



Reading Teacher Questionnaire

**2019
Grade 8
(Pilot)**

Pilot

1. What is your sex?

- Ⓐ Male
- Ⓑ Female

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

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

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

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

4. Excluding student teaching, how many years have you worked as an elementary or secondary teacher, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

5. Excluding student teaching, how many years have you taught reading, writing, or language arts in grades 6 through 12, counting this year?
- Ⓐ Less than 1 year
 - Ⓑ 1–2 years
 - Ⓒ 3–5 years
 - Ⓓ 6–10 years
 - Ⓔ 11–20 years
 - Ⓕ 21 or more years

6. Have you been awarded tenure by the school, district, or diocese where you currently teach?
- Ⓐ Yes
 - Ⓑ No
 - Ⓒ My school, district, or diocese does not award tenure.

7. Do you hold a regular or standard certificate that is valid in the state in which you are currently teaching?
- Ⓐ Yes, I hold a permanent certificate.
 - Ⓑ Yes, I hold a temporary certificate. (This type of certificate may require additional coursework, student teaching, etc.)
 - Ⓒ No, but I am currently working toward certification.
 - Ⓓ No, and I am not planning to obtain certification.

8. Did you enter teaching through an alternative route to certification program?
- (An alternative route to certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative route to certification program.)
- Ⓐ Yes
 - Ⓑ 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 degree
 - Ⓕ Doctor of Education degree (i.e., Ed.D.)
 - Ⓖ Other doctoral degree (e.g., Ph.D, D.F.A., D.Sc)
 - Ⓗ Other academic degree (Please specify): _____

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

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

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

- A Yes
- B No

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

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

VH294995

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

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

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

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

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

	No, I have not needed training in this area.	No, I have not received training from any source in this area.	Yes	
a. Basic computer training (e.g., moving files, creating folders, or using keyboard/mouse)	Ⓐ	Ⓑ	Ⓒ	VH852920
b. Software applications (e.g., Excel, Adobe Acrobat, or Google Docs)	Ⓐ	Ⓑ	Ⓒ	VH852921
c. Use of the Internet	Ⓐ	Ⓑ	Ⓒ	VH852924
d. Use of other digital devices (e.g., scanners, mobile devices, Chromebooks, interactive panels)	Ⓐ	Ⓑ	Ⓒ	VH852923
e. Integration of computers and other digital devices into classroom instruction	Ⓐ	Ⓑ	Ⓒ	VH852922

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

- Ⓐ Desktop computers
- Ⓑ Laptop computers (including Chromebooks)
- Ⓒ Tablets (for example, Surface Pro, iPad, Kindle Fire)
- Ⓓ Other digital devices (Please specify): _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

_____ hours and _____ minutes per week

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

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

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

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	(E)	VH811995
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH811997
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VH811998
d. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH812001
e. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH812005
f. Analyze the author's organization of information in a passage	(A)	(B)	(C)	(D)	(E)	VH812009
g. Critique the author's craft or technique	(A)	(B)	(C)	(D)	(E)	VH812011
h. Analyze the author's use of multimedia or non-print text (e.g., texts including images, infographics, or animations)	(A)	(B)	(C)	(D)	(E)	VH855005

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Locate and recall (e.g., identify main ideas or focus on specific elements of a story)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812042
b. Integrate and interpret (e.g., make comparisons, explain character motivation, or examine relations of ideas across the text)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812044
c. Critique and evaluate (e.g., evaluate text critically from many perspectives or evaluate overall text quality)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VH812047

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

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

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

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

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH812511
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH812512
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH812515
d. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH812518
e. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH812519
f. Read something they have chosen themselves	(A)	(B)	(C)	(D)	(E)	VH812521
g. Work in pairs or small groups to talk about something they have read	(A)	(B)	(C)	(D)	(E)	VH812522

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

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

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

	Not well at all	A little	Somewhat	Quite a bit	Extremely well	
a. Students lacking prerequisite knowledge or skills	(A)	(B)	(C)	(D)	(E)	VH812546
b. Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment)	(A)	(B)	(C)	(D)	(E)	VH812547
c. Disruptive students	(A)	(B)	(C)	(D)	(E)	VH812549
d. Uninterested students	(A)	(B)	(C)	(D)	(E)	VH812550
e. English-language learners (ELLs)	(A)	(B)	(C)	(D)	(E)	VH812551
f. Gifted and talented students	(A)	(B)	(C)	(D)	(E)	VH812553
g. Students with different cultural backgrounds (e.g., racial/ethnic, socioeconomic, religious)	(A)	(B)	(C)	(D)	(E)	VH854948