



Reading

Teacher Background Questionnaire

2005
Grade 8

Reading Teacher Questionnaire – Grade 8

Part I: Background, Education, and Training

For several 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 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

Questions 3–4. For the next two questions, include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching.

VB337243

3. Counting this year, how many years have you worked as an elementary or secondary teacher? If less than 4 months total experience, enter “00.”

Years

VB380355

4. Counting this year, how many years have you taught reading, writing, or language arts in grades 6 through 12? If less than 4 months total experience, enter “00.”

Years

VB333654

5. What type of teaching certificate do you hold in the state where you currently teach?
- Ⓐ Regular or standard state certificate or advanced professional certificate → *Skip to Question 7*
 - Ⓑ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period) → *Go to Question 6*
 - Ⓒ Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program” → *Go to Question 6*
 - Ⓓ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained) → *Go to Question 6*
 - Ⓔ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching) → *Go to Question 6*
 - Ⓕ No certificate → *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. 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.)



VB333658

8. 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. Reading, language arts, or literacy education | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VB378391 |
| b. English | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VB378392 |
| c. Other language arts-related subject | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VB378394 |
| d. Elementary or secondary education | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VB595189 |

VB345619

9. 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.

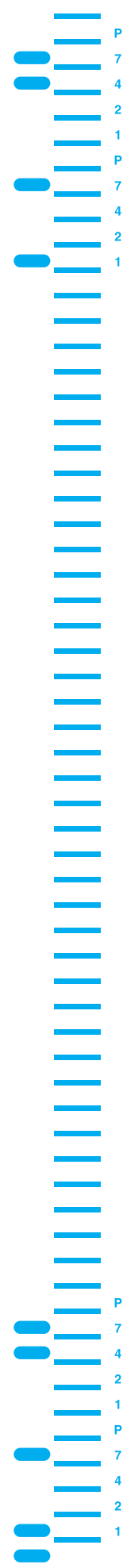
- | | Yes, a major | Yes, a minor or special emphasis | No | |
|--|---------------------------|----------------------------------|---------------------------|----------|
| a. Reading, language arts, or literacy education | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VB378395 |
| b. English | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VB378396 |
| c. Other language-arts related subject | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VB378398 |
| d. Elementary or secondary education | <input type="radio"/> (A) | <input type="radio"/> (B) | <input type="radio"/> (C) | VB595190 |



VB482598

10. During the last **two years**, did you participate in or lead any of the following professional development activities **related to the teaching of reading, writing, or literature**. Fill in **one** oval on each line.

	Yes	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	VB482599
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	VB482600
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	VB482601
d. Observational visit to another school	<input type="radio"/> A	<input type="radio"/> B	VB482642
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	VB482643
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	VB482644
g. Regularly scheduled discussion or study group	<input type="radio"/> A	<input type="radio"/> B	VB482645
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	VB482646
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	VB482647
j. Independent reading on a regular basis (for example, educational journals, books, or the Internet)	<input type="radio"/> A	<input type="radio"/> B	VB482648
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	VB482649
l. Consultation with language arts specialist	<input type="radio"/> A	<input type="radio"/> B	VB482650



VB595191

11. Do you have special leadership responsibilities for reading or language arts education at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)?

- A Yes
- B No

VB595192

12. Some states and districts have recently initiated school improvement efforts directed at issues such as adequate yearly progress and state accountability standards. These activities are usually led by personnel from outside the particular school. During the last two years have you participated in such activities?

	Yes	No	
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a. Within your school

- | | |
|-------------------------|-------------------------|
| <input type="radio"/> A | <input type="radio"/> B |
|-------------------------|-------------------------|

VB595193

b. As part of a team outside your school

- | | |
|-------------------------|-------------------------|
| <input type="radio"/> A | <input type="radio"/> B |
|-------------------------|-------------------------|

VB595194

Part II: Classroom Organization and Language Arts Instruction

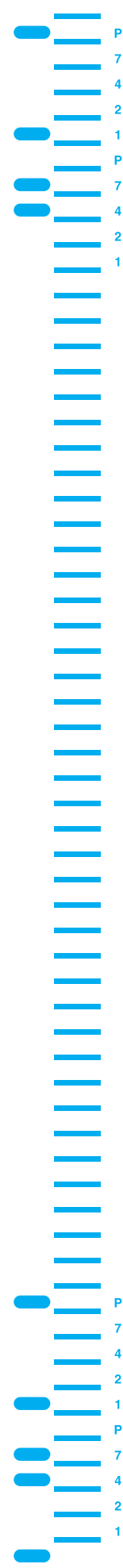
The following questions ask about the organization of your classroom. Language arts instruction includes reading, writing, literature, and related topics.

VB379296

1. Which best describes how language arts instruction is organized for 8th grade students at this school? 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.

VB345730

2. About how much time in total do you spend with **one** of your 8th grade language arts classes in a typical week?
 - Ⓐ Less than 3 hours
 - Ⓑ 3–4.9 hours
 - Ⓒ 5–6.9 hours
 - Ⓓ 7–9.9 hours
 - Ⓔ 10 or more hours



VB426851

3. During what percentage of your language arts instruction time is your primary focus on each of the following? Fill in **one** oval on each line.

	None	1-10%	11- 40%	41-60%	61-90%	More than 90%	
a. Reading skills and strategies	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VB426852
b. Appreciation and analysis of literature	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VB426853
c. Student writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VB426854



4. Think about the **most advanced** language arts class you teach for eighth-grade students. 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595196
b. Ask students to talk with each other about what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595197
c. Ask students to write about something they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595198
d. Ask students to work in a reading workbook or on a worksheet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595199
e. Ask students to read silently	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595200
f. Give students time to read books they have chosen themselves	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595201
g. Ask students to do a group activity or project about what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595282
h. Ask students to discuss different interpretations of what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595283
i. Ask students to explain or support their understanding of what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595284
j. Give reading quizzes or tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595285
k. Watch movies, videos, filmstrips, television; or listen to tapes, compact discs, or records	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595286
l. Help students understand new words	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595287
m. Ask students to answer questions about what they have read in writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595288
n. Ask student to make predictions about what they read as they are reading it	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595289
o. Ask students to make generalizations and draw inferences based on what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595290
p. Ask students to describe the style or structure of the text they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595291

If you teach only one language arts class for eighth-grade students, fill in this oval. You do not need to answer the last set of questions on this survey.

I teach only one language arts class for eighth-grade students. → *Stop here. Thank you for your time.*





5. Think about the **least advanced** language arts class you teach for eighth-grade students. 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595293
b. Ask students to talk with each other about what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595294
c. Ask students to write about something they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595295
d. Ask students to work in a reading workbook or on a worksheet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595296
e. Ask students to read silently	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595297
f. Give students time to read books they have chosen themselves	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595298
g. Ask students to do a group activity or project about what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595299
h. Ask students to discuss different interpretations of what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595300
i. Ask students to explain or support their understanding of what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595301
j. Give reading quizzes or tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595982
k. Watch movies, videos, filmstrips, television; or listen to tapes, compact discs, or records	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595983
l. Help students understand new words	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595984
m. Ask students to answer questions about what they have read in writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595985
n. Ask student to make predictions about what they read as they are reading it	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595986
o. Ask students to make generalizations and draw inferences based on what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595987
p. Ask students to describe the style or structure of the text they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595988