE ONE NUMBER.

- a. Self-contained class – You teach multiple subjects to the same class of children all or most of the day 1
- b. Team teaching – You collaborate with one or more teachers in teaching multiple subjects to the same class of children 2
- c. Departmentalized Instruction – You teach subject matter courses (e.g., language arts, mathematics, science) to several classes of different children all or most of the day..... 3 (SEE NOTE 1 BELOW)
- d. Elementary enrichment class – You teach only one subject (e.g., art, music, physical education, computer skills) in an elementary school 4 (SEE NOTE 2 BELOW)

Note 1: Parts of this questionnaire may not apply to you. The questionnaire was designed primarily with a self-contained class in mind.

For questions about the “children in your class,” please select one of your classes and respond regarding those children.

For questions about subjects that you do not teach, please mark them “Not Applicable.”

Note 2: You have probably received this questionnaire by mistake. Please call our Respondent Hotline at 1-800-750-6206.

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

	Number of <u>children</u>
a. 7 years old or less	_____
b. 8 years old	_____
c. 9 years old	_____
d. 10 years old	_____
e. 11 years old or older.....	_____
Total Class Enrollment	_____

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

	Number of <u>children</u>
a. Asian or Pacific Islander	_____
b. Hispanic, regardless of race.....	_____
c. Black, not of Hispanic origin	_____
d. White, not of Hispanic origin.....	_____
e. American Indian or Alaska Native	_____
f. Other (Please specify) _____	_____
Total Class Enrollment	_____

5. As of today's date, how many boys and girls are there in your class? WRITE NUMBER ON LINE.

	Number of <u>children</u>
a. Number of boys	_____
b. Number of girls	_____

6. How many children in your class are eligible for the following services? WRITE NUMBER ON LINE.

	Number of <u>eligible children</u>
a. Free school breakfast.....	_____
b. Reduced-price breakfast	_____
c. Free school lunch	_____
d. Reduced-price lunch	_____

7. How many children have enrolled in and left your classroom **since October 1st**? WRITE NUMBER ON LINE.

Number of
children

- a. Number of new children who enrolled in your class..... ____
- b. Number of children who left your class ____

8. How many of the children demonstrated the following reading skills when they started school this year? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THAT LINE.

Number of
children

- a. Read complete sentences..... ____
- b. Read easy chapter books..... ____
- c. Read full-length chapter books ____

9. How many children in your class have the following characteristics? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THAT LINE.

Number of
children

- a. Are classified as Gifted and Talented ____
- b. Are participating in a Gifted and Talented program ____
- c. Are repeating this grade this year ____
- d. Are below grade level in their reading skills..... ____
- e. Are below grade level in their math skills ____
- f. Are above grade level in reading ____
- g. Are above grade level in math..... ____
- h. Are tardy, on an average day..... ____
- i. Are absent, on an average day ____

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

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

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

_____ IF "0," SKIP TO Q14.

12. How many of the children **diagnosed** with a physical or psychological disability have the following as their **primary** disability? WRITE NUMBER ON LINE. COUNT EACH CHILD ONLY ONCE. IF NO CHILDREN IN YOUR CLASS HAVE A PARTICULAR DISABILITY, ENTER "0" ON THAT LINE.

	Number of <u>children</u>
a. Communication, speech, language impairments	_____
b. Learning disabilities	_____
c. Serious emotional disturbances	_____
d. Mental retardation	_____
e. Developmental delay	_____
f. Vision impairments	_____
g. Hearing impairments	_____
h. Orthopedic impairments	_____
i. Other health impairments	_____
j. Multiple disabilities	_____
k. Autism.....	_____
l. Traumatic brain injuries	_____
m. Deaf-blindness	_____
n. Other (Please specify) _____	_____

o. Not classified	_____

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

	Number of <u>children</u>
a. Are currently receiving special services or accommodations for their disabilities	_____
b. Have an Individualized Education Program (IEP) for children with disabilities	_____
c. Have a Section 504 Plan	_____
d. Need more help than they are currently receiving	_____

14. Do any of the children in your class speak a language other than English as their native, or first language? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No 2 (SKIP TO Q20)

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

- a. Spanish 1
- b. An Asian language or languages (for example, Chinese, Hmong, Japanese) 2
- c. Other language (Please specify) _____ 4

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

- a. Yes 1
- b. No 2 (SKIP TO Q20)

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

Number of LEP children _____ IF "0," SKIP TO Q20.

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

- | | Number of
children |
|---|-----------------------|
| a. Receive no ESL instruction in the school..... | _____ |
| b. Receive ESL instruction within my class..... | _____ |
| c. Receive ESL instruction outside my class | _____ |

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

- a. English..... 1
- b. Spanish 2
- c. An Asian language or languages 3
- d. Other language (Please specify)_____ 4

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

- a. English..... 1
- b. Spanish 2
- c. An Asian language or languages 3
- d. Other language (Please specify)_____ 4

INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

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

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

22. Does your classroom have the following resource areas for activities? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Reading area with books.....	1	2
b. Listening area.....	1	2
c. Writing area.....	1	2
d. Math area with manipulatives.....	1	2
e. Computer area.....	1	2
f. Science or nature area with science equipment (e.g., magnifying glass).....	1	2
g. Dramatic play area.....	1	2
h. Art area.....	1	2

23. How many computers of the following types do you have in your classroom? WRITE IN NUMBERS BELOW. IF NONE, WRITE "0."

	<u>Number of computers</u>
a. How many computers (including laptops available on a daily basis) do you have in your classroom?	_____
b. How many of the computers in your classroom have access to the Internet?	_____
c. How many of the computers in your classroom are the children in your class allowed to use?.....	_____

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

	No Time	Half hour or less	About one hour	About two hours	Three hours or more
a. Teacher-directed whole class activities?	1	2	3	4	5
b. Teacher-directed small group activities?	1	2	3	4	5
c. Teacher-directed individual activities?.....	1	2	3	4	5
d. Child-selected activities?.....	1	2	3	4	5
e. Children working collaboratively in heterogeneous groups (not grouped by ability)?.....	1	2	3	4	5

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

- a. Never 1
- b. Occasionally 2
- c. Usually 3
- d. All the time..... 4

26. **How often** and **how much time** do children in your class usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements? CIRCLE ONE NUMBER IN PART 1 OF EACH LINE. IF APPLICABLE, ALSO CIRCLE ONE NUMBER IN PART 2 OF EACH LINE.

