School Achievement Indicators Program

Writing Assessment III

Teacher
Questionnaire

2002

Y our school has been selected as one of more than 1000 schools in Canada participating in the School Achievement Indicators Program (SAIP) in Writing. This program is the only comprehensive assessment of student achievement in Canada and its results are important in ascertaining how well students in various provinces and territories can write and in deciding on curriculum change and other matters affecting the teaching of writing.

This questionnaire is addressed to the teachers of students who have been selected to participate in this assessment. **Please keep those students in mind when answering the questions.** It asks about your professional background, instructional practices, the kinds of students you teach, and attitudes toward teaching writing. Since your school is part of a national sample, your responses are very important in helping to describe how writing is taught in Canada. It is therefore important that all questions be answered as carefully and accurately as possible.

This questionnaire is confidential when completed. Your responses will not be used in any way that will permit you, your students, or your school to be identified.

Once you have completed this questionnaire, please return it to your School Coordinator.

Thank you for your time, effort, and thought in completing this questionnaire.

1 **At which grade levels are you teaching English Language Arts this year?**

(Darken all boxes that apply.)

grade 6 or below .... $\square_1$
grade 7 (Secondary 1 – QC) .... $\square_2$
grade 8 (Secondary 2 – QC) .... $\square_3$
grade 9 (Secondary 3 – QC, Senior 1 – MB) .... $\square_4$
grade 10 (Secondary 4 – QC, Level I – NF, Senior 2 – MB) .... $\square_5$
grade 11 (Secondary 5 – QC, Level II – NF, Senior 3 – MB) .... $\square_6$
grade 12 (CEGEP 1 – QC, Level III – NF, Senior 4 – MB) .... $\square_7$
above grade 12 .... $\square_8$

2 **How many hours per week are you scheduled to teach the following types of courses? Please indicate whether the courses are semestered (half year).**

	Number of hours/week	*Semester course (Darken if YES.)*
Courses specific to writing (e.g., creative writing, technical writing, journalism)	☐	$\square_1$
Other English Language Arts courses	☐	$\square_1$
Other subjects	☐	$\square_1$

3 **How many hours per week do you have for planning and preparation during regular school hours (times when classes are in session in your school)?**

☐ hours

4 **What is the AVERAGE number of students in the English Language Arts classes you teach this year?**

☐ students

What is your LARGEST number of students in any English Language Arts class?

☐ students

What is your SMALLEST number of students in any English Language Arts class?

☐ students

If you teach specialized courses in writing, what is the AVERAGE number of students in each class?

☐ students

5 **How many hours of class time does your school have scheduled per week?**

☐ hours

6 ON AVERAGE how many hours per week do you spend on each of the following activities outside of formal school hours?

	no time	less than 1 hr.	1–2 hrs.	3–4 hrs.	5–6 hrs.	more than 6 hrs.
Planning and preparation	☐1	☐2	☐3	☐4	☐5	☐6
Marking student work	☐1	☐2	☐3	☐4	☐5	☐6
Administrative duties	☐1	☐2	☐3	☐4	☐5	☐6
Meetings	☐1	☐2	☐3	☐4	☐5	☐6
Routine tasks (e.g., record keeping, photocopying)	☐1	☐2	☐3	☐4	☐5	☐6
Professional development (e.g., courses, conferences, professional reading)	☐1	☐2	☐3	☐4	☐5	☐6
Working with students (e.g., coaching, clubs, tutoring)	☐1	☐2	☐3	☐4	☐5	☐6
Other professional activities related to your teaching	☐1	☐2	☐3	☐4	☐5	☐6
Developing individualized education programs	☐1	☐2	☐3	☐4	☐5	☐6
Planned parent conferences	☐1	☐2	☐3	☐4	☐5	☐6

7 ON AVERAGE, over a full school year, how many hours of your scheduled teaching time would you estimate is lost because of class cancellations, school closures, or other losses of whole class periods or school days? [____] hours

8 ON AVERAGE, how many minutes of each class period would you say are lost because of disruptions (e.g., late students, announcements, students looking for materials, or other)? [____] minutes

9 About how often do you meet with or speak by telephone to parents to discuss individual students?

Never .... ☐1
Once or twice a year .... ☐2
About every other month .... ☐3
About once a month .... ☐4
About once a week .... ☐5
Two or three times a week.. ☐6
More than five times a week... ☐7

