



Civics, Geography, U.S. History & Writing Teacher Background Questionnaire

**2010
Grade 4**

TEACHER QUESTIONNAIRE

GRADE 4

During the 2009–2010 school year, a sample of students across the country, including some of your fourth-grade students, will participate in the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in civics, geography, U.S. history, and writing. To investigate the relationship between students' achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers.

This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to students selected for the assessment. Since you teach civics, geography, U.S. history, or writing to one or more students selected for the assessment, you are being asked to answer questions about these students' classes.

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

NAEP is authorized under Public Law 107–110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

Instructions

This questionnaire contains three parts.

Part I – Background, Education, and Training

Part II – Classroom Organization and Instruction–Civics, Geography, and U.S. History

Part III – Classroom Organization and Instruction– Writing

You should complete parts I through III. Please record your answers online, following the instructions on the front cover. If you do not have Internet access, please answer questions directly on this questionnaire by filling in the appropriate ovals.

If you do answer questions directly on this questionnaire, please return the questionnaire to your school's NAEP coordinator when you are finished.

THANK YOU VERY MUCH.

Teacher Questionnaire – Grade 4

Part I: Background, Education, and Training

For some questions on this survey, you are asked to fill in numbers. For these questions, please print the appropriate number in each of the boxes provided. Please print legibly with a No. 2 pencil. Keep all printing within the boxes, and erase any stray marks.

Using one number per box, fill in every box. For example, 95 students would be written as:

0 9 5

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

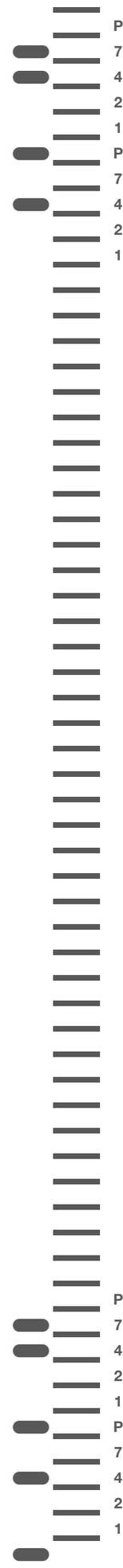
VB331330

- 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.

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

VB331331

- A White
- B Black or African American
- C Asian
- D American Indian or Alaska Native
- E Native Hawaiian or other Pacific Islander



VB333653

3. Counting this year, how many years have you worked as an elementary or secondary teacher? Include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching. If less than 4 months total experience, enter "00."

Years

VC309863

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

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

- A Yes
- B No

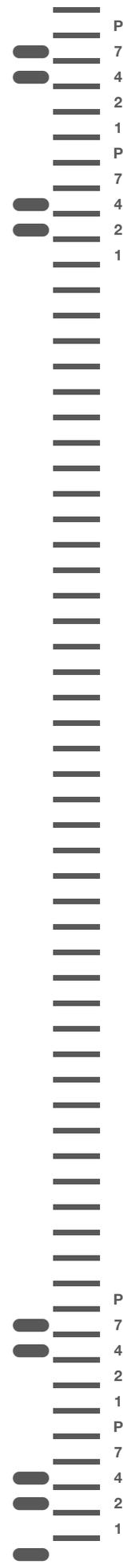
VC309874

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

- A Regular or standard state certificate or advanced professional certificate → *Skip to Question 7.*
- B Certificate issued after satisfying all requirements except the completion of a probationary period → *Go to Question 6.*
- C Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained → *Go to Question 6.*
- D Certificate issued to persons who must complete a certification program in order to continue teaching → *Go to Question 6.*
- E I do not hold any of the above certificates in the state where I currently teach. → *Go to Question 6.*

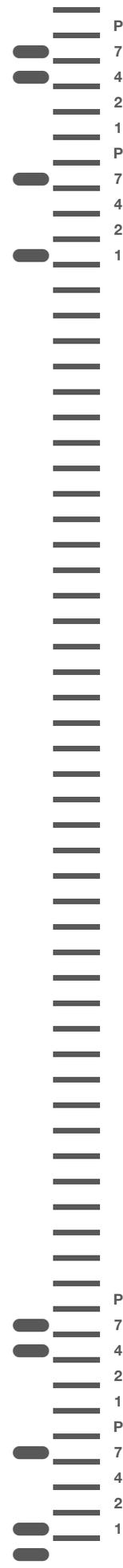
9. What is the highest academic degree you hold?

