September 20, 1989

MEMORANDUM FOR Gregory Russell

Acting Chief, Demographic Surveys Division

From:

Elizabeth A. Martin &

Chief, Center for Survey Methods Research

Subject:

Review of Public School Teachers Questionnaire for

the Schools and Staffing Survey

This memorandum transmits a review of the Public School Teachers Questionnaire for the Schools and Staffing Survey (SASS-4A). This document, prepared by Theresa DeMaio, is part of the cognitive research on the Schools and Staffing Survey being conducted by the Center for Survey Methods Research for the Center for Education Statistics.

Attachment

cc:

S. Dougherty (DSD)

S. Fondelier

C. Kindel

(CES)

M. Papageorgiou

T. DeMaio

(CSMR)

- Question 2 is redundant for full-time teachers, who have given this answer in the previous question. If the "regular full-time or part-time teacher" response category in question 1 were divided into two separate categories with different skip instructions, then question 2 could be eliminated.
- 2. The wording of question 3 is awkward. It invites an answer in terms of a number of hours. Suggest rewording to "What proportion of a full-time schedule do you work as a teacher in this school?"
- 3. The wording of question 4c is also awkward. Suggest rewording to "Including your teaching and other assignment, are you a full time employee at this school?"
- 4. Question 5 seems to be a conglomeration—it is asking about a number of different types of activities that do not seem to be related to each other. Since none of them are related to current teaching status, it seems out of place in this section. It would seem to logically belong with question 37, since these items request similar kinds of information. Finally, it seems odd to ask a respondent who you know is working, whether or not they are retired. Does this mean "retired from a previous job?" If so, maybe that could be added to the question.
- 5. The beginning of Section II is not marked in my draft of the questionnaire. It would seem to belong before question 6, since the next series of items asks about a different time period.
- 6. The wording of question 9a seems awkward in the passive voice. A better wording might be "Since you began teaching, how many times have you had a break in service of one year or more?" In parts c and d, the same terminology should be used to describe the break in service-either "most recent" or "last" in both questions. The two supplementary instructions in part d seem awkward. How about including the first instruction as part of the question? Something like "Since your last break in service, how many consecutive years, including the current year, have you been teaching?"
- 7. The combination of time references in Section III make the flow awkward-from the past to the present and back to the past again. I think the questionnaire would seem much less jumbled if the reference periods were more consistent. For example, questions 16 and 17 ask about aspects of current teaching status (Section I). Some of these questions (the ones about college courses, certification, the first year of teaching) may be difficult for some teachers who have to search back through many years in memory. The response task would be easier if the items were grouped by time period instead of by subject. These questions might be answered more often and more accurately if they were grouped by time period instead of by subject. Respondents then could focus on one time period, answering questions about a variety of topics. I think this would be less frustrating for respondents.

- 8. In terms of sequencing, some of the other sections could be moved around to increase continuity as well. For example, it makes more sense to have Section 4 (Current Teaching Load) follow, or be combined with, Section 1 (Current Teaching Status), rather than the current arrangement where the training section comes in between.
- 9. The questions about the formal teacher induction program seem ambiguous. Can a "no" answer mean that there was no program, as well as that there was a program but the respondent did not participate in it? These would seem to be two very different things.
- 10. The other questions about the first year of teaching are also ambiguous. There is a question that rates the difficulty of the first year of teaching compare to that of other teachers in the school. This comparison could be based on all kinds of different criteria by different respondents. It would seem that the grade of the students might be a factor in the difficulty of the teaching assignment, and that the comparison should be based on that of other teachers of the same grade. The questionnaire does not determine what grade the respondent first taught, so it would seem to be very difficult to sort out responses to this question. The next question asks about the "school environment." This is a very ambiguous term--what is it supposed to mean?
- 11. In question 27, the capital letters in AT THIS SCHOOL and FULL make it seem that these aspects of the question are different than the questions that precede it. However, this is not the case, and it may be confusing to some respondents. Perhaps the phrase "at this school" could be included in the NOTE at the beginning of the section to ensure that teachers are aware of this, and the capital letters could be dropped. In question 27f, does the race/ethnicity of the students get determined from official school records or by teacher identification?
- 12. The wording of question 28 might be improved to give the respondent a hint of the detailed school-related activities requested. For example, "For the most recent FULL WEEK, what is your best estimate of the number of hours during and after school that you spent on the following school-related activities?" The subquestions are complicated by the fact that a(5) is not a school-related activity. I think the current order of the subquestions should be maintained--putting the "total" item first may lead to incorrect information. Respondents may not read the full caption and answer with the total number of school-related activity hours, which is what the question specifies.
- 13. The new unnumbered question between 31 and 32 is unclear. First of all, respondents don't choose from among the eight goals listed, they have to rank order all of them. Second, all of these goals may not relate to teachers of all grades. For example, kindergarten and first grade teachers probably do not teach specific occupational skills, math and science teachers may not teach citizenship. Should these teachers rate the items high, enter "N/A," or what? Third, the phrase "according to their importance in your teaching" is somewhat ambiguous. Does it mean

the amount of time spent on the content areas? It seems to me that respondents may simply answer the question based on what they think the most important goals for students should be, without any reference to their own teaching.

