

TEACHER QUESTIONNAIRE

Advanced Placement Program® Study AP® English Literature and Composition

The College Board Advanced Placement Program is conducting an important study to identify factors that enhance the success of under-represented minority (African American and Hispanic) students in AP courses. The study is being conducted by Educational Testing Service® (ETS®).

Your school has been identified as serving a significant number of African American and Hispanic students in AP Calculus AB and/or AP English Literature and Composition. We are extremely interested in learning more about the teaching in these courses and about you as the AP teacher. In this questionnaire, you will be asked some background questions and about instruction in your AP classes.

Only you can provide information about the instruction your students receive, and your answers are very important. **The information you provide is being collected for research purposes only and will be kept strictly confidential. Although you are very busy, we urge you to complete this questionnaire as accurately as possible. Your responses to these questions are needed to help us identify and communicate ways to improve the preparation, recruitment, and instruction of under-represented minority students in AP.**

Instructions

This questionnaire contains four parts:

- A. Teacher Background Information
- B. English Literature and Composition Preparation
- C. English Literature and Composition Instruction Information
- D. Policies and Practices for AP

Please complete all parts of the questionnaire and record your answers directly on the questionnaire by providing the information requested as it applies to you/your classes. You will find class rosters with each student in your school who took the AP English Literature and Composition exam in 1997 and 1998. Please provide the information requested for your students according to the instructions attached to the roster. Please call Barbara Bruschi at (609) 734-5943 (bbruschi@ets.org) or Mario Yepes-Baraya at (609) 734-5357 (mveyes@ets.org) with any questions.

Please return your completed questionnaire and class rosters to your PRINCIPAL in the envelope provided. The Principal is collecting all surveys to be returned to ETS by April 23.

THANK YOU VERY MUCH.

Name (AP English Literature Teacher): _____
Phone: _____
E-Mail address: _____
Fax Number: _____

A. Background, Education, and Resources

A1. What is your gender? (Circle one.)

- a. Male
- b. Female

A2. Which best describes you? (Circle one.)

- a. American Indian or Alaskan Native
- b. Asian or Pacific Islander
- c. Black/African American (non-Hispanic)
- d. Hispanic (regardless of race)
- e. White (non-Hispanic)
- f. Other (Specify): _____

A3. In which of the following years did you teach AP English Literature and Composition? (Circle all that apply.)

- a. 1998-99
- b. 1997-98
- c. 1996-97
- d. I no longer teach AP course(s).

A4. Counting this year, how many years in total (including part-time teaching) have you taught high school English? (Circle one.)

- a. 2 years or less
- b. 3-5 years
- c. 6-10 years
- d. 11-24 years
- e. 25 years or more

A5. Counting this year, how many years have you taught AP English Literature and Composition? (Circle one.)

- a. 2 years or less
- b. 3-5 years
- c. 6-10 years
- d. 11-24 years
- e. 25 years or more

A6. What type of teaching certificate in English do you have in your state? (Circle one.)

- a. Permanent certificate
- b. Advanced professional certificate
- c. Temporary, provisional, or emergency state certificate
- d. I do not have a certificate in English.
- e. Other (Specify): _____

A7. What is the highest academic degree you hold? (Circle one.)

- a. Bachelor's degree
- b. Master's degree
- c. Education specialist or professional diploma based on at least one year's work past master's degree
- d. Doctorate
- e. Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

A8. When was your most recent degree awarded? (Circle one.)

- a. Within the last year
- b. 2-4 years ago
- c. 5-10 years ago
- d. 11-20 years ago
- e. 21 years ago or more

A9. What were your undergraduate major and minor fields of study? (Check each box that applies.)

	Major	Minor
a. English (English Language, Literature)	<input type="checkbox"/>	<input type="checkbox"/>
b. English Education	<input type="checkbox"/>	<input type="checkbox"/>
c. Reading and/or Language Arts	<input type="checkbox"/>	<input type="checkbox"/>
d. Education (elementary, secondary, special, bilingual or ESL, counseling)	<input type="checkbox"/>	<input type="checkbox"/>
e. Other area related to teaching		
English (Specify):	<input type="checkbox"/>	<input type="checkbox"/>
f. All other (Specify):	<input type="checkbox"/>	<input type="checkbox"/>

A10. What were your graduate major fields of study? (Check one box for each graduate degree.)

