

Reading/Mathematics/Science Teacher Background Questionnaire

Grade 4
2009

Teacher Questionnaire – Grade 4

Part I: Background, Education, and Training

For some questions on this survey, you are asked to fill in numbers. For these questions, please print the appropriate number in each of the boxes provided. Please print legibly with a No. 2 pencil. Keep all printing within the boxes, and erase any stray marks.

Using one number per box, fill in every box. For example, 95 students would be written as:

| | | |
|---|---|---|
| 0 | 9 | 5 |
|---|---|---|

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

VB331330

- 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.

2. Which of the following best describes you? Fill in **one or more ovals**.

VB331331

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native
- E Native Hawaiian or other Pacific Islander

VB333653

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

Years

VC309863

4. Did you enter teaching through an alternative certification program?

(An alternative 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 certification program.)

- A Yes
 B No

VC309874

5. What type of teaching certificate do you hold in the state where you currently teach?

- A Regular or standard state certificate or advanced professional certificate → *Skip to Question 7.*
- B Certificate issued after satisfying all requirements except the completion of a probationary period → *Go to Question 6.*
- C Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained → *Go to Question 6.*
- D Certificate issued to persons who must complete a certification program in order to continue teaching → *Go to Question 6.*
- E I do not hold any of the above certificates in the state where I currently teach → *Go to Question 6.*

6. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching?

- (A) Yes
- (B) No

7. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?

(Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrate competency in the subject area(s) taught. The HQT requirement is a provision under the No Child Left Behind (NCLB) Act.)

- (A) Yes
- (B) I meet my state's requirements for a Highly Qualified Teacher in at least one subject that I teach.
- (C) No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- (A) Yes, I am fully certified by the National Board for Professional Teaching Standards.
- (B) I am working towards my National Board certification.
- (C) No

9. 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.)

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

| | Yes, a major | Yes, a minor or special emphasis | No | |
|------------------------------------------------------------|-------------------------|----------------------------------------|-------------------------|----------|
| a. Mathematics education | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB482657 |
| b. Mathematics | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB482658 |
| c. Other mathematics-related subject such as statistics | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB608497 |
| d. Reading, language arts, or literacy education | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB378391 |
| e. English | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB378392 |
| f. Other language arts-related subject | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB378394 |
| g. Science education | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB556070 |
| h. Biology or other life science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB595990 |
| i. Physics, chemistry, or other physical science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB595991 |
| j. Engineering or engineering education | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC304764 |
| k. Earth or space science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB595992 |
| l. Other science-related subject | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB556071 |
| m. Education (including elementary or early childhood) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VB482660 |

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

| | Yes, a major | Yes, a minor or special emphasis | No | |
|---------------------------------------------------------|-----------------|----------------------------------------|----|----------|
| a. Mathematics education | Ⓐ | Ⓑ | Ⓒ | VB473837 |
| b. Mathematics | Ⓐ | Ⓑ | Ⓒ | VB473838 |
| c. Other mathematics-related subject such as statistics | Ⓐ | Ⓑ | Ⓒ | VB473839 |
| d. Reading, language arts, or literacy education | Ⓐ | Ⓑ | Ⓒ | VB378395 |
| e. English | Ⓐ | Ⓑ | Ⓒ | VB378396 |
| f. Other language-arts related subject | Ⓐ | Ⓑ | Ⓒ | VB378398 |
| g. Science education | Ⓐ | Ⓑ | Ⓒ | VB556072 |
| h. Biology or other life science | Ⓐ | Ⓑ | Ⓒ | VB595994 |
| i. Physics, chemistry, or other physical science | Ⓐ | Ⓑ | Ⓒ | VB595995 |
| j. Engineering or engineering education | Ⓐ | Ⓑ | Ⓒ | VC304761 |
| k. Earth or space science | Ⓐ | Ⓑ | Ⓒ | VB595996 |
| l. Other science-related subject | Ⓐ | Ⓑ | Ⓒ | VB556073 |
| m. Education (including elementary or early childhood) | Ⓐ | Ⓑ | Ⓒ | VB473840 |



12. As part of either your undergraduate or graduate coursework, how many **advanced science** courses (such as physiology, molecular biology, or biochemistry) did you take?

