

Identification Label

PIRLS 2011

Teacher Questionnaire

<Grade 4>

<PIRLS>

<National Research Center Name>

<Address>



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

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Teacher Questionnaire

Your school has agreed to participate in PIRLS 2011 (Progress in International Reading Literacy Study), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS measures trends in student achievement in reading and studies differences in national education systems in more than 50 countries in order to help improve teaching and learning worldwide.

This questionnaire is addressed to teachers of <fourth-grade> students, and seeks information about teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe primary/elementary education in <country>.

Some of the questions in the questionnaire refer to the "**PIRLS class**" or "**this class**". This is the class that is identified on the front of this booklet, and which will be tested as part of PIRLS in your school. If you teach some but not all of the students in the PIRLS class, please think only of the students that you teach when answering these class-specific questions. It is important that you answer each question carefully so that the information that you provide reflects your situation as accurately as possible.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in <country>. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the studies.

It is estimated that you will need approximately 45 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to:

<Insert country-specific information here>

Thank you.

PIRLS 2011

About You

G1

By the end of this school year, how many years will you have been teaching altogether?

_____ years
Please **round** to the nearest whole number.

G2

Are you female or male?

Check one circle only.

- Female --
Male --

G3

How old are you?

Check one circle only.

- Under 25 --
25–29 --
30–39 --
40–49 --
50–59 --
60 or more --

G4

What is the highest level of formal education you have completed?

Check one circle only.

- Did not complete <ISCED Level 3> --
Finished <ISCED Level 3> --
Finished <ISCED Level 4> --
Finished <ISCED Level 5B> --
Finished <ISCED Level 5A, first degree> --
Finished <ISCED Level 5A, second degree> or higher --

G5

A. During your <post-secondary> education, what was your major or main area(s) of study?

Check one circle for each line.

- | Yes | No |
|---------------------------------------|---|
| a) Education—Primary/Elementary ----- | <input type="radio"/> — <input type="radio"/> |
| b) Education—Secondary ----- | <input type="radio"/> — <input type="radio"/> |
| c) Mathematics ----- | <input type="radio"/> — <input type="radio"/> |
| d) Science ----- | <input type="radio"/> — <input type="radio"/> |
| e) <language of test> ----- | <input type="radio"/> — <input type="radio"/> |
| f) Other ----- | <input type="radio"/> — <input type="radio"/> |

B. If your major or main area of study was education, did you have a <specialization> in any of the following?

Check one circle for each line.

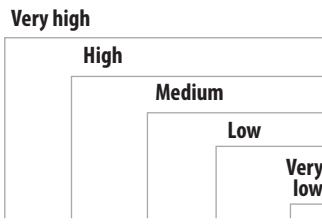
- | Yes | No |
|---------------------------|---|
| a) Mathematics ----- | <input type="radio"/> — <input type="radio"/> |
| b) Science ----- | <input type="radio"/> — <input type="radio"/> |
| c) Language/reading ----- | <input type="radio"/> — <input type="radio"/> |
| d) Other subject ----- | <input type="radio"/> — <input type="radio"/> |

About Your School

G6

How would you characterize each of the following within your school?

Check **one** circle for each line.



- a) Teachers' job satisfaction -----
- b) Teachers' understanding of the school's curricular goals -----
- c) Teachers' degree of success in implementing the school's curriculum -----
- d) Teachers' expectations for student achievement -----
- e) Parental support for student achievement -----
- f) Parental involvement in school activities -----
- g) Students' regard for school property -----
- h) Students' desire to do well in school -----

G7

Thinking about your current school, indicate the extent to which you agree or disagree with each of the following statements.

Check **one** circle for each line.

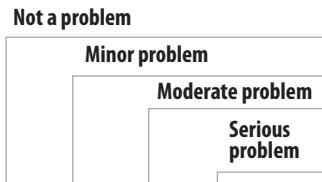


- a) This school is located in a safe neighborhood -----
- b) I feel safe at this school -----
- c) This school's security policies and practices are sufficient -----
- d) The students behave in an orderly manner -----
- e) The students are respectful of the teachers -----

G8

In your current school, how severe is each problem?