	Degree 1	Degree 2	Degree 3
a. <u>No graduate level study</u> <input type="checkbox"/>			
b. <u>English (English Language, Literature)</u> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <u>English Education</u> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <u>Reading and/or Language Arts</u> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <u>Education (elementary, secondary, special, bilingual or ESL, counseling)</u> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. <u>Other area related to teaching English (Specify):</u> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. <u>All other (Specify):</u> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A11. How often do you attend AP workshops? (Circle one.)

- a. Once or twice a year
- b. Every 2 or 3 years
- c. Every 4 or 5 years
- d. Infrequently (6 or more years)
- e. I have never attended an AP workshop.

A12. How often do you attend AP summer institutes? (Circle one.)

- a. Once a year
- b. Every 2 or 3 years
- c. Every 4 or 5 years
- d. Infrequently (6 or more years)
- e. I have never attended an AP summer institute.

A13. When did you last attend an AP summer institute? (Circle one.)

- a. Within the last year
- b. 2 to 4 years ago
- c. 5 years ago or more
- d. I have never attended an AP summer institute.

A14. What type of support is provided for you to participate in the following? (Circle all that apply.)

AP workshop

- a. None
- b. Released time
- c. Fee for workshop
- d. Expenses for workshop
- e. Other (Specify): _____

AP summer institute

- f. None
- g. Released time
- h. Fee for institute
- i. Expenses for institute
- j. Other (Specify): _____

- A15. Which of the following statements is true about the extent to which your school provides you with the instructional materials and other resources you need to teach your AP class(es)? (Circle one.)
- a. I get all the resources that I need.
 - b. I get most of the resources that I need.
 - c. I get some of the resources that I need.
 - d. I don't get any of the resources that I need.
- A16. How often do you incur out-of-pocket costs for instructional materials and other resources for your AP class(es)? (Circle one.)
- a. Weekly
 - b. Monthly
 - c. Three or four times each year
 - d. Once or twice each year
 - e. Hardly ever or never
- A17. Which of the following resource people do you find useful to you in teaching your AP English Literature and Composition class(es)? (Circle all that apply.)
- a. Other AP teacher(s)
 - b. Other teacher(s)
 - c. Department chair
 - d. Principal
 - e. District curriculum specialist
 - f. Other (Specify): _____
 - g. None
- A18. Which, if any, of the following technology do you use in school to prepare to teach your AP class(es)? (Circle all that apply.)
- a. I do not have access to a computer.
 - b. I do not have access to a computer in school.
 - c. E-mail
 - d. AP listserves
 - e. Chatrooms
 - f. Internet/Worldwide webs
 - g. Other (Specify): _____
 - h. None

- A19. How many school hours per week do you currently have designated as in-school preparation time for your AP class(es)? (Circle one.)
- a. None
 - b. Preparation time for AP class(es) part of overall preparation time
 - c. Less than 1 hour
 - d. 1-2 hours
 - e. 3-4 hours
 - f. 5 hours or more
- A20. How many additional hours do you currently spend outside of school on preparation for your AP class(es) per week? (Circle one.)
- a. None
 - b. Less than 1 hour
 - c. 1-2 hours
 - d. 3-4 hours
 - e. 5 hours or more
- A21. Are you involved in team teaching in your AP course(s)? (Circle one.)
- a. No
 - b. Yes
- A22. Are you involved in joint preparation time with another teacher teaching English Literature and Composition in your school? (Circle one.)
- a. No
 - b. Yes

B. English Literature and Composition Preparation

B1. What level of academic preparation have you had in each of the following topics or areas? (Check all that apply for each letter below.)

	Little or No Academic Preparation	Part of a College or University Course	One or More College or University Courses	Professional Development Workshops or Seminars
a. Poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prose Fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Public Speaking/ Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Journalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Expository Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Creative Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Fine Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Cinema/ Film	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2. During the last three years, what have you done to improve your academic preparation in English? (Circle all that apply.)

- a. No formal workshops or classes
- b. One workshop or seminar
- c. Multiple workshops or seminars
- d. One university course
- e. Multiple university courses

B3. During the last three years, in which of the following areas have you taken courses or participated in professional development activities? (Circle all that apply.)

- a. Use of telecommunications
- b. Use of computers
- c. Use of computers in teaching English
- d. Methods of teaching English Literature and Composition
- e. Cooperative group instruction
- f. Interdisciplinary instruction
- g. Teaching higher-order thinking skills
- h. Classroom management and organization
- i. Understanding students' conceptual framework for English
- j. Testing, student assessment, or evaluation
- k. Portfolio Assessment
- l. Performance-based assessment
- m. Teaching students from different cultural backgrounds

(continued on next page)

- n. Teaching students who are Limited English Proficient
- o. Teaching students with disabilities
- p. Gender issues in teaching English Literature and Composition
- q. Other professional issues (Specify): _____
- r. I have not participated in professional development activities or coursework.