- Ⓐ None
- Ⓑ 1 or 2 courses
- Ⓒ 3 or 4 courses
- Ⓓ 5 or more courses

13. As part of either your undergraduate or graduate coursework, how many **science education** courses did you take?

- Ⓐ None
- Ⓑ 1 or 2 courses
- Ⓒ 3 or 4 courses
- Ⓓ 5 or more courses

14. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|----------------------------|-------------------------|----------|
| a. How students learn mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543502 |
| b. Mathematics theory or applications | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543503 |
| c. Content standards in mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543504 |
| d. Curricular materials available in mathematics (units, texts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543505 |
| e. Instructional methods for teaching mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543506 |
| f. Effective use of manipulatives in mathematics instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB519181 |
| g. Effective use of calculators in mathematics instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543507 |
| h. Use of computers or other technology in mathematics instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543508 |
| i. Methods for assessing students in mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543509 |
| j. Preparation of students for district and state assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543510 |
| k. Issues related to ability grouping in mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543511 |
| l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB543512 |

15. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---------------------------------------------------------------------------------------------------------------|---------------|-----------------|--------------------|-----------------|----------|
| a. How students learn reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC309912 |
| b. Content standards in reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC309914 |
| c. Curricular materials available in reading (units, texts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC309915 |
| d. Instructional methods for teaching reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC309917 |
| e. Methods for assessing students in reading | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC309918 |
| f. Preparation of students for district and state assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC309920 |
| g. Strategies for teaching reading to students from diverse backgrounds (including English language learners) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC309921 |

16. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|----------------------------|-------------------------|----------|
| a. How students learn science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304728 |
| b. Scientific inquiry and/or technological design | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304729 |
| c. Content standards in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304730 |
| d. Curricular materials available in science (units, texts) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304731 |
| e. Instructional methods for teaching science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304732 |
| f. Instructional methods for teaching technological design | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304733 |
| g. Effective use of laboratory activities in science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304734 |
| h. Effective use of information and communication technology (ICT) in science instruction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304736 |
| i. Methods for assessing students in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304738 |
| j. Preparation of students for district and state assessments | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304739 |
| k. Strategies for teaching science to students from diverse backgrounds (including English language learners) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC304740 |

17. During the last **two years**, did you participate in any of the following professional development activities **related to the teaching of language arts, science, or mathematics**? Language arts refers to reading, writing, literature, and related topics. Fill in **one or more** ovals on each line.

| | Yes, related to language arts | Yes, related to science | Yes, related to mathematics | No | |
|-------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------|-----------------------------------|-------------------------|----------|
| a. College course taken after your first certification | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB556179 |
| b. Workshop or training session | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB556180 |
| c. Conference or professional association meeting | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB556181 |
| d. Observational visit to another school | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB561282 |
| e. Mentoring and/or peer observation and coaching as part of a formal arrangement | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB561283 |
| f. Committee or task force focusing on curriculum, instruction, or student assessment | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB561284 |
| g. Regularly scheduled discussion or study group | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB561285 |
| h. Teacher collaborative or network (such as one organized by an outside agency or over the Internet) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB561286 |
| i. Individual or collaborative research | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB561287 |
| j. Independent reading on a regular basis (for example, educational journals, books, or the Internet) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB561288 |
| k. Co-teaching/team teaching | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB561289 |
| l. Consultation with a subject specialist | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB561290 |

VC309922

18. Did you lead any of the activities listed in the previous question (Question 17)?

- A Yes
- B No

VC191232

19. During the last **two years**, have you received training from any source in any of the following areas? Fill in **one** oval on each line.

