

**Reading
Teacher Background Questionnaire**

**2009
Grade 8**

TEACHER QUESTIONNAIRE

GRADE 8 – LANGUAGE ARTS

During the 2008–2009 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, mathematics, and science. 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 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. The information you provide is being collected for research purposes only and will be kept strictly confidential.

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.

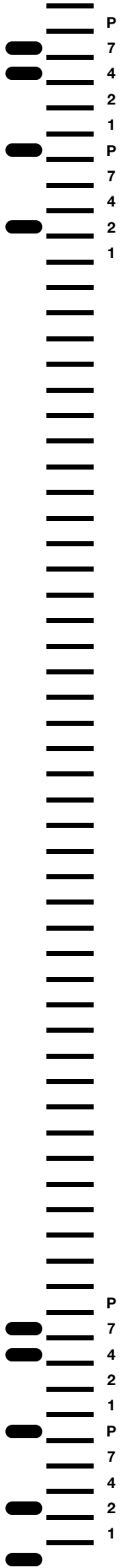
Part I – Background, Education, and Training

Part II – Classroom Organization and Instruction–Reading/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.



Language Arts 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

VB331330

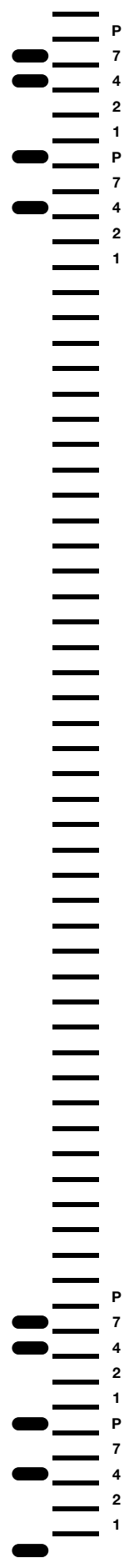
1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- Ⓐ No, I am not Hispanic or Latino.
- Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
- Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
- Ⓓ Yes, I am Cuban or Cuban American.
- Ⓔ Yes, I am from some other Hispanic or Latino background.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals**.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ 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

VC309863

5. Did you enter teaching through an alternative certification program?

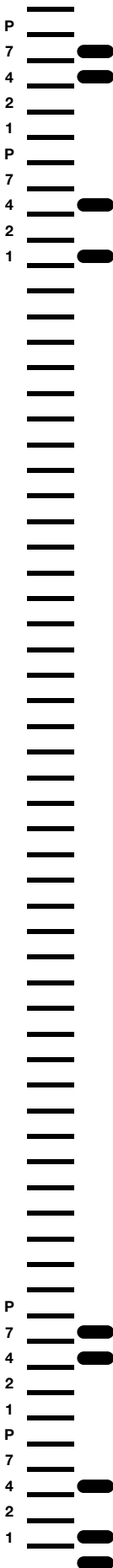
(An alternative program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.)

- (A) Yes
- (B) No

VC309874

6. What type of teaching certificate do you hold in the state where you currently teach?

- (A) Regular or standard state certificate or advanced professional certificate → *Skip to Question 8.*
- (B) Certificate issued after satisfying all requirements except the completion of a probationary period → *Go to Question 7.*
- (C) Certificate that requires some additional coursework, student teaching or passage of a test before regular certification can be obtained → *Go to Question 7.*
- (D) Certificate issued to persons who must complete a certification program in order to continue teaching → *Go to Question 7.*
- (E) I do not hold any of the above certificates in the state where I currently teach → *Go to Question 7.*



VB595188

7. 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

VC309886

8. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?

(Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrate competency in the subject area(s) taught. The HQT requirement is a provision under the No Child Left Behind (NCLB) Act.)

- (A) Yes
- (B) I meet my state's requirements for a Highly Qualified Teacher in at least one subject that I teach.
- (C) No

VC309891

9. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- (A) Yes, I am fully certified by the National Board for Professional Teaching Standards.
- (B) I am working towards my National Board certification.
- (C) No



HE001012

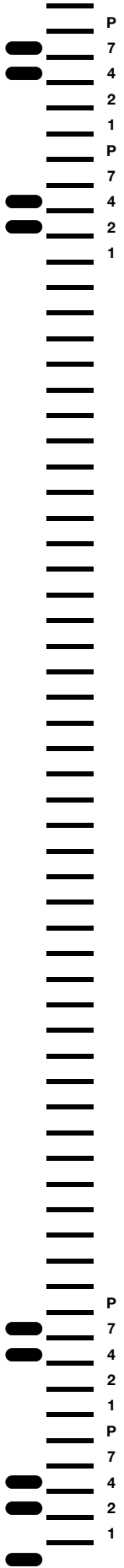
10. What is the highest academic degree you hold?