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



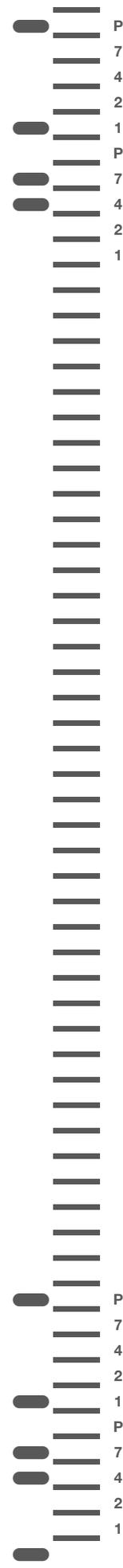
11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Reading, language arts, or literacy education	Ⓐ	Ⓑ	Ⓒ	VB378395
b. English	Ⓐ	Ⓑ	Ⓒ	VB378396
c. Other language arts-related subject	Ⓐ	Ⓑ	Ⓒ	VB378398
d. History or history education	Ⓐ	Ⓑ	Ⓒ	VB345620
e. Geography or geography education	Ⓐ	Ⓑ	Ⓒ	VB374402
f. Political science	Ⓐ	Ⓑ	Ⓒ	VB607677
g. General social science or social studies education	Ⓐ	Ⓑ	Ⓒ	VB374403
h. Other social science (for example, economics, sociology, psychology, anthropology)	Ⓐ	Ⓑ	Ⓒ	VB610605
i. Education (including elementary or early childhood)	Ⓐ	Ⓑ	Ⓒ	VB473840
j. Special education (including students with disabilities)	Ⓐ	Ⓑ	Ⓒ	VE113560
k. English-language learning	Ⓐ	Ⓑ	Ⓒ	VE113562



12. During the last **two years**, did you participate in any of the following professional development activities **related to the teaching of civics, geography, history, language arts, or social studies**? “Language arts” refers to literature, reading, writing, and related topics. Fill in **one or more** ovals on each line.

	Yes, activities related to civics, geography, history, or social studies	Yes, activities related to language arts	No	
a. College course taken after your first certification	(A)	(B)	(C)	VE040652
b. Workshop or training session	(A)	(B)	(C)	VE040664
c. Conference or professional association meeting	(A)	(B)	(C)	VE040666
d. Observational visit to another school or classroom	(A)	(B)	(C)	VE040667
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	(A)	(B)	(C)	VE040668
f. Committee or task force focusing on curriculum, instruction, or student assessment	(A)	(B)	(C)	VE040670
g. Regularly scheduled discussion group or study group	(A)	(B)	(C)	VE040672
h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet	(A)	(B)	(C)	VE040675
i. Individual or collaborative research	(A)	(B)	(C)	VE040676
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	(A)	(B)	(C)	VE040677
k. Co-teaching/team teaching	(A)	(B)	(C)	VE040682
l. Consultation with a subject specialist	(A)	(B)	(C)	VE040684



VC191232

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

- | | No, I am
already
proficient. | No, I
have
not. | Yes | |
|--|---|--------------------------------|-------------------------|----------|
| a. Basic computer training | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191233 |
| b. Software applications | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191234 |
| c. Use of the Internet | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191235 |
| d. Use of other technology—for example,
satellite access, wireless Web,
interactive video, closed-circuit television,
videoconferencing | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191237 |
| e. Integration of computers and other
technology into classroom instruction | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | VC191238 |

VB556174

14. Do you have special leadership responsibilities for the following subjects at your school—for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher?

- | | Yes | No | |
|---|-------------------------|-------------------------|----------|
| a. History, civics, geography or social studies | <input type="radio"/> A | <input type="radio"/> B | VE040561 |
| b. Writing/language arts | <input type="radio"/> A | <input type="radio"/> B | VE040567 |

VC304724

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

- A Yes
- B No

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Part II: Classroom Organization and Instruction – Social Studies (Civics, Geography, and U.S. History)

The following questions ask about the organization of your classroom for social studies instruction. If you teach more than one fourth-grade social studies class, please pick a single class to use as the basis for answering the questions.

If you do not teach social studies (e.g., civics, geography, or U.S. history), please skip to Part III Writing. Thank you for your time.