B4. What type of support is provided for teachers to participate in **non-AP** workshops or seminars? (Circle all that apply.)

- a. None
- b. Released time
- c. Fee for workshop or seminar
- d. Expenses for workshop or seminar
- e. Other (Specify): _____

B5. How prepared did you feel when you *first* started to teach AP English Literature and Composition course(s)? (Circle one letter for each section below.)

Knowledge of Subject

Knowledge of AP Program and Exam

- | | |
|-----------------------|-----------------------|
| a. Very well prepared | e. Very well prepared |
| b. Well prepared | f. Well prepared |
| c. Somewhat prepared | g. Somewhat prepared |
| d. Not prepared | h. Not prepared |

B6. How prepared do you feel *now* to teach your AP English Literature and Composition course(s)? (Circle one letter for each section below.)

Knowledge of Subject

Knowledge of AP Program and Exam

- | | |
|-----------------------|-----------------------|
| a. Very well prepared | e. Very well prepared |
| b. Well prepared | f. Well prepared |
| c. Somewhat prepared | g. Somewhat prepared |
| d. Not prepared | h. Not prepared |

B7. How closely aligned do you feel the AP English Literature and Composition curriculum provided by the AP Program is with the curriculum standards used in your department/school/district/state? (Circle one.)

- a. Not aligned
- b. Somewhat aligned
- c. Closely aligned
- d. Very closely aligned
- e. There are no formal curriculum standards.

C. AP English Literature and Composition Instruction Information

Please answer these questions about the AP English Literature and Composition class(es) that you teach.

- C1. How many hours of instructional time do you have to present the complete AP English Literature and Composition curriculum? _____ hours per week for _____ weeks
- C2. On average, how much time do your expect students in each class to spend on assignments outside of the classroom *per week*? _____
- C3. Over the academic year, how much emphasis have you given to each of the following in your AP English Literature and Composition class(es)? (Check one box for each letter below.)

Topics and Skills: Literature

	Little or No Emphasis	Moderate Emphasis	Heavy Emphasis
a. The experience of literature – subjective dimensions of reading and responding to literary works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The interpretation of literature - analysis of literary work through close reading to arrive at an understanding of multiple meanings (textual detail, historical context)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The evaluation of literature - assessment of the quality and artistic achievement of literary works and consideration of their social and cultural value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identifying and discussing a work's structure, style, and themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identifying and discussing a work's use of figurative language imagery, symbolism, and tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Making careful observations of textual detail, establishing connections among observations and draw from connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing and organizing ideas in clear, coherent, and persuasive language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing

	Little or No Emphasis	Moderate Emphasis	Heavy Emphasis
h. Writing to understand a literary work (e.g., writing reaction papers, free writing, reading, journals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Writing to explain a literary work (e.g., writing brief focused analysis of aspects of language and structure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Writing to evaluate a literary work (e.g. making and explaining judgments, exploring underlying social and cultural values)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Using a wide range of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Using a variety of sentence structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Having a logical organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Balancing generalization with specific illustrative details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Effectively using rhetoric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Writing under time constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C4. In your AP English Literature and Composition instruction, how often do you do each of the following? (Check one box for each letter below.)

	Never Or Hardly Ever	Once or Twice a Month	Once or Twice a Week	Almost Every Day
a. Promote student interaction and discussion using inquiry-based techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use students' interests and background experiences to make connections to literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop students' ability to make connections among literary works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Develop students' ability to make connections between literature and other disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use the results of classroom assessments to inform instructional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C5. How often have students in your AP class done each of the following? (Check one box for each letter below.)

	Never Or Hardly Ever	Once or Twice a Month	Once or Twice a Week	Almost Every Day
a. In a whole group with the teacher, discussed, interpreted, and analyzed a novel, short story or poem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Worked in small groups or pairs to analyze a novel, short story or poem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Critiqued and revised their writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Conducted group research projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Conducted individual research projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Presented their work to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Written expository, analytical or argumentative essays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C6. How often do you use each of the following to assess students' progress in your AP English Literature and Composition class(es)? (Check one box for each letter below.)

