



Reading and Mathematics Teacher Questionnaire

2024
Grade 4

VR734593

1. What is your gender?

☐ A Female

☐ B Male

☐ C Another gender (Please specify): _____

VH240385

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

☐ A No, I am not Hispanic or Latino.

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

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

☐ D Yes, I am Cuban or Cuban American.

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

VH240386

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

☐ A White

☐ B Black or African American

☐ C Asian

☐ D American Indian or Alaska Native

☐ E Native Hawaiian or other Pacific Islander

VH240195

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

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

VH547397

5. 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.

VH240197

6. 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.

VH240198

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

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

☐ A Yes

☐ B No

VH240200

8. What is the highest academic degree you hold?

☐ A High school diploma

☐ B Associate's degree/vocational certification

☐ C Bachelor's degree

☐ D Master's degree

☐ E Education specialist's or professional diploma based on at least one year's work past master's degree

☐ F Doctorate

☐ G Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

VH241753

9. 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. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241760
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241761
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241776
g. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241762
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241781
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241782

VH240204

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

- ☐ A Yes
☐ B No

VH241785

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

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241791
b. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241789
c. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241810
d. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241792
e. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241793
f. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241794
g. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241795
h. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241807
i. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VH241808

VR730427

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

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

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

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

VR730430

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

Select **one** circle in each row.

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

VH294995

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

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

VH295076

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

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

VH241893

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

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

VH860597

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

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

VH592052

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

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

VH592059

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

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

VH592063

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

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

VR730429

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

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

VH304679

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

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

VH262652

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

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

VH305005

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

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

VH329966

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

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

VH240015

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

VH261160

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

VH334214

3. In a typical week, about how much time in total do you spend with this class on English/language arts instruction? Language arts refers to reading, writing, literature, and related topics. Enter the hours and minutes.

_____ hours and _____ minutes per week

VH240522

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240523
b. Exposition	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240526
c. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH240527

VH334294

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

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always	
a. Summarize the passage	(A)	(B)	(C)	(D)	(E)	VH334295
b. Interpret the meaning of the passage	(A)	(B)	(C)	(D)	(E)	VH334296
c. Question the motives or feelings of the characters	(A)	(B)	(C)	(D)	(E)	VH334299
d. Identify the themes of the passage	(A)	(B)	(C)	(D)	(E)	VH335901
e. Analyze two or more texts on the same topic	(A)	(B)	(C)	(D)	(E)	VH334297

VH844695

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

	Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	(A)	(B)	(C)	(D)	(E)	VH844696
b. Build reading fluency	(A)	(B)	(C)	(D)	(E)	VH844700
c. Build reading comprehension	(A)	(B)	(C)	(D)	(E)	VH844698
d. Practice spelling and grammar	(A)	(B)	(C)	(D)	(E)	VH844697
e. Access reading-related websites	(A)	(B)	(C)	(D)	(E)	VH844701
f. Conduct research for reading projects	(A)	(B)	(C)	(D)	(E)	VH844699

7. When you teach English/language arts, how often do you use the following strategies?

Select **one** circle in each row.

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

VH334484

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

	Not used	Supplement	Basis for instruction	
a. Hardback textbooks, workbooks, or worksheets	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334485
b. Electronic textbooks	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334486
c. A variety of children's books (e.g., novels, collections of stories, nonfiction)	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH262701
d. Materials from different curricular areas	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334498
e. Children's newspapers and/or magazines	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH262704
f. Reading-related websites or apps	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334495
g. Reading-related educational games	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	VH334491

VH261255

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

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

VH262946

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

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

VH262634

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

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

VH240054

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

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

VH261160

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

VH845752

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

_____ hours and _____ minutes per week

VH240059

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

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

VH240060

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

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

VH240061

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

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

VH269921

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

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

VH845832

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

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

VH240873

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240874
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	VH240875
c. Have some students engage in different classroom activities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240878
d. Use a different set of methods in teaching some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240877
e. Pace my teaching differently for some students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH240876

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

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

VH270271

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

	No emphasis	Very little emphasis	Some emphasis	Quite a bit of emphasis	A lot of emphasis	
a. Use alternate methods to solve problems when the first method does not work	(A)	(B)	(C)	(D)	(E)	VH270274
b. Explain one's thinking and make connections between models and equations	(A)	(B)	(C)	(D)	(E)	VH270275
c. Make assumptions	(A)	(B)	(C)	(D)	(E)	VH617226
d. Make approximations	(A)	(B)	(C)	(D)	(E)	VH617227
e. Represent a problem situation with numbers, words, pictures, or charts	(A)	(B)	(C)	(D)	(E)	VH270277
f. Understand tools for problem solving and limitations of use	(A)	(B)	(C)	(D)	(E)	VH270278
g. Use clear and precise language to discuss problem solving and reasoning	(A)	(B)	(C)	(D)	(E)	VH847655

VH240850

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? Select **one** circle in each row.

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

VH270305

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

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

VH240058

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

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

VH270361

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

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

VH270362

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

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