1. Which best describes your role in teaching social studies to this class? Fill in **one** oval. VE040730

- Ⓐ I do not teach social studies to this class.
- Ⓑ I teach all or most subjects, including social studies.
- Ⓒ The only subject I teach is social studies.
- Ⓓ We team teach, and I have primary responsibility for teaching social studies.

2. How many students are in this class? VB473856

- Ⓐ 15 or fewer
- Ⓑ 16–18
- Ⓒ 19–20
- Ⓓ 21–25
- Ⓔ 26 or more

3. Which best describes how social studies instruction is organized? VB336261

- Ⓐ Social studies is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - Ⓑ Some social studies instruction is integrated with other subjects, and some social studies instruction is presented as a discrete subject.
 - Ⓒ Social studies lessons are primarily integrated with instruction in other subjects.
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VB595265

4. About how much time in total do you spend with your class on social studies instruction in a typical week?

- A Less than 30 minutes
- B 30 to 60 minutes
- C 61 to 120 minutes
- D 121 to 180 minutes
- E More than 180 minutes

VE040760

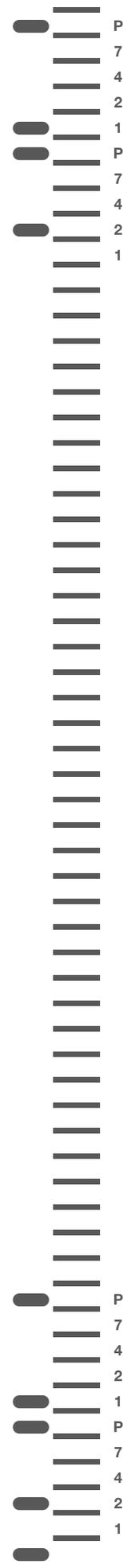
5. What is the primary basis on which you create instructional groups for social studies in this class?

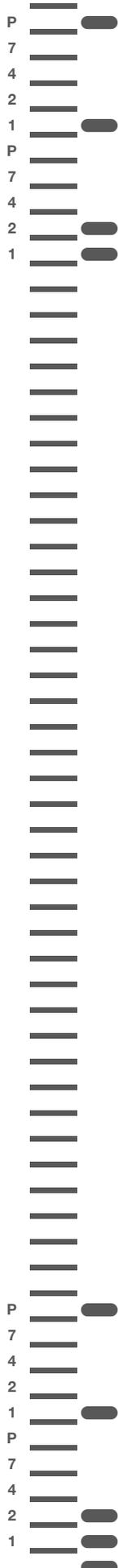
- A I don't create groups for social studies in this class.
- B Achievement
- C Interest
- D Diversity
- E Other

VB608033

6. During what percentage of social studies instruction time in this class is your primary focus on each of the following subjects? Fill in **one** oval on each line.

	None	1-10%	11-40%	41-60%	61-90%	More than 90%	
a. U.S. history	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VB608034
b. Geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE217925
c. Civics/government	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VB608035





7. To what extent do you use state or local standards for history, civics, geography, or social studies courses to plan your instruction?

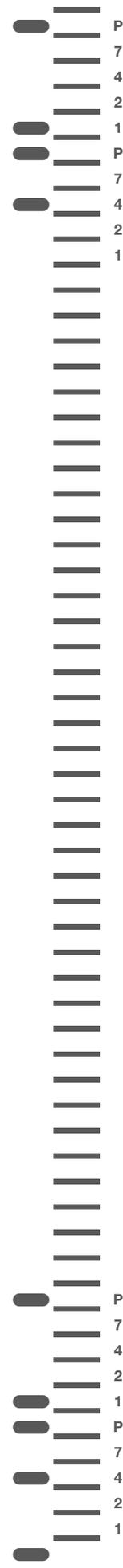
- Ⓐ Not at all
- Ⓑ Small extent
- Ⓒ Moderate extent
- Ⓓ Large extent
- Ⓔ We have no state or local standards that apply to teaching history, civics, geography, or social studies.