| | No, I am already proficient. | No, I have not. | Yes | |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------|-------------------------|----------|
| a. Basic computer training | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191233 |
| b. Software applications | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191234 |
| c. Use of the Internet | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191235 |
| d. Use of other technology (for example, satellite access, wireless Web, interactive video, closed-circuit TV, videoconferencing) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191237 |
| e. Integration of computers and other technology into classroom instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191238 |

20. Do you have special leadership responsibilities for the following subjects at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)?

| | Yes | No | |
|--------------------------|-------------------------|-------------------------|----------|
| a. Reading/language arts | <input type="radio"/> A | <input type="radio"/> B | VB556175 |
| b. Mathematics | <input type="radio"/> A | <input type="radio"/> B | VB556176 |
| c. Science | <input type="radio"/> A | <input type="radio"/> B | VC304767 |

21. During the last **two years** have you participated in activities associated with school improvement efforts directed at issues such as adequate yearly progress and state accountability standards?

A Yes

B No

Part II: Classroom Organization and Instruction – Reading/Language Arts

The following questions ask about the organization of your classroom for reading or language arts instruction. Please think about the reading or language arts class that you teach when questioned about “reading,” “language arts,” or “reading/language arts.” If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach reading, English, or language arts, please skip to Part III (mathematics).

1. Which best describes your role in teaching reading/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval.

VC976461

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

2. How many students are in this class?

VB473856

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26 or more

3. About how much time in total do you spend with this class on language arts instruction in a typical week? Language arts refers to reading, writing, literature, and related topics.

- Ⓐ Less than 3 hours
- Ⓑ 3–4.9 hours
- Ⓒ 5–6.9 hours
- Ⓓ 7–9.9 hours
- Ⓔ 10 or more hours

4. Which best describes how language arts instruction is organized? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval.

- Ⓐ Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
- Ⓑ Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.
- Ⓒ Language arts lessons are primarily integrated with instruction in other subjects.

5. On what basis do you create instructional groups for reading in this class?

- Ⓐ I don't create groups for reading in this class.
- Ⓑ Ability
- Ⓒ Interest
- Ⓓ Diversity
- Ⓔ Other

VC976462

6. To what extent have you provided instruction in the following in reading/language arts class so far this year? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|-----------------------------------|-----------------------|-------------------------|----------------------------|-------------------------|----------|
| a. Fiction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976465 |
| b. Literary nonfiction | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976466 |
| c. Poetry | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976468 |
| d. Exposition | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976469 |
| e. Argumentation and persuasion | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976470 |
| f. Procedural texts and documents | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976471 |

VC976477

7. When reading a story with your students, how often do you ask your students to do the following? Fill in **one** oval on each line.

| | Never or hardly ever | Sometimes | Often | Always or almost always | |
|-----------------------------------------------------------------------------|-------------------------------------|------------------|--------------|----------------------------------------|----------|
| a. Summarize the passage | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976480 |
| b. Interpret the meaning of the passage | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976481 |
| c. Question the motives or feelings of the characters | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976482 |
| d. Identify the main themes of the passage | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976484 |
| e. Relate the passage, its characters, and/or its themes to their own lives | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976485 |

8. How often do you ask your students to do the following when you ask them to write about something? Fill in **one** oval on each line.

| | Never | Rarely | Sometimes | Often | |
|-------------------------------------------------------------------|-------|--------|-----------|-------|----------|
| a. Plan their writing | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB429596 |
| b. Define their purpose and audience | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB429597 |
| c. Make a formal outline before they write | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB429598 |
| d. Write more than one draft of a paper | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB429599 |
| e. Check for proper spelling, grammar, and punctuation themselves | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB429600 |

9. How often do you do the following things as part of reading instruction with this class? Fill in **one** oval on each line.

