

The Child Development Supplement



Teacher Questionnaire

Instructions to respondents:

Please answer the questions in the enclosed booklet. We have found that most people take about 15 minutes.

- ✍ Circle the best answer or fill in the requested information.
- ✍ Follow any statements that appear in bold or parentheses.
- ✍ If you come to any question you do not want to answer, go on to the next question.
- ✍ When completed, please return the questionnaire in the enclosed, postage-paid envelope at your earliest convenience.
- ✍ Fill in your contact information on the enclosed postcard. We would like to send you a check for \$20 upon receipt of the questionnaire as our way to thank you.

Your response is important to us. Thank you again for your participation in this study!

The target child for this questionnaire is:

Child's Name:

A. The Target Child

The questions in Section A focus on the child listed on the inside of the booklet cover. Please answer the following questions based on your experience with the target child.

A1. On what date was this questionnaire completed?

_____/_____/_____
(Month) (Day) (Year)

A2. We are interested in the target child's verbal ability as evidenced in the classroom. Please answer the following questions based on your experience with the target child. Please consider the target child in relation to other children (his/her) age.

This Student ...	Well Below Average ↓	Somewha t Below Average ↓	Average For Age ↓	Somewha t Above Average ↓	Well Above Average ↓
a. Recalls and communicates personal experiences (he/she) has had in a logical way.....	1	2	3	4	5
b. Recalls and communicates the essence of a story or other sequential material which (he/she) has heard or read in school	1	2	3	4	5
c. Responds to questions asked of (him/her) in a thoughtful and logical way.....	1	2	3	4	5
d. Rephrases questions or asks follow-up questions if (he/she) does not get the information (he/she) wanted from the initial question.....	1	2	3	4	5
e. Is easily understood when (he/she) is talking to teachers.....	1	2	3	4	5

A3. How far in school do you expect this student to go? (**Circle one number**)

1. 11th grade or less
2. Graduate from high school
3. Post-high school vocational training
4. Some college
5. Graduate from a 2-year college with Associate's degree or other paraprofessional degree
6. Graduate from a 4-year college
7. Master's degree or teaching credential program
8. M.D., Law, Ph.D. or other doctoral degree

A4. Does the target child have any physical, emotional or mental condition that interferes with or limits his/her ability to do regular school work at grade level?

1. Yes
5. No
8. Don't know

A5. Has the target child been classified according to state guidelines as needing special education?

1. Yes
5. No
8. Don't know

A6. Is the target child a Language Minority (LM) student? (A LM child is a student in whose home a non-English language is typically spoken.)

1. Yes
5. No

A7. Is the target child a Limited English Proficient (LEP) student? (A LEP child is a LM student who has limited English language skills.)

1. Yes
5. No

A8. Compared to other students in his/her class, would you say the target child is above average, average, or below average **physically** for example, in sports and outdoor games?

1. Above average
2. Average
3. Below average
8. Don't know

A9. Compared to other students in his/her class, would you say the target child is above average, average, or below average in **reading**?

1. Above average
2. Average
3. Below average
8. Don't know

A10. Compared to other students in his/her class, would you say the target child is above average, average, or below average in **math**?

1. Above average
2. Average
3. Below average
8. Don't know

A11. Is the target child a member of your school's gifted/talented program?

1. Yes
5. No
7. School does not have gifted/talented program

A12. How many days in the last month has the target child been **late**?

_____ (Number of days)

A13. How many days in the last month has the target child been **absent**?

_____ (Number of full days) _____ (Number of partial days)

A14. During the school year, how often has the target child’s parents (or any other adult in the household) come to school for any of the following activities?

	Never ↓	1 or 2 Times ↓	3 or More Times ↓	Don't Know ↓
a. Conference with you.....	1	2	3	8
b. Informal talk with you.....	1	2	3	8
c. Classroom “open house” or programs	1	2	3	8
d. Volunteer in the classroom or for school projects or trips	1	2	3	8

A15. In this school year, did the target child have any behavior or discipline problems at this school which resulted in the target student’s parents being sent a note or being asked to come in and talk with the teacher or principal?