8. How often do you use the following resources to teach social studies in this class? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. A social studies textbook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608037
b. Books, newspapers, magazines, or other periodicals	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608038
c. Primary documents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608039
d. Quantitative data (such as that on maps, charts, or graphs)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608040
e. Computer software	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608041
f. Films, videos, or filmstrips	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608062
g. Materials from other subject areas	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB608063
h. Online textbooks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217165

9. Do you give instruction on geography to your students?

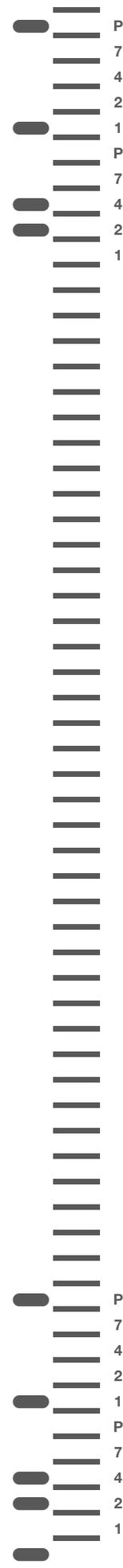
- Ⓐ Yes → Go to Question 10.
- Ⓑ No → Skip to Question 11.



VE109641

10. How often do you teach the following skills and topics as part of geography instruction with this class? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Using maps and globes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE109644
b. Natural resources (e.g., oil, forests, and water)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE109662
c. Other countries and cultures	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE109666
d. Environmental issues (e.g., pollution and recycling)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE109669
e. Space and place (i.e., basic concepts of physical and human geography)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE109673
f. Spatial dynamics and connections (i.e., variation among regions and how people interact across space via communication, transportation, trade)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE109676



VE229585

12. How often do you use each of the following to assess student progress in social studies?
Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Tests with multiple-choice, true/false, or matching type questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE229588
b. Tests with fill-in-the-blank questions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE229590
c. Paragraph-length written responses about what students have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE229592
d. Extended essays/papers on assigned topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE229594
e. Individual projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE229596
f. Individual presentations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE229597
g. Group projects	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE229598
h. Group presentations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE229599

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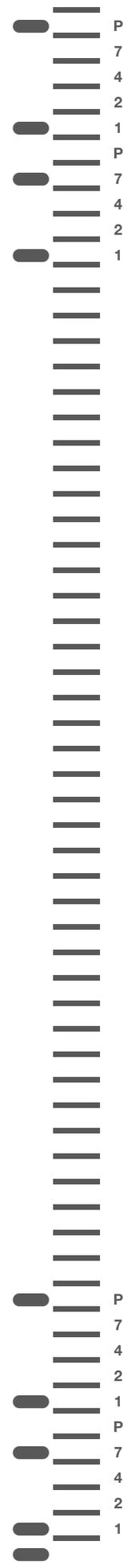
13. When your students work on social studies, to what extent do they use computers to do the following? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Locate and retrieve social studies information through the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB336277
b. Look up social studies information in electronic reference works (for example, atlases, almanacs, encyclopedias)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE112647
c. Use exploration or simulation software to “experience” history or geography	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB336279
d. Write social studies reports using word processing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB337061
e. Create social studies presentations or projects using specialized software (such as PowerPoint, HyperStudio)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB337062
f. Organize social studies information using spreadsheets or databases	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB337063

VE102335

14. To what extent are computers available for students to use for social studies in school (e.g., a classroom or a computer lab)?

- Ⓐ Not at all
- Ⓑ Some extent
- Ⓒ Moderate extent
- Ⓓ Large extent



VB595266

15. About how many weeks during the school year do you spend covering the following periods in U.S. history? Fill in **one** oval on each line.

	Not covered in curriculum	One to two weeks	Three to five weeks	Six or more weeks	
a. The period before 1815: beginnings through the Revolution (e.g., colonization, settlement, revolution)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595267
b. The period between 1815 and 1865: the new nation through the Civil War (e.g., expansion, reform, crisis of the Union)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595268
c. The period between 1865 and 1945: the development of modern America (e.g., Reconstruction, industrial growth, United States' role in world affairs, the Great Depression, the First and Second World Wars, immigration)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595269
d. The period between 1945 and the present: contemporary America (e.g., civil rights movement, women's rights movement, Korean and Vietnam wars, environmental movement)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB595270

Part III: Classroom Organization and Instruction – Writing

The following questions ask about the organization of your classroom for writing instruction. If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach writing, you have finished this questionnaire. Thank you for your time.

1. To what extent do you use each of the following technological resources for writing instruction? Fill in **one** oval on each line.