Check **one** circle for each line.

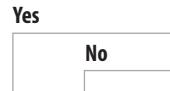


- a) The school building needs significant repair -----
- b) Classrooms are overcrowded --
- c) Teachers have too many teaching hours -----
- d) Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students) ----
- e) Teachers do not have adequate instructional materials and supplies -----

G9

A. Do you use computers in your teaching in any of the following ways?

Check **one** circle for each line.



- a) For preparation ----- -
- b) For administration ----- -
- c) In your classroom instruction ----- -

If Yes to "classroom instruction"

B. How much do you agree with the following statements about using computers in your classroom instruction?

Check **one** circle for each line.



- a) I feel comfortable using computers in my teaching ---- - - -
- b) When I have technical problems, I have ready access to computer support staff in my school ----- - - -
- c) I receive adequate support for integrating computers in my teaching activities ----- - - -

G10

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

Check **one** circle for each line.



- a) Discuss how to teach a particular topic ----- - - -
- b) Collaborate in planning and preparing instructional materials ----- - - -
- c) Share what I have learned about my teaching experiences ----- - - -
- d) Visit another classroom to learn more about teaching - - - -
- e) Work together to try out new ideas ----- - - -

G11

How much do you agree with the following statements?

Check **one** circle for each line.

Agree a lot



- a) I am content with my profession as a teacher ----- - - -
- b) I am satisfied with being a teacher at this school ----- - - -
- c) I had more enthusiasm when I began teaching than I have now ----- - - -
- d) I do important work as a teacher ----- - - -
- e) I plan to continue as a teacher for as long as I can ---- - - -
- f) I am frustrated as a teacher --- - - -

G12

A. How many students are in this class?

_____ students

Write in a number.

B. How many of the students in #G12A are in <fourth grade>?

_____ <fourth-grade> students

Write in a number.

G13

How many <fourth-grade> students experience difficulties understanding spoken <language of test>?

_____ students in this class

Write in a number.

G14

Which of the following subjects do you teach to this class?

Check **one** circle for each line.

Yes

No

- a) I teach the class <language of test>/reading -- -
- b) I teach the class mathematics ----- -
- c) I teach the class science ----- -

G15

How often do you do the following in teaching this class?

Check **one** circle for each line.

Every or almost every lesson

About half the lessons

Some lessons

Never

- a) Summarize what students should have learned from the lesson -----
- b) Relate the lesson to students' daily lives -----
- c) Use questioning to elicit reasons and explanations -----
- d) Encourage all students to improve their performance ---
- e) Praise students for good effort -----
- f) Bring interesting materials to class -----

G16

In your view, to what extent do the following limit how you teach this class?

Check **one** circle for each line.

Not applicable

Not at all

Some

A lot

- a) Students lacking prerequisite knowledge or skills -----
- b) Students suffering from lack of basic nutrition -----
- c) Students suffering from not enough sleep -----
- d) Students with special needs (e.g., physical disabilities, mental or emotional/psychological impairment) ---
- e) Disruptive students -----
- f) Uninterested students -----

G17

For the typical student in this class, how often do you do these things?

*Check **one** circle for each line.*

At least once a week

Once or twice a month

4–6 times a year

1–3 times a year

Never

- a) Meet or talk individually with the student's parents to discuss his/her learning progress -----
- b) Send home a progress report on the student's learning -----

Teaching Reading to the <PIRLS/TIMSS> Class

R1

- A. In a typical week, how much time do you spend on <language of test> language instruction and/or activities with the students?

Include instruction or activities in reading, writing, speaking, literature, and other language skills.

_____ hours and _____ minutes per week
Write in the hours and minutes.

- B. What proportion of the time spent on <language of test> language instruction and/or activities is spent on the following skills?

Write in the percentage for each.