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

27. How often do you divide your class into instructional groups, based on achievement levels, for reading and math activities or lessons? CIRCLE ONE NUMBER ON EACH LINE.

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

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

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

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

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

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

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

31. How often do you do each of the following with children in this class? CIRCLE ONE NUMBER ON EACH LINE.

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Have parents review or sign children's homework.....	1	2	3	4
b. Assign homework for children to do with parents	1	2	3	4

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

- a. Never 1 **(SKIP TO Q34)**
- b. Less than once a week..... 2
- c. Once or twice a week 3
- d. Three or four times a week..... 4
- e. Daily 5

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

- a. Do not participate in physical education..... 1
- b. 1 to 15 minutes/day 2
- c. 16 to 30 minutes/day 3
- d. 31 to 60 minutes/day 4
- e. More than 60 minutes/day..... 5

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

_____ Days **IF "0," SKIP TO Q36.**

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

- a. Once 1
- b. Twice 2
- c. Three or more times 3

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

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

IF YOU DO NOT HAVE ANY PAID AIDES ASSISTING YOU IN YOUR CLASS, CHECK THE BOX BELOW AND **SKIP TO Q41**.

37. In a typical week, about how many total hours do your **paid** aide(s) typically spend in your classroom? WRITE NUMBER BELOW, TO THE NEAREST WHOLE HOUR. IF THERE ARE TWO OR MORE AIDES, PLEASE ADD UP THEIR WEEKLY HOURS.

_____ Total hours per week

38. In a typical week, how many **paid** aides usually assist in your class in the following ways? WRITE THE NUMBER OF PAID AIDE(S) IN THE APPROPRIATE BOXES BELOW. IF STATEMENT DOES NOT APPLY TO YOUR CLASS, ENTER "0" ON THAT LINE.

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

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

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

- a. Not at all well 1
- b. Not well..... 2
- c. Well..... 3
- d. Very well..... 4

40. What is the **highest** level of education your aide has completed? CIRCLE ONE NUMBER.

- a. Less than high school 1
- b. High school diploma or GED 2
- c. Associate’s degree 3
- d. Bachelor’s degree or above 4
- e. Don’t Know 8

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

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

_____ Total number of hours per week

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

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

43. Which of the following statements is true about how well your school provides you with the instructional materials and other resources you need to teach your class? CIRCLE ONE NUMBER ON EACH LINE.

	I get all the resources I need	I get most of the resources I need	I get some of the resources I need	I don't get any of the resources I need	Not applicable
a. Reading and language arts	1	2	3	4	5
b. Mathematics.....	1	2	3	4	5
c. Science	1	2	3	4	5
d. Social studies.....	1	2	3	4	5

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

	Not available	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Art materials	0	1	2	3	4	5	6
b. Musical instruments	0	1	2	3	4	5	6
c. Costumes for creative dramatics/ theater	0	1	2	3	4	5	6
d. Cooking or food related items.....	0	1	2	3	4	5	6
e. Books and other written materials in children's first language (for non-English speakers).....	0	1	2	3	4	5	6
f. VCR.....	0	1	2	3	4	5	6
g. TV for watching broadcast programs	0	1	2	3	4	5	6
h. Record, tape, or CD player	0	1	2	3	4	5	6
i. Science equipment (e.g., magnifying glass, scales, thermometers).....	0	1	2	3	4	5	6
j. Computer for access to the Internet.....	0	1	2	3	4	5	6
k. Computer for other uses.....	0	1	2	3	4	5	6
l. Children's newspapers and/or magazines.....	0	1	2	3	4	5	6
m. Reading kits	0	1	2	3	4	5	6
n. Computer software for reading instruction.....	0	1	2	3	4	5	6
o. A variety of books for reading (e.g., novels, collections of poetry, nonfiction).....	0	1	2	3	4	5	6
p. Reading materials drawn from other subject areas.....	0	1	2	3	4	5	6

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

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

LANGUAGE ARTS INSTRUCTIONAL INFORMATION

IF YOU DO NOT TEACH LANGUAGE ARTS, CHECK THIS BOX AND **SKIP TO Q53.**

46. What type of materials form the core of your reading program? CIRCLE ALL THAT APPLY.

- a. Primarily basal 1
- b. Primarily trade books..... 2
- c. Both basal and trade books..... 3
- d. Other materials, (Please specify) _____ 9

47. About what proportion of your reading instruction time is focused on having children read for the following purposes? CIRCLE ONE NUMBER ON EACH LINE.

	Almost all of the time	At least two-thirds of the time	At least one-third of the time	Little or no time
a. Reading for literary experience (e.g., stories, poetry, science fiction, folktales).....	1	2	3	4
b. Reading to gain information (e.g., science articles, historical sources, textbook chapters, essays)	1	2	3	4
c. Reading to perform a task (e.g., documents, forms, directions)	1	2	3	4

48. How often do children in your class engage in the following activities as part of reading? CIRCLE ONE NUMBER ON EACH LINE.

