

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

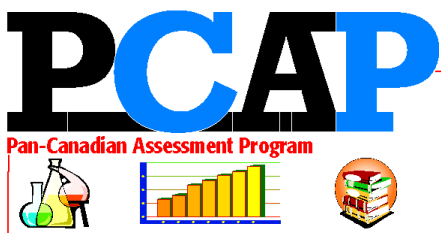
PCAP 2016

Teacher Questionnaire

This questionnaire was completed:

On a paper copy ₁

On-line ₂



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PCAP 2016

Teacher Questionnaire

You may complete this questionnaire either **on-line** or on paper. Please consider an **on-line** submission. The form is available at <http://fluidsurveys.com/s/PCAP2016teacherQ/>

Your school has been selected to participate in the Pan-Canadian Assessment Program (PCAP). PCAP is an assessment of academic achievement in Canada. 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 English Language Arts teachers of students who have been selected to participate in this assessment. **Please keep those students in mind when answering the questions.** The questionnaire asks about your professional background, instructional practices, the kinds of students you teach, and your attitudes toward teaching 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 as they pertain to the class selected for this assessment and to the 2015–16 school year.

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

Once you have completed the 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. How do you identify yourself?

- ₁ Male
- ₂ Female
- ₃ I identify myself in another way.
- ₄ I prefer not to say.

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

- ₁ Fewer than 5 years
- ₂ 5 to 10 years
- ₃ 11 to 15 years
- ₄ 16 to 20 years
- ₅ More than 20 years

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

- ₁ B.A. or equivalent
- ₂ B.Ed. or equivalent (e.g., at least one year of teacher training)
- ₃ B.Sc. or equivalent
- ₄ Other bachelor's degree
- ₅ M.Ed.
- ₆ Other master's degree
- ₇ Ph.D. or equivalent
- ₈ Other degree or diploma
- ₉ No degree or diploma

4. During your postsecondary studies, how many semester-long courses did you take that were related to the teaching of English Language Arts or the teaching of reading?

- ₁ 1 to 2 courses
- ₂ 3 to 5 courses
- ₃ 6 to 9 courses
- ₄ 10 or more courses

5. As part of your formal education and/or training, to what extent did you study the following areas?

	Not at all	Overview or introduction to the topic	Area of emphasis
(a) English	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
(b) Pedagogy/teaching reading	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
(c) Educational psychology	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
(d) Remedial reading	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
(e) Reading theory	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
(f) Special education	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
(g) Second-language learning	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
(h) Assessment methods in reading	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃

6. Would you consider yourself a specialist in the teaching of reading, by ...

	Yes	No
(a) education only?	<input type="radio"/> ₁	<input type="radio"/> ₂
(b) experience only?	<input type="radio"/> ₁	<input type="radio"/> ₂
(c) education and experience?	<input type="radio"/> ₁	<input type="radio"/> ₂

7. Approximately what percentage of your total teaching assignment deals with reading or the teaching of reading for this school year?

- ₁ Less than 20%
- ₂ 20% to 39%
- ₃ 40% to 69%
- ₄ 70% or more

8. How many students are in your English Language Arts class?

- ₁ Fewer than 15 students
- ₂ 15 to 19 students
- ₃ 20 to 24 students
- ₄ 25 to 29 students
- ₅ 30 or more students

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

- ₁ One grade only
- ₂ Two grade levels
- ₃ Three or more grade levels

10. On average, how many days this year would you say your English Language Arts class has been taught by someone other than yourself (e.g., a substitute teacher)?

- ₁ 5 or fewer
- ₂ 6 to 9
- ₃ 10 to 19
- ₄ 20 or more

Section 2: Professional Development

11. In the past five years, how many days (or equivalent) of professional development related to the teaching of English Language Arts or the teaching of reading have you participated in?

- ₁ None
- ₂ 1 to 2 days
- ₃ 3 to 4 days
- ₄ 5 to 8 days
- ₅ 9 or more days

12. Have you participated in any of the following types of professional-development activities in the past five years?

Yes	No
<input type="radio"/> ₁	<input type="radio"/> ₂

If YES, to what extent did this impact your students' learning?