- 14. Starting with question 35, the items do not fit in this section. They, along with some other prior questions (e.g., question 5, the unnumbered professional activities questions), would seem to fit into a separate section that has to do with the respondent's career or career plans. Possibly, the financial incentive questions could go here too and reshuffle sections rather than adding a new one.
- 15. The wording of question 38 is unclear. Is the question asking whether these things are available in the school system, whether the teacher has ever received the item, or whether the teacher is currently receiving the item? The items do not all seem to be on the same scale.
- 16. What is the intended source of financial support in question 47? Is it half of the teacher's income or half of the household income? It might make a difference in the respondent's answer--for example, if a husband and wife within a household share financial support of their children 50/50, then each could answer "0" to a question worded this way.
- 17. Where are questions 40 and 41 supposed to go? Question 40 would seem to fit in Section 6; question 41 seems to belong in Section 7.

Revised 8/7/89

FORM SASS-4A (10-30-87)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY

PUBLIC SCHOOL TEACHERS QUESTIONNAIRE

1987-1988

OMB No. 1850-0621 Approval Expires December 31, 1988

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly confidential. The release of information contained on this form is restricted in conformance with the Privacy Act of 1974 (Public Law 93-579, as amended).

RETURN TO Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Dear Teacher:

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the Teacher Survey for the 1987–88 Schools and Staffing Survey. You are one of the 65,000 teachers from over 12,000 public and private schools across the nation selected to be in the teacher sample.

The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the Teacher Survey is to obtain information about such factors as the education and training, current assignment, job mobility, workplace conditions, and career choices of teachers, as well as their opinions about various policy issues such as merit pay or incentive pay.

The U.S. Bureau of the Census is conducting these surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individual teachers cannot be identified.

We are conducting this survey with a sample of teachers. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other teachers. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott

Center for Education Statistics

Enclosure

Please correct any error in name and address including ZIP Code.



INSTRUCTIONS

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301) 763-2220.

Use the enclosed postage-paid envelope to return this questionnaire to the Bureau of the Census. Please return it within the next 2 weeks.

THANK YOU FOR TAKING PART IN THIS STUDY.

SECTION I - CURRENT TEACHING STAT	PGM 3
 How do you classify your PRIMARY assign at THIS school (i.e., the activity at which y spend most of your time) during the 1987- school year? 	2 Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school) Continu with
Mark (X) only one.	assignment requires that you fill the role of a regular teacher on an indefinite basis, but you are still considered a substitute) 5 Short-term substitute 5 Student teacher Nonteaching specialist (e.g., guidance counselo librarian, curriculum coordinator, social worker) Administrator (e.g., principal, assistant principal, director, head) Teacher's aide Other professional or support staff
	VE, PLEASE STOP NOW AND RETURN YOUR QUESTIONNAIR IE CENSUS. THANK YOU FOR YOUR TIME.
TO THE BUREAU OF TH	

	2.	Are you a full time teacher at this school?	Yes Skip to 6 No Go to 3
	3.	How much time do you work as a teacher at this school?	<pre> 3/4 time or more, but less than full time 1/2 time or more, but less than 3/4 time 1/4 time or more, but less than 1/2 time less than 1/4 time</pre>
	4.a	Do you have any other assidat this school?	gnment Yes No Skip to 5
	b	Which best describes your assignment at this school?	
5.	In a	<pre>c With this other assignmen at this school? ddition to employment at thi ol, are you</pre>	3 — Working in a nonteaching occupation
			in the field of education 4 Working in an occupation outside the field of education 5
6. Q	tead	hat year did you begin your hing position (full time or) at the elementary or secon	part
b	ye: (Wo th Wo	at was your main activity the ar before you began teaching mark my TML) orking in another position in the field of education GO To be field rearing	Attending a college or university Military service Unemployed and seeking work Retired