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Discuss new or difficult vocabulary	1	2	3	4
b. Read aloud	1	2	3	4
c. Talk with each other about what they have read	1	2	3	4
d. Write about something they have read	1	2	3	4
e. Work in a reading workbook or on a worksheet	1	2	3	4
f. Read silently	1	2	3	4
g. Read books they have chosen themselves	1	2	3	4
h. Do a group activity or project about what they have read	1	2	3	4
i. Discuss different interpretations of what they have read	1	2	3	4
j. Explain or support their understanding of what they have read	1	2	3	4
k. Take quizzes or tests	1	2	3	4
l. Watch movies, videos, filmstrips, television, or listen to tapes, compact discs, or records	1	2	3	4

49. About how much time do you spend each **week** with this class on instructing and helping children with their writing? CIRCLE ONE NUMBER.

- a. Less than 30 minutes 1
- b. 30 to 44 minutes 2
- c. 45 to 59 minutes 3
- d. 60 to 90 minutes 4
- e. More than 90 minutes..... 5

50. About what proportion of your writing instruction time is focused on having children do the following types of writing? CIRCLE ONE NUMBER ON EACH LINE.

	Almost all of the time	At least two-thirds of the time	At least one-third of the time	Little or no time
a. Narrative writing (e.g., stories, personal essays).....	1	2	3	4
b. Informative writing (e.g., reports, summaries)	1	2	3	4
c. Persuasive writing (e.g., letters, reviews)	1	2	3	4

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

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Do spelling, punctuation, or grammar exercises	1	2	3	4
b. Work on the writing process...	1	2	3	4
c. Write in a log or journal	1	2	3	4

52. How often children in your class engage in the following? CIRCLE ONE NUMBER ON EACH LINE.

	Always	Sometimes	Never
a. Choose the topic that they will write about.....	1	2	3
b. Define their purpose and audience	1	2	3
c. Make a formal outline before they write	1	2	3
d. Write more than one draft of a paper	1	2	3
e. Use sources or resources other than their textbook.....	1	2	3
f. Talk to you about their writing while they are working on it	1	2	3
g. Discuss or comment on what other children wrote.....	1	2	3
h. Check for proper spelling, grammar, and punctuation themselves.....	1	2	3
i. Discuss their writing with members of their family	1	2	3
j. Contribute their writing to a collection of children's writing	1	2	3
k. Work on an assigned topic.....	1	2	3
l. Follow an assigned format	1	2	3

MATHEMATICS INSTRUCTIONAL INFORMATION

IF YOU DO NOT TEACH MATHEMATICS, CHECK THIS BOX AND **SKIP TO Q55.**

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

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Solve mathematics problems from their textbooks	1	2	3	4
b. Solve mathematics problems on worksheets	1	2	3	4
c. Solve mathematics problems in small groups or with a partner	1	2	3	4
d. Work with measuring instruments, e.g., rulers	1	2	3	4
e. Work with manipulatives, e.g., geometric shapes	1	2	3	4
f. Use a calculator	1	2	3	4
g. Take mathematics tests.....	1	2	3	4
h. Write a few sentences about how to solve a mathematics problem.....	1	2	3	4
i. Talk to the class about their mathematics work.....	1	2	3	4
j. Write reports or do mathematics projects.....	1	2	3	4
k. Discuss solutions to mathematics problems with other children.....	1	2	3	4
l. Work and discuss mathematics problems that reflect real-life situations.....	1	2	3	4
m. Use a computer for math	1	2	3	4

54. In this mathematics class how often do you address each of the following? CIRCLE ONE NUMBER ON EACH LINE.

	A lot	Some	A little	None
TOPICS				
a. Numbers and operations	1	2	3	4
b. Measurement.....	1	2	3	4
c. Geometry.....	1	2	3	4
d. Data analysis, statistics, and probability (informal introduction of concepts)	1	2	3	4
e. Algebra and functions (informal introduction of concepts)	1	2	3	4
SKILLS				
f. Learning mathematics facts and concepts.....	1	2	3	4
g. Learning skills and procedures needed to solve routine problems.....	1	2	3	4
h. Developing reasoning and analytical ability to solve unique problems.....	1	2	3	4
i. Learning how to communicate ideas in mathematics effectively	1	2	3	4
j. Recognizing the properties of shapes and relationships among shapes.....	1	2	3	4
k. Understanding place values with whole numbers	1	2	3	4
l. Reading, writing, and comparing fractions.....	1	2	3	4
m. Making reasonable estimates of quantities.....	1	2	3	4

SCIENCE INSTRUCTIONAL INFORMATION

IF YOU DO NOT TEACH SCIENCE, CHECK THIS BOX AND **SKIP TO Q57.**

55. About how often do children in your class engage in the following? CIRCLE ONE NUMBER ON EACH LINE.

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Read a science textbook.....	1	2	3	4
b. Read a book or magazine about science ..	1	2	3	4
c. Discuss science in the news	1	2	3	4
d. Work with other children on a science activity or project.....	1	2	3	4
e. Give an oral science report.....	1	2	3	4
f. Prepare a written science report.....	1	2	3	4
g. Engage in hands-on activities or investigations in science	1	2	3	4
h. Talk about measurements and results from children's hands-on activities.....	1	2	3	4
i. Take a science test or quiz	1	2	3	4
j. Use library resources for science	1	2	3	4
k. Use computers for science	1	2	3	4

56. Think about your science instruction during the entire year. About how much emphasis did you give to each of the following objectives for your children? CIRCLE ONE NUMBER ON EACH LINE.

