

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Provincial Results

Response rate for the Province: 5 693 out of 7 651 (74%)

Your School

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
1. How often did you meet with other staff members at your school for the following reasons this year? Consider both formal and informal meetings.		
a. To discuss general school issues		
Never or hardly ever	60	1%
A few times	594	10%
Once a month	2 036	36%
Once every 2 weeks	735	13%
At least once a week	2 225	39%
No response/ambiguous response	43	1%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	403	7%
A few times	3 063	54%
Once a month	1 567	28%
Once every 2 weeks	369	6%
At least once a week	230	4%
No response/ambiguous response	61	1%
c. To track student progress		
Never or hardly ever	488	9%
A few times	2 416	42%
Once a month	1 360	24%
Once every 2 weeks	690	12%
At least once a week	667	12%
No response/ambiguous response	72	1%

* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

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Your School

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
d. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)		
Never or hardly ever	232	4%
A few times	2 388	42%
Once a month	2 537	45%
Once every 2 weeks	366	6%
At least once a week	113	2%
No response/ambiguous response	57	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Your School

	Province*	
<i>Number of Respondents</i>	5 393	
	#	%†
e. To reflect on the delivery of the language curriculum (e.g., to plan lessons, discuss instructional strategies and materials)		
Never or hardly ever	999	19%
A few times	2 170	40%
Once a month	949	18%
Once every 2 weeks	609	11%
At least once a week	662	12%
No response/ambiguous response	4	<1%
f. To coordinate language instruction among teachers		
Never or hardly ever	1 513	28%
A few times	1 946	36%
Once a month	790	15%
Once every 2 weeks	529	10%
At least once a week	602	11%
No response/ambiguous response	13	<1%

* Numbers and percentages are based on the total number of teachers who answered questions 1e and 1f.

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Note: N/D “No data available” is used to indicate that there were no teachers in that group.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Your School

	Province*	
<i>Number of Respondents</i>	5 362	
	#	%†
g. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, to discuss instructional strategies and materials)		
Never or hardly ever	269	5%
A few times	1 847	34%
Once a month	1 482	28%
Once every 2 weeks	781	15%
At least once a week	974	18%
No response/ambiguous response	9	<1%
h. To coordinate mathematics instruction among teachers		
Never or hardly ever	704	13%
A few times	1 926	36%
Once a month	1 188	22%
Once every 2 weeks	699	13%
At least once a week	838	16%
No response/ambiguous response	7	<1%

* Numbers and percentages are based on the total number of teachers who answered questions 1g and 1h.

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Your School

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
2. To what extent do you agree or disagree with the following statements about your school's improvement goals in literacy and in mathematics this year?		
<u>For reading:</u>		
a. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	578	10%
Neither agree nor disagree	949	17%
Agree or strongly agree	3 988	70%
No response/ambiguous response	178	3%
b. The school's improvement goals were clear to me.		
Strongly disagree or disagree	598	11%
Neither agree nor disagree	1 021	18%
Agree or strongly agree	3 877	68%
No response/ambiguous response	197	3%
c. I had the support of other staff members at the school to help me work toward the improvement goals.		
Strongly disagree or disagree	508	9%
Neither agree nor disagree	1 295	23%
Agree or strongly agree	3 685	65%
No response/ambiguous response	205	4%
d. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	693	12%
Neither agree nor disagree	1 352	24%
Agree or strongly agree	3 439	60%
No response/ambiguous response	209	4%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
e. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	401	7%
Neither agree nor disagree	1 429	25%
Agree or strongly agree	3 645	64%
No response/ambiguous response	218	4%
f. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	758	13%
Neither agree nor disagree	1 436	25%
Agree or strongly agree	3 282	58%
No response/ambiguous response	217	4%
For writing:		
g. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	607	11%
Neither agree nor disagree	1 020	18%
Agree or strongly agree	3 885	68%
No response/ambiguous response	181	3%
h. The school's improvement goals were clear to me.		
Strongly disagree or disagree	627	11%
Neither agree nor disagree	1 078	19%
Agree or strongly agree	3 792	67%
No response/ambiguous response	196	3%
i. I had the support of other staff members at the school to help me work toward the improvement goals.		
Strongly disagree or disagree	526	9%
Neither agree nor disagree	1 341	24%
Agree or strongly agree	3 619	64%
No response/ambiguous response	207	4%

