

@VCReads Faculty Questionnaire

Name of Discipline or Program: _____

Vernon College faculty, staff, and stakeholders have chosen reading as their next QEP topic. The QEP taskforce seeks input and discussion at the beginning of this planning process. Everyone agrees that reading is important. Additionally, we all agree that different types of reading and situations influence rates of student success. These questions should help start a specific conversation about the important role that reading plays in the courses you teach.

1. What do students read for your class? (Indicate all that apply)

- a. Textbook(s) or Manual(s)

- b. Teacher-Created Documents (Prezi, PowerPoints, notes, study guides)

- c. Available Resources (Web pages, copies of articles)

- d. Off-Adoption Books, Magazines, or Journals

2. How often do you assign reading as part of homework (for any subject)?

- _____ I do not assign reading for homework
- _____ Less than once a week
- _____ 1 or 2 times a week
- _____ 3 or 4 times a week
- _____ Every day

3. In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?

- _____ 16-30 minutes
- _____ 31-60 minutes
- _____ more than 60 minutes

4. After students have read something, how often do you ask them to do the following?
 - a. Answer reading comprehension questions in a workbook or on a worksheet about what they have read
 - b. Write something about or in response to what they have read
 - c. Answer oral questions about or orally summarize what they have read
 - d. Talk with each other about what they have read
 - e. Do a project about what they have read (e.g., a play or art project)
 - f. Take a written quiz or test about what they have read

5. How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?
 - a) Identify the main ideas of what they have read
 - b) Explain or support their understanding of what they have read
 - c) Compare what they have read with experiences they have had
 - d) Compare what they have read with other things they have read
 - e) Make predictions about what will happen next in the text they are reading
 - f) Make generalizations and draw inferences based on what they have read
 - g) Describe the style or structure of the text they have read

6. How often do you use each of the following to assess students' performance in reading?
 - a. Multiple-choice questions on material read
 - b. Short-answer written questions on material read
 - c. Paragraph-length written responses about what students have read
 - d. Listening to students read aloud
 - e. Oral questioning of students
 - f. Students give an oral summary/report of what they have read
 - g. Meeting with students to discuss what they have been reading and work they have done

7. Are any of the following resources available to you to deal with students who have difficulty with reading?
- a. A reading specialist is available to work in my classroom with those students
 - b. A tutor is available to work in a group with those students
 - c. A teacher-aide or other adult is available to work in my classroom with those students
 - d. Other professionals (e.g., learning specialist, speech therapist) are available to work with those students

Notes for Commentary, Concerns, or Suggestions

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