	Impact on student learning			
	None	A little	Some	A lot
(a) Academic courses (e.g., university)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Workshops or conferences	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Professional learning communities	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Curriculum development	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(e) Development of common assessment items	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(f) Marking or scoring sessions	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(g) On-line (e.g., webinars, videos)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(h) Integration of information technology into English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(i) Assessment and evaluation	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(j) Differentiated instruction/resources to adapt to students' interests and needs	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

13. How often do you have the following types of interactions with other teachers?

	Never or almost never	Several times per year	2 or 3 times per month	1 to 3 times per week	Daily or almost daily
(a) Discussion of how to teach a particular topic	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
(b) Collaboration on planning and preparing instructional materials	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
(c) Sharing what I have learned about my teaching experiences	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
(d) Visiting another classroom to learn more about teaching	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
(e) Working together to try out new ideas	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

Section 3: Time Management

14. On average, how much time PER WEEK do you expect your students to spend on English Language Arts homework?

- ₁ I do not assign English Language Arts homework.
- ₂ Less than 30 minutes
- ₃ 30 minutes to one hour
- ₄ One to two hours
- ₅ More than two hours

15. Regardless of whether or not you have formally scheduled time for reading instruction, about how much time do you spend on reading instruction and/or activities with the students, in a typical week? (Include things you do across curriculum areas and during formally scheduled time for reading instruction.)

- ₁ I do not spend time on reading instruction and/or assign reading activities.
- ₂ Less than 30 minutes
- ₃ 30 minutes to one hour
- ₄ One to two hours
- ₅ More than two hours

16. How often do you do the following during reading lessons?

	Never or almost never	2 or 3 times per month	1 to 3 times per week	Daily or almost daily
(a) Ask students to read digital texts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Teach students strategies for reading digital texts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Teach students to be critical when reading on the Internet	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Ask students to look up information (e.g., facts, definitions, etc.)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(e) Ask students to research a particular topic or problem	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(f) Ask students to write stories or other texts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

17. When you have reading instruction and/or do reading activities with the students, how often do you have the students read the following types of text (in print or digitally)?

	Never or almost never	2 or 3 times per month	1 to 3 times per week	Daily or almost daily
I. Literary Reading Materials				
(a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Longer fiction books	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Poetry	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Plays	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
II. Information Reading Materials				
(a) Non-fiction subject-area books or textbooks	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Longer non-fiction books	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Non-fiction articles that describe and explain about things, people, events, or how things work	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Authentic materials (e.g., menus, brochures, cartoons, newspaper articles, song lyrics)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

18. On average, how many FULL instructional days in a school year, in your selected class, are used for the following? (Do not report partial days here. Report those under question 19.)

	0 to 2 days	3 to 5 days	6 to 9 days	10 to 14 days	15 to 20 days	More than 20 days
(a) Tests/exams taken outside of regular class sessions (include marking days)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
(b) Field trips or excursions (music, cultural, etc.)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
(c) Sports activities	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
(d) School-spirit days	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
(e) Closings due to weather	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
(f) Other activities	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆

19. Out of the total number of instructional hours you have in a given school year, on average, what percentage is lost due to class cancellations or other losses of whole class periods (other than whole school days, which should be reported in question 18)? (e.g., assemblies, fundraising, etc.)

- ₁ 0% to 1%
- ₂ 2% to 5%
- ₃ 6% to 10%
- ₄ 11% to 15%
- ₅ 16% to 20%
- ₆ More than 20%

20. How often is time lost because of the following in your English Language Arts class?

	Never	Rarely	Sometimes	Often
(a) Student misbehaviour	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Other disruptions (e.g., announcements, assemblies, visits)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Discussions unrelated to the English Language Arts lesson	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

Section 4: Assessment Practices

21. Are the results of any tests or assessments external to the school used as part of students' final grades or evaluations in the English Language Arts class selected for PCAP?

₁ Yes

₂ No

22. In your English Language Arts class, how often are students assessed in the following ways?

	Never	Rarely	Sometimes	Often
(a) Common school-wide tests or assessments	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Teacher-developed classroom tests	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Student portfolios and/or journals	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Individual student assignments/projects	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(e) Group assignments/projects	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(f) Homework	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(g) Performance assessments	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

23. In your English Language Arts class, how often do you assign marks or value to the following?

	Never	Rarely	Sometimes	Often
(a) Attendance	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Participation	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Effort	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Improvement	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(e) Behaviour	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(f) Group collaboration	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

24. In your teacher-developed English Language Arts tests/examinations, how often do you use the following kinds of items or questions?

