



Teacher Questionnaire

2011
Grade 4



NATIONAL INDIAN EDUCATION STUDY
TEACHER QUESTIONNAIRE
GRADE 4

During the 2010-2011 school year, a sample of students across the country, including some of the students in your class(es) will participate in the National Indian Education Study (NIES). The study will survey students, teachers, and school administrators to bring together information about the educational experiences of American Indian/Alaska Native (AI/AN) students and the role of Indian culture in their education. We want to learn about the educational experiences of all AI/AN students, including those who spend the school day in classrooms that serve large percentages of AI/AN students and those who are in classrooms with few other AI/AN students. This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to the education of AI/AN students. **Since you teach reading and/or mathematics to one or more students selected for the study, you are being asked to complete this questionnaire.**

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.

While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

INSTRUCTIONS

You may complete this questionnaire on paper using a No. 2 pencil or record your answers online at <http://www.naepq.com>. To complete the questionnaire online, after logging onto the URL indicated, provide your school's ID number provided on the front cover of this questionnaire and follow the instructions. Please return this questionnaire—either the completed hard copy or blank if done online—to your NAEP school coordinator by the date indicated on the front cover.

THANK YOU VERY MUCH.

SECTION 1

Section 1

National Indian Education Study

Grade 4 Teacher Questionnaire

The questions in this survey are designed to gather information about the classroom experiences of American Indian or Alaska Native (AI/AN) students. In particular, we ask about the inclusion of native languages and cultural perspectives in the curriculum and about interactions between the school and the AI/AN community. Teachers who have only a few AI/AN students in their classes may adopt different teaching strategies than teachers who have many such students. There are no wrong answers to these questions.

Use only a No. 2 pencil to answer all questions in this booklet. Some questions require you to answer by filling in the ovals completely. For other questions, you are asked to fill in numbers. For these questions, please print the appropriate number LEGIBLY in each of the boxes provided. Keep all printing in boxes.

Example:

5 Should be written as

0	5
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Other questions require you to PRINT ANSWERS LEGIBLY on the lines indicated. For all questions, do not make any stray marks.

VC190809

1. Counting this year, how many years have you taught at this school? If less than 1 year total at this school, enter "01."

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 Years

Section 1

VE012623

2. How many of the students in your class are American Indian or Alaska Native? (Include both enrolled tribal members and descendants in your calculations.)

- ☐ A Few (less than 5)
- ☐ B Several, but less than half the class
- ☐ C At least half the class, but not every student
- ☐ D The whole class
- ☐ E I don't know.

VB592443

3. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following sources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592446
b. Your own personal or family background and experiences	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB592448
c. Locally sponsored American Indian or Alaska Native cultural orientation program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC202922
d. Living and working in an American Indian or Alaska Native community	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC202915

4. To what extent have you acquired knowledge, skills, and information specific to teaching American Indian or Alaska Native students from each of the following types of classes? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. College courses, or other classes or workshops with a focus on teaching American Indian or Alaska Native students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012626
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012628

5. Below is a list of resources that may be consulted by teachers to help them improve the academic performance of their students. During the last two years, how many times have you consulted each of the following resources to help you improve the academic performance of your American Indian or Alaska Native students? Fill in **one** oval on each line.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online websites or databases	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012633
b. Articles in professional journals	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012634
c. Local libraries or cultural centers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012637
d. Other teachers in your school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012639
e. Elders or other experts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012641

Section 1

VE012650

6. During the last two years, how many times have you attended in-service classes and workshops to help you improve the academic performance of your American Indian or Alaska Native students?

- Ⓐ Never → *Skip to Question 8.*
- Ⓑ 1 or 2 times
- Ⓒ 3 or 4 times
- Ⓓ 5 or more times

VE012652

7. Who sponsored the in-service classes and workshops you attended in the last two years? Fill in **all** ovals that apply.

- Ⓐ State
- Ⓑ District
- Ⓒ Tribal education department
- Ⓓ Indian education professional associations
- Ⓔ College or university
- Ⓕ Other

VE012654

8. To what extent do you speak any of the native languages spoken by American Indian or Alaska Native students who attend this school? If you know more than one of these languages, answer for the one you know best.

- Ⓐ No knowledge or skill; nonspeaker
- Ⓑ Minimal functional or communicative ability; ability to use some words or phrases
- Ⓒ Moderate communicative ability; can express some ideas and communicate in some situations, but limited and cannot always express ideas
- Ⓓ Fluent nonnative speaker
- Ⓔ Fluent native speaker

VE012658

9. To what extent do you use your students' American Indian or Alaska Native language(s) when you teach any core subject (reading, mathematics, science, and social studies)?

- ☐ A Instruction is entirely in English.
- ☐ B Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included occasionally.
- ☐ C Instruction is primarily in English, but words or phrases from the students' American Indian or Alaska Native language(s) are included frequently.
- ☐ D Instruction is primarily in the students' American Indian or Alaska Native language(s).

VE012660

10. Have you received any of the following forms of preparation for teaching students whose first language is not English (sometimes called Limited English Proficiency [LEP] students or English Language Learners [ELL])? Fill in **one** oval on each line.