| | Never or hardly ever | Once or twice a month | Once or twice a week | Almost every day | |
|----------------------------------------------------------------------------------|----------------------------|-----------------------------|----------------------------|------------------------|----------|
| a. Ask students to read aloud | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB608500 |
| b. Ask students to write about something they have read | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB608582 |
| c. Give students time to read books they have chosen themselves | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB608585 |
| d. Ask students to do a group activity or project about what they have read | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB608586 |
| e. Ask students to explain or support their understanding of what they have read | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB608588 |
| f. Watch movies, videos; or listen to tapes, compact discs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC764960 |
| g. Ask students to make predictions about what they read as they are reading it | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VB608592 |

VC310622

10. To what extent have you emphasized the following cognitive processes when reading informational and literary texts in class? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|------------------------|-------------------------|-------------------------|----------------------------|-------------------------|----------|
| a. Locate/Recall | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC310623 |
| b. Integrate/Interpret | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC310625 |
| c. Critique/Evaluate | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC310627 |

VC976514

11. Are computers available for use by you or your students for reading/language arts instruction?

- A Yes, computers are available to my students and to me.
- B Yes, I have access to computers, but my students do not.
- C No, neither my students nor I have access to computers at school.

12. In your fourth-grade reading/language arts class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in **one** oval on each line.

| | Never or hardly ever | Once or twice a month | Once or twice a week | Every day or almost every day | |
|-----------------------------------------------------------------------------------------------|----------------------------|-----------------------------|----------------------------|-------------------------------------|----------|
| a. Build and practice vocabulary | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976534 |
| b. Increase reading fluency and comprehension | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976535 |
| c. Practice spelling and grammar | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976536 |
| d. Write reports | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976537 |
| e. Read books using the computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976538 |
| f. Access reading-related websites (for example, websites with lists of recommended books) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976539 |
| g. Conduct research for reading projects | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976540 |
| h. Correspond with other students using e-mail, blogs, or chat rooms | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976541 |

13. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for reading/language arts instruction?

- Ⓐ I do not have the resources I need.
- Ⓑ I have some of the resources I need.
- Ⓒ I have most of the resources I need.
- Ⓓ I have all of the resources I need.

VC976544

14. When you teach reading/language arts to your fourth-grade class, do you do any of the following? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|----------------------------------------------------------------------------------------|-------------------------|-------------------------|----------------------------|-------------------------|----------|
| a. 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 | VC976545 |
| 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 | VC976546 |
| c. Pace my teaching differently for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC976547 |
| d. Have some students engage in different classroom activities | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC976548 |
| e. Set different achievement standards for some students | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC976549 |

VC976550

15. How often do you meet with students one-on-one to review their work and evaluate their progress in reading/language arts?

- A Never or hardly ever
- B A few times a year
- C Once or twice a month
- D Once or twice a week
- E Every day or almost every day

16. How often do you do each of the following with individual students to evaluate their progress in reading/language arts? Fill in **one** oval on each line.

| | Never or hardly ever | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------|-----------------------------|----------------------------|-------------------------------------|----------|
| a. Discuss the student's current level of performance | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC976552 |
| b. Set goals for specific progress the student would like to make | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC976553 |
| c. Discuss progress the student has made toward goals previously set | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC976554 |
| d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC976555 |

Part III: Classroom Organization and Instruction – Mathematics

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach mathematics, please skip to Part IV (science).

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

VC311698

- Ⓐ 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.

2. How many students are in this class?

VB473856

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26 or more

3. How many hours of mathematics instruction do your students receive in a typical week? VB543515

- Ⓐ Less than 3 hours
- Ⓑ At least 3 hours, but less than 5 hours
- Ⓒ At least 5 hours, but less than 7 hours
- Ⓓ 7 or more hours

4. Are students assigned to this class by ability? HE002412

- Ⓐ Yes
- Ⓑ No

5. Do you create groups within this class for mathematics instruction on the basis of ability? HE001104

- Ⓐ Yes
- Ⓑ No

HE001130

6. How often do you use each of the following to assess student progress in mathematics?
Fill in **one** oval on each line.