- a) Reading ----- %
b) Grammar and spelling ----- %
c) Writing composition ----- %
d) Speaking and listening ----- %
e) Other ----- %

Total = 100%

R2

Regardless of whether or not you have formally scheduled time for reading instruction, in a typical week about how much time do you spend on reading instruction and/or activities with the students?

Include things you do across curriculum areas and during formally scheduled time for reading instruction.

_____ hours and _____ minutes per week
Write in the hours and minutes.

Questions R3–R10 ask about reading instruction for the <fourth-grade> students in this class.

R3

- When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?

Check **one** circle for each line.

Always or almost always

Often

Sometimes

Never

- a) I teach reading as a whole-class activity -----
b) I create same-ability groups --
c) I create mixed-ability groups --
d) I use individualized instruction for reading -----
e) Students work independently on an assigned plan or goal ---
f) Students work independently on a goal they choose themselves -----

R4

A. How many students need <remedial> instruction in reading?

_____ <fourth-grade> students in this class
Write in a number.

B. How many of the students in #R4A receive <remedial> instruction in reading?

_____ students
Write in a number.

R5

Is there any provision for advanced readers to receive additional or more challenging reading instruction in your school?

Check **one** circle only.

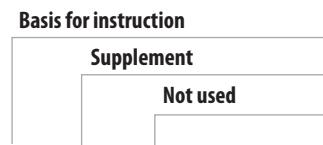
Yes ---

No ---

R6

When you have reading instruction and/or do reading activities with the students, how do you use the following resources?

Check **one** circle for each line.



- a) Textbooks -----
- b) Reading series (e.g., basal readers, graded readers) -----
- c) Workbooks or worksheets -----
- d) A variety of children's books (e.g., novels, collections of stories, nonfiction) -----
- e) Materials from different curricular areas -----
- f) Children's newspapers and/or magazines -----
- g) Computer software for reading instruction -----
- h) Reference materials (e.g., encyclopedia, dictionary) -----

R7

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 electronically)?

Check **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

A. Literary Reading Materials

- a) Short stories (e.g., fables, fairy tales, action stories, science fiction, detective stories) -----
- b) Longer fiction books with chapters -----
- c) Plays -----
- d) Other -----

B. Informational Reading Materials

- a) Nonfiction subject area books or textbooks-----
- b) Longer nonfiction books with chapters -----
- c) Nonfiction articles that describe and explain about things, people, events, or how things work -----

R8

When you have reading instruction and/or do reading activities with the students, how often do you do the following?

Check **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

- a) Read aloud to the class -----
- b) Ask students to read aloud ---
- c) Ask students to read silently on their own -----
- d) Give students time to read books of their own choosing --
- e) Teach students strategies for decoding sounds and words --
- f) Teach students new vocabulary systematically -----
- g) Teach or model skimming or scanning strategies -----

R9

How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?

Check **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

- a) Locate information within the text -----
- b) Identify the main ideas of what they have read -----
- c) Explain or support their understanding of what they have read -----
- d) Compare what they have read with experiences they have had -----
- e) Compare what they have read with other things they have read -----
- f) Make predictions about what will happen next in the text they are reading -----
- g) Make generalizations and draw inferences based on what they have read -----
- h) Describe the style or structure of the text they have read -----
- i) Determine the author's perspective or intention -----

R10

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

Check **one** circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

- a) Write something about or in response to what they have read -----
- b) Answer oral questions about or orally summarize what they have read -----
- c) Talk with each other about what they have read -----
- d) Take a written quiz or test about what they have read ----

Computer and Library Resources

R11

- A. Do the <fourth-grade> students in the <PIRLS/TIMSS> class have computer(s) available to use during their reading lessons?

Yes ---

No --- 

(If No, go to #R12)

If Yes,

- B. Do any of the computers have access to the Internet?

Check one circle only.

Yes ---

No ---

- C. How often do you have students do the following computer activities during their reading lessons?

Check one circle for each line.

Every day or almost every day

Once or twice a week

Once or twice a month

Never or almost never

a) Look up information -----

b) Read stories or other texts on the computer -----

c) Use instructional software to develop reading skills and strategies -----

d) Use the computer to write stories or other texts ----

R12

- A. Do you have a library or reading corner in your classroom?