- | | Yes | No | |
|--|-------------------------|-------------------------|----------|
| a. At least one college-level course on how to teach students whose first language is not English (but not a major, minor, or special emphasis) | <input type="radio"/> A | <input type="radio"/> B | VE012662 |
| b. An undergraduate or graduate major, minor, or special emphasis in teaching English as a Second Language (ESL), English Language Development (ELD), or Bilingual Education | <input type="radio"/> A | <input type="radio"/> B | VE012665 |
| c. Any other training or professional development on how to teach students whose first language is not English | <input type="radio"/> A | <input type="radio"/> B | VE012666 |

VE012668

11. To what extent do you use the following to assess student progress? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012670
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012672
c. Assessments developed by American Indian or Alaska Native organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012673
d. Tests supplied by textbook publishers (for example, end of unit or chapter tests)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012674
e. Teacher-made tests or quizzes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012675
f. Performance-based assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012676
g. Group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012678
h. Oral responses of students during class discussions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE012681

VE012683

12. To what extent do you integrate lessons and materials about American Indian or Alaska Native culture and history into your **reading/language arts** curriculum? *If you do not teach reading/language arts, skip to question 16.*

- ☐ (A) Never
- ☐ (B) At least once a year
- ☐ (C) At least once a month
- ☐ (D) At least once a week
- ☐ (E) Every day or almost every day

VE012685

13. To what extent do you integrate lessons and materials about current issues affecting American Indian or Alaska Native people and communities into your **reading/language arts** curriculum?

- ☐ (A) Never
- ☐ (B) At least once a year
- ☐ (C) At least once a month
- ☐ (D) At least once a week
- ☐ (E) Every day or almost every day

VE012686

14. How often do you have your students do each of the following **reading/language arts** activities? Fill in **one** oval on each line.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Read literature with American Indian or Alaska Native themes	(A)	(B)	(C)	(D)	(E)	VE012689
b. Read literature by American Indian or Alaska Native authors	(A)	(B)	(C)	(D)	(E)	VE012690
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	(A)	(B)	(C)	(D)	(E)	VE012691
d. Write about experiences or issues affecting American Indian or Alaska Native people	(A)	(B)	(C)	(D)	(E)	VE012692
e. Write about their own experiences as an American Indian or Alaska Native person	(A)	(B)	(C)	(D)	(E)	VE012693

VE012696

15. How much do you rely on each of the following documents in planning **reading/language arts** lessons? Fill in **one** oval on each line.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	(A)	(B)	(C)	(D)	(E)	VE012698
b. State content standards	(A)	(B)	(C)	(D)	(E)	VE012700
c. District content standards	(A)	(B)	(C)	(D)	(E)	VE012701
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VE012703

VE012705

16. To what extent do you integrate lessons and materials about American Indian or Alaska Native culture and history into your **mathematics** curriculum? *If you do not teach mathematics, skip to question 20.*

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day

VE012707

17. To what extent do you integrate lessons and materials about current issues affecting American Indian or Alaska Native people and communities into your **mathematics** curriculum?

- Ⓐ Never
- Ⓑ At least once a year
- Ⓒ At least once a month
- Ⓓ At least once a week
- Ⓔ Every day or almost every day

VE012730

18. How often do you have your students do each of the following **mathematics** activities?
Fill in **one** oval on each line.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. Solve mathematics problems that reflect situations found in American Indian or Alaska Native communities	(A)	(B)	(C)	(D)	(E)	VE012733
b. Participate in activities that integrate mathematics with American Indian or Alaska Native themes (for example, use traditional symbols and designs to teach geometric concepts)	(A)	(B)	(C)	(D)	(E)	VE012735
c. Study traditional American Indian or Alaska Native mathematics (for example, American Indian or Alaska Native systems of counting, estimating, and recording quantities)	(A)	(B)	(C)	(D)	(E)	VE012737
d. Study mathematics within traditional American Indian or Alaska Native contexts (for example, American Indian or Alaska Native systems of astronomy and physics)	(A)	(B)	(C)	(D)	(E)	VE012739

VE012740

19. How much do you rely on each of the following documents in planning **mathematics** lessons? Fill in **one** oval on each line.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012743
b. State content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012746
c. District content standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012747
d. American Indian or Alaska Native content or cultural standards	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE012749

VB331330

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

- ☐ 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.

VE021069

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

- ☐ Ⓐ White
- ☐ Ⓑ Black or African American
- ☐ Ⓒ Asian
- ☐ Ⓓ American Indian or Alaska Native (Print the name of your American Indian tribe or Alaska Native group below. You may indicate more than one tribe or group.)

- ☐ Ⓔ Native Hawaiian or other Pacific Islander

VE012750

22. What have you found to be the most effective teaching and learning strategies for increasing the achievement of your American Indian or Alaska Native students?

VE012752

23. In the space below, please share with us your thoughts about any other important issue(s) about your students, school, or community that are related to student academic performance, student aspirations, or other educational matters.