10 Approximately what percentage of parents do you have contact with, over a full school year?

At regularly scheduled parent–teacher interviews [____] %
At times other than during regularly scheduled interviews [____] %

11 About how often do you meet with other teachers to plan lessons, units, tests, or discuss other program matters?

Never .... $\square_1$
Once or twice a year .... $\square_2$
About every other month .... $\square_3$
About once a month .... $\square_4$
About once a week .... $\square_5$
Two or three times a week... $\square_6$
Almost every day .... $\square_7$

12 When planning English Language Arts lessons, to what extent do you use ...

	rarely or never	a few times a month	a few times a week	almost every class
your own previously prepared lessons?	$\square_1$	$\square_2$	$\square_3$	$\square_4$
materials prepared by other teachers or specialists?	$\square_1$	$\square_2$	$\square_3$	$\square_4$
student textbooks?	$\square_1$	$\square_2$	$\square_3$	$\square_4$
other textbooks or resource books?	$\square_1$	$\square_2$	$\square_3$	$\square_4$
teacher guides or teacher editions of textbooks?	$\square_1$	$\square_2$	$\square_3$	$\square_4$
provincial curriculum documents?	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Internet or other computer-based sources?	$\square_1$	$\square_2$	$\square_3$	$\square_4$
evaluation materials?	$\square_1$	$\square_2$	$\square_3$	$\square_4$
media-generated materials?	$\square_1$	$\square_2$	$\square_3$	$\square_4$
other sources?	$\square_1$	$\square_2$	$\square_3$	$\square_4$

13 To what extent do you agree or disagree with each of the following statements?

	strongly disagree	disagree	agree	strongly agree
Every student has the potential to become an effective writer	$\square_1$	$\square_2$	$\square_3$	$\square_4$
The main purpose of writing is communication with others.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
In order to write well, students need to know the basic rules of English grammar and syntax.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Writing is a process of gathering information and ideas, constructing, and conveying meaning.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Writing should be taught in all school subjects, not just in English Language Arts.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
It is really difficult to judge good writing because writing styles vary a great deal.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
The ability to write is more a matter of talent than of teaching.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

To what extent do you agree or disagree with each of the following statements?

	strongly disagree	disagree	agree	strongly agree
Knowing the basic rules of spelling, grammar and syntax is no longer of great importance because word processors can correct most such errors.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
A student's home environment has greater influence on achievement than the school environment.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
There are limits to what a teacher can accomplish because student ability has an influence on achievement.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Assessment must be an integral and on-going part of the learning process, not limited to final products.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
There should be different streams of courses in English Language Arts for high school students.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

14 How often do the following happen in your English Language Arts classes?

	rarely or never	a few times a month	a few times a week	almost every class
Students write essays or other pieces more than one paragraph in length.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
We review examples or models of good writing.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students work on long-term writing projects.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students work in pairs or small groups on writing tasks.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
I hold writing conferences with individual or small groups.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
We work on aspects of grammar and syntax.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students do expository writing.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students do narrative writing.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students write "on demand" (e.g., without preparation or editing).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students write poetry.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students write descriptively (e.g., summaries, book reviews, journalistic accounts).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students edit their own writing.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students edit other students' writing.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
I edit/proofread students' writing.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students read their writing aloud to each other.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
We discuss an upcoming quiz or test period.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
I give feedback to the class on assignments, tests, or other evaluations.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students use workbooks or worksheets.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

How often do the following happen in your English Language Arts classes?

	rarely or never	a few times a month	a few times a week	almost every class
I work with individual students.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
We discuss or do things other than the topic of the lesson.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
I discuss assessment criteria (rubrics) when assigning writing.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students have a choice of topics.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students have a choice of forms.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

15 In your school, to what extent do you think that writing…

	13 year-olds			16 year-olds		
	very little	some	a lot	very little	some	a lot
is taught in school subjects other than English Language Arts	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
counts for marks in other school subjects	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
should be taught in school subjects other than English Language Arts	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$

16 How often are the following resources used in your English Language Arts classes, specifically in teaching writing?

	rarely or never	a few times a month	a few times a week	almost every class	not available
Computers for word processing	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
Instructional software	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
Print magazines or newspapers	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
Overhead projector	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
Slides, films, or videos	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
The Internet or World Wide Web	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
Experts within the community (e.g., writers)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
Excerpts from established writers as examples	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
Provincial curriculum guides	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