	Heavy emphasis	Moderate emphasis	Little or no emphasis
a. Knowing science facts and terminology.....	1	2	3
b. Understanding key science concepts	1	2	3
c. Developing science problem-solving skills	1	2	3
d. Learning about the relevance of science to society and technology	1	2	3
e. Knowing how to communicate ideas in science effectively.....	1	2	3
f. Developing laboratory skills and techniques.....	1	2	3
g. Developing children's interest in science.....	1	2	3
h. Developing data analysis skills	1	2	3
i. Using technology as a scientific tool.....	1	2	3

SOCIAL STUDIES INSTRUCTIONAL INFORMATION

IF YOU DO NOT TEACH SOCIAL STUDIES, CHECK THIS BOX AND GO TO Q58.

57. How often do you do the following as a part of social studies instruction with this class? CIRCLE ONE NUMBER ON EACH LINE.

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Ask children to complete a worksheet	1	2	3	4
b. Ask children to read extra material not in their textbook (such as newspapers, maps, charts, or cartoons).....	1	2	3	4
c. Give a lecture to the class about social studies	1	2	3	4
d. Ask children to do a group activity or project.....	1	2	3	4
e. Ask children to write a report of three or more pages	1	2	3	4
f. Have children watch television shows, videos, or film strips.....	1	2	3	4
g. Have children participate in debates or panel discussions	1	2	3	4
h. Have children participate in mock trials, role-plays, or dramatization	1	2	3	4
i. Have children write letters to state an opinion or solve a community problem	1	2	3	4
j. Have visitors from your community meet with the class to discuss important events and ideas	1	2	3	4
k. Have children visit government or community institutions.....	1	2	3	4
l. Have children participate in community volunteer projects or services.....	1	2	3	4
m. Have children access information through the Internet for use in the classroom	1	2	3	4
n. Discuss current events	1	2	3	4
o. Form or elect a student government.....	1	2	3	4
p. Give children social studies homework	1	2	3	4

STUDENT EVALUATION

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

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

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

- a. I hold the same standards for most children, but I make exceptions for children with special needs (e.g., children with disabilities, children with limited English proficiency) 1
- b. I hold different standards for different children based on what I think they are capable of 2
- c. I hold the same standards for everyone in my class..... 3

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

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

61. If your school does not use school-wide standardized tests, check here and **SKIP TO Q65.**

62. Do you have access to the standardized test scores of the children in your class? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No..... 2 (**SKIP TO Q64**)

63. How useful do you find the standardized test scores of the children in your class for the purpose of guiding decisions about instruction? CIRCLE ONE NUMBER.

- a. Not useful 1
- b. Somewhat useful..... 2
- c. Very useful..... 3
- d. Extremely useful..... 4

64. About how many hours do you usually spend preparing your class to take school-wide standardized tests? For example, taking practice tests, etc. WRITE NUMBER ON LINE.

_____ Number of hours

PARENT INVOLVEMENT

65. How many regularly scheduled conferences do you offer or schedule with a parent or guardian of each child in your class during the school year? CIRCLE ONE NUMBER.

- a. No conferences 1
- b. One conference 2
- c. Two conferences 3
- d. Three or more conferences 4

66. What percent of children in your class have parents who participate in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	None	1 to 25%	26 to 50%	51 to 75%	76% or more
a. Attend teacher-parent conferences	1	2	3	4	5
b. Volunteer regularly to help in your classroom or another part of the school	1	2	3	4	5
c. Attend other school activities (such as children's performance, athletic events, awards ceremonies, etc.).....	1	2	3	4	5

67. Date questionnaire completed:

____ / ____ / ____
MONTH DAY YEAR

THANK YOU FOR YOUR COOPERATION

Please return this completed questionnaire in the envelope provided to:

Galen McKeever
Westat
9274 Gaither Road, W-14
Gaithersburg, Maryland 20877-1420

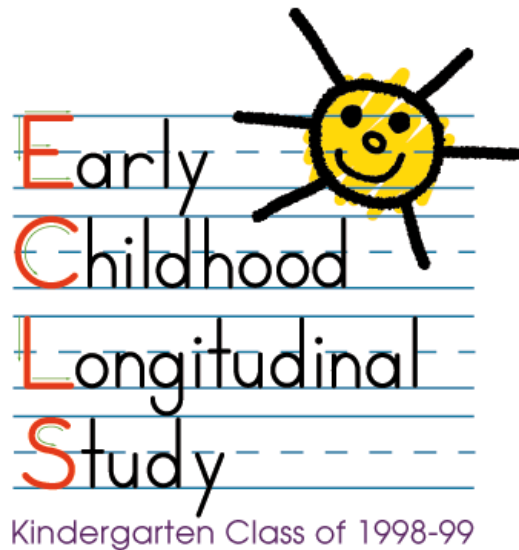
Or you may give it to the ECLS-K field supervisor at your school.

OFFICE USE ONLY

C	1
DR C	2
DR R	3
R	4

SPRING 2002 TEACHER QUESTIONNAIRE

PART B



L A B E L

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

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

Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. The information you provide will be kept confidential and will be protected to the fullest extent allowable under the law. Information will be protected from disclosure by federal statute (20 USC 9003a —9007 as amended). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Dear Teacher,

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

This questionnaire contains three sections:

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

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

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

Thank you very much for your help.

DEFINITIONS

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

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006.

SCHOOL and STAFF ACTIVITIES

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

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

2. During the past year, how many hours in total have you spent in staff development workshops or seminars in the following content areas? Include attendance at professional meetings, conferences, workshops, and college or university courses.

Overall, how useful were these activities to you?

