

SEC Sample Questions for ELA and Mathematics

The Following are all the Subsections of the Surveys of Enacted Curriculum with sample questions. This will allow you to get a glimpse into the subsections. The whole survey can be viewed at www.seconline.org within the resource section.

ELAR	
Subsections	Sample Questions/ Content Topics
School Description	<ul style="list-style-type: none"> • How are your ELAR Classes organized? • How many different ELAR classes do you teach?
Class Description	<ul style="list-style-type: none"> • What is the grade level of most of the students? • How many students are in the target class? • How many hours do you teach in a week to the target class?
Homework	<ul style="list-style-type: none"> • How often do you usually assign English, language arts, and reading homework to be completed outside of class? • How many minutes do you expect a typical student to spend on a normal homework assignment completed outside of class? • Does homework completed outside of class count toward student grades? • What types of homework do you assign?
Instructional Activities	<p>How much of the language arts & reading instructional time in the target class do students use to engage in the following tasks?</p> <ul style="list-style-type: none"> • Listen to the teacher explain or observe the teachers demonstrate or model English, language arts and reading processes (e.g., reading, writing, and speaking) • Read and comprehend information from multiple sources. • Collect, summarize, and/or analyze information or data from multiple sources • Present or demonstrate to others • Work <i>individually</i> on language arts and reading assignments

	<ul style="list-style-type: none"> • Participate in whole-class discussions about language arts and reading
Working Individually	<p>When students in the target class work individually on language arts & reading exercises, problems, investigations, or tasks, how much of that time do they:</p> <ul style="list-style-type: none"> • Answer questions in a textbook and/or complete a worksheet • Solve language arts problems that require novel or non-formulaic thinking • Explain their reasoning or thinking in solving a problem, using several sentences orally or in writing
Working in Pairs or Small Groups	<p>When students in the target class work in pairs or small groups on language arts & reading exercises, problems, investigations, or tasks, how much of that time do they:</p> <ul style="list-style-type: none"> • Answer questions in a textbook and/or complete a worksheet • Solve problems that require novel or non-formulaic thinking • Talk about their reasoning or thinking in analyzing texts
Use of Hands On Materials	<p>When students in the target class use hands-on materials as part of language arts & reading instruction, how much of that time do they:</p> <ul style="list-style-type: none"> • To model language concepts • To gather evidence • To design/construct presentations • To provide evidence to support arguments
Collecting, Organizing, or Displaying Data	<p>When students in the target class collect, organize, display and/or present data as part of language arts & reading instruction, how much of that time do they:</p> <ul style="list-style-type: none"> • Gather information from texts • Collect data by questioning, interviewing or conducting surveys

	<ul style="list-style-type: none"> • Organize information using models, charts, graphs, exhibits, and/or maps • Analyze and interpret data
Education Technology	<p>When students in the target class are engaged in activities that involve the <i>use of calculators, computers, or other educational technology</i> as part of language arts & reading instruction, how much of that time do they:</p> <ul style="list-style-type: none"> • Learn facts • Practice procedures, skills, or conventions • Collect information • Store, retrieve or share data or information • Display and analyze data/information • Create multi-media presentations
Assessment Strategies	<p>Please indicate how often you use each of the following strategies when assessing students in the target English, language arts, and reading class.</p> <ul style="list-style-type: none"> • Students answer objective questions (e.g., multiple-choice, true/false, or matching) • Students perform on-demand literacy tasks (e.g., writing to a prompt, reading aloud, giving a presentation, etc.) • Students assess their own work and progress (e.g., using rubrics, checklists, or reflective journals)
Assessment Characteristics	<p>Please indicate the extent to which the following characteristics describe your assessment practices for the target class.</p> <ul style="list-style-type: none"> • Focused on application of content • Focused on information recall • Focused on applying understandings and knowledge • Use authentic contexts (e.g., real-world simulation, project-based or cross-disciplinary problems) • Provide written feedback to develop further student understanding
Instructional Influences	<p>Please indicate the degree to which each of the following influences what you teach in the target English, language arts, and reading class.</p>