	oal, director, head)
Answer ONLY if you marked box 1 in Counsel	
Inswer to question 11 aboveLibrari	lan/media specialist
ield of education? The true	professional staff (e.g. department head, ce teacher, curriculum coordinator, mentor) ctional aide
	cructional support staff (e.g. secretary)
7. At which of the following school levels have you taught, either full or part time, for one year or more?	018 1 Prekindergarten 019 2 Elementary (including kindergarten)
Mark (X) all that apply.	020 3 Middle/junior high 021 4 Senior high 022 5 Postsecondary
8. Including the current, year - how many school years have your TIME elementary or secondary	ou been employed as a FULL
Time diamondary of becondary	public schools?Years
	private schools?Years
how many school years have years time elementary or secondary	ou been employed as a PART teacher in:
	public schools?Years
	private schools?Years
98. Since you began teaching, how many breaks in service of one year or more have you had?	Breaks in service — Continue with 9b o None — Skip to item 10
b. Were any of these breaks due to a reduction-in-force or a lay-off?	1 Yes - How many?
c. How long was the most recent brea in service?	kyears
d. Since your last break in service, how many consecutive years have y been teaching (include current ye (Include both part time and full	vou vears
0. In what year did you begin teaching in this school?	
(If your assignment at this school included a break in service of a year or more, please report the year that you returned to this school from your most recent break in service.)	1 9
'emarks	

MAJ	OR AND MINOR FIELD CODE N	JMBERS FOR QUESTIONS 14b ar	nd14c
GENE 11 Agriculture and natural resources 12 Architecture and environmental design 13 Area and ethnic studies 14 Biological/life science 15 Business and management 16 Communications 17 Computer and information sciences 18 Engineering 19 Fine and applied arts 20 Foreign languages 21 Health professions 22 Home economics 23 Law		General education 51 Elementary education 52 Pre-elementary/early phildhood education 53 Secondary education 54 Agricultural education 55 Art education 56 Bilingual education 57 Business, commerce, and distributive education 58 English as a second language 59 English education 60 Foreign languages education 61 Home economics education	Special education 70 Special education, general 71 Education of the emotionall disturbed 72 Education of the mentally retarded 73 Education of the speech/ hearing/vision impaired 74 Special learning disabilities 75 Other special education Other education 80 Curriculum and instruction 81 Educational administration
24 Letters (English, literature, speech, classics) 25 Library science 26 Mathematics 27 Military science 28 Multi/interdisciplinary studies 29 Philosophy and religion 30 Psychology 31 Public affairs and services 32 Theology		62 Industrial arts, vocational and technical education 63 Mathematics education 64 Music education 65 Physical education/health education 66 Reading education 67 Science education 68 Social studies/social sciences education	counseling 84 Other education
b What did you m codes above)?	YesNo Skup to ajor in (use field id you receive you		he major field and Fie- ertificate onal diploma 's level) degree (Ph.D.,
field of study	Yes No second major or mi		nd indicate t vocational c t or professi beyond Master professional , J.D., D.D.S
_ a_Do you have a ma	Yes No Skip to	- }	degree, Degree o degree o speciali one year or first D., L.L.B
What was your ma	jor field? ————— you receive your 19	master's degree?	the type of Associate Education (at least Doctorate Ed.D., M.
_allo you have any	other type of degr Yes No $\leq k$	ree?	Check tearned.

Page 6

TEACHING ASSIGNME	NT FIELD CODE NUMBERS F	OR QUESTIONS 16a, 16b, 17	7a, 17b, 18 AND 21
01 Prekindergarten 02 Kindergarten 03 General elementary Special Areas 04 Art 05 Basic skills and remedial education* 06 Bilingual education* 07 Business education 08 Computer science 09 English/language arts 10 English as a second language 11 Foreign language	Special Areas (Continued) 13 Health, physical education 14 Home economics 15 Industrial arts 16 Mathematics 17 Music 18 Reading 19 Religion/philosophy 20 Social studies/social science	Science 21 Biology 22 Chemistry 23 Earth science/geology 24 Physics 25 General and all other scie	Special Education 26 Mentally retarded 27 Emotionally disturbed 28 Learning disabled 29 Speech and hearing impair ance 30 Other special education 31 Vocational education 32 All others
12 Gifted* *If your primary or secondary assignmen as part of that assignment you teach a specode for Basic skills, Bilingual, or Gifted a	pecific subject area (e.g., remedial	L EDUCATION, BILINGUAL EDU math, bilingual social studies, c	UCATION, or GIFTED, and or gifted science), record the
68. What is your current Philip R. at this school, that is, you teach the most classes? (Use the code numbers listed about assignment field. If your teaching equally between two fields, recoprimary assignment in this item, record the second field in item 16	ove to record your g schedule is divided rd either field as your mark box 1, and	Primary ass	
b. Po you teach classes at A fields at this oc	n OTHER 1077	the second	most classes?
7a. What field do you feel BEST Q regardless of whether you cur field? (Use the codes listed abov	rently teach in that 📙 📛		ied field code
b. Do you feel qualified to teach a	any other fields?	second best	eld do you feel t qualified? es listed above.)
8. Has your primary teaching ass changed since you began teac		primary ass (Use codes Counting the many years	signment field
19. How man COURSES (u graduate) have you Primary assignment	taken in your field? <u> </u>		<u>Graduate</u>
Include both subje and education cour to this field. PL to records.	ct matter	nancolination decommodernal de	emester Quarter None None
How many COURSES hav in your secondary as	signment field?		<u>Graduate</u> Semester Quarter