WRITE IN THE NUMBER OF HOURS SPENT IN A CONTENT AREA ON EACH LINE. THEN CIRCLE ONE NUMBER ON THE SAME LINE INDICATING THE USEFULNESS OF THE CONTENT AREA ACTIVITIES. IF YOU DID NOT PARTICIPATE IN STAFF DEVELOPMENT IN A PARTICULAR CONTENT AREA, WRITE IN "0" AND SKIP TO THE NEXT CONTENT AREA.

Content Area	Total number of hours	Not at all useful	Slightly useful	Moderately useful	Very useful
a. Reading/language arts or teaching of reading/language arts	_____ Hours	1	2	3	4
b. Mathematics or teaching of mathematics.....	_____ Hours	1	2	3	4
c. Science or teaching of science	_____ Hours	1	2	3	4
d. Social studies or teaching of social studies	_____ Hours	1	2	3	4

VIEWS ON TEACHING, SCHOOL CLIMATE, AND ENVIRONMENT

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Homework should be given to third grade children almost every day.....	1	2	3	4	5
b. Parents should set aside time every day for their third grade children to help with homework.....	1	2	3	4	5
c. Parents should read with or to their children regularly.....	1	2	3	4	5

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

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

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

- a. No influence..... 1
- b. Slight influence 2
- c. Some influence..... 3
- d. Moderate influence..... 4
- e. A great deal of influence..... 5

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

- a. No control 1
- b. Slight control..... 2
- c. Some control 3
- d. Moderate control 4
- e. A great deal of control 5

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

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

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I really enjoy my present teaching job	1	2	3	4	5
b. I am certain I am making a difference in the lives of the children I teach	1	2	3	4	5
c. If I could start over, I would choose teaching again as my career	1	2	3	4	5
d. I am satisfied with my class size.....	1	2	3	4	5
e. I worry about the security of my job because of the performance of the children in my class(es) on state or local tests.....	1	2	3	4	5

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I am adequately prepared to teach reading to the children who are in my class.....	1	2	3	4	5
b. I am adequately prepared to assist children who are experiencing difficulties in reading	1	2	3	4	5
c. I am adequately prepared to use computers for instruction in my class.....	1	2	3	4	5
d. In this school, I am able to get sufficient support to solve any computer problems I have	1	2	3	4	5
e. I am adequately trained to teach the children with disabilities who are in my class.....	1	2	3	4	5
f. Inclusion of children with disabilities in my class has worked well	1	2	3	4	5
g. I am adequately trained to teach children in my class who have limited English proficiency (LEP).	1	2	3	4	5
h. Inclusion of limited English proficient children in my class has worked well.....	1	2	3	4	5

YOUR BACKGROUND

10. What is your gender? CIRCLE ONE NUMBER.

- a. Male..... 1
- b. Female..... 2

11. In what year were you born?

19 ____

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

- a. Yes 1
- b. No..... 2

13. Which best describes your race? CIRCLE ONE NUMBER ON EACH LINE.

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| a. American Indian or Alaska Native | 1 | 2 |
| b. Asian..... | 1 | 2 |
| c. Black or African American..... | 1 | 2 |
| d. Native Hawaiian or Other Pacific Islander..... | 1 | 2 |
| e. White | 1 | 2 |

14. Counting this school year, how many years have you been a school teacher, including as a part-time teacher? WRITE NUMBER ON LINE.

_____ Years

15. Counting this school year, how many years have you taught this grade, including as a part-time teacher? WRITE NUMBER ON LINE.

_____ Years

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

_____ . _____ Years

17. How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year? CIRCLE ONE NUMBER.

- a. Regular full-time teacher 1
- b. Regular part-time teacher..... 2
- c. Itinerant teacher (i.e., your assignment requires you to provide instruction/related services at more than one school)..... 3
- d. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)..... 4
- e. Teacher aide 5
- f. Other (Please specify) _____ 6

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

- a. High school diploma or GED 1 (SKIP TO Q21)
- b. Associate's degree 2
- c. Bachelor's degree..... 3
- d. At least one year of course work beyond a Bachelor's degree but not a graduate degree..... 4
- e. Master's degree..... 5
- f. Education specialist or professional diploma based on at least one year of course work past a Master's degree level 6
- g. Doctorate 7

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

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

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

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

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

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

22. What type of teaching certification do you have? CIRCLE ONE NUMBER.

- a. None 1
- b. Temporary, probational, provisional, or emergency
certification 2
- c. Certificate for completion of a state "alternative certification"
program 3
- d. Regular or standard state certificate 4
- e. Advanced professional certificate 5

23. Are you certified in these areas? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Elementary Education	1	2
b. Early Childhood Education	1	2
c. Secondary education.....	1	2
d. Specific subject matter certification.....	1	2
e. ESL certification	1	2
f. Special education	1	2

24. How many hours do you have designated as paid preparation periods per week? CIRCLE ONE NUMBER.

- a. 2 hours or less per week 1
- b. More than 2 hours but less than 5 per week 2
- c. 5 to 9 hours per week..... 3
- d. 10 to 14 hours per week..... 4
- e. 15 or more hours per week 5

25. Other than time spent during the work day, how many hours a week on average do you spend preparing for the class you teach – for example, preparing lesson plans, grading papers? CIRCLE ONE NUMBER.