| | Never or hardly ever | Once or twice a year | Once or twice a month | Once or twice a week | |
|---------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|-----------------------------|----------------------------|----------|
| a. Multiple-choice tests | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | HE001131 |
| b. Problem sets | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | HE001132 |
| c. Short (e.g., a phrase or sentence) or long (e.g., several sentences or paragraphs) written responses | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | HE001133 |
| d. Individual or group projects or presentations | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | HE001134 |

HE001106

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

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

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

VB543554

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

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

VB535973

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

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

VB535974

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

11. How often do your students use calculators for each of the following purposes? Fill in **one** oval on each line.

| | Never or hardly ever | Once or twice a month | Once or twice a week | Every day or almost every day | |
|-----------------------------------------------------------|----------------------------|-----------------------------|----------------------------|-------------------------------------|----------|
| a. Work along with the whole-class on lessons led by you | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976192 |
| b. "Check their work" on problems they do on their own | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976193 |
| c. Calculate the answers to problems they do on their own | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976194 |
| d. Graph mathematical functions | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976196 |



12. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Fill in **one** oval on each line.

| | Little or no emphasis | Moderate emphasis | Heavy emphasis | |
|--------------------------------------------------------------------------------------|--------------------------|----------------------|-------------------|----------|
| a. Numbers and operations | Ⓐ | Ⓑ | Ⓒ | ID110366 |
| b. Measurement | Ⓐ | Ⓑ | Ⓒ | ID110367 |
| c. Geometry | Ⓐ | Ⓑ | Ⓒ | ID110368 |
| d. Data analysis, statistics, and probability (informal introduction of concepts) | Ⓐ | Ⓑ | Ⓒ | ID110369 |
| e. Algebra and functions (informal introduction of concepts) | Ⓐ | Ⓑ | Ⓒ | ID110370 |

13. Are computers available for use by you or your students?

- Ⓐ Yes, computers are available to my students and to me.
- Ⓑ Yes, I have access to computers, but my students do not.
- Ⓒ No, neither my students nor I have access to computers at school.

14. In your fourth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in **one** oval on each line.

| | Never or hardly ever | Once or twice a month | Once or twice a week | Every day or almost every day | |
|-------------------------------------------------------------------------------------------|----------------------------|-----------------------------|----------------------------|-------------------------------------|----------|
| a. Practice or review mathematics topics on the computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976199 |
| b. Extend mathematics learning with enrichment activities on the computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976201 |
| c. Research a mathematics topic on the Internet or CD-ROM | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976202 |
| d. Work with a spreadsheet program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976203 |
| e. Work with a word processing program for a mathematics assignment | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976204 |
| f. Use a drawing program for geometric shapes | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976206 |
| g. Use a graphing program | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976207 |
| h. Communicate via e-mail about mathematics | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976208 |
| i. Play mathematics computer games | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976210 |
| j. Use a basic four-function calculator (addition, subtraction, multiplication, division) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976211 |
| k. Use a scientific (not graphing) calculator | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976213 |
| l. Use a graphing calculator | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976214 |
| m. Use another kind of calculator | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976215 |

15. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for mathematics instruction?

- Ⓐ I do not have the resources I need.
- Ⓑ I have some of the resources I need.
- Ⓒ I have most of the resources I need.
- Ⓓ I have all of the resources I need.

16. When you teach mathematics to your fourth-grade class, do you do any of the following? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|----------------------------------------------------------------------------------------|-----------------------|-------------------------|----------------------------|-------------------------|----------|
| a. Set different achievement standards for some students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976297 |
| b. Supplement the regular course curriculum with additional material for some students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976298 |
| c. Have some students engage in different classroom activities | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976299 |
| d. Use a different set of methods in teaching some students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976300 |
| e. Pace my teaching differently for some students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC976301 |

17. How often do you meet with students one-on-one to review their work and evaluate their progress in mathematics?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Every day or almost every day

18. How often do you do each of the following with individual students to evaluate their progress in mathematics? Fill in **one** oval on each line.

| | Never or hardly ever | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------|-----------------------------|----------------------------|-------------------------------------|----------|
| a. Discuss the student's current level of performance | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC976304 |
| b. Set goals for specific progress the student would like to make | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC976305 |
| c. Discuss progress the student has made toward goals previously set | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC976306 |
| d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC976307 |

Part IV: Classroom Organization and Instruction – Science

The following questions ask about the organization of your classroom for science instruction. If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach science, you have finished this questionnaire. Thank you for your time.