FORM SASS-4A (10-30-87)

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(Ua	Does your teaching assignment AT THIS SCHOOL include any classes in mathematics, computer science, biological/life science, earth science, or physical science in grades 7—12?	099 1 Yes - Conting 2 No - Skip to	nue with 20 item 21)b		
		COLANDO COLANDO COMPANS CONTRA		Number	of courses)
			Underg	raduate	Gra	duate
•	Have you taken any undergraduate or graduate courses in:	HT	Semester (2)	Quarter (3)	Semester	Quarte
	_	7 Yes>	100	101	102	103
		No -	104	105	1400	103
	b. Computer Sc	eience? Yes>	104	103	106	107
	b. Computer So c. Biology? d. Chemistry? e. Physics? f. Earth/space g. Other natura	Yes>	108	109	110	111
	d. Chemistry7	Yes and an an an son	112	113	114	115
	e. Physics7	No Yes>	116	117	118	119
		No 3	120	121	122	123
	i. Earth/space	science Yes				
	g. Other natura	l science Yes	124	125	126	127
2.	requiring 30 or more hours of classroom study during the past two school years, that is, in 1986—87 or 1987—88? What was your MAJOR purpose for taking this training? Mark (X) only one.		of certification of current ind/or improve individual i	on page 7 3 on position pove qualificulting mee ents) erent subjection ifferent grapped stop disabilities new nont	cations ting ect matter ade level udents es eaching a	
	Codes for certification Regular or standard state certification (the standard certification offered in your state) Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)	_		·		
	23.a. Do you have a teaching coteaching field?	ertificate in the	is stat	e in yo	our pr	imary
	Yes> What ty		ar were	you ce	ertifie	ed?

0.

?3	b.	Do you have a teaching certificate in this state in your secondary teaching field?
		Yes> What type? In what year were your certified?
		No
		Not Applicable. I do not have a secondary teaching assignment field.
	C.	Do you have a teaching certificate in this state in your best qualified teaching field?
		<pre>Best qualified field is one of above. Yes> What type? In what year were your certified? 19</pre>
		No
	_	<i>y</i>
	Profes	ssional Activities
	a.	Are you a member of any professional teacher or educational organization?
		Yes No Skip to
	b.	Do you participate in workshops, seminars or conferences sponsored by any of these organizations? Yes No Skip to
	c.	How often do you participate in these activities? less than once a year once or twice a year three or more times a year
	a.	During your first year of teaching, did you participate in a formal teacher induction program (i.e. a program to guide and assist new teachers)? Yes No
	b.	How would you rate the difficulty of your first teaching assignment compared to that of other teachers in that school?
		Much more Somewhat more Somewhat less Much less difficult difficult difficult

.

c. During your first year of emotionally, socially, ins environment to you as a new environment to you as a new	teaching how supportive (e.g. structionally) was the school ew teacher?
1 2 Very Supportive	3 4 5 6 Not at all Supportive
Are you currently a mentor of provides guidance and assists formal teacher induction production	r support teacher (a teacher who ance for beginning teachers) in a gram? Yes No
Teacher item (to be added to 1991 SASS Teachers at this school in the first, second, or third years of their teaching careers?	1 Yes — Continue with b 2 No 3 DK Skip to Conclusion
Mould you say your school is very effective, moderately effective, ineffective, or very ineffective in assisting new teachers in the following areas: (1) Student discipline	079 1 Very effective 2 Moderately effective 3 Ineffective 4 Very ineffective
(2) Instructional methods	OBO 1 Very effective 2 Moderately effective 3 Ineffective 4 Very ineffective
(3) Curriculum	1 081 1 Very effective 2 Moderately effective 3 Ineffective 4 Very ineffective

