Survey Questions – UNLV survey

Developed by Teacher group to be used primarily by Parent/Interest group and as support data for Teacher group

Appendix O
Introduction/Informed Consent

Graduate students in the Masters of Public Administration program at the University of Nevada, Las Vegas, are working on a project involving the textbook adoption process in the State of Nevada. This questionnaire is designed to investigate the opinions and perspectives of high school graduates, parents of high school students, and special interest groups regarding the textbook adoption process.

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at any time during the research study.

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral material that could link you to this study.

(The principal investigator with this study is Christopher Stream, Ph.D., UNLV, 702-895-5120.)

By clicking "Next" you agree to participate in this study.

Student?

Are you a recent graduate of a Nevada high school? (within past 4 years)

○ Yes
○ No

School District

Which school district did you attend high school in?

○ Carson City School District
○ Churchill County School District
○ Clark County School District
○ Douglas County School District
○ Elko County School District
○ Esmeralda County School District
○ Eureka County School District
○ Humboldt County School District
○ Lander County School District
○ Lincoln County School District
○ Lyon County School District
○ Mineral County School District
○ Nye County School District
○ Pershing County School District
○ Storey County School District
○ Washoe County School District
○ White Pine County School District
The following questions relate to social science classes you attended in high school such as history and social studies.

**How often per week did you use the textbook in the classroom?**

- [ ] I did not use the textbook in the classroom.
- [ ] 1 day
- [ ] 2 days
- [ ] 3 days
- [ ] 4 days
- [ ] 5 days
- [ ] Other (please specify) [ ]

**How often per week did you have reading or homework assignments from the textbook?**

- [ ] I didn't have reading or homework assignments from the textbook
- [ ] 1 day
- [ ] 2 days
- [ ] 3 days
- [ ] 4 days
- [ ] 5 days
- [ ] Other (please specify) [ ]

**How were textbooks used in your social science classes?** (select all that apply)

- [ ] Primary teaching tool
- [ ] Reference tool for students
- [ ] Supplement to other teaching material
- [ ] Supplement for classroom discussion
- [ ] Reading or homework assignments
- [ ] Other (please specify) [ ]
Did you have a classroom copy of the textbook for every class?

- Yes
- No
- Other (please specify)

Were you allowed to take textbooks home?

- Yes
- No
- Sometimes (please specify)

Which tool best facilitates learning? (select one)

- Textbook
- Teacher lecture
- Workbooks
- Computer program
- Don't know
- Other (please specify)
### Textbook Quality - student

Use this scale to indicate the extent you agree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not applicable</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The textbooks were important to teachers at my school.</td>
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<tr>
<td>There were enough textbooks for each student in class.</td>
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<tr>
<td>The textbooks helped prepare me for the proficiency tests.</td>
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<tr>
<td>The textbooks helped prepare me for my college classes.</td>
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<tr>
<td>Textbooks are an important part of a high school student's education.</td>
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<tr>
<td>High school textbooks meet a student's educational needs.</td>
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<tr>
<td>The textbooks used at my school were quality textbooks.</td>
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<tr>
<td>The reading level and material content of textbooks used at my school were grade appropriate.</td>
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</tr>
</tbody>
</table>

Please add any comments you may have related to the quality or usage of textbooks in your high school social science classes.

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### Parent?

Are you a parent of a student either attending a Nevada high school or recently graduated from a Nevada high school (within the last 4 years)?

- [ ] Yes
- [ ] No
Which school district does your child attend high school in?

- Carson City School District
- Churchill County School District
- Clark County School District
- Douglas County School District
- Elko County School District
- Esmeralda County School District
- Eureka County School District
- Humboldt County School District
- Lander County School District
- Lincoln County School District
- Lyon County School District
- Mineral County School District
- Nye County School District
- Pershing County School District
- Storey County School District
- Washoe County School District
- White Pine County School District

Textbook Usage - parent

The following questions relate to social science classes your student attends such as history or social studies.

Did your student have a classroom copy of the textbook for every class?

- Yes
- No
- Other (please specify)

Was your student allowed to take textbooks home?

- Yes
- No
- Sometimes (please specify)

Which tool best facilitates learning? (select one)

- Textbook
- Teacher lecture
- Workbooks
- Computer program
- Don't know
- Other (please specify)
Should schools within the same district be required to use the same textbooks?

- Yes
- No
- Don't know

### Textbook quality - parent

Use this scale to indicate the extent you agree with the following statements:

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<tr>
<td>The textbooks were important to teachers at my student's school.</td>
<td>O</td>
<td>O</td>
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Please add any comments you may have related to the quality or usage of textbooks in your student's high school social science classes.
Textbook Review/Adoption Process

The textbook adoption process includes committee review, evaluation, and recommendation of textbooks. The process also includes an opportunity for members of the community to review textbooks and submit comments.