VE217585

	Not at all	Small extent	Moderate extent	Large extent	
a. Desktop computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217586
b. Laptop computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217587
c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217588
d. Hand-held computer (e.g., personal digital assistant)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217589
e. Digital projector (device that connects to a computer to display presentations or demonstrate lessons, such as an LCD)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217590
f. CD-ROM, DVD-ROM	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217591
g. Online software	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217592
h. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217593
i. Cable/satellite/closed-circuit television	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217594
j. Online content (e.g., Podcasts or streaming videos)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE217595



VE087389

2. Which statement best describes computer availability for your writing instruction?

- Ⓐ There is no computer for student use.
- Ⓑ There is one computer shared by all students.
- Ⓒ More than three students share one computer.
- Ⓓ Two or three students share one computer.
- Ⓔ Each student has a computer.

VE087398

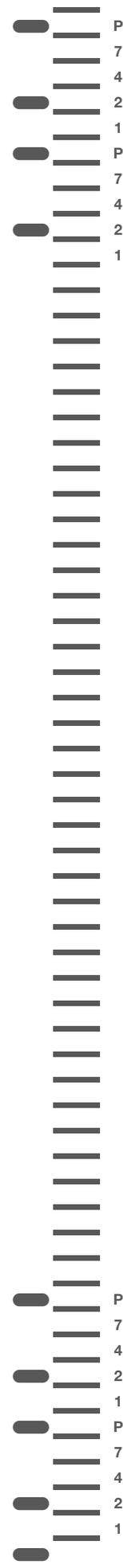
3. Do you have access to the Internet when you teach writing to your students?

- Ⓐ Yes, always
- Ⓑ Yes, sometimes
- Ⓒ No

VE088134

4. How often do you ask your students to do the following when you ask them to write about something? Fill in **one** oval on each line.

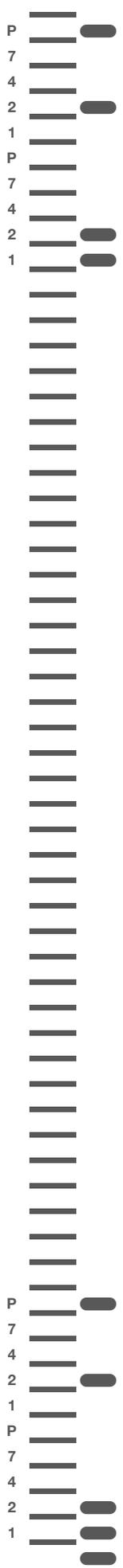
	Never or hardly ever	Sometimes	Very often	Always or almost always	
a. Explain (for example, provide information about a topic or steps in a process)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VE088137
b. Persuade (for example, convince someone to do something)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VE088140
c. Convey experience (for example, write about personal or imagined experiences)	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	VE088141



VE088048

5. How often do you ask your students to write to each of the following audiences? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Family members	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088059
b. School officials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088062
c. Other students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088085
d. Community organizations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088087
e. Government officials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088088
f. Businesses	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088091
g. Other (please specify):	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088093



VE088149

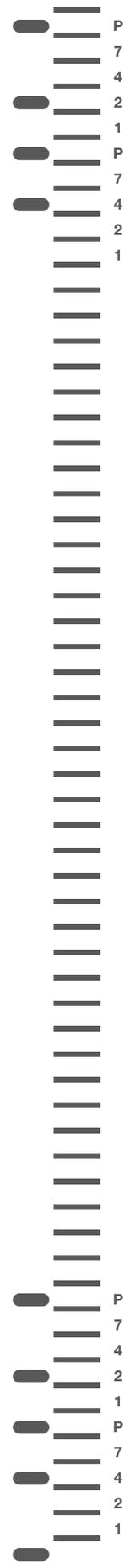
6. How often do you ask your students to write the following? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. Informational essays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE112054
b. Letters	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088152
c. Speeches	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088154
d. Personal essays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088155
e. Stories	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088156
f. Poems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088157
g. Journal entries	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088158
h. Editorials	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088159
i. Book reviews	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088160
j. Multistep instructions	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088161
k. Song lyrics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE088163

VE088164

7. How often do you allow your students to choose the form (e.g., stories, poems, essays) they use in a writing assignment?