17 In your English Language Arts courses, how often would you expect students to do each of the following?

	rarely or never	a few times a month	a few times a week	almost every class
Write a poem.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Write a descriptive essay.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Write an expository essay.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Write a piece of fiction.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Write in a diary or journal.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Write a letter.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Write a drama or script for performance.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Write a summary or précis of a longer document.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Write a report.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Write an article for a newspaper.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

18 How often do you or your students use the following questioning techniques in your English Language Arts classes?

	rarely or never	once or twice a class	several times a class	many times a class
I ask questions…				
of individual students by name.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
of the class as a whole.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
specifically of students I feel are not paying attention.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
of the best students to make it more likely to get a good answer.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
of reticent students to help improve their participation.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
requiring brief responses (e.g., a word or phrase).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
requiring more elaborated responses (e.g., a few sentences).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
intended to stimulate a general discussion.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students ask questions…				
requiring a brief response by the teacher.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
requiring an elaborated response by the teacher.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
requiring responses by other students.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
that stimulate general discussion.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

19 **To what extent do the following limit or restrict how you teach your English Language Arts classes?**

	not at all	a little	quite a lot	a great deal
the range of student abilities in the class	$\square_1$	$\square_2$	$\square_3$	$\square_4$
the range of differences in students' backgrounds (e.g., economic, language)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
the presence of students with special needs (e.g., mental or emotional disorders, physical disabilities)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
uninterested students	$\square_1$	$\square_2$	$\square_3$	$\square_4$
disruptive students	$\square_1$	$\square_2$	$\square_3$	$\square_4$
pressure from parents	$\square_1$	$\square_2$	$\square_3$	$\square_4$
shortage of computer hardware or software	$\square_1$	$\square_2$	$\square_3$	$\square_4$
shortage of materials or equipment	$\square_1$	$\square_2$	$\square_3$	$\square_4$
inadequate physical facilities	$\square_1$	$\square_2$	$\square_3$	$\square_4$
large class size	$\square_1$	$\square_2$	$\square_3$	$\square_4$
low morale in the school	$\square_1$	$\square_2$	$\square_3$	$\square_4$
concerns with personal safety or the safety of students	$\square_1$	$\square_2$	$\square_3$	$\square_4$
inadequate resource material for lesson planning	$\square_1$	$\square_2$	$\square_3$	$\square_4$
external examinations or standardized tests	$\square_1$	$\square_2$	$\square_3$	$\square_4$
limits in my own background in the subject	$\square_1$	$\square_2$	$\square_3$	$\square_4$
inadequate curriculum design	$\square_1$	$\square_2$	$\square_3$	$\square_4$
lack of in-service with respect to the curriculum	$\square_1$	$\square_2$	$\square_3$	$\square_4$

20 **The following is a list of statements that describe some things students might be expected to have learned in previous grades. Thinking of your students who are writing this SAIP assessment, please indicate, using the scale below, whether these skills have been, or will be taught this year or whether you expect students to have learned these things before coming to you.**

In responding to these statements, think of situations in which your students would be expected to produce examples of analytic or narrative writing pieces of at least one paragraph in length.

If you have students from several courses writing the SAIP assessment, please think of those in the LEAST advanced course or courses.

If you teach only one SAIP age group, please respond for that age group only. If you teach both age groups, think about the same item for both groups before responding.

Scale for Responding to This Question

- $\square_1$ .... I expect students to have learned this before this year.
- $\square_2$ .... This is taught this year.
- $\square_3$ .... I do not expect students to be able to do this until later grades.

I expect my students to be able to …

	13-year-olds			16-year-olds		
	Before	Now	Later	Before	Now	Later
develop a thesis statement.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
develop a consistent flow of ideas under a theme.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
develop a persuasive argument.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
develop a summary or concluding statement.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
demonstrate engagement with the subject.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
develop appropriate transitions between ideas.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
use jargon or slang judiciously.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
use imagery, metaphor, and other literary devices to convey ideas.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
use relevant detail, avoid irrelevant detail.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
use varied sentence structure and length.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
use compound and complex sentences appropriately.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
choose words that accurately convey meaning.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
correctly use common rules of language such as subject-verb agreement.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
use complete sentences, avoiding fragments unless required for specific effect.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
correctly use punctuation and capitalization.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
correct most errors of spelling or grammar when proofreading text.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
revise/edit for content and style.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
use a word processor to write and revise text.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$
use a word processor for spelling and grammar checks.	$\square_1$	$\square_2$	$\square_3$	$\square_1$	$\square_2$	$\square_3$

21 How often do you usually assign homework in your English Language Arts classes?

- Never .... $\square_1$
- Less than once a week .... $\square_2$
- Once or twice a week .... $\square_3$
- 3 or 4 times a week .... $\square_4$
- Every class .... $\square_5$

If you do not assign homework, please go to question 25.