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Your School

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
j. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	751	13%
Neither agree nor disagree	1 430	25%
Agree or strongly agree	3 298	58%
No response/ambiguous response	214	4%
k. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	424	7%
Neither agree nor disagree	1 491	26%
Agree or strongly agree	3 558	62%
No response/ambiguous response	220	4%
l. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	770	14%
Neither agree nor disagree	1 480	26%
Agree or strongly agree	3 222	57%
No response/ambiguous response	221	4%
For mathematics:		
m. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	178	3%
Neither agree nor disagree	377	7%
Agree or strongly agree	4 938	87%
No response/ambiguous response	200	4%
n. The school's improvement goals were clear to me.		
Strongly disagree or disagree	219	4%
Neither agree nor disagree	475	8%
Agree or strongly agree	4 805	84%
No response/ambiguous response	194	3%

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† Percentages may not add up to 100, due to rounding.

Note: N/D "No data available" is used to indicate that there were no teachers in that group.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
o. I had the support of other staff members at the school to help me work toward the improvement goals.		
Strongly disagree or disagree	255	4%
Neither agree nor disagree	750	13%
Agree or strongly agree	4 471	79%
No response/ambiguous response	217	4%
p. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	342	6%
Neither agree nor disagree	742	13%
Agree or strongly agree	4 394	77%
No response/ambiguous response	215	4%
q. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	140	2%
Neither agree nor disagree	623	11%
Agree or strongly agree	4 726	83%
No response/ambiguous response	204	4%
r. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	512	9%
Neither agree nor disagree	942	17%
Agree or strongly agree	4 027	71%
No response/ambiguous response	212	4%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Your School

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
3. To what extent do you agree or disagree with the following statements about your school?		
a. Students take pride in this school.		
Strongly disagree or disagree	379	7%
Neither agree nor disagree	764	13%
Agree or strongly agree	4 416	78%
No response/ambiguous response	134	2%
b. Teachers take pride in this school.		
Strongly disagree or disagree	207	4%
Neither agree nor disagree	578	10%
Agree or strongly agree	4 785	84%
No response/ambiguous response	123	2%
c. There is strong school spirit in this school.		
Strongly disagree or disagree	558	10%
Neither agree nor disagree	1 063	19%
Agree or strongly agree	3 933	69%
No response/ambiguous response	139	2%
d. Students at this school respect one another.		
Strongly disagree or disagree	573	10%
Neither agree nor disagree	1 057	19%
Agree or strongly agree	3 931	69%
No response/ambiguous response	132	2%
e. There is co-operation at this school among students.		
Strongly disagree or disagree	271	5%
Neither agree nor disagree	868	15%
Agree or strongly agree	4 413	78%
No response/ambiguous response	141	2%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
f. There is co-operation at this school among teachers.		
Strongly disagree or disagree	243	4%
Neither agree nor disagree	578	10%
Agree or strongly agree	4 738	83%
No response/ambiguous response	134	2%
g. There is co-operation at this school among all staff members.		
Strongly disagree or disagree	578	10%
Neither agree nor disagree	862	15%
Agree or strongly agree	4 107	72%
No response/ambiguous response	146	3%
h. There is co-operation at this school between students and teachers.		
Strongly disagree or disagree	152	3%
Neither agree nor disagree	645	11%
Agree or strongly agree	4 748	83%
No response/ambiguous response	148	3%
i. There is co-operation at this school between teachers and parents or guardians.		
Strongly disagree or disagree	267	5%
Neither agree nor disagree	1 061	19%
Agree or strongly agree	4 235	74%
No response/ambiguous response	130	2%
j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.		
Strongly disagree or disagree	111	2%
Neither agree nor disagree	432	8%
Agree or strongly agree	5 028	88%
No response/ambiguous response	122	2%

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	Province*	
<i>Number of Respondents</i>		
	#	%†
4. This question is not reported. Currently under field-testing.		

* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of EQAO Resources

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%
5. How have you used the EQAO sample student assessments and scoring guides this year? Fill in all that apply.		
<u>Independently</u>		
a. To show samples of student responses to students	4 741	83%
b. To help students understand how questions and tasks relate to curriculum expectations	4 322	76%
c. To communicate with parents and guardians about curriculum expectations	2 372	42%
d. As a model for designing assessments	3 665	64%
e. To inform classroom instruction	4 022	71%
f. In ways other than those listed above	1 915	34%
g. Did not use	364	6%
<u>With a school team</u>		
h. As a model for designing assessments	1 473	26%
i. To inform classroom instruction	1 629	29%
j. In ways other than those listed above	676	12%
k. Did not use	252	4%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
6. How have you used EQAO data (demographic data, assessment and questionnaire results) this year? Fill in all that apply.		
<u>Independently</u>		
a. To identify how well students are meeting curriculum expectations	1 732	30%
b. To communicate with parents and guardians about student achievement	1 035	18%
c. To learn more about students at the school (e.g., their perceptions, their activities outside school)	1 317	23%
d. To identify areas of strength and areas for improvement in elementary programs	1 797	32%
e. To inform planning of elementary programs	1 642	29%
f. To guide school improvement initiatives	952	17%
g. To support change in teaching practices	1 908	34%
h. In ways other than those listed above	669	12%
i. Did not use	688	12%
<u>With a school team</u>		
j. To identify how well students are meeting curriculum expectations	3 402	60%
k. To communicate with parents and guardians about student achievement	1 320	23%
l. To learn more about students at the school (e.g., their perceptions, their activities outside school)	2 194	39%
m. To identify areas of strength and areas for improvement in elementary programs	3 454	61%
n. To inform planning of elementary programs	2 665	47%
o. To guide school improvement initiatives	3 559	63%
p. To support change in teaching practices	2 527	44%
q. In ways other than those listed above	544	10%
r. Did not use	320	6%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

	Province*	
<i>Number of Respondents</i>	5 223	
	#	%†
7. How often did you ask that your students use the following resources during language-related activities (reading and writing) this year? <i>Your students" means the majority of students in your class.</i>		
a. Computer software (e.g., for word processing, to do research)		
Not available	16	<1%
Never	20	<1%
Occasionally	431	8%
Sometimes	1 117	21%
Frequently	3 628	69%
No response/ambiguous response	11	<1%
b. Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)		
Not available	7	<1%
Never	24	<1%
Occasionally	364	7%
Sometimes	1 217	23%
Frequently	3 601	69%
No response/ambiguous response	10	<1%
c. Internet (e.g., to access information)		
Not available	6	<1%
Never	12	<1%
Occasionally	322	6%
Sometimes	1 206	23%
Frequently	3 666	70%
No response/ambiguous response	11	<1%

* Numbers and percentages are based on the total number of teachers who answered questions 7 and 8.

† Percentages may not add up to 100, due to rounding.

