

Educational Research Centre
St Patrick's College
Dublin 9

National Assessments of English Reading and Mathematics (2014)

Questionnaire for Teachers of 2nd Class

When you have completed this questionnaire, please place it in the envelope provided. Seal the envelope and give it to the co-ordinator for the National Assessments study in your school.

The envelope will be sent **unopened** to the Educational Research Centre. All questionnaire responses are totally confidential. Names of schools and any other identification information are deleted *before* analysis, in line with the Centre's policy on database management.

Please note that the focus of the Teacher Questionnaire at Second class is on English reading, and at Sixth class, on mathematics.

An online version of this questionnaire is available. Please refer to the cover letter you received from the ERC.

Background Information

1. Are you..... **Male** ₁ **Female** ₂

2. Is your teaching post **Permanent** ₁ **Temporary** ₂ **Substitute** ₃

3. By the end of the current school year, how many years will you have been teaching? *Exclude career breaks, etc.*

4. When did you complete your initial teacher education?

Year: _____

5. Do you have any additional qualifications relating to your work as a teacher?

Tick all that apply.

Cert/Diploma
₁

M.Ed
₁

M.A.(Ed)
₁

Ph.D/Ed.D
₁

Other (*please specify*): _____

6. At the moment, what class(es) do you teach?

If you teach a multi-grade class, please tick all that apply.

<i>J. Infants</i>	<i>S. Infants</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>
<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

7. Including all class levels, how many pupils do you currently teach?..... *pupils*

8. Including only 2nd class, how many pupils do you currently teach?..... *pupils*

9. Do you have additional responsibility for English or mathematics in your school (e.g., promoted post)?
- | | Yes | No |
|----------------------|---------------------------------------|---------------------------------------|
| a) English | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

10. Not counting undergraduate or postgraduate courses, approximately how many hours did you spend on the following forms of continuing professional development (CPD) in the last two years, whether individually or in a group?

No. of hours

Regular School Year	Summer
---------------------------	--------

- | | | |
|--|--|--|
| a) Attendance at external CPD courses on the teaching of English | | |
| b) Participation in in-school CPD activities related to the teaching of English (e.g., planning activities)..... | | |
| c) Online CPD in English..... | | |
| d) Other forms of CPD in English..... | | |

If 'other forms', please specify: _____

Teaching English

Unless otherwise directed, please answer the remaining questions with reference to your 2nd class pupils only.

11. On average, how many minutes per week do you allocate to teaching English to pupils in Second class?

*Please make sure to give your answer in minutes. For example, if you allocate one hour per day to the teaching of English in the English class, provide 300 minutes (5*60) as your answer.*

In the English class		<i>minutes per week</i>
In other subject areas (cross-curricular)		<i>minutes per week</i>

12. In your view, is the amount of time you allocate to teaching English sufficient in terms of teaching the English curriculum? *Tick one box only.*

- It is more than sufficient..... ₁
- It is about right. ₂
- It is insufficient..... ₃

13. How often do your 2nd class pupils read books of their own choosing during English classes?

Every day *Most days* *A few times a month* *Rarely or never*
₁ ₂ ₃ ₄

14. How often do you organise your English lessons in the following ways? Consider only 2nd class, even if you teach in a multi-grade classroom.

(Mark one box only in each row.) *Most lessons* *Some lessons* *Rarely or never*

- | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Whole class teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) Small group work – similar ability | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| c) Small group work – mixed ability | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| d) Small group work – pairs..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| e) Individual (independent) work..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| f) Team teaching with a class teacher..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| g) Team teaching with a support teacher ... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

15. During the current school year, how often have you used the following materials in English classes? Include both print and digital texts.

(Mark one box in each row) *Most days* *Once or twice a week* *Once or twice a month* *Rarely or never*

- | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Published reading schemes / materials | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Children’s literature/novels (<i>additional to reading schemes</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Informational texts (<i>e.g., description, biography</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) Narrative texts (<i>e.g., stories</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| e) Reference materials (<i>e.g., encyclopaedia</i>)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| f) ‘Real-life’ texts or documents (<i>e.g., newspaper articles, maps, menus</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| g) Texts authored by children (<i>e.g., stories, captions, poems, newspaper articles, etc.</i>) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| h) Workbooks or worksheets..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| i) E-books..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| j) Other digital texts (<i>e.g., webpages</i>)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

16. How confident do you feel doing each of the following?

	<i>Very confident</i>	<i>Somewhat confident</i>	<i>Not confident</i>
a) Teaching higher-achieving pupils in reading.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Working with lower-achieving pupils in reading (including identifying difficulties).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Teaching reading comprehension strategies.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Teaching literacy (reading) skills across the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Using ICTs to teach English.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Setting targets to improve overall performance in reading.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Developing children's oral language in English classes...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Developing children's oral language in other classes.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Teaching the process of writing.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j) Working with parents to raise children's literacy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
k) Increasing pupils' motivation and engagement.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
l) Teaching understanding of vocabulary.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
m) Teaching reading fluency.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
n) Building children's prior/conceptual knowledge related to a text.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
o) Leading discussion around a text to extend children's understanding (dialogic reading).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

17. If you teach a multi-grade class (e.g., combined 1st/2nd), do you group 2nd class pupils with pupils from other class levels for English?