22 If you do assign English Language Arts homework, how many minutes would you expect an average student to spend doing this work?

less than 15 minutes .... $\square_1$
15–30 minutes .... $\square_2$
31–60 minutes .... $\square_3$
more than 60 minutes .... $\square_4$

23 If you assign English Language Arts homework, how often do you assign each of the following tasks?

	rarely or never	a few times a month	a few times a week	almost every class
Writing essays or narratives longer than one paragraph	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Editing or proofreading of previous work	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Working individually on long-term writing projects	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Working in groups on long-term writing projects	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Preparing oral reports	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Keeping a diary or journal	$\square_1$	$\square_2$	$\square_3$	$\square_4$

24 If you assign written homework, how often do you do the following?

	rarely or never	a few times a month	a few times a week	almost every class
Record whether or not the homework is completed	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Collect, mark, and keep assignments	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Collect, mark, and return assignments to students	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Give feedback on homework to whole class	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Have students mark their own homework in class	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Have students exchange assignments and mark them in class	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Use homework to contribute towards students' grades or marks	$\square_1$	$\square_2$	$\square_3$	$\square_4$

25 In assessing the work of students in your English Language Arts courses, how much weight do you give to each of the following?

	none	a little	quite a lot	a great deal
Standardized tests produced outside the school	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Teacher-made short answer or essay tests that require students to explain their reasoning	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Teacher-made multiple-choice, true-false, or matching tests	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Homework assignments	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Examples of the student's own writing	$\square_1$	$\square_2$	$\square_3$	$\square_4$

In assessing the work of students in your English Language Arts courses, how much weight do you give to each of the following?

	none	a little	quite a lot	a great deal
Portfolios of student work	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Observations or interviews of students	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Attendance in class	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Participation of students in class activities	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Effort	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Improvement over the year or term	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Student self-assessment	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Peer evaluation	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Other	$\square_1$	$\square_2$	$\square_3$	$\square_4$

26 ON AVERAGE, how many different scores or grades do you use in computing final marks for your English Language Arts students?

One to four .... $\square_1$
Five to nine .... $\square_2$
Ten to fourteen .... $\square_3$
Fifteen or more .... $\square_4$

27 Are you female or male?

Female .... $\square_1$
Male .... $\square_2$

28 Counting this year, how many years of teaching experience do you have in total?

[____] years

29 Counting this year, how many years of teaching experience have you had…

in your current school? [____] years
in the province or territory in which you are now located? [____] years
teaching 13-year-old students? [____] years
teaching 16-year-old students? [____] years
teaching English Language Arts? [____] years

30 Which of the following degrees or diplomas do you hold?

(Darken all boxes that apply.)

B.A. or equivalent in English or a related area .... $\square_1$

B.A., B.Sc., or equivalent in a subject other than English .... $\square_2$

B.Ed. or equivalent (e.g., at least one year of teacher training) .... $\square_3$

Master degree in education .... $\square_4$

Master of English degree .... $\square_5$

Master degree in another subject .... $\square_6$

Ph.D. or equivalent .... $\square_7$

Other degree or diploma .... $\square_8$

No degree or diploma .... $\square_9$

31 How many full-year equivalent university courses have you taken in English? (A semester course is equivalent to one-half a full-year course. Please convert other courses to full-year equivalents.)

$\boxed{}$ courses

32 In the past two years, have you completed any in-service professional development, or other courses dealing specifically with the teaching of writing?

Yes .... $\square_1$

No .... $\square_2$

33 Which of the following statements best describes your own comfort level in teaching English Language Arts?

I consider myself a specialist in this area and prefer to teach mainly in this
area. .... $\square_1$

I consider myself quite capable of teaching English Language Arts, but would
prefer to teach other subjects. .... $\square_2$

I am not particularly comfortable with English Language Arts, but teach it
when necessary. .... $\square_3$

I will teach English Language Arts only as a last resort. .... $\square_4$

Thank you again for taking time
to complete this questionnaire.