:	SECTION 4 - CURRENT TEACHING LOAD				The state of the s
scho	F E— Questions in this section request information on eac of was in session. Please provide the information request ort information on classes for which you were responsible	ed for t	hat	week whether or not it w	as a typical week
24.	In what grade levels are the students in your classes at this school? Mark (X) all that apply.	142 3			148 9 7th 149 10 8th 150 11 9th 151 12 10th 152 13 11th 153 14 12th 154 15 13th 165 16 14th
25.	Which of the following best describes the way your classes at this school are organized? Mark (X) only one.	3		Self-contained class — Y subjects to the same class most of the day — Contin Departmentalized instructions of the day — Skip to quest of the day — Skip to quest Team teaching — You comore other teachers in tesubjects to the same class Answer either question 2 depending on which form way your classes are orgalay. "Pull-out" class — You pstudents who are release classes — Continue with	ss of students all or nue with item 26a ction — You teach e.g., history, typing) to nt students all or most stion 27, page 10 cllaborate with one or eaching multiple is of students — 26 or 27 below, nat better describes the anized all or most of the covide instruction to ed from their regular
	E — ANSWER THIS QUESTION IF YOU TAUGHT A SELF-CONTAINED CLASS OR A PULL-OUT CLASS. At this school, how many students were enrolled in the class or program you taught during the most recent full week school was in session? (If you teach two kindergarten or prekindergarten sessions per day, report the average number of students.)	158		Stude	nts
b.	Approximately how many hours did you spend teaching each of the following subjects during the week? (If you taught two or more subjects at the same time,	(1)	Eng	Subject (a) lish/reading/language art:	Hours spent teaching in most recent full week (b)
	apportion the time to each subject as best you can. Report hours to the nearest whole hour, e.g., 1, 2. If you did not teach a particular subject during the week, mark the "None" box.)	(2)	Arith	nmetic/mathematics	0 ☐ None 160 0 ☐ None
		(3) 5	oci	al studies/history	0 □ None
-		(4) 9			₀ □ None
	during the most recent full week?			No	
	Which of the following best describes the general academic achievement level of your students relative to the other students at this school?	2 3 4		Primarily higher achieving Primarily average achieving Primarily lower achieving Students of widely differing ASE SKIP NOW TO QUES	ng students s students ing achievement levels

SECTION 4 - CURRENT TEACHING LOAD - Continued

Answer questions 27a-g below ONLY if you taught subject matter courses to different groups of students.

27. The following questions refer to the subject matter classes you taught AT THIS SCHOOL during the most recent FULL week school was in session. (Complete a line of the table below for each period in which you taught a class. Exclude study halls, homeroom periods, unscheduled tutoring, etc.)

On the next for each period in which you taught a class. Exclude study halls, homeroom periods, unscheduled tutoring, etc.)

How many separate classes did you teach in the most recent week? (Count each subject area class as one. If you teach two sections of the same class (e.g. elementary algebra) count that as two separate classes.)

classes

- a. What was the subject matter of each class you taught? (Use the code numbers listed on page 11 to record your answer in column (a).)
- b. How many units (in years) does each class count towards meeting graduation requirements? (If the class fulfills one year of instructional requirements, put a "1" in the space; if it fulfills half a year of instructional requirements, put a "0.5" in the space.)
- c. What is the grade level of MOST of the students in each of your classes? (Use numerals 1, 2, ..., 12 for grades 1–12, PK for prekindergarten, K for kindergarten, and U for ungraded. Enter only one grade level for each of your classes in column (c).)
- d. How many students are enrolled in each class period?

How many students in the class are male?

How many students in the class are members of a racial or ethnic minority group (i.e. Black, Hispanic, American Indian or Pacific Islander, or Asian)?

For each class period did you assign during the last full week?

how many hours of homework

What is the achievement level for most of the students in each class period you taught, relative to other students at this school?

Use these codes to record achievement level in column (f):

- 1 Primarily higher achieving students
- 3 Primarily lower achieving students
- 2 Primarily average achieving students
- 4 Students of widely differing achievement levels

For each class period you taught, was it advanced placement, bilingual, gifted, remedial, or special education?

Use these codes to record course level in column (g):

Advanced placement/college credit - 3 Gifted

Course that allows completion of college 5 Special education
level credit 6 None of the above

2 Bilingual

h.