1. Yes

5. No _____

8. Don’t know _____

— **Top of Next Page, A16**

A15a. Did this happen just once or more than once?

1. Once

2. More than once

8. Don't know

A16. How many different teachers does the target child usually have during the day?

_____ (Number of Teachers)

A16a. How often do these teachers discuss the target child with each other?

1. Every day
2. Once a week
3. Once a month
4. A few times a year
5. Once a year
6. As needed
7. Never
97. Inapplicable: Child only has 1 teacher

A17. Do you have the target child for a Language Arts/Reading and Writing instruction segment?

1. Yes
5. No ——— **Go To Page 9, Item A20**

A18. Are the students put into groups for Language Arts/Reading and Writing instruction?

1. Yes
5. No ——— **Go To Next Page, Item A19**

A18a. Are groups based on ability or skill level?

1. Yes
5. No ——— **Go To Next Page, Item A19**

A18b. Which group is the target child currently in?

1. High ability group
2. Average ability group
3. Below average ability group

A19. In general, do you assign Language Arts/Reading and Writing homework to the target child?

1. Yes
5. No ——— **Go To Next Page, Item A20**

A19a. On what days do you typically assign homework for Language Arts/Reading and Writing? (**Please circle all that apply**)

- A. Monday
- B. Tuesday
- C. Wednesday
- D. Thursday
- E. Friday

A19b. On an average night, how long would you expect it to take the target child to complete the assigned homework?

_____ : _____
(Hours : Minutes)

A19c. In general, how often is parental assistance necessary for the majority these assignments?

1. Never
2. Rarely
3. About 25% of the time
4. About 50% of the time
5. About 75% of the time
6. 100% of the time

A19d. In general, what percent of time does the target child do at least some of (his/her) homework in Language Arts/Reading and Writing?

_____ % of the time

A19e. In general, what percent of time does the target child complete (his/her) homework in Language Arts/Reading and Writing?

_____ % of the time

A20. Do you have the target child for a math instruction segment?

1. Yes
5. No ——— **Go To Page 11, Item B1**

A21. Are the students put into groups for math instruction?

1. Yes
5. No ——— **Go To Page 11, Item B1**

A21a. Are groups based on ability or skill level?

1. Yes
5. No ——— **Next Page, Item A22**

A21b. Which group is the target child currently in?

1. High ability group
2. Average ability group
3. Below average ability group

A22. In general, do you assign math homework?

1. Yes
5. No ——— **Go To Next Page, Item B1**

A22a. On what days do you typically assign homework in math to the target child?
(Please circle all that apply)

- A. Monday
- B. Tuesday
- C. Wednesday
- D. Thursday
- E. Friday

A22b. On an average night, how long would you expect it would take the target child to complete the assigned homework?

_____ : _____
(Hours : Minutes)

A22c. In general, how often is parental assistance necessary for the majority these assignments?

1. Never
2. Rarely
3. About 25% of the time
4. About 50% of the time
5. About 75% of the time
6. 100% of the time

A22d. In general, what percent of time does the target child do at least some of (his/her) homework in Math?

_____ % of the time

A22e. In general, what percent of time does the target child complete (his/her) homework in Math?

_____ % of the time

B. Classroom Characteristics

B1. How many of each of the following types of teachers do you have in the target child's classroom, including yourself? **(Indicate the number of teachers in each category)**

	Number of Teachers ↓
a. Full-time teacher(s).....	_____
b. Part-time teacher(s).....	_____
c. Full-time Instructional Aide(s)	_____
d. Part-time Instructional Aide(s).....	_____
e. Student Teacher(s)	_____
f. Parent Volunteer(s).....	_____

B2. What is the ethnic background of the children in the target child's classroom (including target child)? **(Indicate the number of children in each category)**

	Number of Children ↓
a. White (not of Hispanic origin).....	_____
b. Black (not of Hispanic origin).....	_____
c. Hispanic	_____
d. Asian or Pacific Islander	_____
e. American Indian or Alaskan Native	_____
f. Other (Specify): _____	_____
TOTAL NUMBER OF CHILDREN IN YOUR CLASS —	_____

B3. In your class, how many students (including the target child)...

