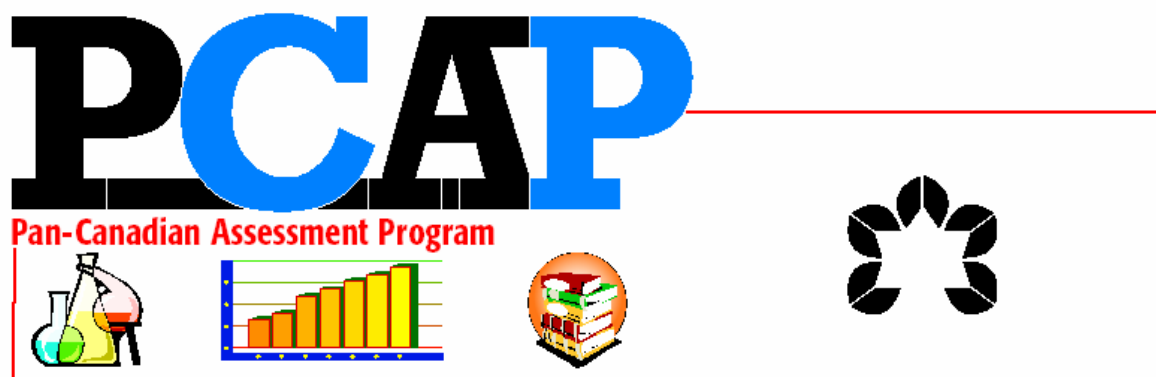


# PCAP-13 Reading, Mathematics, and Science Assessment (2007)

## *Teacher Questionnaire*



*Council of Ministers of Education, Canada*

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**Council of Ministers of Education, Canada**

**Pan-Canadian Assessment Program (PCAP)**

**PCAP-13 Reading, Mathematics, and Science Assessment (2007)**

*Teacher Questionnaire*

Your school has been selected as one of approximately 1,500 schools in Canada to participate in PCAP-13. PCAP is an assessment of academic achievement in Canada, and its results are important for charting the progress of students in the participating provinces and territories and for shaping curricula and teaching practices.

This questionnaire is addressed to the Language Arts 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 your attitudes toward the teaching of reading. Since your school is part of a pan-Canadian sample, your responses are very important in helping to describe how reading is taught in Canada. It is therefore important that all questions be answered as carefully and accurately as possible. Please answer the questions in relation to the 2006–07 school year by checking the box corresponding to your answer.

This questionnaire is confidential when completed. The Council of Ministers of Education, Canada, will not report any result that will allow you, your students, or your school to be identified.

Once you have completed this questionnaire, please return it to your PCAP school coordinator.

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



***Section 1: Background Questions***

**1. Are you male or female?**

Male ..... <sub>1</sub>

Female..... <sub>2</sub>

**2. Including this year, how many years of teaching experience do you have?**

Less than 5 years..... <sub>1</sub>

5 to 10 years..... <sub>2</sub>

11 to 15 years..... <sub>3</sub>

16 to 20 years..... <sub>4</sub>

More than 21 years ..... <sub>5</sub>

**3. Which of the following degrees or diplomas do you hold? (Check ALL that apply.)**

BA or equivalent..... <sub>1</sub>

BSc or equivalent..... <sub>2</sub>

BEd or equivalent (e.g., at least one year of teacher training) ..... <sub>3</sub>

Other bachelor's degree..... <sub>4</sub>

MEd ..... <sub>5</sub>

Other master's degree..... <sub>6</sub>

PhD or equivalent..... <sub>7</sub>

Other degree or diploma..... <sub>8</sub>

No degree or diploma ..... <sub>9</sub>

**4. In your teacher training, did you focus on any subject related to the teaching of English Language Arts?**

Yes ..... <sub>1</sub>

No ..... <sub>2</sub>

**5. Would you consider yourself a specialist in the teaching of English Language Arts, either by education or by experience in the field?**

Yes ..... <sub>1</sub>

No ..... <sub>2</sub>

**6. In the past five years, how many days (or equivalent) of professional development workshops related to the teaching of reading have you completed?**

None..... <sub>1</sub>

1 to 2 days..... <sub>2</sub>

3 to 4 days..... <sub>3</sub>

5 to 8 days ..... <sub>4</sub>

9 or more days ..... <sub>5</sub>

**7. Approximately what percentage of your total teaching assignment this year is in English Language Arts?**

Less than 20%..... <sub>1</sub>

20% to 39%..... <sub>2</sub>

40% to 69%..... <sub>3</sub>

70% or more ..... <sub>4</sub>

**8. What is the AVERAGE number of students in the English Language Arts classes you teach this year (total class size even if multi-grade)?**