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

	Province*	
<i>Number of Respondents</i>	5 223	
	#	%†
8. How often did you use the following resources for language instruction (reading and writing) this year?		
a. Computer software (e.g., for word processing, to do research)		
Not available	8	<1%
Never	31	1%
Occasionally	407	8%
Sometimes	1 129	22%
Frequently	3 633	70%
No response/ambiguous response	15	<1%
b. Library or resource-centre language materials (e.g., print and audiovisual)		
Not available	38	1%
Never	202	4%
Occasionally	1 297	25%
Sometimes	1 907	37%
Frequently	1 753	34%
No response/ambiguous response	26	<1%
c. Presentation technology (e.g., interactive white board, LCD projector)		
Not available	48	1%
Never	50	1%
Occasionally	318	6%
Sometimes	822	16%
Frequently	3 968	76%
No response/ambiguous response	17	<1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
d. Language instruction materials that you or other teachers at your school developed		
Not available	122	2%
Never	271	5%
Occasionally	887	17%
Sometimes	1 454	28%
Frequently	2 464	47%
No response/ambiguous response	25	<1%
e. Language instruction materials that your board or other boards developed		
Not available	139	3%
Never	572	11%
Occasionally	1 735	33%
Sometimes	1 744	33%
Frequently	1 005	19%
No response/ambiguous response	28	1%
f. Language instruction materials that the Ministry of Education developed		
Not available	65	1%
Never	520	10%
Occasionally	1 845	35%
Sometimes	1 795	34%
Frequently	956	18%
No response/ambiguous response	42	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

	Province*	
<i>Number of Respondents</i>	5 223	
	#	%†
g. Commercial language instruction materials		
Not available	44	1%
Never	288	6%
Occasionally	1 596	31%
Sometimes	1 988	38%
Frequently	1 256	24%
No response/ambiguous response	51	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

	Province*	
<i>Number of Respondents</i>	5 199	
	#	%†
9. How often did you ask that your students use the following resources during mathematics-related activities this year? “Your students” means the majority of students in your class.		
a. Calculators		
Not available	9	<1%
Never	82	2%
Occasionally	647	12%
Sometimes	1 464	28%
Frequently	2 956	57%
No response/ambiguous response	41	1%
b. Concrete manipulatives (e.g., cubes, tiles)		
Not available	2	<1%
Never	11	<1%
Occasionally	398	8%
Sometimes	1 671	32%
Frequently	3 060	59%
No response/ambiguous response	57	1%
c. Computer software (e.g., interactive mathematics games, graphing software)		
Not available	30	1%
Never	227	4%
Occasionally	1 342	26%
Sometimes	1 931	37%
Frequently	1 622	31%
No response/ambiguous response	47	1%

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Note: N/D “No data available” is used to indicate that there were no teachers in that group.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

	Province*	
<i>Number of Respondents</i>	5 199	
	#	%†
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Not available	20	<1%
Never	416	8%
Occasionally	1 743	34%
Sometimes	1 742	34%
Frequently	1 232	24%
No response/ambiguous response	46	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
10. How often did you use the following resources for mathematics instruction this year?		
a. Computer software (e.g., interactive mathematics games, graphing software)		
Not available	25	<1%
Never	258	5%
Occasionally	1 334	26%
Sometimes	1 839	35%
Frequently	1 709	33%
No response/ambiguous response	34	1%
b. Library or resource-centre mathematics materials (e.g., print and audiovisual)		
Not available	124	2%
Never	1 230	24%
Occasionally	1 775	34%
Sometimes	1 356	26%
Frequently	647	12%
No response/ambiguous response	67	1%
c. Presentation technology (e.g., interactive white board, LCD projector)		
Not available	54	1%
Never	116	2%
Occasionally	552	11%
Sometimes	968	19%
Frequently	3 475	67%
No response/ambiguous response	34	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
d. Mathematics instruction materials that you or other teachers at your school developed		
Not available	93	2%
Never	239	5%
Occasionally	844	16%
Sometimes	1 533	29%
Frequently	2 452	47%
No response/ambiguous response	38	1%
e. Mathematics instruction materials that your board or other boards developed		
Not available	101	2%
Never	488	9%
Occasionally	1 442	28%
Sometimes	1 873	36%
Frequently	1 237	24%
No response/ambiguous response	58	1%
f. Mathematics instruction materials that the Ministry of Education developed		
Not available	68	1%
Never	399	8%
Occasionally	1 509	29%
Sometimes	1 861	36%
Frequently	1 314	25%
No response/ambiguous response	48	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

	Province*	
<i>Number of Respondents</i>	5 199	
	#	%†
g. Commercial mathematics instruction materials		
Not available	40	1%
Never	231	4%
Occasionally	1 232	24%
Sometimes	1 908	37%
Frequently	1 734	33%
No response/ambiguous response	54	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Some Teaching Practices