	Enter Number of Students ↓
a. Are limited English proficiency students?.....	_____
b. Participate in the free or subsidized lunch program?	_____
c. Receive special education services?.....	_____
d. Are below grade level in reading or math skills?.....	_____
e. Are above grade level in reading or math skills?.....	_____
f. Are tardy or absent, on an average day?	_____

B4. What portion of this class is taught in a language other than English?

1. 100%
2. 75%
3. 50%
4. 25%
5. Less than 25%
6. 0%

B4a. What languages (other than English) do students receive instruction in? **(Specify languages)**

B5. How many computers do you have in your classroom?

_____ **(Number of computers)**

B6. How often do children in your class use computers for the following purposes?

	Never ↓	Once a Month or Less ↓	Two or Three Times a Month ↓	Once or Twice a Week ↓	Three or Four Times a Week ↓	Daily ↓
a. To learn reading, writing, or spelling?	1	2	3	4	5	6
b. To learn math?.....	1	2	3	4	5	6
c. To learn social studies or science concepts?.....	1	2	3	4	5	6
d. To create art or music?.....	1	2	3	4	5	6
e. For enjoyment (e.g., games)?.....	1	2	3	4	5	6
f. To access information (e.g., to connect to the Internet or local network)?.....	1	2	3	4	5	6

B7. In general, how adequate are the amounts of the supplies and materials listed below for your classes?

	Always Adequate Supply ↓	Sometimes Not Adequate ↓	Often Not Adequate ↓	Do Not Use ↓
a. Textbooks.....	1	2	3	4
b. Other instructional materials	1	2	3	4
c. Audiovisual equipment and software...	1	2	3	4
d. Computer equipment and software.....	1	2	3	4
e. Paper and pencils	1	2	3	4

B8. At this point in the school year, how would you rate the behavior in your class?
(Circle only one number)

1. Group misbehaves very frequently and is almost always difficult to handle
2. Group misbehaves frequently and is often difficult to handle
3. Group misbehaves occasionally
4. Group behaves well
5. Group behaves exceptionally well

B9. What percentage of children in your class

	Percentage of Children ↓
a. Do <u>at least some</u> of their homework on a given night	_____
b. <u>Complete</u> their homework on a given night	_____
c. Do <u>at least some</u> of their homework over an average week.....	_____
d. <u>Complete</u> their homework over an average week	_____

B10. How often are the children in your class assessed in the following ways in reading?

	Never ↓	1 or 2 Times a Year ↓	3 to 5 Times a Year ↓	6 to 10 Times a Year ↓	11 to 18 Times a Year ↓
a. State or local standardized tests.....	1	2	3	4	5
b. Teacher made tests	1	2	3	4	5
c. Performance-based assessments (portfolios).....	1	2	3	4	5

C: School Characteristics

Now a few questions about the school.

C1. Do parents pay for their child to attend this school?

- 1. Yes
- 5. No ——— **Go To Item C2**

C1a. Are fees based upon family income?

- 1. Yes
- 5. No

C2. For each of the following items, please indicate the most appropriate response for your school:

	Always ↓	75% of the Time ↓	50% of the Time ↓	25% of the Time ↓	Never ↓	Don't Know ↓
a. The morale of the teachers is high.....	1	2	3	4	5	8
b. Teachers help select the curriculum to be taught.....	1	2	3	4	5	8
c. Teachers spend time working with students on student-school related problems	1	2	3	4	5	8
d. Teachers participate in planning and class-scheduling	1	2	3	4	5	8
e. The principal maintains definite instructional criteria for evaluating performance of teachers.....	1	2	3	4	5	8
f. Rapport between teachers and administration is good.....	1	2	3	4	5	8
g. Planning time is regularly scheduled during the day so teachers can plan their classes	1	2	3	4	5	8

