



Identification Label

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

# Teacher Questionnaire

## Grade 4

**National Center for Education Statistics**

U.S. Department of Education

550 12<sup>th</sup> St., SW, 4<sup>th</sup> floor

Washington, DC 20202



**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education, Boston College

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The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C., § 9543). The data are being collected for NCES by RTI International, a nonprofit research organization based in North Carolina. The collected data may be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (ESRA 2002, 20 U.S.C., § 9573). The collected information will be combined across respondents to produce statistical reports.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary survey is 1850-0645. The time required to complete this survey is estimated to average 35 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or the status of your individual submission of this form, write directly to: Progress in International Reading Literacy Study (PIRLS), National Center for Education Statistics, PCP, 550 12<sup>th</sup> St., SW, 4<sup>th</sup> floor, Washington, DC 20202.

OMB No. 1850-0645, Approval Expires 11/30/2017.

# Teacher Questionnaire

Your school has agreed to participate in PIRLS 2016 (Progress in International Reading Literacy Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 50 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of fourth grade students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe primary/elementary education in the United States.

Some of the questions in the questionnaire refer to the "**PIRLS class**" or "**this class**." This is the class that is identified on the front of this booklet, and which will be tested as part of PIRLS in your school. If you teach some but not all of the students in the PIRLS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

It is estimated that you will need approximately 35 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to the PIRLS school coordinator.

Your responses will be combined with those from other participants to produce summary statistics and reports.

Thank you.

# PIRLS 2016

# About You

## 1

By the end of this school year, how many years will you have been teaching altogether?

\_\_\_\_\_ years  
Please **round** to the nearest whole number.

## 2

Are you female or male?

Check **one** circle only.

Female ---

Male ---

## 3

How old are you?

Check **one** circle only.

Under 25 ---

25–29 ---

30–39 ---

40–49 ---

50–59 ---

60 or more ---

## 4

What is the **highest** level of formal education you have completed?

Check **one** circle only.

Did not complete high school ---

Completed high school ---

Completed a 2-year college or university degree (i.e., Associate's degree) ---

Completed a 4-year college or university degree (i.e., Bachelor's degree) ---

Completed a Master's degree, postgraduate certificate program (e.g., teaching), or professional degree (e.g., law, medicine, dentistry) ---

Completed a doctorate (Ph.D. or Ed.D.) ---

## 5

A. During your college or university education, what was your **major or main** area(s) of study?

Check **one** circle for each line.

- Yes  No
- a) Education—Primary/Elementary -----  —
- b) Education—Secondary -----  —
- c) English -----  —
- d) Other -----  —

B. As part of your formal education and/or training, to what extent did you study the following areas?

Check **one** circle for each line.

- Not at all  Overview or introduction to topic  It was an area of emphasis
- a) English -----  —  —
- b) Literature -----  —  —
- c) Pedagogy/teaching reading --  —  —
- d) Educational psychology -----  —  —
- e) Remedial reading -----  —  —
- f) Reading theory -----  —  —
- g) Special education -----  —  —
- h) Second language learning ----  —  —
- i) Assessment methods in reading -----  —  —
- j) Early childhood education -----  —  —

**6**

In the past two years, how many hours in total have you spent in formal professional development (e.g., workshops, seminars, lesson studies, etc.) that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?

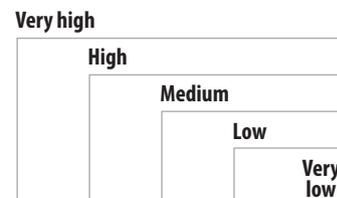
Check **one** circle only.

- None ---
- Less than 6 hours ---
- 6–15 hours ---
- 16–35 hours ---
- More than 35 hours ---

**7**

How would you characterize each of the following within your school?

Check **one** circle for each line.



- a) Teachers' understanding of the school's curricular goals ---  ---  ---  ---  ---
- b) Teachers' degree of success in implementing the school's curriculum -----  ---  ---  ---  ---
- c) Teachers' expectations for student achievement -----  ---  ---  ---  ---
- d) Teachers' ability to inspire students -----  ---  ---  ---  ---
- e) Collaboration between school leadership (including master teachers) and teachers to plan instruction -----  ---  ---  ---  ---
- f) Parental involvement in school activities -----  ---  ---  ---  ---
- g) Parental commitment to ensure that students are ready to learn -----  ---  ---  ---  ---
- h) Parental expectations for student achievement -----  ---  ---  ---  ---
- i) Parental support for student achievement -----  ---  ---  ---  ---
- j) Students' desire to do well in school -----  ---  ---  ---  ---
- k) Students' ability to reach school's academic goals -----  ---  ---  ---  ---
- l) Students' respect for classmates who excel academically -----  ---  ---  ---  ---

8

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Check **one** circle for each line.