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Class period	Subject matter code (2 digits)	units	Grade level	Number of students enrolled	# male	# minority	Homework	Class achievement level code	Cours
	(a)	(b)	(c)	(d)	(e)	(f)	(9)	(1 digit)	/ i
1	166	167	168	169			· — —	171	172
2	173	174	175	178				178	179
3	180	181	182	183				185	186
4	187	188	189	190				192	193
5	194	195	196	197				199	200
6	201	202	203	204			4.00	206	207
7	208	209	210	211	7			213	214
8	215	216	217	218	-			220	221
9	222	223	224	225				227	228

SECTION 4 - CURRENT TEACHING LOAD - Continued SUBJECT MATTER CODE NUMBERS FOR QUESTION 27a ON PAGE 10 Business/vocational Foreign languages Computer science Social aciences Visual and performing arts 31 French 11 Accounting/bookkeeping 52 Computer 70 Social studies 81 Arts and crafts 32 German awareness/applications 71 History 12 Shorthand 82 Filmmaking/photography 53 Computer programming 33 Latin 13 Typing 72 World civilization 83 Chorus 14 Other business education 34 Russian 54 Other computer science 73 Political science/ 84 Band Spanish government 74 Geography courses 85 Drama/theater/dance 15 Career education 36 Other foreign language 86 Music 16 Agriculture 75 Economics 87 Other visual/performing arts Matural science 17 Industrial arts Mathematics 76 Civics 18 Home economics 61 General science 77 Sociology/social 41 General mathematics 19 Other vocational, trade, and 62 Biology/life science organization Other ereas 42 Business math industrial education 78 Other social sciences 63 Chemistry 43 Algebra, elementary 64 Physics 65 Earth/space science 91 Driver education 44 Algebra, intermediate 92 Health English/language arts 45 Algebra, advanced 93 Philosophy/religion 66 Other physical science 21 Literature 46 Geometry, plane/solid 94 Physical education 67 Other natural science 22 Composition/journalism/ 47 Trigonometry 95 Psychology creative writing 48 Analytic geometry/ 96 Other courses not 23 Reading math analysis elsewhere classified 24 English as a second language 49 Probability/statistics 25 Other English/language arts 50 Calculus courses 51 Other mathematics School-related activities 28. Hours spent For the most recent FULL WEEK, what is your (1) (2) best estimate of the number of hours you spent 229 on school-related activities during and after a. During school hours school hours? SCHOOL HOURS are the hours (1) Classroom teaching (including field trips) that you are required to be at school, regardless of whether students are there. 230 (2) Preparation (Report hours to the nearest WHOLE HOUR. If you o□ None did not spend time on a particular activity during the 231 week, mark the "None" box.) (3) Nonteaching duties (e.g., bus duty, hall duty, lunch duty) o □ None 232 (4) Other assigned responsibilities (e.g., heading department, counseling, tutoring, coaching) o 🗌 None 233 (5) Hours absent from school for any reason o None 234 (6) Total school hours during most recent full week - Sum of a(1) thru a(5) 235 b. After school hours (1) School-related activities involving student interaction (e.g., transporting students, coaching, field trips, tutoring) o None 236 (2) Other school-related activities (e.g., preparation, grading homework, parent o□ None conferences, attending meetings) 237 (3) Total after school hours during most recent full week - Sum of b(1) and b(2) o 🗌 None Remarks

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J.	Do you agree or disagree with each of the following statements?	238	Strongly agree
a .	Teachers in this school are evaluated fairly.	1	2 🗆 Somewhat agree 3 🗆 Somewhat disagree
	·	1	 3 □ Somewhat disagree 4 □ Strongly disagree
b.	The principal lets staff members know what is	239	¹ ☐ Strongly agree
	expected of them.	1	2 Somewhat agree
		1	3 □ Somewhat disagree 4 □ Strongly disagree
C.	The school administration's behavior toward the	240	1 D Strongly agree
	staff is supportive and encouraging.	1	2 🗆 Somewhat agree
		1	3 Somewhat disagree
			4 🗌 Strongly disagree
d.	I am satisfied with my teaching salary.	241	1 D Strongly agree
-essi V	- and James and The Control of the C	***************************************	2 🔲 Somewhat agree
al]	ly look forward to each working day	at i	this school. isagree
			igree
A	The level of student misbehavior (e.g., noise,	242	1 ☐ Strongly agree
G.	horseplay or fighting in the halls, cafeteria or	1274	2 Somewhat agree
	student lounge) in this school interferes with my	į	3 ☐ Somewhat disagree
	teaching.	f I	4 ☐ Strongly disagree
g		045	ı ☐ Strongly agree
	Teachers participate in making most of the important educational decisions in this school.	243	2 Somewhat agree
	miportant succetional decisions in this school.	1	3 ☐ Somewhat disagree
		i	4 ☐ Strongly disagree
		+	
	I receive a great deal of support from parents for	244	ı ∐ Strongly agree 2 □ Somewhat agree
	the work I do.	a name	3 ☐ Somewhat disagree
		1	□ Strongly disagree
		<u> </u>	
	Necessary materials (e.g., textbooks,	245	Strongly agree
	supplies, copy machine) are available as needed by the staff.	1	2 Somewhat agree
	HOOUSU LY LIES BLOIF.		3 ☐ Somewhat disagree 4 ☐ Strongly disagree
	The principal does a poor job of getting	246	1 ☐ Strongly agree
	resources for this school.	1	2 ☐ Somewhat agree
		<u> </u>	3 ☐ Somewhat disagree
			4 ☐ Strongly disagree
i.	Routine duties and paperwork interfere	247	₁ ☐ Strongly agree
	with my job of teaching.		2 Somewhat agree
	•	1	3 🔲 Somewhat disagree
		i	4 🗆 Strongly disagree
L	Bay mineral and account account and account and account and account account account and account account and account accoun	240	1 Strongly agree
M.	My principal enforces school rules for student conduct and backs me up when I	248	2 Somewhat agree
	need it.	i	3 ☐ Somewhat disagree
		1	₄ ☐ Strongly disagree
	The principal talks with me frequently	249	ı □ Strongly agree 2 □ Somewhat agree
	about my instructional practices.	1	3 ☐ Somewhat disagree
		1	4 ☐ Strongly disagree
		_	
	Rules for student behavior are consistently	250	ı □ Strongly agree 2 □ Somewhat agree
	enforced by teachers in this school, even for	1	3 ☐ Somewhat disagree
	students who are not in their classes.	1	Strongly disagree Strongly disagree

