

Language in Teaching Survey

I. Language Functions/Structure not Addressed by PD

Ms. Camburn is working with a small group of students. She asks students to make predictions both before and during reading the text. She is puzzled by two students in the group who usually have no difficulty generating predictions. Victor makes a number of reasonable predictions before reading, but has difficulty generating reasonable predictions during reading. Marisela has difficulty making predictions before reading, but is able to make a number of reasonable predictions while reading.

Questions

1. Based on this evidence, what hunches can the teacher draw about Victor's reading? (Mark VERY LIKELY, NOT VERY LIKELY, or I'M NOT SURE for each choice.)

	Very Likely	Not Very Likely	I'm not sure
a) Victor is using his prior knowledge to make predictions.			
b) The concepts in the text are probably too difficult for Victor.			
c) Victor is using information from the text to make predictions.			

2. Based on this evidence, what hunches are reasonable for Ms. Camburn to draw about Marisela's reading? (Mark YES, NO, or I'M NOT SURE for each choice.)

	Yes	No	I'm not sure
a) Marisela is using her prior knowledge to make predictions.			
b) The concepts in the text are probably too difficult for Marisela.			
c) Marisela is using information from the text to make predictions.			

Mr. Stier is using the following text to determine which of his students can evaluate an author’s perspective and the evidence the author uses to support that perspective. Mr. Stier refers to this skill as “critical reading.”

The Civil War was fought from 1861 to 1865. The Northern states fought against a collection of 11 states, mainly in the Southern United States. According to most authors, the Civil War was fought to earn freedom for African-American slaves in the Southern United States. But the Civil War was really fought to preserve the sovereignty of states over the national government. While issues such as slavery may have accelerated the conflict, the states’ rights issue would have surfaced eventually. Even if slavery had not existed as an issue, the North and South would have eventually gone to war.

3. The teacher’s guide includes a few questions a teacher might ask about this passage. Which of these questions could Mr. Stier choose to assess his students’ ability to read critically? (Mark YES, NO, or I’M NOT SURE for each choice).

Questions

	YES	NO	I’M NOT SURE
a) During what years was the Civil War fought?			
b) According to most authors, why was the Civil War fought?			
c) Does the author of this text have a point of view? If so, what is it?			
d) Where did African-American slaves work?			
e) What attitude toward the Civil War does the author of this text want you to take?			
f) What evidence does the author present to support his claim about the inevitability of the war?			

4. Ms. Collins is interested in helping her students to be more metacognitive as they read and write. Which of the following activities will provide students with the kind of reflective practice she has in mind. Mark **Yes**, **No**, or **Not Sure**.

Questions

	Yes	No	Not Sure
a) Writing a dialectical journal in which they put a quote in the left column of a T chart and a literal response to the quote on the right side.			
b) Writing an Exit Slip at the end of class regarding the most important thing they learned that day.			
c) Summarizing the sequence of events in the text they just read.			
d) Writing a learning log about what they had to think about in order to write a paper.			
e) Filling out a graphic organizer to identify plot, setting, character, and theme.			

II. Declarative Syntactic Knowledge

1. What is a kernel or "bare bones" sentence made of?
 - a. First word capitalized with end punctuation.
 - b. An elaborated subject.
 - c. A subject and a predicate.
 - d. A subject, predicate, object, and modifiers.
 - e. A clause.

2. Identify the following sentences as simple, compound or complex:

	Simple	Compound	Complex	Not sure
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We can wait here until Sonia finishes dancing.				
Either the engine starts, or we will wait here all night.				
My dog is brown.				
Ziggy liked to play drums with the band.				

3. Identify the following as phrases or clauses:

	Phrase	Clause	Not sure
Wherever we go.			
We can go wherever			
Which is my water bottle?			
Which is my water bottle.			
Because I like the song.			