	<ul style="list-style-type: none"> • Your district's curriculum framework, standards, or guidelines Textbook or instructional materials • State test or results from test District test or results from test • National Council of Teachers of English Language Arts, and Reading Education Standards • Your pre-service preparation
Classroom Instructional Readiness	<p>For the following items please indicated how well prepared you are to:</p> <ul style="list-style-type: none"> • Teach language arts at your assigned level • Teach literature at your assigned level • Teach critical thinking at your assigned level • Select and/or adapt instructional materials to implement the prescribed curriculum • Teach students with physical disabilities • Help students document and evaluate their own work • Teach classes for students with diverse abilities and learning styles
Teachers Opinion and Beliefs	<p>Please indicate your opinion about each of the statements below:</p> <ul style="list-style-type: none"> • All students can learn challenging content in English, language arts, and reading. • Students learn English, language arts, and reading best in classes with students of similar abilities. • It is important for students to learn basic language arts skills before engaging in critical thinking. • I enjoy teaching English, language arts, and reading. • I am supported by colleagues to try out new ideas in teaching • English, language arts, and reading. • I am required to follow rules at this school that conflict with my • best professional judgment about teaching and learning English, language arts, and reading.
Formal Course Preparation	<p>Please estimate the total number of courses (quarter or semester) you have taken at the undergraduate and/or graduate level in each of the following areas:</p>

	<ul style="list-style-type: none"> • English/American literature • Writing, composition, speech, or theater • Teaching of English, language arts, or reading
Instructional Sources	<ul style="list-style-type: none"> • Forms of Text • Genre • Sources of Text • Choice
Instructional Content	<p>Reading</p> <ul style="list-style-type: none"> • Phonics • Phonemic Awareness • Fluency • Vocabulary • Text and Print Features • Critical Reasoning • Author’s Craft <p>Writing</p> <ul style="list-style-type: none"> • Writing Process • Elements of Presentation • Writing Applications (types of writing) • Language Study (grammar) <p>Listening and Viewing</p> <p>Speaking and Presenting</p>

MATHEMATICS	
Subsections	Sample Questions/Content Topics
School Description	<ul style="list-style-type: none"> • How are your Math Classes organized? • How many different Math classes do you teach?
Class Description	<ul style="list-style-type: none"> • What is the grade level of most of the students? • How many students are in the target class? • How many hours do you teach in a week to the target class?
Homework	<ul style="list-style-type: none"> • How often do you usually assign mathematics homework to be completed outside of class? • How many minutes do you expect a typical student to spend on a normal homework assignment completed outside of class? • Does homework completed outside of class count toward student grades? • What types of homework do you assign?
Instructional Activities	<p>How much of the mathematics instructional time in the target class do students use to engage in the following tasks?</p> <ul style="list-style-type: none"> • Listen to the teacher explain, or observe the teacher demonstrate or model a math procedure or solve a problem • Read and comprehend mathematics information from multiple sources • Collect, summarize, and/or analyze information or data from multiple sources • Present or demonstrate to others • Work <i>individually</i> on mathematics assignments • Participate in whole-class discussions about mathematics • Engage in a writing process to support arguments with evidence
Working Individually	<ul style="list-style-type: none"> • Solve word problems from a textbook or worksheet • Solve mathematical problems that require novel or non-formulaic thinking • Explain their reasoning or thinking in solving a problem by using several sentences orally or in writing • Apply mathematical concepts to real-world problems • Make predictions and/or generate hypotheses
Working in Pairs or Small Groups	<ul style="list-style-type: none"> • Solve word problems from a textbook or worksheet

	<ul style="list-style-type: none"> • Solve mathematical problems that require novel or non-formulaic • thinking • Talk about their reasoning or thinking in solving a problem • Apply mathematical concepts to "real-world" problems • Analyze data to make inferences or draw conclusions
Use of hands on Materials	<p>When students in the target class use <i>hands-on materials as part of mathematics instruction</i> , how much of that time do they:</p> <ul style="list-style-type: none"> • To model mathematical concepts • To gather evidence • To do mathematical constructions • To provide evidence to support arguments
Collecting, Organizing, or Displaying Data	<p>When students in the target class collect, organize, display and/or present data as part of mathematics instruction, how much of that time do they:</p> <ul style="list-style-type: none"> • Collect data by counting, measuring or observing Collect data by questioning, interviewing or conducting surveys • Organize data using models, charts, graphs, exhibits, and/or maps • Analyze and interpret data
Educational Technology	<p>When students in the target class are engaged in activities that involve the use of <i>calculators, computers, or other educational technology</i> as part of mathematics instruction, how much of that time do they:</p> <ul style="list-style-type: none"> • Learn facts • Practice skills and procedures • Collect information • Store, retrieve or share data or information • Display and analyze data • Create multi-media presentations
Assessments	<p>Please indicate how often you use each of the following strategies when assessing students in the target mathematics class.</p> <ul style="list-style-type: none"> • Objective items (e.g., multiple choice or true/false)