Fewer than 15 students ..... <sub>1</sub>

15 to 19 students ..... <sub>2</sub>

20 to 24 students ..... <sub>3</sub>

25 to 29 students ..... <sub>4</sub>

30 or more students..... <sub>5</sub>

**9. How many grade levels are in your English Language Arts class or classes?**

One grade only..... <sub>1</sub>

Two grade levels in some or all classes..... <sub>2</sub>

Three or more grade levels in some or all classes ..... <sub>3</sub>

**Section 2: Time Management**

**1. How often do you usually assign homework in your English Language Arts classes?**

- Rarely or never ..... <sub>1</sub>
- A few times a month..... <sub>2</sub>
- A few times a week..... <sub>3</sub>
- Every or almost every class ..... <sub>4</sub>

**2. On average, how many minutes do you expect students to spend PER WEEK on homework in English Language Arts?**

- Less than 30 minutes ..... <sub>1</sub>
- 30 minutes to one hour ..... <sub>2</sub>
- One to two hours..... <sub>3</sub>
- More than two hours..... <sub>4</sub>

**3. If you assign homework, how often do you do the following?**

|   | <b>Rarely<br/>or<br/>never</b>        | <b>Sometimes</b>                      | <b>Often</b>                          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Monitor whether or not the homework was completed.....                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (b) Correct assignments and provide feedback to students.....                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (c) Have a class discussion and/or provide feedback on homework to the whole class..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (d) Have students correct their own homework in class.....                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (e) Have students exchange assignments to mark homework in class.....                   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (f) Use the homework to contribute toward students' marks or grades.....                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |



4. **On average, how many FULL instructional days in a school year are used for the following activities? (Do not report part days here. Report these under question 5.)**

|  | <b>Days</b> |
|--|-------------|
| (a) Formal tests or exams when students do not attend regular class sessions (include marking days)..... | _____       |
| (b) Field trips or excursions (music, cultural, etc.).....   | _____       |
| (c) Sports activities.....   | _____       |
| (d) Charitable events.....   | _____       |
| (e) School fundraising.....  | _____       |
| (f) School spirit days, graduations, assemblies, or related student events....                           | _____       |
| (g) Closings due to weather.....   | _____       |
| (h) Maintenance, mechanical, or related problems.....  | _____       |
| (i) Other non-instructional activities.....  | _____       |

5. **On average over a full school year, how many HOURS of your scheduled teaching time would you estimate is lost because of class cancellations or other losses of whole class periods (other than whole school days, which should be reported in the previous question)?**

Hours lost: \_\_\_\_\_

6. **How often do the following activities happen in your English Language Arts classes?**

|   | <b>Rarely<br/>or<br/>never</b>        | <b>Sometimes</b>                      | <b>Often</b>                          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) The class is disrupted by noise or disorder.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (b) We lose 5 to 10 minutes because of other disruptions (e.g., announcements, visits)..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (c) We discuss or do things other than the topic of the lesson.....                         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

### Section 3: Teacher Assessment Practices

1. In your English Language Arts classes, how often are 13-year-old students assessed in the following ways, where the results count toward their final mark or grade?

|   | Never                                 | 1 to 2<br>times a<br>year             | 3 to 5<br>times a<br>year             | About<br>every<br>month               | More than<br>once a<br>month          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Provincial/territorial tests or assessments...    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| (b) District or school-wide tests or assessments..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| (c) Teacher-developed classroom tests.....            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| (d) Student portfolios.....                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| (e) Student assignments/projects.....                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| (f) Homework.....                                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |
| (g) Other forms of assessment.....                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

2. In your English Language Arts classes, do you assign marks for the following aspects to be used in determining final marks or grades?

|                        | Yes                                   | No                                    |
|------------------------|---------------------------------------|---------------------------------------|
| (a) Attendance.....    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| (b) Participation..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| (c) Effort.....        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| (d) Improvement.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| (e) Behaviour.....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**3. To what extent do you use tests containing the following item types in your English Language Arts classes?**

|   | <b>Rarely or<br/>never</b>            | <b>Sometimes</b>                      | <b>Often</b>                          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) True/false or matching questions.....                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (b) Multiple-choice questions.....                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (c) Fill-in-the-blank questions.....                                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (d) Short-answer questions (a sentence or two).....                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (e) Long-answer questions (a paragraph or more) .....               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (f) Essays (one page or more).....                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (g) Presentations, speeches, and other performance-based items..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

