

# Teacher Beliefs

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

**Directions:** Please indicate your opinion about each of the questions below by marking one of the nine responses in the columns on the right side. You may choose any of the nine possible responses, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

**Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.**

None at all	Very Little	Some Degree	Quite A Bit	A Great Deal
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- |                                                                                                   |     |     |     |     |     |     |     |     |     |
|---------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. How much can you do to control disruptive behavior in the classroom?                           | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 2. How much can you do to motivate students who show low interest in school work?                 | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 3. How much can you do to get students to believe they can do well in school work?                | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 4. How much can you do to help your students' value learning?                                     | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 5. How much can you do to get children to follow classroom rules?                                 | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 6. How much can you do to calm a student who is disruptive or noisy?                              | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 7. How well can you establish a classroom management system with each group of students?          | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 8. To what extent can you use a variety of assessment strategies?                                 | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 9. To what extent can you get students to read fluently during oral reading?                      | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 10. How much can you assist families in helping their children do well in school?                 | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 11. How well can you implement alternative teaching strategies in your classroom?                 | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 12. How much can you motivate students who show low interest in reading?                          | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 13. To what extent can you implement effective reading strategies in your classroom?              | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 14. How much can you do to adjust reading materials to the proper level for individual students?  | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 15. To what extent can you get children to talk with each other about books they are reading?     | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 16. To what extent can you implement literature circles or book clubs in your classroom?          | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 17. To what extent can you provide children with writing opportunities in response to reading?    | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 18. To what extent can you model effective reading strategies?                                    | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 19. To what extent can you help your students monitor their own use of reading strategies?        | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 20. To what extent can you help your students figure out unknown words when they are reading?     | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 21. To what extent can you provide appropriate challenges for high ability readers?               | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 22. To what extent can you recommend a variety of quality children's literature to your students? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 23. To what extent can you read aloud to your students?                                           | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 24. How much can you do to get children to value reading?                                         | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 25. How much can you do to get students to use independent reading time productively?             | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 26. To what extent can you use a variety of informal and formal reading assessment strategies?    | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 27. How much can you do to meet the needs of struggling readers?                                  | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 28. To what extent can you teach comprehension strategies in your classroom?                      | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 29. How much can you get students to use independent writing time productively?                   | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 30. To what extent can you get students to read at home?                                          | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |

## Teacher Beliefs (continued)

	Yes	No		0-25%	26-50%	51-75%	76-100%
1. Have you ever been a member of a teachers-as-readers group?	<input type="radio"/>	<input type="radio"/>	9. What is the approximate proportion of student who receive free and reduced lunches at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If you answered yes to the first question, was your participation voluntary?	<input type="radio"/>	<input type="radio"/>					
3. Did you take an undergraduate or graduate course specifically in children's literature?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Does your school participate in a computerized reading incentive program (e.g., Accelerated Reader, Reading Counts)?	<input type="radio"/>	<input type="radio"/>	10. What is your highest level of education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Excellent</b>	<b>Good</b>		<b>BA/BS</b>	<b>MA</b>	<b>ED. S.</b>	<b>Ed. D./Ph. D.</b>
5. How would you rate the quality of your school library?	<input type="radio"/>	<input type="radio"/>	11. What is the context of your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				<b>Suburban</b>	<b>Urban</b>	<b>Rural</b>	
6. How would you rate the level of resource support for purchasing books for your classroom use?	<input type="radio"/>	<input type="radio"/>					
				<b>Elementary</b>	<b>Middle</b>	<b>High</b>	
7. How would you rate the quality of your professional development experiences (both within and outside your school system)?	<input type="radio"/>	<input type="radio"/>	12. What level do you teach?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. How would you rate the quality of your university preparation for reading instruction?	<input type="radio"/>	<input type="radio"/>	13. How many years have you taught? _____				
			14. What grade level(s) do you teach? _____				

**THANK YOU FOR YOUR TIME!**