Check one circle only.

Yes ---

No --- 

(If No, go to #R13)

If Yes,

- B. About how many books are in your classroom library?

Check one circle only.

0-25 --

26-50 --

51-100 --

More than 100 --

- C. About how many magazines with different titles are in your classroom library?

Check one circle only.

0 --

1-2 --

3-5 --

More than 5 --

- D. How often do you give the students in your class time to use the classroom library or reading corner?

Check one circle only.

Every day or almost every day --

Once or twice a week ---

Once or twice a month ---

Never or almost never ---

- E. Can the students borrow books from the classroom library or reading corner to take home?

Check one circle only.

Yes ---

No ---

Reading Homework

R13

How often do you take or send the students to a library other than your classroom library?

Check one circle only.

At least once or twice a week---

Once or twice a month---

A few times a year---

Never or almost never---

Questions R14–R16 ask about homework for the <fourth-grade> students in this class.

R14

How often do you assign reading as part of homework (for any subject)?

Check one circle only.

I do not assign reading
for homework---



(Go to #R17)

Less than once a week---

1 or 2 times a week---

3 or 4 times a week---

Every day---

R15

In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?

Check one circle only.

15 minutes or less---

16–30 minutes---

31–60 minutes---

More than 60 minutes---

R16

How often do you do the following with the reading homework assignments for this class?

Check one circle for each line.

Always or almost always

Sometimes

Never or
almost never

a) Correct assignments and give feedback to students -----

b) Discuss the homework in class -----

c) Monitor whether or not the homework was completed ----

Questions R17–R18 ask about how you deal with reading difficulties of <fourth-grade> students in this class.

R17

Are the following resources available to you to work with students who have difficulty with reading?

Check one circle for each line.

a) A specialized professional (e.g., reading specialist, speech therapist) -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
b) A teacher-aide -----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>
c) An adult/parent volunteer ----	<input type="radio"/> — <input type="radio"/> — <input type="radio"/>

Always
Sometimes
Never

R18

What do you usually do if a student begins to fall behind in reading?

Check one circle for each line.

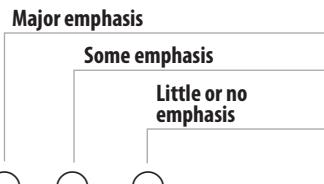
a) I have the student work with a specialized professional (e.g., reading specialist, speech therapist) -----	<input type="radio"/> — <input type="radio"/>
b) I wait to see if performance improves with maturation -----	<input type="radio"/> — <input type="radio"/>
c) I spend more time working on reading individually with that student -----	<input type="radio"/> — <input type="radio"/>
d) I ask the parents to help the student with reading -----	<input type="radio"/> — <input type="radio"/>

Yes
No

R19

How much emphasis do you place on the following sources to monitor students' progress in reading?

Check one circle for each line.



- a) Evaluation of students' ongoing work ----- — —
- b) Classroom tests (for example, teacher-made or textbook tests) ----- — —
- c) National or regional achievement tests ----- — —

Education in Teaching Reading

R20

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

Check **one** circle for each line.

Not at all	Overview or introduction to topic	It was an area of emphasis	
a) <language of test> -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Pedagogy/teaching reading --	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Educational psychology -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Remedial reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Reading theory -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Special education -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Second language learning ----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Assessment methods in reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R21

In the past two years, how many hours in total have you spent in <in-service/professional development> workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?

Check **one** circle only.

- None---
- Less than 6 hours---
- 6–15 hours---
- 16–35 hours---
- More than 35 hours---

R22

For your professional development, about how often do you read children's books?

Check **one** circle only.

- At least once a week---
- Once or twice a month---
- Once or twice a year---
- Never or almost never---

Thank You

**Thank you for the thought, time, and effort you have
put into completing this questionnaire.**



BOSTON
COLLEGE

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Teacher Questionnaire

<Grade 4>



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