Page 12

This school's administration knows the problems faced by the staff.

M SASS-4A (10-30-87)

	SECTION 5 - PERCEPTIONS AND ATTITUDES T	OWAP	D TEACHING _ Continued
	Most of my colleagues share my beliefs and values about what the central mission of the school should be.	251	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
0	The principal knows what kind of school he/she wants and has communicated it to the staff.	252	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree
he	There is a great deal of cooperative effort among staff members. attitudes and habits my students buce their chances for academic success.		Strongly agree Comewhat agree to my class greatly
q	In this school, staff members are recognized for a job well done.	254	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree
r.	I have to follow rules in this school that conflict with my best professional judgment.	255	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree
	members in this school generally ot.	256 lon't	Strongly agree 2 Somewhat agree have much school
t.	I make a conscious effort to coordinate the content of my courses with that of other teachers.	257	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree
ny	Goals and priorities for the school are clear. of the students I teach are not cap ial I am supposed to teach them.	258 pable	Strongly agree 2 Somewhat agree of learning the
٧.	The amount of student tardiness and class cutting in this school interferes with my teaching.	259	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
w.	I sometimes feel it is a waste of time to try to do my best as a teacher.	260	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
30.	If you could go back to your college days and start over again, would you become a teacher or not?	261	Certainly would become a teacher Chances about even for and against Probably would not become a teacher Certainly would not become a teacher

SECTION 5 - PERCEPTIONS AND ATTITUDES TOWARD TEACHING - Continued					
31. Indicate the degree to which each of the following matters is a problem in this school. Do you think it is a serious problem, a moderate problem, a minor problem, or not a problem at all?	262 1 Serious 2 Moderate 3 Minor				
a. Student tardiness	₄ □ Not a problem				
b. Student absenteeism	263 1 Serious 2 Moderate 3 Minor 4 Not a problem				
C. Teacher absenteeism	264 1 Serious 2 Moderate 3 Minor 4 Not a problem				
/ Student apathy —————	1 ☐ Serious				
d. Students cutting class	2 Moderate 3 Minor 4 Not a problem				
Academic boredom	266 1 Serious				
e. Physical conflicts among students	2 ☐ Moderate 3 ☐ Minor 4 ☐ Not a problem				
f. Robbery or theft	267 1 Serious 2 Moderate 3 Minor 4 Not a problem				
g. Vandalism of school property	268 Serious 2				
h. Student pregnancy	269 1 Serious 2 Moderate 3 Minor 4 Not a problem				
i. Student use of alcohol	270 1 Serious 2 Moderate 3 Minor 4 Not a problem				
j. Student drug abuse	271 1 Serious 2 Moderate 3 Minor 4 Not a problem				
k. Student possession of weapons	272 1 Serious 2 Moderate 3 Minor 4 Not a problem				
l. Physical abuse of teachers	1 Serious 2 Moderate 3 Minor 4 Not a problem				
m. Verbal abuse of teachers	274 1 Serious 2 Moderate 3 Minor 4 Not a problem				

A. If you had to choose from among the eight goals for students listed below, how would you rank them according to their importance in your teaching? Enter a "1" for the most important goal, a "2" for the next most important goal, and so on, through "8" for the least important goal.