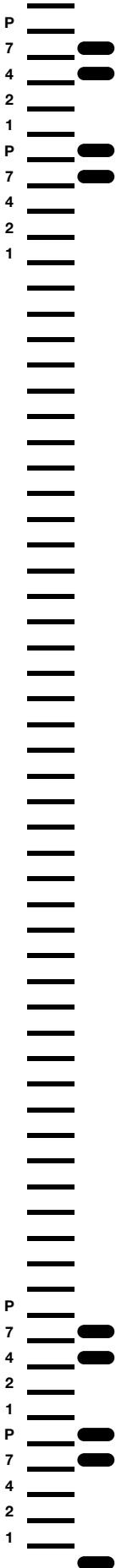
- (A) High-school diploma
- (B) Associate's degree/vocational certification
- (C) Bachelor's degree
- (D) Master's degree
- (E) Education specialist's or professional diploma based on at least one year's work past master's degree
- (F) Doctorate
- (G) Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

VB333658

11. 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

12. 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.

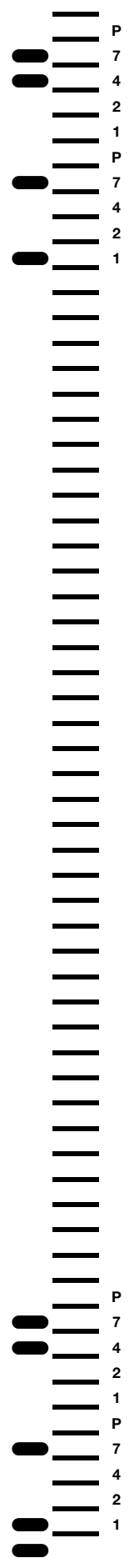
	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378395
b. English	Ⓐ	Ⓑ	Ⓒ	VB378396
c. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VB378398
d. Elementary or secondary education	Ⓐ	Ⓑ	Ⓒ	VB595190

VC310636

13. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn English/ language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310661
b. Content standards in English/ language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310705
c. Curricular materials available in English/language arts (units, texts)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310706
d. Instructional methods for teaching English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310707
e. Methods for assessing students in English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310708
f. Preparation of students for district and state assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310710
g. Strategies for teaching English/ language arts to students from diverse backgrounds (including English language learners)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC310711

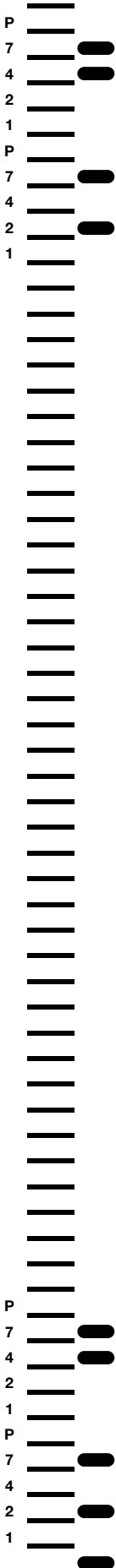




VB482598

14. 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



VC191232

15. During the last **two years**, have you received training from any source in any of the following areas? Fill in **one** oval on each line.

	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	VC191233
b. Software applications	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191234
c. Use of the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191235
d. Use of other technology (for example, satellite access, wireless Web, interactive video, closed-circuit TV, videoconferencing)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191237
e. Integration of computers and other technology into classroom instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC191238

VB595191

16. 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

VC304724

17. During the last **two years** have you participated in activities associated with school improvement efforts directed at issues such as adequate yearly progress and state accountability standards?

- A Yes
- B No



Part II: Classroom Organization and Language Arts Instruction

The following questions ask about the organization of your classroom for English or language arts instruction. Please think about the reading, English, or language arts class that you teach when questioned about “reading,” “language arts,” “English,” or “English/language arts.” If you teach more than one eighth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

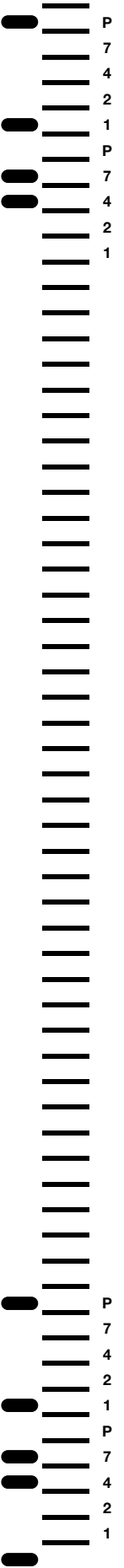
If you do not teach reading, English, or language arts, you have finished this questionnaire. Thank you for your time.