- a. 2 hours or less per week 1
- b. More than 2 hours but less than 5 per week 2
- c. 5 to 9 hours per week..... 3
- d. 10 to 14 hours per week..... 4
- e. 15 or more hours per week 5

26. Date questionnaire completed:

____ / ____ / ____
MONTH DAY YEAR

THANK YOU FOR YOUR COOPERATION

Please return this completed questionnaire in the envelope provided to:

Galen McKeever
Westat
9274 Gaither Road, W-14
Gaithersburg, Maryland 20877-1420

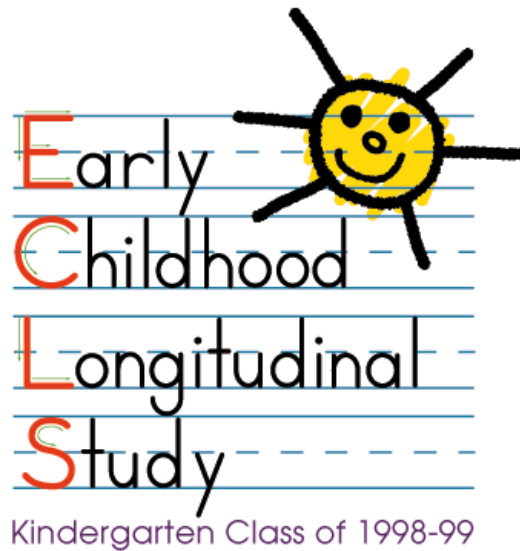
Or you may give it to the ECLS-K field supervisor at your school.

OFFICE USE ONLY

C	1
DR C	2
DR R	3
R	4

SPRING 2002 TEACHER QUESTIONNAIRE

PART C



L A B E L

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

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

Assurance of Confidentiality

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Academic Rating Scale

The Academic Rating Scale is separated into four areas: (1) Language and Literacy, (2) Mathematical Thinking, (3) Science, and (4) Social Studies. You are asked to rate the child's skills, knowledge, and behaviors within each of these three areas based on your experience with this child. This is NOT a test and should not be administered directly to the child. Each question includes examples that are meant to help you think of the range of situations in which the child may demonstrate similar skills and behaviors. The examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do. The examples do, however, indicate the level of proficiency a child should have reached in order to receive the highest rating. Some of these examples describe a very high level of performance (beyond typical standards) in order to be able to evaluate achievement levels of even the high performing students.

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

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

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

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

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006.

SECTION I. LANGUAGE AND LITERACY

1. Are you the child’s primary teacher in this area? CIRCLE ONE NUMBER.

- a. Yes 1 (SKIP TO Q3)
- b. No 2 (GO TO Q2 BELOW)

2. If you are **not** the child’s primary teacher in this subject area, please do one of the following:

- a. Consult with the person most familiar with the child’s progress in this subject area to complete this scale, and circle 1 below.
- b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.

PLEASE CIRCLE ONE NUMBER BELOW.

I consulted with someone else to complete this scale..... 1 (GO TO Q3 BELOW)

I am unable to consult with a person knowledgeable about this subject area, so I am skipping it..... 2 (SKIP TO SECTION II)

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
3. Conveys ideas clearly when speaking – for example, presents a well-organized oral report, or uses precise language to express opinions, feelings, and ideas, or provides relevant answers to questions that summarize classmate’s concerns.	1	2	3	4	5	N/A
4. Uses various strategies to gain information – for example, uses the index or table of contents to locate information, or uses encyclopedias or other reference books/media to learn about a topic	1	2	3	4	5	N/A
5. Reads fluently – for example, easily reads words as part of meaningful phrases rather than word by word including words with three or more syllables, such as rambunctious, residential, genuinely, and pneumonia..	1	2	3	4	5	N/A
6. Reads third grade books (fiction) independently with comprehension – for example, relates why something happened in a story, or identifies emotions of characters in a story, or identifies a turning point in the story	1	2	3	4	5	N/A

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
7. Reads and comprehends expository text – for example, after reading about how early colonists lived, creates a chart comparing life today with colonial life, or after reading a children’s news story about pollution, identifies cause and effect relationships, or summarizes main ideas and the supporting details in a science or social studies selection.	1	2	3	4	5	N/A
8. Composes multi-paragraph stories/reports – for example, writes a report by developing and following an outline, or writes stories with a clear plot and distinct characters.	1	2	3	4	5	N/A
9. Rereads and reflects on writing, making changes to clarify or elaborate – for example, adds more adjectives and description, or includes additional details to increase clarity, or combines choppy sentences.	1	2	3	4	5	N/A
10. Makes mechanical corrections when reviewing a rough draft – for example, rereads a story and adds omitted words, or correct spelling and capitalization errors, or adds end punctuation when necessary.	1	2	3	4	5	N/A
11. Uses the computer for a variety of purposes – for example, to write reports or stories formatting them correctly, or to use a database to retrieve information.	1	2	3	4	5	N/A

SECTION II. MATHEMATICAL THINKING

1. Are you the child's primary teacher in this area? CIRCLE ONE NUMBER.

- a. Yes 1 **(SKIP TO Q3)**
 b. No 2 **(GO TO Q2 BELOW)**

2. If you are **not** the child's primary teacher in this subject area, please do one of the following:

- a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.

PLEASE CIRCLE ONE NUMBER BELOW.