**4. Do you use rubrics for the following purposes in your English Language Arts courses?**

|   | <b>Yes</b>                            | <b>No</b>                             |
|---|---------------------------------------|---------------------------------------|
| (a) For helping students understand the assignment at the beginning of instruction..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| (b) For guiding students on how to improve their work during an assignment.....         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| (c) For marking assignments or tests.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**5. Do you give students a copy of the rubrics to guide their work?**

- Yes ..... <sub>1</sub>
- No ..... <sub>2</sub>
- Not applicable – I don't use rubrics..... <sub>3</sub>

**6. During your university training, how many semester credit courses did you take that were directly related to student assessment? (Count a full-year course at the usual three class hours per week as two courses. An Ontario AQ course may be counted as one course.)**

- I don't know..... \_1
- None..... \_2
- 1 to 2 courses ..... \_3
- 3 to 4 courses ..... \_4
- 5 or more courses..... \_5

**7. In the past five years, how many days (or equivalent) of professional development workshops have you completed related to student assessment?**

- None..... \_1
- 1 to 2 days..... \_2
- 3 to 4 days..... \_3
- 5 or more days ..... \_4

**8. Have you ever participated in a marking session for school board, provincial/territorial, pan-Canadian, international, or other large-scale assessments?**

- No ..... \_1
- Yes, once..... \_2
- Yes, more than once ..... \_3

**9. How would you rate your own skills in the following assessment tasks?**

|  | <b>Not at all<br/>skilled</b>         | <b>Somewhat<br/>skilled</b>           | <b>Very<br/>skilled</b>               |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Creating multiple-choice tests.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (b) Creating short-answer tests.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (c) Creating essay tests.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (d) Creating performance-based tests<br>or assignments.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (e) Creating rubrics.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (f) Using rubrics for structuring or<br>scoring assignments or tests.....                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (g) Interpreting large-scale<br>assessment results (such as<br>provincial/territorial assessments) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (h) Interpreting results from your<br>own classroom assessments.....                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (i) Assigning final grades.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

**10. To what extent do you...**

|  | <b>Rarely<br/>or<br/>never</b>        | <b>Sometimes</b>                      | <b>Often</b>                          |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) use computer software to record the<br>results from classroom-based<br>assessments?.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (b) use computer software to score or<br>analyze test results (e.g., analyzing<br>item response patterns)?.....                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (c) use specialized materials such as<br>books or test manuals to help you<br>interpret results from classroom-<br>based assessments?..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (d) use specialized materials such as<br>books or test manuals to help you<br>interpret results from large-scale<br>assessments?.....      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

**11. Do you have access to...**

|  | <b>Yes</b>                            | <b>No</b>                             |
|--|---------------------------------------|---------------------------------------|
| (a) results from the Programme for International Student Assessment (PISA) or the School Achievement Indicators Program (SAIP), which provide provincial/territorial results?..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| (b) results from provincial/territorial assessments at the school level?.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| (c) provincial/territorial or school board assessment instruments for your classes and students?.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

## Section 4: Teaching Strategies

### 1. How much do you emphasize the following “pre-reading” strategies in English Language Arts classes?

|  | <b>Not at all</b>                     | <b>A little</b>                       | <b>More than a little</b>             | <b>A lot</b>                          |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Predicting.....                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (b) Determining the purpose for reading..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (c) Activating prior knowledge.....          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (d) Previewing aspects of text .....         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

### 2. How much do you emphasize the following “during reading” strategies in English Language Arts classes?

|  | <b>Not at all</b>                     | <b>A little</b>                       | <b>More than a little</b>             | <b>A lot</b>                          |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Monitoring for understanding.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (b) Making connections.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (c) Determining author’s intention.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (d) Visualizing.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (e) Skimming and scanning.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (f) Locating main/key ideas<br>(e.g., underlining or highlighting for<br>key ideas)..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (g) Making valid inferences.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (h) Asking questions.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (i) Analyzing text structures (e.g.,<br>compare/contrast, analogy).....                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

**3. How much do you emphasize the following “after reading” strategies in English Language Arts classes?**

|   | <b>Not at<br/>all</b>                 | <b>A little</b>                       | <b>More<br/>than a<br/>little</b>     | <b>A lot</b>                          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Summarizing.....                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (b) Analyzing critically.....             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (c) Determining author’s message.....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (d) Distinguishing fact from opinion..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (e) Determining bias in text.....         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (f) Re-reading and reflecting.....        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