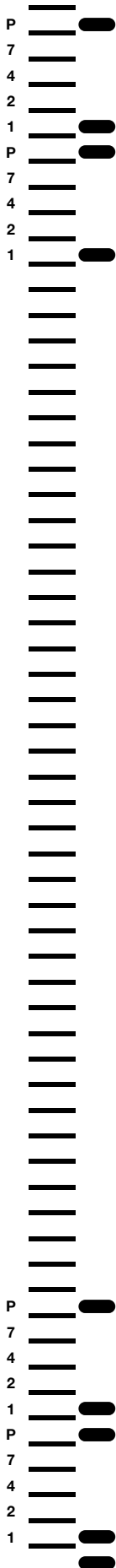
VC310850

1. Which best describes your role in teaching English/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval.
- Ⓐ 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.

VB473856

2. How many students are in this class?
- Ⓐ 15 or fewer
 - Ⓑ 16–18
 - Ⓒ 19–20
 - Ⓓ 21–25
 - Ⓔ 26 or more





VB345730

3. About how much time in total do you spend with one of your eighth-grade language arts classes in a typical week?

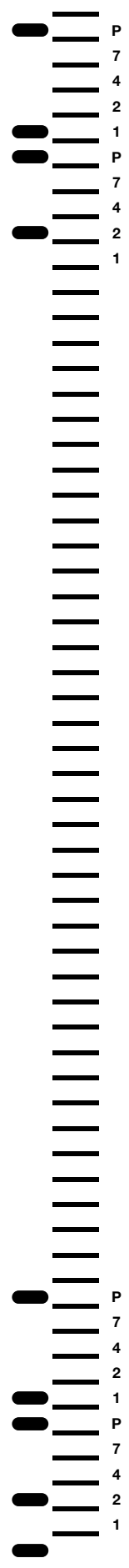
- Ⓐ Less than 3 hours
- Ⓑ 3–4.9 hours
- Ⓒ 5–6.9 hours
- Ⓓ 7–9.9 hours
- Ⓔ 10 or more hours

VB379296

4. Which best describes how language arts instruction is organized for eighth-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.





PJ000198

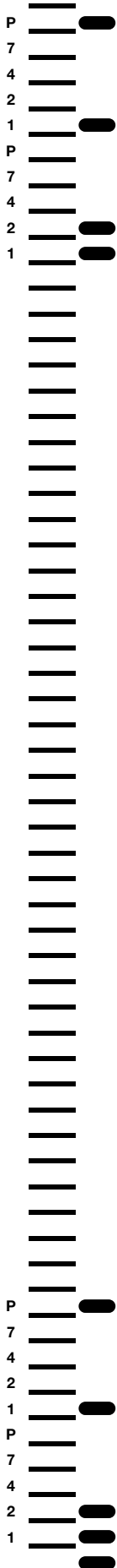
5. On what basis do you create instructional groups for reading in this class?

- A I don't create groups for reading in this class.
- B Ability
- C Interest
- D Diversity
- E Other

VC976556

6. To what extent have you provided instruction in the following in English/language arts class so far this year? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976557
b. Literary nonfiction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976558
c. Poetry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976559
d. Exposition	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976560
e. Argumentation and persuasion	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976561
f. Procedural texts and documents	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976562



7. When reading a story with your students, how often do you ask your students to do the following? Fill in **one** oval on each line.

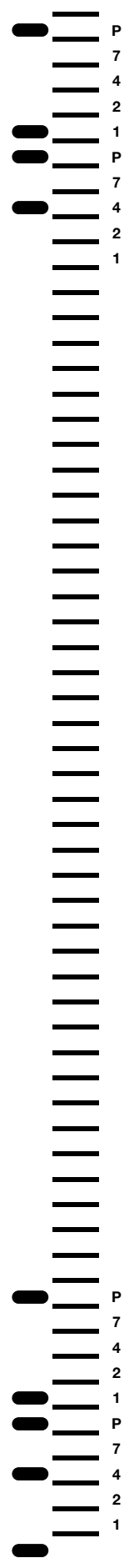
VC976477

	Never or hardly ever	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976480
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976481
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976482
d. Identify the main themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976484
e. Relate the passage, its characters, and/or its themes to their own lives	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976485

8. How often do you ask students in your eighth-grade language arts classes to do the following when you ask them to write about something? Fill in **one** oval on each line.