I consulted with someone else to complete this scale..... 1 **(GO TO Q3 BELOW)**

I am unable to consult with a person knowledgeable about this area, so I am skipping it 2 **(SKIP TO SECTION III)**

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

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
3. Creates and extends patterns – for example, extends an alternating pattern involving addition and subtraction (+3, -1, +3, -1, +3... or +5, -3, +5, -3,...) or creates a complex visual pattern (aabc).....	1	2	3	4	5	N/A
4. Uses a variety of strategies to solve math problems – for example, adds 100 and then subtracts 4 when doing the mental math problem 467+96, or writes the algorithms or equations needed to solve a word problem, or orders steps sequentially in a multistep problem.....	1	2	3	4	5	N/A
5. Recognizes properties of shapes and relationships among shapes – for example, recognizes that rectangles are composed of two right triangles, or demonstrates congruence by copying the exact size and shape of a pentagon onto a geoboard.....	1	2	3	4	5	N/A
6. Uses measuring tools accurately – for example, measures with rulers to the quarter-inch, or measures liquids to the nearest milliliter.....	1	2	3	4	5	N/A

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
7. Shows understanding of place value with whole numbers – for example, correctly orders the numbers 19,321, 14,999, 9,900, and 20,101 from least to greatest, or correctly regroups when adding and subtracting.	1	2	3	4	5	N/A
8. Makes reasonable estimates of quantities and checks answers – for example, estimates the cost of a list of 8 different items and compares to actual cost, or estimates the perimeter of a bulletin board and then checks with a yardstick.	1	2	3	4	5	N/A
9. Surveys, collects, and organizes data into simple graphs – for example, charts temperature changes over time, or makes a bar or line graph comparing the population in different cities of their state, or interprets a pictograph in which each symbol represents 5 people.	1	2	3	4	5	N/A
10. Models, reads, writes, and compares fractions – for example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$, or shows that $\frac{1}{4}$ of a set of 12 is 3.	1	2	3	4	5	N/A
11. Divides a 3 digit number by a 1 digit number – for example, $348 \div 4$ or $228 \div 6$	1	2	3	4	5	N/A

SECTION III. SCIENCE

1. Are you the child’s primary teacher in this area? CIRCLE ONE NUMBER.

- a. Yes 1 **(SKIP TO Q3)**
- b. No..... 2 **(GO TO Q2 BELOW)**

2. If you are **not** the child’s primary teacher in this subject area, please do one of the following:

- a. Consult with the person most familiar with the child’s progress in this subject area to complete this scale, and circle 1 below.
- b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.

PLEASE CIRCLE ONE NUMBER BELOW.

I consulted with someone else to complete this scale..... 1 **(GO TO Q3 BELOW)**

I am unable to consult with a person knowledgeable about this area, so I am skipping it 2 **(SKIP TO SECTION IV)**

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

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
3. Makes logical predictions when conducting scientific investigations – for example, predicts that water will heat faster in the sun in a black cup than in a white cup, or predicts that the plants on the south side of the building will grow more quickly than the ones on the north side.	1	2	3	4	5	N/A
4. Communicates scientific information – for example, documents predictions, observations, and conclusions when doing an investigation, or makes diagrams of closed and open circuits, or makes line graphs of the height of plants over time.	1	2	3	4	5	N/A
5. Classifies and compares living and non-living things in different ways – for example, compares plant and animal needs, or sorts substances according to whether they dissolve in water, or sorts rocks by hardness and brittleness.....	1	2	3	4	5	N/A

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
6. Forms explanations and conclusions based on observation and investigation – for example, explains why one boat floats and another does not, or concludes that the candle stays lit longer under the larger jar because there is more oxygen available, or explains how many layers of clothing provide insulation against heat loss.....	1	2	3	4	5	N/A
7. Demonstrates understanding of physical science concepts – for example, explains that friction slows a block going down an inclined plane, or identifies the state of matter (solids, liquids, gases) of different substances, or identifies simple machines that help lift heavy objects.	1	2	3	4	5	N/A
8. Demonstrates understanding of life science concepts – for example, describes some characteristics that are inherited, or draws a diagram of a food chain, or explains the functions of parts of a plant, or categorizes foods according to the groups on the food pyramid.	1	2	3	4	5	N/A
9. Demonstrates understanding of earth and space science concepts – for example, explains why we have seasons, or labels condensation and evaporation on a diagram of the water cycle, or describes the difference between a planet and a moon.	1	2	3	4	5	N/A

SECTION IV. SOCIAL STUDIES

1. Are you the child's primary teacher in this area? CIRCLE ONE NUMBER.

- a. Yes 1 **(SKIP TO Q3)**
- b. No..... 2 **(GO TO Q2 BELOW)**

2. If you are **not** the child's primary teacher in this subject area, please do one of the following:

- a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
- b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the section.

PLEASE CIRCLE ONE NUMBER BELOW.

- I consulted with someone else to complete this scale..... 1 **(GO TO Q3 BELOW)**
- I am unable to consult with a person knowledgeable about this area, so I am skipping it 2 **(SKIP TO SOCIAL RATING SCALE)**

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

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
3. Identifies similarities and differences in habits and living patterns between him/herself and other groups of people – for example, makes a mural representing the lifestyles of Native Americans long ago and today, or contrasts colonial life in the 1700s with U.S. life in current times.	1	2	3	4	5	N/A
4. Shows understanding of the purpose and structure of government functions (basic rights and responsibilities of a democratic government) – for example, by choosing one of the rights listed in the Bill of Rights and explaining how someone could be restricted if they did not have this right, or by outlining the major responsibilities of the President or Governor..	1	2	3	4	5	N/A

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
5. Demonstrates understanding of the ways in which the past influences the present – for example, describes the contributions of significant Americans such as Hamilton, Franklin, M.L. King, or describes the impact of technology, such as the cotton gin or the automobile, on life in America.	1	2	3	4	5	N/A
6. Recognizes the reciprocal influence of environment on people – for example, explains why people might settle in cities, or explains how crops and housing in different regions of the country are influenced by the climate and terrain of their environment, or explains the importance of major rivers.....	1	2	3	4	5	N/A
7. Knows how to use maps and globes to locate and derive information – for example, locates their own state in relation to the U.S. and the rest of the world, or uses grids to locate cities, or reads map legends, or identifies differences between political boundaries and physical boundaries on maps and globes.	1	2	3	4	5	N/A
8. Demonstrates understanding of the U.S. economic system – for example, explains the basic functions of banks, or describes how scarcity affects price, or explains the effects of supply and demand, or distinguishes between goods and services. ...	1	2	3	4	5	N/A

SECTION V. SOCIAL RATING SCALE

All instruments used in the ECLS-K are available on the web site with the exception of instruments that include items that are copyrighted. The social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between ED/NCES and AGS prohibit us from distributing the actual rating scales used in the ECLS-K to the public. Permission to use or adapt the SSRS for your specific needs must be obtained from AGS.