Agree a lot      Agree a little      Disagree a little      Disagree a lot

a) This school is located in a safe neighborhood ----- ○ — ○ — ○ — ○

b) I feel safe at this school ----- ○ — ○ — ○ — ○

c) This school's security policies and practices are sufficient ---- ○ — ○ — ○ — ○

d) The students behave in an orderly manner ----- ○ — ○ — ○ — ○

e) The students are respectful of the teachers ----- ○ — ○ — ○ — ○

f) The students respect school property ----- ○ — ○ — ○ — ○

g) This school has clear rules about student conduct ----- ○ — ○ — ○ — ○

h) This school's rules are enforced in a fair and consistent manner ----- ○ — ○ — ○ — ○

9

How often do you have the following types of interactions with other teachers?

Check **one** circle for each line.

Very often      Often      Sometimes      Never or almost never

a) Share what I have learned about my teaching experiences ----- ○ — ○ — ○ — ○

b) Observe another classroom to learn more about teaching - ○ — ○ — ○ — ○

c) Work together to improve how to teach a particular topic ----- ○ — ○ — ○ — ○

d) Work with teachers from other schools on the curriculum ----- ○ — ○ — ○ — ○

e) Work with teachers from other grades to ensure continuity in learning ----- ○ — ○ — ○ — ○

10

How often do you feel the following way about being a teacher?

Check **one** circle for each line.

Very often      Often      Sometimes      Never or almost never

a) I am content with my profession as a teacher ----- ○ — ○ — ○ — ○

b) I find my work full of meaning and purpose ----- ○ — ○ — ○ — ○

c) I am enthusiastic about my job ----- ○ — ○ — ○ — ○

d) My work inspires me ----- ○ — ○ — ○ — ○

e) I am proud of the work I do --- ○ — ○ — ○ — ○



16

**In a typical week, how much time do you spend on English language instruction and/or activities with the students?**

*Include instruction or activities in reading, writing, speaking, literature, and other language skills.*

\_\_\_\_\_ minutes per week

*Write in the number of minutes per week.*

*Please convert the number of hours into minutes.*

17

**Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?**

*Include things you do across curriculum areas and during formally scheduled time for reading instruction.*

\_\_\_\_\_ minutes per week

*Write in the number of minutes per week.*

*Please convert the number of hours into minutes.*

18

**When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?**

*Check **one** circle for each line.*



- a) I teach reading as a whole-class activity -----  —  —  —
- b) I create same-ability groups --  —  —  —
- c) I create mixed-ability groups --  —  —  —
- d) I use individualized instruction for reading -----  —  —  —
- e) Students work independently on an assigned plan or goal ---  —  —  —

## 19

When you have reading instruction and/or do reading activities with the students, how often do you have the students read the following types of text (in print or digitally)?

Check **one** circle for each line.



### A. Literary Reading Materials

- a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) -----  —  —  —
- b) Longer fiction books with chapters -----  —  —  —
- c) Plays -----  —  —  —

### B. Informational Reading Materials

- a) Nonfiction subject area books or textbooks -----  —  —  —
- b) Longer nonfiction books with chapters -----  —  —  —
- c) Nonfiction articles that describe and explain about things, people, events, or how things work (e.g., newspaper articles, brochures) -----  —  —  —

## 20

When you have reading instruction and/or do reading activities with the students, how often do you do the following?

Check **one** circle for each line.



- a) Read aloud to students -----  —  —  —
- b) Ask students to read aloud ---  —  —  —
- c) Ask students to read silently on their own -----  —  —  —
- d) Teach students strategies for decoding sounds and words --  —  —  —
- e) Teach students new vocabulary systematically -----  —  —  —
- f) Teach students how to summarize the main ideas ----  —  —  —
- g) Teach or model skimming or scanning strategies -----  —  —  —

## 21

How often do you do the following in teaching reading to this class?

Check **one** circle for each line.

- Every or almost every lesson  
About half the lessons  
Some lessons  
Never
- a) Provide reading materials that match the students' interests -----  —  —  —
- b) Provide materials that are appropriate for the reading levels of individual students ---  —  —  —
- c) Link new content to students' prior knowledge -----  —  —  —
- d) Encourage students to develop their understandings of the text -----  —  —  —
- e) Encourage student discussions of texts -----  —  —  —
- f) Encourage students to challenge the opinion expressed in the text -----  —  —  —
- g) Use multiple perspectives (among students and texts) to enrich understanding -----  —  —  —
- h) Give students time to read books of their own choosing --  —  —  —
- i) Give individualized feedback to each student -----  —  —  —

## 22

How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?

Check **one** circle for each line.