	Province*	
<i>Number of Respondents</i>	5 199	
	#	%†
11a. How often do you integrate mathematics with other areas of the curriculum?		
N/A	53	1%
Never	97	2%
Occasionally	1 711	33%
Sometimes	2 232	43%
Frequently	1 058	20%
No response/ambiguous response	48	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Some Teaching Practices

	Province*	
<i>Number of Respondents</i>	5 199	
	#	%
b. Which of the following instructional approaches make up your comprehensive mathematics program? Fill in all that apply.		
i. Collaborative problem solving	4 862	94%
ii. Collaborative inquiry	3 416	66%
iii. Differentiated instruction	4 894	94%
iv. Direct instruction	4 992	96%
v. Guided mathematics instruction	4 551	88%
vi. Independent practice	5 001	96%
vii. Mental mathematics	4 323	83%
viii. Open-ended problem solving	4 496	86%
ix. Practice of procedures and computations	4 386	84%
x. Other	826	16%

* Numbers and percentages are based on the total number of teachers who answered questions 9, 10 and 11.

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
c. When do you usually have your mathematics lesson? Fill in only one circle.		
In the morning	3 285	63%
In the afternoon	904	17%
At midday (for schools with a balanced-day schedule)	568	11%
As often in the morning as in the afternoon	384	7%
No response/ambiguous response	58	1%
d. In a typical day, how much protected classroom time do your students spend on mathematics? Fill in only one circle.		
Less than 40 minutes	67	1%
40–59 minutes	1 543	30%
60–79 minutes	3 114	60%
More than 80 minutes	440	8%
No response/ambiguous response	35	1%
e. In a typical day, how many blocks of protected time do your students spend on mathematics? Fill in only one circle.		
One continuous block of time (e.g., one 60-minute block; one 40-minute block)	4 120	79%
Two or more continuous blocks of time (e.g., two 30-minute blocks; three 20-minute blocks)	987	19%
No response/ambiguous response	92	2%
f. In a typical week, how much protected time do your students spend on mathematics? Fill in only one circle.		
100 to 199 minutes per week	149	3%
200 to 299 minutes per week	1 080	21%
300 to 399 minutes per week	3 243	62%
400 or more	642	12%
No response/ambiguous response	85	2%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
12. How often did you share the following with the majority of the parents and guardians of your students this year?		
a. The links between EQAO assessments and <i>The Ontario Curriculum</i>		
Never	2 280	40%
Once	1 989	35%
2–3 times	1 169	21%
No response/ambiguous response	255	4%
b. The links between EQAO results and instructional and/or assessment practices		
Never	2 531	44%
Once	1 879	33%
2–3 times	990	17%
No response/ambiguous response	293	5%
c. Instructional strategies for their child		
Never	358	6%
Once	834	15%
2–3 times	2 850	50%
About once a month	1 030	18%
About once every 2 weeks	218	4%
At least once a week	161	3%
No response/ambiguous response	242	4%
d. Suggestions for what to do at home to support learning		
Never	128	2%
Once	572	10%
2–3 times	2 742	48%
About once a month	1 451	25%
About once every 2 weeks	357	6%
At least once a week	255	4%
No response/ambiguous response	188	3%

* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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Note: N/D “No data available” is used to indicate that there were no teachers in that group.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
e. Suggestions for resources to use at home to support learning		
Never	193	3%
Once	698	12%
2–3 times	2 770	49%
About once a month	1 318	23%
About once every 2 weeks	322	6%
At least once a week	203	4%
No response/ambiguous response	189	3%
f. Information about their child's progress		
Never	51	1%
Once	110	2%
2–3 times	2 067	36%
About once a month	1 867	33%
About once every 2 weeks	971	17%
At least once a week	448	8%
No response/ambiguous response	179	3%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
13. How often did you use the following to communicate with the majority of the parents and guardians of your students regarding their child's learning this year?		
a. Meetings		
Never	102	2%
Once	1 318	23%
2–3 times	3 587	63%
About once a month	406	7%
About once every 2 weeks	41	1%
At least once a week	26	<1%
No response/ambiguous response	213	4%
b. Phone conversations		
Never	232	4%
Once	823	14%
2–3 times	2 923	51%
About once a month	1 088	19%
About once every 2 weeks	262	5%
At least once a week	119	2%
No response/ambiguous response	246	4%
c. Student agenda or home-school journal		
Never	683	12%
Once	134	2%
2–3 times	770	14%
About once a month	703	12%
About once every 2 weeks	484	9%
At least once a week	2 621	46%
No response/ambiguous response	298	5%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
d. Student-led conferences		
Never	2 422	43%
Once	1 502	26%
2–3 times	871	15%
About once a month	340	6%
About once every 2 weeks	133	2%
At least once a week	133	2%
No response/ambiguous response	292	5%
e. Student portfolio		
Never	1 960	34%
Once	1 109	19%
2–3 times	1 177	21%
About once a month	624	11%
About once every 2 weeks	251	4%
At least once a week	243	4%
No response/ambiguous response	329	6%
f. Class newsletter or information package		
Never	1 451	25%
Once	944	17%
2–3 times	1 163	20%
About once a month	1 423	25%
About once every 2 weeks	145	3%
At least once a week	282	5%
No response/ambiguous response	285	5%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Parental Engagement in Student Learning

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
g. Electronic tools (e.g., e-mail, blog, class Web site or Web page)		
Never	1 349	24%
Once	171	3%
2–3 times	528	9%
About once a month	813	14%
About once every 2 weeks	606	11%
At least once a week	1 991	35%
No response/ambiguous response	235	4%
h. Means other than those listed above		
Never	1 764	31%
Once	113	2%
2–3 times	336	6%
About once a month	283	5%
About once every 2 weeks	140	2%
At least once a week	380	7%
No response/ambiguous response	2 677	47%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
14a. Are you the classroom (homeroom) teacher for this class?		
Yes	5 250	92%
No	338	6%
No response/ambiguous response	105	2%
b. Do you teach language to this class?		
Yes	5 263	92%
No	319	6%
No response/ambiguous response	111	2%
c. Do you teach mathematics to this class?		
Yes	5 209	91%
No	373	7%
No response/ambiguous response	111	2%
15. How many students are in this class?		
1–20	1 230	22%
21–24	1 303	23%
25–28	2 161	38%
29–32	809	14%
33 or more	88	2%
No response/ambiguous response	102	2%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Class Demographics

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
16a. Is this class a combined-grade or multi-grade class?		
Yes	3 006	53%
No	2 571	45%
No response/ambiguous response	116	2%

* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Class Demographics

	Province*	
<i>Number of Respondents</i>	3 006	
	#	%†
16b. If this class is a combined-grade or multi-grade class, how many of your students are in Grade 6?		
1–8	1 157	38%
9–12	594	20%
13–16	608	20%
17–20	398	13%
21 or more	169	6%
No response/ambiguous response	80	3%

* Numbers and percentages are based on the number of teachers who answered "yes" to Question 16a.