III. Pedagogical Syntactic Knowledge

1. Mr. Judd is preparing students for the California High School Exit Exam (CAHSEE) and has created mini-lessons on appositives and participial phrases because sentence variety is assessed on the CAHSEE rubric. Which of the sentences below fit best for each mini-lesson?

Questions

	Appositives	Participial Phrases	None	Not Sure
It is raining cats and dogs!				
Heart pounding, teeth clenched, the skydiver vaulted out of the plane.				
The polar bear, a mighty beast, swam listlessly in his miniscule pool at the zoo.				

Biting her lip, tapping her foot, and twirling a lock of her hair around her finger, the nervous woman waited for her name to be called in the doctor's office.				
She asked her sister to make her favorite sandwich—peanut butter and jelly.				

2. Ms. Curiel has noticed that her students mostly write simple sentences. She would like to increase the complexity of their writing by teaching them to use different types of clauses. She is planning on developing mini-lessons for noun clauses, adjective clauses, and adverb clauses. Which of the following clauses fit best for each mini-lesson?

Questions

	Noun clause	Adjective clause	Adverb Clause	None	Not Sure
Some people buy expensive cars simply because they can .					
Many people hope that Greece can resolve its economic problems .					
The bankers need to know what they should do .					
Which one is the person who stole your car ?					
It is important to ask whether the wedding is formal or semi-formal .					

IV. Beliefs About Teaching English Language Arts (Teacher Efficacy)

The following questions are designed to help us gain a better understanding of the kinds of things that creates successes or challenges for teachers in teaching English Language Arts. Please indicate your opinion about each of the statements below.

	Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree
When students' reading improves, it is usually because I found better ways of teaching that student.					
Even good teachers may not reach many students.					
If a student did not remember what I taught in a previous lesson, I would know how to increase his/her retention in the next lesson.					
The hours in my class have little influence on students' ELA achievement compared to the influence of their home environment.					
If a student masters a new concept in ELA, this is because I knew the necessary steps in teaching this concept.					
If I try really hard, I can help students with the most challenging texts.					
When a student does better than usual in class, it is because I exerted a little extra effort.					
If students are not disciplined at home, they are not likely to accept any discipline during class.					
When a student is having difficulty with a reading assignment, I would have no trouble adjusting it to his/her level.					
The influence of a student's home experience on reading can be overcome by good teaching.					
A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her reading achievement.					
If one of my students could not do a reading assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.					

The amount a student can learn in reading is primarily related to family background.					
If a student becomes disruptive and noisy during reading time, I feel assured that I know some techniques to redirect him/her quickly.					
When students' reading performance improves, it is usually because I found more effective teaching approaches.					
If parents would do more in reading with their children, I could do more.					

This scale was a modification of Gibson and Dembo (1984), adapting it specifically for writing instruction.

Scoring:

Items 2, 4, 8, 11, 13 and 16 should be recoded so that higher scores represent a more positive sense of efficacy (5 = 1; 4 = 2; 3 = 3; 2 = 4; 1 = 5 – this can be easily accomplished by subtracting the original scores from 6)

Subscales:

Personal efficacy 1, 3, 5, 6, 7, 9, 10, 12, 14, 15
General efficacy 2, 4, 8, 11, 13, 16

Technology Use for Language Instruction

<https://docs.google.com/a/uci.edu/forms/d/1VN70Mx0TECN-LSFbzAixhKo52qJe1SwHxKpSdLxtSCw/edit>

Sources:

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Graham, S., Harris, K. R., Fink, B., & MacArthur, C. A. (2001). Teacher efficacy in writing: A construct validation with primary grade teachers. *Scientific Studies of Reading*, 5, 177-202.

Schmidt, D.A., Baran, E., Thompson, A.D., Mishra, P., Koehler, M.J., & Shin, T.S. (2009). Technological Pedagogical Content Knowledge (TPACK). *Journal of Research on Technology in Education*, 42(2), 123-149, DOI 10.1080/15391523.2009.10782544