VB429601

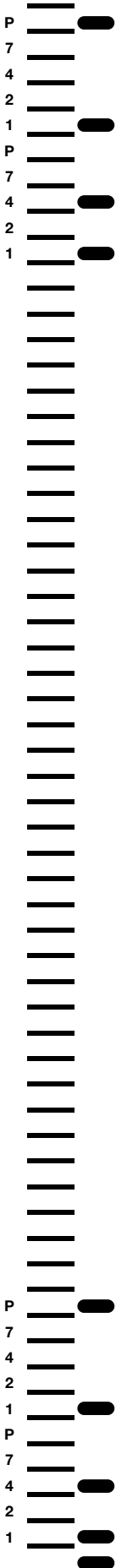
	Never	Rarely	Sometimes	Often	
a. Plan their writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB429662
b. Define their purpose and audience	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB429663
c. 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



VC976563

9. How often do you do the following things as part of English/language arts 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976564
b. Ask students to write about something they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976565
c. Give students time to read books they have chosen themselves	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976566
d. Ask students to do a group activity or project about what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976567
e. Ask students to explain or support their understanding of what they have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976568
f. Watch movies, videos; or listen to tapes, compact discs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976569
g. Ask students to make predictions about what they read as they are reading it	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976570



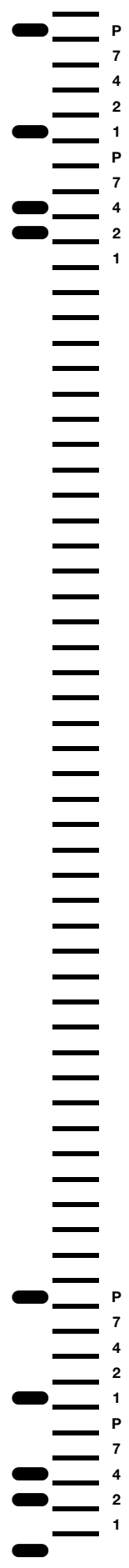
10. To what extent have you emphasized the following cognitive processes when reading informational and literary texts in class? Fill in **one** oval on each line. VC310622

	Not at all	Small extent	Moderate extent	Large extent	
a. Locate/Recall	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310623
b. Integrate/Interpret	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310625
c. Critique/Evaluate	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310627

11. Are computers available for use by you or your students for English/language arts instruction? VE013702

- A Yes, computers are available to my students and to me.
- B Yes, I have access to computers, but my students do not.
- C No, neither my students nor I have access to computers at school.





VC976571

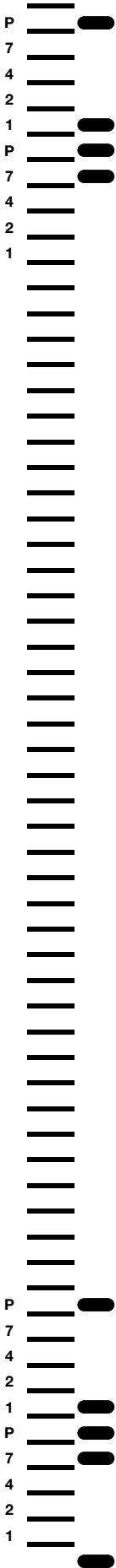
12. In your eighth-grade English/language arts class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976572
b. Increase reading fluency and comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976573
c. Practice spelling and grammar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976574
d. Write reports	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976575
e. Read books using the computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976576
f. Access reading-related websites (for example, websites with lists of recommended books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976577
g. Conduct research for reading projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976578
h. Correspond with other students using e-mail, blogs, etc.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976579

VC976580

13. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for English/language arts instruction?

- A I do not have the resources I need.
- B I have some of the resources I need.
- C I have most of the resources I need.
- D I have all of the resources I need.



VC976581

14. When you teach English/language arts to your eighth-grade class, do you do any of the following? Fill in **one** oval on each line.

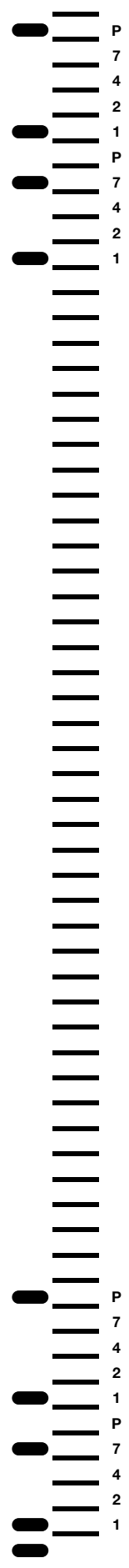
	Not at all	Small extent	Moderate extent	Large extent	
a. Use a different set of methods in teaching some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976582
b. Supplement the regular course curriculum with additional material for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976583
c. Pace my teaching differently for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976584
d. Have some students engage in different classroom activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976585
e. Set different achievement standards for some students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VC976586

VC976587

15. How often do you meet with students one-on-one to review their work and evaluate their progress in English/language arts?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ Once or twice a week
- Ⓔ Every day or almost every day





VC976588

16. How often do you do each of the following with individual students to evaluate their progress in English/language arts? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Discuss the student's current level of performance	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC976589
b. Set goals for specific progress the student would like to make	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC976590
c. Discuss progress the student has made toward goals previously set	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC976591
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VC976592