C3. Which of the following security measures are used in this school? **(Circle all that apply)**

1. Visitors must sign in or check at the main office
2. Security guards posted at doors and in hallways
3. Metal detectors
4. Visitors not allowed in the school building
5. Parents are allowed to observe in the classrooms
7. Other **(Specify)**: _____

C4. In your school, to what degree do you have problems with the following:

	Not a Problem ↓	Somewhat of a Problem ↓	A Serious Problem ↓
a. Physical conflicts among students	1	2	3
b. Robbery or theft	1	2	3
c. Vandalism of school property.....	1	2	3
d. Student use of alcohol.....	1	2	3
e. Student use of illegal drugs	1	2	3
f. Student possession of weapons	1	2	3
g. Physical abuse of teachers.....	1	2	3
h. Verbal abuse of teachers.....	1	2	3

D. Teacher Characteristics

D1. How many years of full-time teaching experience do you have?

_____ **Years**

D2. How long have you been teaching at this particular school? (**Enter time in years and months**)

_____ (**Years**) _____ (**Months**)

D3. What is your highest level of education?

1. Less than high school diploma
2. High school diploma or GED
3. Some college
4. Associate's degree
5. Child Development Associate Credential (CDA)
6. Bachelor's degree
7. Master's degree
8. Doctorate degree

D4. Do you have **state teaching** certification in any of the following areas? (**Circle all that apply**)

- a. Early childhood education
- b. Elementary education
- c. Middle or junior high school
- d. Secondary education
- e. Special education
- f. Bilingual education
- g. Other (Specify): _____

D5. Are you...

1. Male
2. Female

D6. Are you...

1. White (not of Hispanic origin)
2. Black (not of Hispanic origin)
3. Hispanic

- 4. Asian or Pacific Islander
- 5. American Indian or Alaskan Native
- 6. Other (**Specify**): _____

D7. In what year were you born?

19 _____ (**Year**)

D8. Are you proficient in any languages other than English?

1. Yes — Which languages? _____

5. No — **Go To Item D9**

D9. In the past 4 weeks, did you spend any of your own money for classroom supplies, such as chalk, pencils, paper, or books?

1. Yes

5. No — **Go To Item D10**

D9a. How much of your own money did you spend?

- 1. Less than \$10
- 2. \$10.00 - \$19.99
- 3. \$20.00 - \$29.99
- 4. \$30.00 - \$49.99
- 5. \$50.00 or more

D10. Please indicate the extent to which you agree with each of the following statements on teaching.

	Strongly Disagree ↓	Disagree ↓	Neither Agree nor Disagree ↓	Agree ↓	Strongly Agree ↓
a. I really enjoy my present teaching job.....	1	2	3	4	5
b. I am certain I am making a difference in the lives of the children I teach.....	1	2	3	4	5
c. If I could start over, I would choose teaching again as my career.....	1	2	3	4	5

D11. Which of the following best describes your evaluation and grading practices for different types of children.

- a. I hold the same standards for most children, but I make exceptions for children with special needs (for example, children with disabilities, limited English proficiency).
- b. I hold different standards for different children based on what I think they are capable of.
- c. I hold the same standards for everyone in the class.

If there are any other comments you would like to make, please use the space below.

Thank you for completing this questionnaire. Your contribution is greatly appreciated.

- ☞ Place this questionnaire in the postage-paid, self-addressed envelope provided for you and mail to the address on the envelope:

The University of Michigan
Institute for Social Research
P.O. Box 1248
EP 313
Ann Arbor, MI 48106

- ☞ Provide your address on the enclosed postcard and put it in the envelope as well. We will use this address to send you a check for \$20.
- ☞ If you are interested in seeing the results of this study, check the box on the postcard. We will be compiling our results later in the year. Thank you again for your assistance in this important project!

