



Teacher Background Questionnaire

2007

Grade 4



NATIONAL INDIAN EDUCATION STUDY
TEACHER QUESTIONNAIRE
GRADE 4

During the 2006–2007 school year, a sample of students across the country, including some of the students in your class(es) will participate in the National Indian Education Study (NIES). The study will survey students, teachers and school administrators to bring together information about the educational experiences of American Indian/Alaska Native (AI/AN) students and the role of Indian culture in their education. We want to learn about the educational experiences of all AI/AN students, including those who spend the school day in classrooms that serve large percentages of AI/AN students and those who are in classrooms with few other AI/AN students. This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to the education of AI/AN students who the teachers serve. **Since you teach reading and/or mathematics to one or more students selected for the study, you are being asked to complete this questionnaire.**

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

INSTRUCTIONS

Please record your answers online, following the instructions on the front cover. If you do not have Internet access, please answer questions directly on this questionnaire by filling in the appropriate ovals.

If you do answer questions directly on this questionnaire, please return the questionnaire to your school's NAEP coordinator when you are finished.

THANK YOU VERY MUCH.

National Indian Education Study

Grade 4 Teacher Questionnaire

The questions in this survey are designed to gather information about the classroom experiences of American Indian or Alaska Native (AI/AN) students. In particular, we ask about the inclusion of native languages and cultural perspectives in the curriculum and about interactions between the school and the AI/AN community. Teachers who have only a few AI/AN students in their classes may adopt different teaching strategies than teachers who have many such students. There are no wrong answers to these questions.

Some of the questions that follow require you to fill in ovals, others ask you to fill numbers in boxes. Use only a No. 2 pencil. Keep all marks or printing within the ovals or boxes. Do not make any stray marks. When filling in numbers, please PRINT LEGIBLY.

Using one number per box, fill in every box.

Example:
5 should be written as

0	5
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VC190809

1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."

		Years
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VC190800

2. How many of the students in your class are American Indian or Alaska Native?

- Ⓐ Few (less than 5)
- Ⓑ Several, but less than half the class
- Ⓒ At least half the class, but not every student
- Ⓓ The whole class

VB592443

3. To what extent have you acquired knowledge, skills, and information **specific to teaching American Indian or Alaska Native students** from each of the following sources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592446
b. Living and working in an American Indian or Alaska Native community	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC202915
c. Locally sponsored American Indian or Alaska Native cultural orientation program	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC202922
d. Your own personal or family background and experiences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB592448

VC191128

4. To what extent have you acquired knowledge, skills, and information **specific to teaching American Indian or Alaska Native students** from each of the following types of classes? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. College courses, or other classes or workshops with a specific focus on teaching American Indian or Alaska Native students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191135
b. College courses, or other classes or workshops with a general focus on multicultural education	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191138

5. Below is a list of resources frequently consulted by teachers to help them improve the academic performance of their students. During the current school year, how many times have you consulted each of the following **specifically** to help you improve the academic performance of **your American Indian or Alaska Native students**? Fill in **one** oval on each line.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online web sites or databases	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191174
b. Articles in professional journals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191176
c. In-service classes and workshops	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191178
d. Local libraries or cultural centers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191180
e. Consultation with elders or other local experts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191183
f. Consultation with other teachers in your school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191186

6. To what extent do you speak any of the native languages **spoken by American Indian or Alaska Native students who attend this school**? (If you know more than one of these languages, answer for the one you know best.)

- Ⓐ Not at all
- Ⓑ Small extent
- Ⓒ Moderate extent
- Ⓓ Large extent (but not a fluent native speaker)
- Ⓔ Fluent native speaker

7. To what extent do you use your students' American Indian or Alaska Native language(s) to teach core subjects (reading, mathematics, science, and social studies)?

- Ⓐ Instruction is entirely in English.
- Ⓑ Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.
- Ⓒ Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.
- Ⓓ Instruction is primarily in the students' American Indian or Alaska Native language(s).

8. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called LEP students or ELL students)? Fill in **one** oval on each line.

	Yes	No	
a. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education	Ⓐ	Ⓑ	VC191198
b. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis)	Ⓐ	Ⓑ	VC191204
c. Any other training or professional development on how to teach students whose first language is not English	Ⓐ	Ⓑ	VC191207

9. To what extent do you integrate American Indian or Alaska Native **culture and history** into your curriculum?
- Ⓐ Never
 - Ⓑ At least once a grading period
 - Ⓒ At least once a month
 - Ⓓ At least once a week
 - Ⓔ Almost every day

10. To what extent do you integrate lessons and materials about **contemporary** American Indians or Alaska Natives into your curriculum?
- Ⓐ Never
 - Ⓑ At least once a grading period
 - Ⓒ At least once a month
 - Ⓓ At least once a week
 - Ⓔ Almost every day

11. To what extent do you use the following types of assessments to **evaluate** student progress and **plan** appropriate instruction? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State or district standardized assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC194546
b. Assessments developed by local American Indian or Alaska Native groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC194547
c. Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC194548
d. Teacher-made tests or quizzes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC194549
e. Oral responses of students during class discussions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC194550
f. Performance-based assessments such as student demonstrations or individual or group projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC194552

12. How often do you have students do each of the following language arts activities? Fill in **one** oval on each line.

	Never	At least once a grading period	At least once a month	At least once a week	Almost every day	
a. Read literature with American Indian or Alaska Native themes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC194555
b. Read literature written by American Indian or Alaska Native authors	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC194556
c. Write about their own experiences as American Indians or Alaska Natives	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VC194558

13. How often do you have students do each of the following mathematics activities? Fill in **one** oval on each line.

	Never	At least once a grading period	At least once a month	At least once a week	Almost every day	
a. Solve mathematics problems that reflect situations typical in American Indian or Alaska Native communities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC194565
b. Complete activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC194570

14. In your own words, please describe classroom activities that you have found most effective for increasing the achievement of your students.

VC194590

15. How much do you rely on each of the following documents in planning **reading/language arts** lessons? Fill in **one** oval on each line.

	Not at all/ unaware of standards	A little	Some	A lot	
a. State content standards for reading/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC194594
b. District content standards for reading/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC194596
c. American Indian or Alaska Native content or cultural standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC194597
d. Standards developed by national professional organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC194600

VC194604

16. How much do you rely on each of the following documents in planning **mathematics** lessons? Fill in **one** oval on each line.

	Not at all/ unaware of standards	A little	Some	A lot	
a. State content standards for mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC194612
b. District content standards for mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC194613
c. American Indian or Alaska Native content or cultural standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC194614
d. Standards developed by national professional organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC194617

VC194620

17. If you identify with an American Indian tribe or Alaska Native group, please print the name of that tribe or cultural group below. If you identify with more than one tribe or cultural group, you can include more than one name.

VC190764

18. Is there anything else you would like to say about yourself, your school, your community, or this questionnaire?

THANK YOU FOR YOUR PARTICIPATION.