



NIES Teacher Questionnaire

**2019
Grade 4**



VH253874

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

Years

VH253877

2. How many students are currently in your class?

Students

VH241581

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? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Independent reading and study	(A)	(B)	(C)	(D)	VH241584
b. Your own personal or family background and experiences	(A)	(B)	(C)	(D)	VH241586
c. Locally sponsored American Indian or Alaska Native cultural orientation program	(A)	(B)	(C)	(D)	VH241585
d. Living and working in an American Indian or Alaska Native community	(A)	(B)	(C)	(D)	VH241588

VH241590

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? Select **one** circle in each row.

	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	(A)	(B)	(C)	(D)	VH241592
b. College courses, or other classes or workshops with a general focus on various cultures or diversity	(A)	(B)	(C)	(D)	VH241591

VH241593

5. 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? Select **one** circle in each row.

	Never	1 or 2 times	3 or 4 times	5 or more times	
a. Online websites or databases	(A)	(B)	(C)	(D)	VH241594
b. Articles in professional journals	(A)	(B)	(C)	(D)	VH241595
c. Local libraries or cultural centers	(A)	(B)	(C)	(D)	VH241596
d. Other teachers in your school	(A)	(B)	(C)	(D)	VH241597
e. Elders or other experts	(A)	(B)	(C)	(D)	VH241598

VH240164

6. During the last two years, to what extent have you implemented culturally specific instructional practices for American Indian or Alaska Native students in your classroom?

- ☐ Ⓐ Not at all
- ☐ Ⓑ Small extent
- ☐ Ⓒ Moderate extent
- ☐ Ⓓ Large extent

VH240165

7. During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for American Indian or Alaska Native students?

- ☐ Ⓐ Never
- ☐ Ⓑ 1 or 2 times
- ☐ Ⓒ 3 or 4 times
- ☐ Ⓓ 5 or more times

VH240166

8. To what extent have you implemented lessons learned from these professional or community-based development programs in your classroom?

- ☐ Ⓐ Not at all
- ☐ Ⓑ Small extent
- ☐ Ⓒ Moderate extent
- ☐ Ⓓ Large extent

9. Who sponsored the professional or community-based development programs you attended in the last two years? Select **all** squares that apply.

- ☐ (A) State
- ☐ (B) District
- ☐ (C) Tribal education department
- ☐ (D) Indian education professional associations
- ☐ (E) College or university
- ☐ (F) Other (please specify): _____

10. 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.

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

11. 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).

12. 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])? Select **one** circle in each row.

	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	VH241600
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	VH241602
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	VH241601

VH241603

13. To what extent do you use the following to assess the progress of your American Indian or Alaska Native students? Select **one** circle in each row.

	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	VH241604
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241605
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	VH241606
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	VH241607
e. Teacher-made tests or quizzes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241611
f. Performance-based assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241612
g. Group projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241609
h. Oral responses of students during class discussions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241610
i. Assessments to evaluate English language proficiency	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241608

VH240170

14. Do you teach **reading/language arts** to grade 4 students?

- ☐ A Yes
- ☐ B No

VH241613

15. How often do you integrate materials about the following topics into your **reading/language arts** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	(A)	(B)	(C)	(D)	(E)	VH241615
b. Current issues affecting American Indian or Alaska Native people or communities	(A)	(B)	(C)	(D)	(E)	VH241614

VH241616

16. How often do you have your students do each of the following **reading/language arts** activities? Select **one** circle in each row.

	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)	VH241617
b. Read literature by American Indian or Alaska Native authors	(A)	(B)	(C)	(D)	(E)	VH241618
c. Read about, or discuss, current issues of concern to the American Indian or Alaska Native community	(A)	(B)	(C)	(D)	(E)	VH241621
d. Write about experiences or issues affecting American Indian or Alaska Native people	(A)	(B)	(C)	(D)	(E)	VH241620
e. Write about their own experiences as an American Indian or Alaska Native person	(A)	(B)	(C)	(D)	(E)	VH241619

VH241622

17. How much do you rely on each of the following documents in planning **reading/language arts** lessons? Select **one** circle in each row.

	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)	VH241623
b. State content standards	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VH241626
c. District content standards	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VH241625
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)	VH241624

VH240171

18. Do you teach **mathematics** to grade 4 students?

- ☐ (A) Yes
- ☐ (B) No

VH241627

19. How often do you integrate materials about the following topics into your **mathematics** lessons? Select **one** circle in each row.

	Never	At least once a year	At least once a month	At least once a week	Every day or almost every day	
a. American Indian or Alaska Native culture or history	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VH241629
b. Current issues affecting American Indian or Alaska Native people or communities	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	VH241628

20. How often do you have your students do each of the following **mathematics** activities? Select **one** circle in each row.

	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)	VH241631
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)	VH241634
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)	VH241633
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)	VH241632

VH241635

21. How much do you rely on each of the following documents in planning **mathematics** lessons? Select **one** circle in each row.

	Not at all	A little	Some	A lot	Not aware of any	
a. Standards developed by national professional organizations	(A)	(B)	(C)	(D)	(E)	VH241636
b. State content standards	(A)	(B)	(C)	(D)	(E)	VH241639
c. District content standards	(A)	(B)	(C)	(D)	(E)	VH241638
d. American Indian or Alaska Native content or cultural standards	(A)	(B)	(C)	(D)	(E)	VH241637

VH241640

22. How much do you agree with each of the following statements about the materials available in your school library, media center, or resource center? Select **one** circle in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	
a. The number of books and materials available for 4th grade students is sufficient.	(A)	(B)	(C)	(D)	VH241641
b. The quality of the books and materials available for 4th grade students is satisfactory.	(A)	(B)	(C)	(D)	VH241644
c. The number of books and materials specific to American Indian and Alaska Native culture available for 4th grade students is sufficient.	(A)	(B)	(C)	(D)	VH241643
d. The quality of the books and materials specific to American Indian and Alaska Native culture available for 4th grade students is satisfactory.	(A)	(B)	(C)	(D)	VH241642

23. To what extent is each of the following a problem in your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Student absenteeism	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241646
b. Student tardiness	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241647
c. Student health problems	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241648
d. Student misbehavior in class	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241656
e. Physical conflicts among students	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241652
f. Bullying	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241653
g. Low student aspirations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241654
h. Low teacher expectations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241655
i. Low family involvement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH241651

24. Are you Hispanic or Latino? Select **all** squares that apply.

- ☐ 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.

25. Which of the following best describes you? Select **all** squares that apply.

- ☐ A White
☐ B Black or African American
☐ C Asian
☐ D 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.)

- ☐ E Native Hawaiian or other Pacific Islander

26. 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?

27. 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.