	Never or Hardly Ever	Once or Twice a Year	Once or Twice a Month	Once or Twice a Week
a. In-class essay exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Take-home essay exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Individual or group projects or presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Portfolio collections of each student's work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Multiple choice tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. In-class participation in discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Interpretation or analysis of literary works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7. How often do you provide each of the following types of feedback to students? (Check one response for each letter below.)

	Never or Hardly Ever	Monthly	Bi-weekly	Weekly	Daily
a. Letter grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Written comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Verbal comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C8. How do you communicate students' progress to parents? (Circle all that apply.)

- a. Formal mid-term progress report
- b. Report card
- c. Parent-Teacher conference initiated by teacher
- d. Parent-Teacher conference initiated by parent (or student)
- e. Written note
- f. Phone call
- g. Other (Specify): _____

C9. How confident do you feel about each of the following? (Check one box for each letter below.)

	Relatively Little or No Confidence	Somewhat Confident	Very Confident
a. Teaching AP English Literature and <u>Composition course skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicating AP English skills to students with different levels of <u>academic preparation</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Using a wide variety of course-related <u>instructional methods</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using course-related technology (e.g., computers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C10. In your opinion, how effective was your English Literature and Composition course in doing each of the following? (Check one box for each letter below.)

	Poor	Fair	Good	Very Good	Excellent
a. Increasing students' general interest and motivation in <u>learning English</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increasing students' verbal <u>communication skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <u>Increasing students' writing skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Improving students' reading <u>comprehension skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Improving students' analytical <u>reading skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Preparing students for a college <u>English course</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Increasing students' confidence in their English literature and <u>composition skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increasing students' confidence <u>about attending college</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Policies and Practices for AP

D1. Which of the following are considered when recruiting new AP teachers? (Circle all that apply.)

- a. Teacher interest
- b. Teacher's schedule availability
- c. Degree in the subject area
- d. Experience in the subject area
- e. Other (Specify): _____

D2. Who was involved in your selection to teach AP English? (Circle all that apply.)

- a. Principal decision
- b. Teacher initiated
- c. Department chair recommended
- d. Another teacher recommended
- e. Other (Specify): _____

D3. *For the student body as a whole*, how would you characterize each of the following within your school? (Indicate the percent in each category for each letter below.)

	Poor	Average	Good	Excellent
a. Students' academic background upon arrival in high school	%	%	%	%
b. Students' attitude toward academic achievement in general	%	%	%	%
c. Students' regard for school property	%	%	%	%
d. Students' aspirations to attend college	%	%	%	%
e. Academic preparation of students who take AP classes	%	%	%	%
f. Parents' level of education	%	%	%	%
g. Parents' support for student achievement	%	%	%	%
h. Parents' understanding/ support of AP	%	%	%	%
i. Preliminary courses provided by school to prepare students for AP	%	%	%	%

D4. *For African American and Hispanic students*, how would you characterize each of the following within your school? (Check one box for each letter.)

	Poor	Average	Good	Excellent
a. Students' academic background upon arrival in high school	%	%	%	%
b. Students' attitude toward academic achievement in general	%	%	%	%
c. Students' regard for school property	%	%	%	%
d. Students' aspirations to attend college	%	%	%	%
e. Academic preparation of students who take AP classes	%	%	%	%
f. Parents' level of education	%	%	%	%
g. Parents' support for student achievement	%	%	%	%
h. Parents' understanding/ support of AP	%	%	%	%
i. Preliminary courses provided by school to prepare students for AP	%	%	%	%

D5. Indicate which, if any, of the following policies, practices or strategies are used at your school to prepare prospective students to succeed in AP? (Circle all that apply.)

- a. No specific preparation
- b. Students complete a specified course sequence in a given subject matter
- c. Students complete an honors course(s)
- d. Students attend preparatory summer workshop or course
- e. Other (Specify): _____

D6. How are teachers in your school made aware of AP course offerings and requirements? (Circle all that apply.)

- a. AP teacher(s)
- b. Other teacher(s)
- c. Principal
- d. Formal in-service
- e. Other (Specify): _____

D7. About which of the following do you communicate with other teachers teaching 9th, 10th, and 11th grade students? (Circle all that apply.)

- a. AP Program offerings
- b. Student skills necessary for AP program/courses
- c. Identifying promising students for AP courses
- d. Identifying promising African American and Hispanic students for AP courses
- e. None of the above

D8. How do you make students aware of the AP course offerings? (Circle all that apply.)