**4. How much do you emphasize the following instructional strategies in English Language Arts classes?**

|   | <b>Not at<br/>all</b>                 | <b>A little</b>                       | <b>More<br/>than a<br/>little</b>     | <b>A lot</b>                          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Reading aloud to students.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (b) Students reading aloud to the whole<br>class or in groups.....                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (c) Silent reading of teacher-selected<br>material.....                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (d) Silent reading of student-selected<br>material.....                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (e) Teaching reading strategies.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (f) Teaching basic rules of language.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (g) Teaching language in context.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (h) Using text research tools (e.g.,<br>dictionaries, encyclopedias, Internet)... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (i) Discussion — small group or whole<br>class.....                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (j) Student note-taking.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (k) Graphic organizers.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |



**5. In your English Language Arts classes, how often do you do the following activities?**

|  | <b>Rarely<br/>or never</b>            | <b>Sometimes</b>                      | <b>Often</b>                          |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Re-teaching basic reading skills that should have been mastered earlier..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (b) Adapting coursework, including texts, for learning styles and interests..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (c) Providing enrichment for advanced readers.....                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

**6. In your English Language Arts classes, how often do you use the following text types?**

|                        | <b>Rarely<br/>or never</b>            | <b>Sometimes</b>                      | <b>Often</b>                          |
|------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Procedural.....    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (b) Informational..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (c) Persuasive.....    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (d) Narrative .....    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (e) Poetry.....        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (f) Drama.....         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

**7. How often do you assign the following student tasks?**

|   | <b>Rarely<br/>or never</b>            | <b>Sometimes</b>                      | <b>Often</b>                          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) Reading to be done outside of class.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (b) Students' personal responses to reading selections (in a variety of forms)..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (c) Oral presentations that demonstrate interpretations of reading selections.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| (d) Written reports that demonstrate understanding of assigned reading.....         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

**8. How do you monitor what your students are reading outside of class? (Check all that apply.)**

- (a) Reading logs ..... <sub>1</sub>
- (b) Interest inventories..... <sub>1</sub>
- (c) Personal conferences with students ..... <sub>1</sub>
- (d) Book clubs ..... <sub>1</sub>
- (e) Other ..... <sub>1</sub>
- (f) I don't systematically monitor what students are reading ..... <sub>1</sub>

**9. Thinking about gender differences in your English Language Arts classes, to what extent do you . . .**

|   | <b>Not at<br/>all</b>                 | <b>A little</b>                       | <b>More<br/>than a<br/>little</b>     | <b>A lot</b>                          |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) assign reading materials to boys that appeal especially to boys?.....           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (b) assign reading materials to girls that appeal especially to girls?.....         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (c) select reading materials for both genders that appeal especially to boys?.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (d) select reading materials for both genders that appeal especially to girls?..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (e) use different instructional strategies for boys and girls?.....                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

**Section 5: Special-Needs Students**

**1. In your opinion, about how many of the students in your English Language Arts classes have special needs that require...**

|   | None                                  | 1 to 2<br>students                    | 3 to 5<br>students                    | More<br>than 5<br>students            |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (a) that you modify the program to meet these needs (e.g., reduce course expectations).....           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (b) that you accommodate by giving more time or changing teaching methods (no change in expectations) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (c) the help of a teaching assistant.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (d) pull-out of students (assignment to a special class) for reading or English Language Arts.....    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (e) special attention to reduce their disrupting the rest of the class.....                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (f) medical attention.....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| (g) special assistance with speaking, listening, reading, or writing .....                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

**2. To what extent do you need to adjust your teaching strategies (lessons, activities) for the entire class to accommodate special-needs students?**

- Not at all ..... <sub>1</sub>
- A little ..... <sub>2</sub>
- More than a little..... <sub>3</sub>
- A lot ..... <sub>4</sub>

**3. To what extent do you consider your classes to be enhanced by the presence of special-needs students?**

- Not at all ..... 1
- A little ..... 2
- More than a little ..... 3
- A lot ..... 4

**4. About how much of the time in your English Language Arts classes is there an adult (other than the teacher) present to assist with teaching or to help individual students?**

- Not at all ..... 1
- Up to one quarter of the time ..... 2
- Up to one half of the time ..... 3
- Most or all of the time ..... 4

*Thank you for taking the time to complete this questionnaire.*