	<ul style="list-style-type: none"> ● Short answer questions such as performing a mathematical procedure ● Extended response item for which student must explain or justify a solution ● Performance tasks or events (e.g., hands-on activities)
<p>Assessment Characteristics</p>	<p>Please indicate the extent to which the following characteristics describe your assessment practices for the target class.</p> <ul style="list-style-type: none"> ● Focused on application of content ● Focused on information recall ● Focused on applying understandings and knowledge ● Use authentic contexts (e.g., real-world simulation, project-based or cross-disciplinary problems) ● Provide written feedback to develop further student understanding ● Provide verbal feedback to develop further student understanding
<p>Instructional Influences</p>	<p>Please indicate the degree to which each of the following influences what you teach in the target mathematics class.</p> <ul style="list-style-type: none"> ● Your state's curriculum framework or content standards ● Your district's curriculum framework, standards, or guidelines ● Textbook or instructional materials ● State test or results from test ● District test or results from test ● National Council of Teachers of Mathematics Education Standards
<p>Classroom Instructional Readiness</p>	<p>For the following items please indicated how well prepared you are to:</p> <ul style="list-style-type: none"> ● Use/manage cooperative learning groups as part of mathematics instruction ● Integrate math with other subjects ● Provide mathematics instruction that meets state content standards (e.g., district, state, or national) ● Use a variety of assessment strategies (including objective and open-ended formats) ● Teach problem-solving strategies ● Teach mathematics with manipulatives, such as counting blocks or geometric shapes ● Teach math at your assigned level

<p>Teacher Opinions and Beliefs</p>	<p>Please indicate your opinion about each of the statements below:</p> <ul style="list-style-type: none"> • All students can learn challenging content in mathematics • Students learn mathematics best in classes with students of similar abilities • It is important for students to learn basic mathematics skills before solving problems • I enjoy teaching mathematics • I am supported by colleagues to try out new ideas in teaching mathematics • I am required to follow rules at this school that conflict with my best professional judgment about teaching and learning mathematics
<p>Professional Development in Mathematics</p>	<p>Since June 1st of last year, how much emphasis have your professional development activities related to mathematical instruction placed on the following topics?</p> <ul style="list-style-type: none"> • Instructional approaches (e.g., use of manipulatives) • Alignment of mathematics instruction to curriculum frameworks and/or state content standards • In-depth study of mathematics or specific concepts within mathematics (e.g., fractions) • Study of how children learn particular topics in mathematics • Individual differences in student learning • Meeting the learning needs of special populations of students (e.g., English language learners, students with disabilities)
<p>Teacher Characteristics</p>	<ul style="list-style-type: none"> • How many years have you taught mathematics prior to this year? • How long have you been assigned to teach at your current school?
<p>Formal Course Preparation</p>	<p>Please estimate the total number of courses (quarter or semester) you have taken at the undergraduate and/or graduate level in each of the following areas</p> <ul style="list-style-type: none"> • Refresher mathematics courses (e.g., algebra, geometry) • Advanced mathematics courses (e.g., calculus, statistics) • Mathematics Education
<p>Instructional Content</p>	<p>Step 1: Indicate topics not covered in this class</p>

Begin by reviewing the entire list of topics identified in the topics column of each table, noting how topics are grouped.

Step 2: Indicate the amount of time spent on each topic covered in this class

Examine the list of topics a second time. This time note the amount of coverage devoted to each topic by filling in the appropriately numbered circle in the "Time on Topic" column based upon the following

- Number sense
- Operations
- Measurement
- Basic Algebra
- Advanced Algebra
- Geometric Concepts
- Advanced Geometry
- Data Displays
- Statistics
- Probability
- Analysis
- Trigonometry
- Special Topics