- Ⓐ Never
- Ⓑ Less than half of the time
- Ⓒ About half of the time
- Ⓓ More than half of the time



VE088166

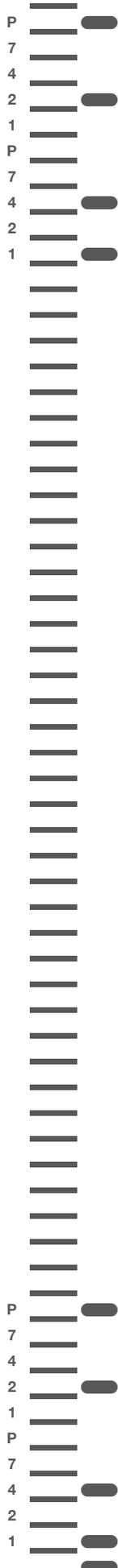
8. Overall, what percentage of your instructional time teaching writing is spent on each of the following? Fill in **one** oval on each line.

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Development of ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VE088173
b. Organization of ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VE088174
c. Effectiveness of expression (e.g., sentence variety, word choice, tone)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VE088175
d. Mechanics and conventions (e.g., spelling, grammar, punctuation)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VE088177
e. Other (please specify):	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VE112108

VE088199

9. During the past two years, how often did you participate in any of the following professional development activities related to the teaching of writing? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088201
b. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088203
c. Observational visit to another school or classroom	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088207
d. Mentoring and/or peer observation and coaching	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088210
e. Writing activities that are a part of national writing initiatives	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088211



VE088219

10. During the past two years, which describes your participation in workshops or training sessions on writing?

- A I did not attend any workshops about writing.
- B I attended workshops that met for less than a day.
- C I attended workshops that met for a full day.
- D I attended workshops that met for more than one day.

VE032921

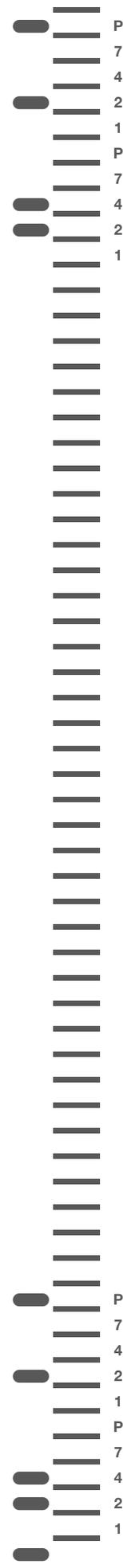
11. During the past two years, have you written outside of school for publication or public presentation?

- A Yes
- B No

VE088348

12. How often do you ask your students to do the following when you ask them to write about something? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Very often	Always or almost always	
a. Use a computer for drafting and revising their writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088361
b. Use a computer to complete writing that is started by hand	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088363
c. Use word processing tools to check spelling or use a dictionary or thesaurus	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088364
d. Use the Internet to get information for their writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088366
e. Assess their own writing by using a specific rubric	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088371
f. Assess the writing of other students by using rubrics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE088375



VE088381

13. How often do you use computers as part of your delivery of classroom instruction to your students (excluding planning)?

- (A) Never or hardly ever
- (B) Sometimes
- (C) Very often
- (D) Always or almost always

VE088385

14. Based on keyboarding instruction at your school, which of the following best describes the keyboarding skills expected of students at the grade level you teach?

- (A) No typing skill is expected because we do not give formal keyboarding instruction.
- (B) Two-finger typing
- (C) Basic touch-typing
- (D) Rapid and accurate touch-typing

VE088182

15. When grading/evaluating your students' writing, approximately what percentage of the grade/evaluation is based on each of the following? Fill in **one** oval on each line.

	0%	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Development of ideas	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	<input type="radio"/> (F)	<input type="radio"/> (G)	<input type="radio"/> (H)	VE088184
b. Organization of ideas	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	<input type="radio"/> (F)	<input type="radio"/> (G)	<input type="radio"/> (H)	VE088186
c. Effectiveness of expression (e.g., sentence variety, word choice, tone)	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	<input type="radio"/> (F)	<input type="radio"/> (G)	<input type="radio"/> (H)	VE088188
d. Mechanics and conventions (e.g., spelling, grammar, punctuation)	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	<input type="radio"/> (F)	<input type="radio"/> (G)	<input type="radio"/> (H)	VE088189
e. Other (please specify):	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)	<input type="radio"/> (E)	<input type="radio"/> (F)	<input type="radio"/> (G)	<input type="radio"/> (H)	VE110929

