

# Language Arts Teacher Background Questionnaire

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**2007**  
**Grade 8**

## TEACHER QUESTIONNAIRE

### GRADE 8 – LANGUAGE ARTS

During the 2006–2007 school year, a sample of students across the country, including some of your eighth-grade students, will participate in the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in reading, writing, and mathematics. To investigate the relationship between students' achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers.

This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to students selected for the assessment. Since you teach reading and/or writing to one or more students selected for the assessment, you are being asked to answer questions about these students' classes.

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.

NAEP is authorized under Public Law 107–110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

#### Instructions

This questionnaire contains two parts.

Part I – Background, Education, and Training

Part II – Classroom Organization and Instruction–Language Arts

**You should complete all parts. 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.**

# 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

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.

	<b>Yes</b>	<b>No</b>	
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

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)?

Yes

No

12. Some states and districts have recently initiated school improvement efforts directed at issues such as adequate yearly progress and state accountability standards. During the last two years have you participated in such activities?

**Yes**

**No**

a. Within your school

VC110296

b. As part of a team outside your school

VC110314





## 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 8<sup>th</sup> grade students at this school? Fill in **one** oval.
  - (A) Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
  - (B) Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.
  - (C) 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 8<sup>th</sup> grade language arts classes in a typical week?
  - (A) Less than 3 hours
  - (B) 3–4.9 hours
  - (C) 5–6.9 hours
  - (D) 7–9.9 hours
  - (E) 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

VB429601

4. How often do you ask students in your 8<sup>th</sup> grade language arts classes to do the following when you ask them to write about something? Fill in **one** oval on each line.

	Never	Rarely	Sometimes	Often	
a. Plan their writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB429662
b. Define their purpose and audience	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB429663
c. Make a formal outline before they write	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB429664
d. Write more than one draft of a paper	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB429665
e. Check for proper spelling, grammar, and punctuation themselves	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB429666

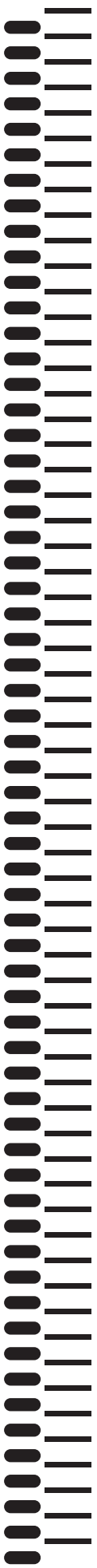


5. Think about the **most advanced** language arts class you teach for eighth-grade students. How often do you do the following things as part of reading instruction with this class? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Ask students to read aloud	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595196
b. Ask students to talk with each other about what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595197
c. Ask students to write about something they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595198
d. Ask students to work in a reading workbook or on a worksheet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595199
e. Ask students to read silently	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595200
f. Give students time to read books they have chosen themselves	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595201
g. Ask students to do a group activity or project about what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595282
h. Ask students to discuss different interpretations of what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595283
i. Ask students to explain or support their understanding of what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595284
j. Give reading quizzes or tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595285
k. Watch movies, videos, filmstrips, television; or listen to tapes, compact discs, or records	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595286
l. Help students understand new words	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595287
m. Ask students to answer questions about what they have read in writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595288
n. Ask students to make predictions about what they read as they are reading it	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595289
o. Ask students to make generalizations and draw inferences based on what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB595290
p. Ask students to describe the style or structure of the text they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	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.*



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