- Every day or almost every day  
Once or twice a week  
Once or twice a month  
Never or almost never
- a) Locate information within the text -----  —  —  —
- b) Identify the main ideas of what they have read -----  —  —  —
- c) Explain or support their understanding of what they have read -----  —  —  —
- d) Compare what they have read with experiences they have had -----  —  —  —
- e) Compare what they have read with other things they have read -----  —  —  —
- f) Make predictions about what will happen next in the text they are reading -----  —  —  —
- g) Make generalizations and draw inferences based on what they have read -----  —  —  —
- h) Describe the style or structure of the text they have read -----  —  —  —
- i) Determine the author's perspective or intention -----  —  —  —

23

After students have read something, how often do you ask them to do the following?

Check **one** circle for each line.



- a) Write something about or in response to what they have read -----
- b) Answer oral questions about or orally summarize what they have read -----
- c) Talk with each other about what they have read -----
- d) Take a written quiz or test about what they have read -----

24

A. Do the students in this class have computers (including tablets) available to use for their reading lessons?

Check **one** circle only.

- Yes ---
  - No ---
- (If No, go to #25)

If Yes,

B. What access do the students have to computers?

Check **one** circle for each line.

- |                                                                    | Yes                   | No                    |
|--------------------------------------------------------------------|-----------------------|-----------------------|
| a) Each student has a computer -----                               | <input type="radio"/> | <input type="radio"/> |
| b) The class has computers that students can share -----           | <input type="radio"/> | <input type="radio"/> |
| c) The school has computers that the class can use sometimes ----- | <input type="radio"/> | <input type="radio"/> |

C. How often do you do the following computer activities during reading lessons?

Check **one** circle for each line.



- a) Ask students to read digital texts -----
- b) Teach students strategies for reading digital texts -----
- c) Teach students to be critical when reading on the Internet -----
- d) Ask students to look up information (e.g., facts, definitions, etc.) -----
- e) Ask students to research a particular topic or problem -----
- f) Ask students to write stories or other texts -----

25

**A. Do you have a library or reading corner in your classroom?**

Check **one** circle only.

Yes ---

No ---  

(If No, go to #26)

**If Yes,**

**B. About how many books are in your classroom library?**

Check **one** circle only.

0–25 ---

26–50 ---

51–100 ---

More than 100 ---

**C. About how many magazines with different titles are in your classroom library?**

Check **one** circle only.

0 ---

1–2 ---

3–5 ---

More than 5 ---

**D. How often do you give the students in your class time to use the classroom library or reading corner?**

Check **one** circle only.

Every day or almost every day ---

Once or twice a week ---

Once or twice a month ---

Never or almost never ---

**E. Can the students borrow books from the classroom library or reading corner to take home?**

Check **one** circle only.

Yes ---

No ---

26

**How often do you take or send the students to a library other than your classroom library?**

Check **one** circle only.

At least once or twice a week ---

Once or twice a month ---

A few times a year ---

Never or almost never ---

**27**

**How often do you assign reading as part of homework (for any subject)?**

Check **one** circle only.

- I do not assign reading for homework ---    
 (Go to #30)
- Less than once a week ---
- 1 or 2 times a week ---
- 3 or 4 times a week ---
- Every day ---

**28**

**In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?**

Check **one** circle only.

- 15 minutes or less ---
- 16–30 minutes ---
- 31–60 minutes ---
- More than 60 minutes ---

**29**

**How often do you do the following with the reading homework assignments for this class?**

Check **one** circle for each line.

- Always or almost always  
 Sometimes  
 Never or almost never
- a) Correct assignments and give feedback to students -----  —  —
- b) Discuss the homework in class -----  —  —
- c) Monitor whether or not the homework was completed -----  —  —

**30**

**Are the following resources available to you to work with students who have difficulty with reading?**

Check **one** circle for each line.

- Always  
 Sometimes  
 Never
- a) A specialized professional (e.g., reading specialist, speech therapist) -----  —  —
- b) A teacher-aide -----  —  —
- c) An adult/parent volunteer -----  —  —

**31**

**What do you usually do if a student begins to fall behind in reading?**

Check **one** circle for each line.

- Yes  
 No
- a) I have the student work with a specialized professional (e.g., reading specialist, speech therapist) -----  —
- b) I wait to see if performance improves with maturation -----  —
- c) I spend more time working on reading individually with that student -----  —
- d) I ask the parents to help the student with reading -----  —
- e) I recommend that the student be enrolled in a special reading program -----  —

32

How much emphasis do you place on the following sources to monitor students' progress in reading?

Check **one** circle for each line.

Major emphasis  
Some emphasis  
Little or no emphasis

a) Assessment of students' ongoing work -----  —  —

b) Classroom tests (for example, teacher-made or textbook tests) -----  —  —

c) State or district achievement tests -----  —  —



# Thank You

**Thank you for the thought, time, and effort you have put into completing this questionnaire.**

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BOSTON  
COLLEGE

**PIRLS**  
**2016**

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

# Teacher Questionnaire

**Grade 4**



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