Are you aware of the textbook adoption/review process?

- Yes
- No

Textbook Review Committee

The textbook review committee is one part of the textbook adoption process.

Have you ever been on a textbook review committee?

- Yes
- No

Use this scale to indicate the extent you agree with the following statements:

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<tbody>
<tr>
<td>My experience on the textbook review committee was time well spent.</td>
<td></td>
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<tr>
<td>The committee of which I was a member contributed to the quality of the textbook adoption process.</td>
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<td>I feel having to focus on the proficiency exam requirements hinders the textbook review process.</td>
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<td>The district standards are a good basis to review a textbook.</td>
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</tr>
<tr>
<td>The state standards are a good basis to review a textbook.</td>
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<tr>
<td>Individual visits from publisher representatives influence my decision to select a particular textbook.</td>
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<td>There are incentives to adopting one textbook over another.</td>
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</tbody>
</table>
How many parents participated on the textbook review committee?

- 0
- 1
- 2
- 3
- 4 or more
- Don't know

How many teachers participated on the textbook review committee?

- 0
- 1
- 2
- 3
- 4 or more
- Don't know

Were there any committee members absent during the process?

- Yes
- No
- Don't know
No textbook adoption exp.

Use this scale to indicate the extent you agree with the following statements:

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<td>Schools should distribute information to parents about the textbook adoption process.</td>
<td>○</td>
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<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Parents should be part of the textbook review process.</td>
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<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>I would attend the public meetings if I were made aware of them.</td>
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</tr>
<tr>
<td>I have never been on a textbook review committee, but would if given the opportunity.</td>
<td>○</td>
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<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I would like the opportunity to review textbooks before they are chosen for my student's high school.</td>
<td>○</td>
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<td>○</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>

Which factors would help you become involved in the textbook adoption/review process? (Select all that apply)

- [ ] More knowledge/information of the process
- [ ] Better knowledge of the school subject
- [ ] Invitation by teacher or school administrator
- [ ] Awareness of meeting times and locations
- [ ] More time to participate
- [ ] Nothing - I would choose not participate
- [ ] Other (please specify)

Who do you think should be involved in the textbook adoption process. Select all that apply.

- [ ] Students
- [ ] Parents
- [ ] Teachers
- [ ] High School Curriculum Director/Administrator
- [ ] School District Curriculum Director/Administrators
- [ ] State Department of Education Representatives
- [ ] Teacher's Union members/administrators
- [ ] PTA member/administrator
- [ ] Subject matter expert (retired educator, textbook publisher, etc)
- [ ] Special Interest Group member (political group, ethnic group, etc)
- [ ] School Board Member/Legislator
- [ ] Other (please specify)
### Special Interest Group?

Do you fit any of the following special interest group roles? Teacher's Union member/administrator, PTA member/administrator, Publisher representative, Book Depository employee/administrator, Political Interest group member, Ethnic Interest group member, other special interest group member.

- [ ] Yes
- [ ] No

### Interest Group Questions

The textbook adoption process includes committee review, evaluation, and recommendation of textbooks. The process also includes an opportunity for members of the community to review textbooks and submit comments.

Are you aware of the textbook adoption/review process?

- [ ] Yes
- [ ] No

Who do you think should be involved in the textbook adoption process. Select all that apply.

- [ ] Students
- [ ] Parents
- [ ] Teachers
- [ ] High School Curriculum Director/Administrator
- [ ] School District Curriculum Director/Administrator
- [ ] State Department of Education Representatives
- [ ] Teacher's Union member/administrator
- [ ] PTA member/administrator
- [ ] Subject matter expert (retired educator, textbook publisher, etc)
- [ ] Special Interest Group member (political group, ethnic group, etc)
- [ ] School Board Member/Legislator
- [ ] Other (please specify)

In general, who are the members of your organization?
How is your organization involved in the textbook adoption process or why is your organization interested in the process?

What are your organization's goals and/or motivation in the textbook adoption process?

Does your organization endorse any particular textbook or type of textbook?

- No
- Yes (please specify)

Teachers

Are you a Nevada high school social science teacher?

- Yes
- No

Teacher survey link

If you are a Nevada high school social science teacher and have a few minutes to complete a survey related to the teacher's perspective of the textbook adoption process please copy the following link into a browser to access the teacher survey:

http://www.surveymonkey.com/s.aspx?sm=TEDjY8pAUq0bKwnEIMdPRQ_3d_3d
Do you have any comments about any of the above questions or about the textbook adoption process?

Please enter your e-mail address in the box below to remove your name from future reminder e-mails related to this survey.

Thank you!

Thank you for taking the time to complete our survey.