- a. Speak with students in my classes
- b. Speak with students in other classes
- c. Speak about the AP Program as part of a student assembly
- d. Speak about the AP Program as part of a parents' back to school night/assembly
- e. Mailings/Newsletters to students
- f. Mailings/Newsletters to parents
- g. Other (Specify): _____

D9. Are there any special efforts you use to make *African American and Hispanic students* aware of AP course offerings and requirements? (Circle one.)

- a. No
- b. Yes (Briefly describe): _____

Use space at the end of the questionnaire for additional comments.

D10. Are there any special efforts you use to attract or recruit *African American and Hispanic students* to your AP courses? (Circle one.)

- a. No
- b. Yes (Briefly describe): _____

Use space at the end of the questionnaire for any additional comments.

D11. In your experience, which of the following are the major factors that consistently help you to identify students who will succeed in AP English Literature? (Circle all that apply.)

- a. Grades
- b. Teacher recommendations
- c. PSAT scores
- d. Other standardized test scores
- e. Student interest
- f. Parent interest
- g. Previous courses taken
- h. Special honors courses taken
- i. Writing sample
- j. Interview
- k. Other (Specify): _____

D12. Specify two of the factors listed above that you consider most important. (Circle two of the letters below.)

a b c d e f g h i j k

D13. In your experience, which of the following are the major factors that consistently help you to identify *African American and Hispanic students* who will succeed in AP English Literature? (Circle all that apply.)

- a. Grades
- b. Teacher recommendations
- c. PSAT scores
- d. Other standardized test scores
- e. Student interest
- f. Parent interest
- g. Previous courses taken
- h. Special honors courses taken
- i. Writing sample
- j. Interview
- k. Other (Specify): _____

D14. Specify two of the factors listed above that you consider most important. (Circle two of the letters below.)

- a b c d e f g h i j k

D15. Do you use any special methods to select *African American and Hispanic students* for your AP course(s)? (Circle one.)

- a. No
 - b. Yes (Briefly describe): _____
- Use space at the end of the questionnaire for additional comments.

D16. What have been the trends over the last three years with regard to *students in general* in your AP English Literature and Composition class(es)? (Check one box for each letter below.)

	Decreased	Not Changed	Increased
a. Number of student inquiries about your AP class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of students enrolling in your AP class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of students dropping out of your AP class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D17. What have been the trends over the last three years with regard to *African American and Hispanic students* in your AP English Literature and Composition classes? (Check one box for each letter below.)

	Decreased	Not Changed	Increased
a. Number of student inquiries about your AP class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of students enrolling in your AP class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of students dropping out of your AP class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D18. What, if any, academic support outside of class do you offer students taking your AP course? (Circle all that apply).

- a. None outside of the class time
- b. One-to-one tutoring by AP teacher
- c. Group tutoring by AP teacher
- d. Tutoring by another English teacher
- e. Peer tutoring
- f. Student study groups
- g. Other (Specify): _____

D19. What is done in your class to prepare students for the AP examination? (Circle all that apply.)

- a. Preparation time during regular course work
- b. Complete course work one to two months early and use the remainder of the time to prepare students for the exam
- c. Use sample AP exam questions throughout the school year
- d. Administer one or more practice tests before the exam date
- e. Other (Specify): _____

D20. Describe any particularly effective strategies you use to motivate *African American and Hispanic students* in your AP class(es).

D21. Describe any intervention strategies you have found particularly effective in helping *African American and Hispanic students* persist in your AP class(es).

D22. Describe any strategies you have found particularly effective in helping *African American and Hispanic students* succeed in your AP class(es).

D23. Which best describes your practice regarding students taking the AP examination? (Circle one.)

- a. I encourage those students I feel likely to get a 3 or higher to take the exam.
- b. I leave the decision to the student.
- c. All students in the class take the AP examination.
- d. Other (Specify): _____

D24. How important is each of the following student outcomes in terms of your goals for students taking your AP class(es)? (Check one box for each letter below.)

	Very Low	Low	Moderate	High	Very High
a. Student earns a score of 3 or better on the AP examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student experiences college-level work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student builds confidence in subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student becomes more interested in subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student's chances of college admission are improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student gains confidence that s/he can succeed in college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (Specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D25. Describe any changes you would like to see in your school's policies or practices regarding AP that you feel would improve your effectiveness in teaching *African American and Hispanic students*.

Additional Comments:

PLEASE RETURN THE QUESTIONNAIRE IN THE ENVELOPE PROVIDED TO YOUR PRINCIPAL FOR RETURN MAILING TO ETS. THANK YOU AGAIN FOR YOUR HELP.

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