	Never	Rarely	Sometimes	Often
(a) Selected-response items (e.g., true/false, multiple-choice)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Short-response items (e.g., one or two words, facts, short sentences)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Extended-response items requiring an explanation or justification	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

25. After students have read something, how often do you ask them to do the following?

	Never	Rarely	Sometimes	Often
(a) Write something about or in response to what they have read	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Answer oral questions about or orally summarize what they have read	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Talk with each other about what they have read	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Take a written quiz or test about what they have read	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

26. In your classroom assessment, how often do you include questions to measure the following levels of thinking?

	Never	Rarely	Sometimes	Often
(a) Knowledge of facts and concepts (e.g., recall, identify, label)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Ability to apply knowledge and understanding (e.g., apply information to a new context)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Ability to develop ideas and create original work	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Ability to explain, justify, evaluate	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

27. Have you tried to meet the needs of your students with the following accommodations (adaptations) or modifications?

	Yes	No
(a) Program modifications (e.g., altering course expectations)	<input type="radio"/> ₁	<input type="radio"/> ₂
(b) More time in which to accomplish a task	<input type="radio"/> ₁	<input type="radio"/> ₂
(c) Adapted teaching methods	<input type="radio"/> ₁	<input type="radio"/> ₂
(d) Withdrawal of student from class (assignment to a special class)	<input type="radio"/> ₁	<input type="radio"/> ₂
(e) Medical attention	<input type="radio"/> ₁	<input type="radio"/> ₂
(f) Special assistance with speaking, listening, reading, or writing	<input type="radio"/> ₁	<input type="radio"/> ₂
(g) Assistive technologies	<input type="radio"/> ₁	<input type="radio"/> ₂
(h) Help of an education assistant (e.g., teaching aide, interpreter)	<input type="radio"/> ₁	<input type="radio"/> ₂
(i) Help of a medical assistant (e.g., counsellor, speech pathologist, therapist)	<input type="radio"/> ₁	<input type="radio"/> ₂

28. In your English Language Arts class, approximately how often is another adult present to assist you?

- ₁ Never
- ₂ Up to one-quarter of the time
- ₃ Up to one-half of the time
- ₄ Most or all of the time

Section 5: Teaching Strategies

29. To what extent do you teach in the following ways?

	Not at all	A little	More than a little	A lot
(a) To the whole class	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) To small groups	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) To individual students	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

30. To what extent do you use the following strategies during instruction in your English Language Arts class?

	Not at all	A little	More than a little	A lot
(a) Re-teach concepts and skills that should have been mastered earlier	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Differentiate instruction/resources to adapt to students' learning styles, interests, and needs	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Provide enrichment opportunities for advanced students	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

31. To what extent do you emphasize the following "pre-reading" strategies in your English Language Arts class?

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

32. To what extent do you emphasize the following "during reading" strategies in your English Language Arts class?

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

33. To what extent do you emphasize the following “after reading” strategies in your English Language Arts class?

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

34. To what extent do you emphasize the following instructional strategies in your English Language Arts class?

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

35. How often do you assign the following student tasks?

	Never	Rarely	Sometimes	Often
(a) Reading to be done outside of class	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Students' personal responses to reading selections (in a variety of forms)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Oral presentations that demonstrate interpretations of reading selections	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Written reports that demonstrate understanding of assigned reading	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

36. Thinking about gender differences in your English Language Arts class, to what extent do you ...

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

Section 6: Challenges to Teaching

37. To what extent do the following present challenges to your ability to teach English Language Arts?

	Not at all	A little	More than a little	A lot
(a) The range of student abilities in the class	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Students coming from a wide variety of backgrounds (e.g., socioeconomic, linguistic, cultural, etc.)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Disruptive students	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Pressure from parents/guardians	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(e) Curriculum inappropriate for grade level	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(f) Shortage of computer hardware or software	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(g) Shortage of consumable materials	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(h) Inadequate physical facilities	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(i) Too much content in curriculum	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(j) Too few instructional minutes assigned to English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(k) Large class sizes	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(l) Low morale in the school	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(m) Concerns for personal safety or the safety of students	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(n) Inadequate resources for lesson planning	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(o) Insufficient time for planning	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(p) Limitations in my background in the subject	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(q) Inadequate Internet access	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(r) External assessments or standardized tests	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(s) Insufficient professional development	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(t) Inadequate collegial support	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(u) Inadequate support from school administrators	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

Thank you for taking the time to complete this questionnaire.