<i>Always</i>	<i>Sometimes</i>	<i>Never</i>	<i>Not applicable</i>
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

18. During this academic year how often will your 2nd class pupils have been assessed using a group-administered standardised reading test?

Do NOT include the test to be taken for this study.

<i>Once</i>	<i>Twice</i>	<i>At least three times</i>	<i>Not assessed</i>
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

19. Below is a list of *non-standardised* assessment methods and tools. How often do you assess your pupils' progress in English reading, using these methods and tools?

	<i>At least weekly</i>	<i>At least monthly</i>	<i>Once a term</i>	<i>Once or twice a year</i>	<i>Never</i>
a) Teacher-designed tests.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teacher-designed checklists	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Documented observations.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Published progress tests or checklists.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Self-assessment by children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Curriculum profiles (<i>e.g. First Steps</i>).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Portfolios	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Diagnostic tests.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Computer-based tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Error analysis of oral reading	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Teacher-designed rubrics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) Published rubrics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
m) Student conferences.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

20. For each of the following initiatives, please indicate the frequency with which you implement it in your classroom, if at all.

	<i>At least weekly</i>	<i>At least monthly</i>	<i>Once a term</i>	<i>Once or twice a year</i>	<i>Never</i>
a) First Steps- Reading.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) First Steps- Writing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) First Steps- Oral Language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Power Hour.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Literacy Lift Off	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Write to Read.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Jolly Phonics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Paired Reading.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Reading for Fun.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

If 'Other', please specify: _____

21. Consider your continuing professional development (CPD) needs in relation to English for 2nd class. Write your own priority topics for CPD below.

Please rank order so that 1 is the area or topic on which you would most like CPD. Include up to three topics.

1. _____
2. _____
3. _____

22. Please indicate your agreement with the following statements, relating to CPD:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>
a) I would benefit from external CPD in the teaching of English provided face-to-face.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) I would benefit from taking online courses on the teaching of English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) All my CPD needs in English can be met at school level (e.g., in school planning meetings).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

23. Please select the statement below which best applies to you, in relation to the setting of specific and measurable targets to improve performance in English:

- a) I set class-level targets based on school-level targets..... ₁
- b) I set class-level targets independent of school-level targets..... ₂
- c) I do not set class-level targets..... ₃

24. If you set *specific* and *measurable* class-level targets for performance in English for the current school year for pupils in Second Class, please give examples of those targets. If class-level targets are the same as school-level targets, please provide the relevant school-level target.

1. _____
2. _____

25. If you set targets for English reading, please indicate the extent to which each of the following has impacted on the targets you have set for pupils in your Second class.

Mark one box only in each row.

	<i>To a great extent</i>	<i>To some extent</i>	<i>To a small extent</i>	<i>Not at all</i>
a) National targets in the National Strategy to Improve Literacy/Numeracy 2011-20	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) School-level targets to improve literacy (e.g., as part of School Improvement/Development Plan)....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Assessed needs of pupils in your class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

If 'Other', please specify: _____

Resources and Support

26. Roughly how many books are there in the class library in your classroom?

27a. Roughly what percentage of books in the class library are...
(Total = 100%)

- | | | |
|---|---|---|
| a) Fiction? | <input style="width: 80px; height: 25px;" type="text"/> | % |
| b) Non-fiction (e.g., history, biography)? | <input style="width: 80px; height: 25px;" type="text"/> | % |
| c) Reference material (e.g., encyclopaedias)? | <input style="width: 80px; height: 25px;" type="text"/> | % |
| d) Other | <input style="width: 80px; height: 25px;" type="text"/> | % |

27b. Roughly what percentage of books in the class library are in a language other than English or Irish?

%

28. Roughly how many new books were added to your class library since September 2013?

- 29. Do you have access to the following in your classroom?**
- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Computers/computing devices (for pupils' use)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) An interactive whiteboard..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) A digital projector (linked to a computer) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Electronic books (e-books) for pupils..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Digital camera/video camera | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Broadband Internet | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

30. Do you have access to the following in a central computer room?

- | | Yes | No | N/A
(no CC
room) |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| a) An interactive whiteboard..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₇ |
| b) A digital projector (linked to a computer) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₇ |
| c) Electronic books (e-books) for pupils..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₇ |
| d) Digital camera/video camera | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₇ |

31. How often are the following used in your 2nd class English lessons?

- | | <i>Most or all
lessons</i> | <i>Once or twice
a week</i> | <i>Once or twice
a month</i> | <i>Rarely or
never</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Computers/computing devices,
by the teacher..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Computers/computing devices,
by pupils | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Interactive whiteboard | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) Digital projector..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| e) Digital camera/video recorder | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| f) Software to teach English | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| g) Internet to plan English lessons | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| h) Internet to deliver English
lessons..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

32. Which options below describe how specific pupils receive support in English from the learning support/special education team?

Tick **all** that apply.

- a) In-class support ₁
- b) Withdrawal from class – in a group..... ₂
- c) Withdrawal from class – individually..... ₃
- d) No additional support provided ₄

33. To what extent is there cohesion between pupils’ class programmes and learning support / resource programmes in English?

- | | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <i>A great extent</i> | <i>Some extent</i> | <i>Very little</i> | <i>Not at all</i> | <i>Not known</i> |
| <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

34. Please use the space below if you wish to add comments about the teaching or assessment of English.

Thank you for completing the questionnaire.