1. Which best describes your role in teaching science to this class? Fill in **one** oval.

VB598092

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

2. How many students are in this class?

VB473856

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26 or more

3. About how much time in total do you spend with this class on science instruction in a typical week?

- Ⓐ Less than 1 hour
- Ⓑ 1–1.9 hours
- Ⓒ 2–2.9 hours
- Ⓓ 3–3.9 hours
- Ⓔ 4 hours or more



4. Are students assigned to this class by ability?

HE002412

A Yes

B No

5. Do you create groups within this class for science instruction on the basis of ability?

VC305014

A Yes

B No

VB610542

6. How often do you use each of the following to assess student progress in science? Fill in **one** oval on each line.

| | Never or hardly ever | Once or twice a month | Once or twice a week | Almost every day | |
|-------------------------------------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|---------------------------------|----------|
| a. Multiple-choice tests | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB610543 |
| b. Short written responses (e.g., a phrase or sentence) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB610544 |
| c. Long written responses (e.g., several sentences or paragraphs) | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB610545 |

VB608618

7. In this class, about how much time do you spend on each of the following areas of science? Fill in **one** oval on each line.

| | None | Little | Some | A lot | |
|-------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------|
| a. Life science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB608619 |
| b. Earth and space science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC759072 |
| c. Physical science | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VB608621 |
| d. Engineering and technology | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | VC759073 |

8. About how often do your science students do each of the following? Fill in **one** oval on each line.

| | Never or hardly ever | Once or twice a month | Once or twice a week | Every day or almost every day | |
|-------------------------------------------------------------------------------|----------------------------|-----------------------------|----------------------------|-------------------------------------|----------|
| a. Read a science textbook | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767837 |
| b. Read a book or magazine about science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767838 |
| c. Work with other students on a science activity or project | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767839 |
| d. Prepare a written science report | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767841 |
| e. Watch a movie, video, or DVD about science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767843 |
| f. Watch a science teacher do a science activity | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767845 |
| g. Do hands-on activities or investigations in science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767846 |
| h. Talk about the measurements and results from students' hands-on activities | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767849 |
| i. Take a science test or quiz | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767850 |
| j. Identify questions that can be addressed through scientific investigations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767851 |
| k. Discuss the kinds of problems that engineers can solve | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767852 |
| l. Figure out different ways to solve a science problem | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767854 |
| m. Present what they have learned about science | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767856 |

9. To what extent do you emphasize each of the following objectives in teaching science to your fourth-grade class? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|------------------------------------------------------------------|-----------------------|-------------------------|----------------------------|-------------------------|----------|
| a. Increase student's interest in science | (A) | (B) | (C) | (D) | VC970917 |
| b. Teach scientific facts and principles | (A) | (B) | (C) | (D) | VC970919 |
| c. Teach scientific methods | (A) | (B) | (C) | (D) | VC970920 |
| d. Prepare students for further study in science | (A) | (B) | (C) | (D) | VC970922 |
| e. Develop inquiry skills | (A) | (B) | (C) | (D) | VC970923 |
| f. Develop problem-solving (design) skills | (A) | (B) | (C) | (D) | VC970925 |
| g. Develop skills in lab techniques | (A) | (B) | (C) | (D) | VC970926 |
| h. Increase awareness of the importance of science in daily life | (A) | (B) | (C) | (D) | VC970928 |
| i. Develop systematic observation skills | (A) | (B) | (C) | (D) | VC970929 |
| j. Learn about applications of science to environmental issues | (A) | (B) | (C) | (D) | VC970930 |
| k. Develop scientific writing skills | (A) | (B) | (C) | (D) | VC970931 |