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
17. What is your gender?		
Female	3 990	70%
Male	1 488	26%
No response/ambiguous response	215	4%
18. Including this year, for how many years have you been teaching? Fill in only one circle per line.		
a. In total		
2 years or less	194	3%
3–5 years	591	10%
6–10 years	1 184	21%
11 years or more	3 488	61%
No response/ambiguous response	236	4%
b. At the elementary level		
2 years or less	332	6%
3–5 years	665	12%
6–10 years	1 135	20%
11 years or more	3 263	57%
No response/ambiguous response	298	5%
c. In the junior division		
2 years or less	970	17%
3–5 years	1 280	22%
6–10 years	1 422	25%
11 years or more	1 697	30%
No response/ambiguous response	324	6%
d. In Grade 6		
2 years or less	1 925	34%
3–5 years	1 569	28%
6–10 years	1 177	21%
11 years or more	717	13%
No response/ambiguous response	305	5%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
19. What best describes your area of study during your post-secondary education? Fill in only one circle.		
English major or specialist	722	13%
English-related major or specialist (e.g., creative writing, journalism)	149	3%
Other major with an English minor	492	9%
Other major with an English-related minor	285	5%
Area of study unrelated to English	3 850	68%
No response/ambiguous response	195	3%
20. What best describes your area of study during your post-secondary education? Fill in only one circle.		
Mathematics major or specialist	119	2%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	433	8%
Other major with a mathematics minor	135	2%
Other major with a mathematics-related minor	260	5%
Area of study unrelated to mathematics	4 523	79%
No response/ambiguous response	223	4%
21. In your teacher training, did you take courses related to the teaching of reading or writing?		
Yes	4 970	87%
No	578	10%
No response/ambiguous response	145	3%
22. In your teacher training, did you take courses related to the teaching of mathematics?		
Yes	4 659	82%
No	884	16%
No response/ambiguous response	150	3%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Background and Professional Development

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
23. Have you completed or are you presently enrolled in any of the following Additional Qualifications courses? Fill in only one circle per line.		
a. Reading		
No	3 473	61%
Part 1	772	14%
Part 2	94	2%
Specialist	631	11%
No response/ambiguous response	723	13%
b. Writing		
No	4 465	78%
Part 1	108	2%
Part 2	10	<1%
Specialist	33	1%
No response/ambiguous response	1 077	19%
c. Mathematics, Primary and Junior		
No	3 727	65%
Part 1	667	12%
Part 2	119	2%
Specialist	270	5%
No response/ambiguous response	910	16%
d. Integration of Information and Computer Technology in Instruction		
No	4 132	73%
Part 1	310	5%
Part 2	40	1%
Specialist	181	3%
No response/ambiguous response	1 030	18%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
e. English as a Second Language		
No	3 885	68%
Part 1	661	12%
Part 2	61	1%
Specialist	112	2%
No response/ambiguous response	974	17%
f. Special Education		
No	1 893	33%
Part 1	1 803	32%
Part 2	344	6%
Specialist	1 140	20%
No response/ambiguous response	513	9%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Background and Professional Development

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
24. In the past two years, have you participated in professional development activities (e.g., courses, workshops, conferences, PLCs) related to any of the following topics?		
a. Reading or writing pedagogy or instruction		
Yes	3 235	57%
No	2 177	38%
No response/ambiguous response	281	5%
b. Integration of information and computer technology into language instruction		
Yes	3 541	62%
No	1 872	33%
No response/ambiguous response	280	5%
c. Developing students' critical thinking in reading or writing		
Yes	2 772	49%
No	2 589	45%
No response/ambiguous response	332	6%
d. Mathematics pedagogy or instruction		
Yes	4 751	83%
No	736	13%
No response/ambiguous response	206	4%
e. Integration of information and computer technology into mathematics instruction		
Yes	3 402	60%
No	1 983	35%
No response/ambiguous response	308	5%
f. Developing students' critical thinking or problem-solving skills in mathematics		
Yes	4 408	77%
No	1 030	18%
No response/ambiguous response	255	4%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Background and Professional Development

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
g. Instructional strategies for differentiated instruction in any subject		
Yes	3 691	65%
No	1 708	30%
No response/ambiguous response	294	5%
h. Teaching students with special needs		
Yes	2 732	48%
No	2 621	46%
No response/ambiguous response	340	6%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2016–2017

Teacher Questionnaire–Grade 6

Other

	Province*	
<i>Number of Respondents</i>	5 693	
	#	%†
25. I would prefer to answer this questionnaire online (through the Internet).		
Strongly disagree or disagree	785	14%
Neither agree nor disagree	1 627	29%
Agree or strongly agree	3 026	53%
No response/ambiguous response	255	4%

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