Research related to the use and adaptation of the SSRS for use in the ECLS-K can be found in a working paper in the ECLS-K web site - the Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children. This report can be downloaded from the web. Other information on the instrument may be found in the Electronic Codebook User's manual.

Student Information

1. In which grade is this child enrolled? CIRCLE ONE NUMBER.

- a. First grade 1
- b. Second grade 2
- c. Third grade 3 **(SKIP TO Q3)**
- d. Fourth grade 4 **(SKIP TO Q3)**
- e. This is an ungraded classroom 5

2. Was this child retained in grade at the end of the 2000-2001 school year? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No 2

3. Does this child receive instruction and/or related services in any of the following types of programs in your school during the school day? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Program Not Provided</u>
a. Individual tutoring program in reading.....	1	2	3
b. Pull-out small group program in reading	1	2	3
c. Individual tutoring program in mathematics	1	2	3
d. Pull-out small group program in mathematics.....	1	2	3
e. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency).....	1	2	3
f. In-class English as a Second Language (ESL) program ..	1	2	3
g. Learning a language other than English	1	2	3
h. Gifted and talented program in reading.....	1	2	3
i. Gifted and talented program in mathematics	1	2	3
j. Special education and/or related services	1	2	3
k. Individual or group counseling from a trained professional	1	2	3
l. Meetings with a mentor who is not a professional counselor or psychologist.....	1	2	3

4. Does this child receive (or has he/she received during the past year) instruction and/or related services in any of the following types of programs in your school **outside of the regular school day**? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Program Not Provided</u>
a. Instruction or services before school.....	1	2	3
b. Instruction or services after school.....	1	2	3
c. Instruction or services on weekends.....	1	2	3
d. Summer program during the summer of 2001	1	2	3

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

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

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

a. A lot less active than most.....	1
b. A little less active than most.....	2
c. About the same as most.....	3
d. A little more active than most.....	4
e. A lot more active than most.....	5
f. I have not observed this child in structured play	6

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

a. A lot less active than most.....	1
b. A little less active than most.....	2
c. About the same as most.....	3
d. A little more active than most.....	4
e. A lot more active than most.....	5
f. I have not observed this child in unstructured play	6

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

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

9. To what extent did this child participate in any grade-level assessment administered as part of the school's testing program during the current school year? CIRCLE ONE NUMBER.

- a. Child did not participate in the school's testing or assessment program..... 1 **(SKIP TO Q11)**
- b. Child participated in the school's testing or assessment program to a limited degree 2
- c. Child participated fully in the school's testing or assessment program 3
- d. There are no schoolwide assessments at this grade level 4 **(SKIP TO Q11)**
- e. Don't know..... 8 **(SKIP TO Q11)**

10. Did this child receive special accommodations (e.g., for a disability or limited-English proficiency) to participate in the school's testing or assessment program? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No..... 2
- c. Don't know..... 8

11. How often does this child work to the best of her/his ability in the subjects for which you are the primary teacher? CIRCLE ONE NUMBER.

- a. Never 1
- b. Seldom 2
- c. Usually 3
- d. Always 4

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

- a. Yes 1
- b. No..... 2

13. How many achievement groups in **reading** do you currently have in this child's class? CIRCLE ONE NUMBER. IF YOU DO NOT HAVE READING ACHIEVEMENT GROUPS IN THIS CHILD'S CLASS, CIRCLE "0" AND GO TO QUESTION 16.

- a. None 0 **(SKIP TO Q16)**
- b. One..... 1
- c. Two..... 2
- d. Three 3
- e. Four 4
- f. Five or more 5

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

_____ Achievement Group

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

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

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

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

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

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

18. During this school year, besides regular teacher conferences, have you communicated with this child's parents? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No 2 **(SKIP TO Q20)**

19. Was the purpose usually to ... CIRCLE ONE NUMBER.

- a. Discuss problems 1
- b. Discuss how well the child is doing? 2
- c. Both 3

20. How long has this child been in your classroom this school year? CIRCLE ONE NUMBER.

- a. Entire school year..... 1
- b. More than one semester but less than the entire school year 2
- c. More than one-quarter but less than one semester 3
- d. Less than one-quarter of the school year..... 4

21. Is this child likely to be recommended for promotion at the end of this school year? CIRCLE ONE NUMBER.

- a. Yes 1 **(SKIP TO Q23)**
- b. No 2

22. If not promoted, will he/she be eligible for a summer program for children who are retained? CIRCLE ONE NUMBER.
- a. Yes, with mandatory attendance..... 1
 - b. Yes, with optional attendance 2
 - c. No 3
 - d. No such program offered..... 4

23. Date questionnaire completed:

____ / ____ / ____
MONTH DAY YEAR

THANK YOU FOR YOUR COOPERATION

Please return this completed questionnaire in the envelope provided to:

Galen McKeever
Westat
9274 Gaither Road, W-14
Gaithersburg, Maryland 20877-1420

Or you may give it to the ECLS-K field supervisor at your school.

OFFICE USE ONLY

C	1
DR C	2
DR R	3
R	4