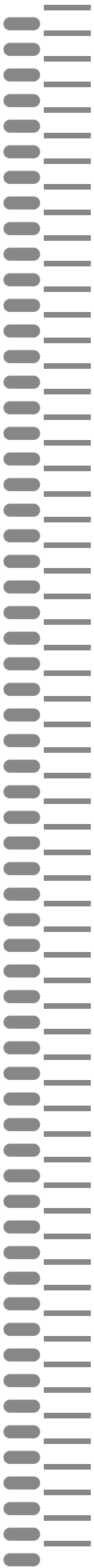
10. How much of the following instructional materials and other resources does your school system provide you with to teach science to your fourth-grade class? Fill in **one** oval on each line.

| | None | Little | Some | A lot | |
|---------------------------------------------------------------------------------------------------------|------|--------|------|-------|----------|
| a. Science textbooks | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970953 |
| b. Science magazines and books | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970954 |
| c. Supplies or equipment for science demonstrations | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970955 |
| d. Supplies or equipment for science labs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970956 |
| e. Space to conduct science labs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970957 |
| f. Computers for students' use in class | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970958 |
| g. Computer labs | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970959 |
| h. Computers for teachers' use | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970960 |
| i. Computerized science labs for classroom use | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970961 |
| j. Audiovisual materials | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970962 |
| k. Science kits | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970963 |
| l. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC970964 |

11. To what extent do you use each of the following technological resources for fourth-grade science instruction? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|---------------------------------------------------------------------------------------------------------------------------|---------------|-----------------|--------------------|-----------------|----------|
| a. Desktop computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC973470 |
| b. Laptop computer | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC973471 |
| c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC973472 |
| d. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC973473 |
| e. CD-ROM | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC973474 |
| f. Online software | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC973475 |
| g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player) | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC973476 |
| h. Cable/satellite/closed-circuit television | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC973477 |

Continued on next page.



| | Not at all | Small extent | Moderate extent | Large extent | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|-----------------|--------------|----------|
| i. DVD player and DVDs | (A) | (B) | (C) | (D) | VC973478 |
| j. Digital camera | (A) | (B) | (C) | (D) | VC973479 |
| k. Graphing calculator | (A) | (B) | (C) | (D) | VC973480 |
| l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone) | (A) | (B) | (C) | (D) | VC973481 |
| m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light) | (A) | (B) | (C) | (D) | VC973482 |
| n. Online course management system (web-based software used to organize information, assignments, grades, and discussions) | (A) | (B) | (C) | (D) | VC973483 |
| o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards) | (A) | (B) | (C) | (D) | VC973484 |

12. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class?

- Ⓐ 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.

13. When you teach science to your fourth-grade class, do you do any of the following? Fill in **one** oval on each line.

| | Not at all | Small extent | Moderate extent | Large extent | |
|----------------------------------------------------------------------------------------|-----------------------|-------------------------|----------------------------|-------------------------|----------|
| a. Use a different set of methods in teaching some students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767814 |
| b. Supplement the regular course curriculum with additional material for some students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767820 |
| c. Pace my teaching differently for some students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767821 |
| d. Have some students engage in different classroom activities | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767823 |
| e. Set different achievement standards for some students | Ⓐ | Ⓑ | Ⓒ | Ⓓ | VC767824 |

14. How often do you meet with students one-on-one to review their work and evaluate their progress in science?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Every day or almost every day

15. How often do you do each of the following with individual students to evaluate their progress in science? Fill in **one** oval on each line.

| | Never or hardly ever | A few times a year | Once or twice a month | Once or twice a week | Every day or almost every day | |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------|-----------------------------|----------------------------|-------------------------------------|----------|
| a. Discuss the student's current level of performance | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC767830 |
| b. Set goals for specific progress the student would like to make | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC767831 |
| c. Discuss progress the student has made toward goals previously set | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC767832 |
| d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ | VC767834 |