	RANK
a. Basic literacy skills (reading, math, writing, speaking)	
b. Academic excellence, or mastery of the subject matter of the course	CASTAS Christophilide (Ingressed accessors to the constant of
c. Citizenship (understanding institutions and public values)	
d. Specific occupational skills	
e. Good work habits and self-discipline	«Никордуруруской мастее гоз стоинеру осоз афференц
f. Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge)	
g. Human relations skills (cultural understanding, getting along with others)	
h. Moral or religious values	

-	SECTION 5 - PERCEPTIONS AND ATTITUDES TO	WAR	TEAC	HING	- Co	ntinue)d	WAR THE THE PARTY NO COLUMN TWO	
32.	At this school, how much actual influence do you think teachers have over school policy in each of the areas below?	1 1							
	Indicate how much influence you think teachers have; use the scale of 1–6, where 1 means "No influence" and 6 means "A great deal of influence."	1	None	Enico e e e e e e e e e e e e e e e e e e e		ertelentigene programme service servic	MENINGER AND SERVICE OF THE SERVICE	A great deal	
a .	Determining discipline policy	275	1 🗆	2 🗀	3 🗆	4 🗆	5 🗌	e 🗌	
b.	Determining the content of inservice programs	276	1 🗆	2 🔲 .	3 🗌	4	5 🗌	6 🗌	
C.	Setting policy on grouping students in classes by ability	277	1 🗍	2 🗆	3 🗆	4	5 🗌	6 🗌	
d.	Establishing curriculum	278	1 🗆	2 🗌	з 🗌	4 🗆	5 🗆	6 🗌	
33.	At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?	 							
	Indicate how much control you feel you have; use the scale of 1–6, where 1 means ''No control'' and 6 means ''Complete control.''		· None	CA Annual Control of the Control of	,	glikliga sannan di Klansangaga disansa		omplete control	
a.	Selecting textbooks and other instructional materials	279	10	2 🗌	3 □	4 🗆	5 🗆	6 □	
b.	Selecting content, topics, and skills to be taught	280	1 🗆	2 🗌	3 🗌	4 🗆	5 🗌	6 🗆	
c.	Selecting teaching techniques	281	1 🗆	2 🗆	3 🗌	4 🗆	5 🗆	6 🗆	
d.	Disciplining students	282	1	2 🗌	3 🗌	4	5 🗌	в 🗆	
е.	Determining the amount of homework to be assigned	283	1 🗆	2 🗆	3 🗆	4	5 🗆	6 🗌	
34.	To what extent has each of the following people at this school helped you improve your teaching or solve an instructional or class management problem?		•						
	Indicate how helpful each person or group has been; use the scale of 1–6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school.		No help	ng Philippin na kang tal na kangka, ayan da				ctremely nelpful	Not applicable
a.	Principal or school head	284	1 🔲	2 🗆	3 🗆	4 🗆	5 🗆	e 🗆	7 🗌
b.	Department chair	285	! !	2 🗌	з 🗆	4	5 🗌	6 🗆	7 🗆
c.	Other school administrators	286	1 🗆	2 🗌	з 🗆	4	5 🗌	6 🗆	7 🗆
d.	Other teachers	287	i	2 🗌	3 🗌	4	5 🗌	6 🗆	7 🗌
е	school librarian/media specialis	t							

5.	How long do you plan to remain in teaching? Mark (X) only one.	288 1 As long as I am able 2 Until I am eligible for retirement 3 Will probably continue unless something better comes along 4 Definitely plan to leave teaching as soon as I can 5 Undecided at this time
3.	In how many years do you plan to retire from teaching?	Years
7a.	Which best describes your MAIN ACTIVITY during the previous school year (1986—87)? Mark (X) only one.	Teaching in this school Teaching in another school in this school system Teaching in another public school system Teaching in a private school Teaching at the postsecondary level Attending a college or university Working in a nonteaching occupation in the field of education Working in an occupation outside the field of education Homemaking and/or child rearing Unemployed and seeking work Military service Retired Other — Describe
b.	What do you expect your main activity will be during the next school year (1988—89)?	291 1 Teaching in this school 2 Teaching in another school in this school system
	Mark (X) only one.	Teaching in another public school system Teaching in a private school Teaching at the postsecondary level Attending a college or university Working in a nonteaching occupation in the field of education Working in an occupation outside the field of education Homemaking and/or child rearing Unemployed and seeking work Military service Retired Other — Describe
ma	rks	

	SECTION 6 - INCENTIVES AND COMPENSATION	V	- Caranting AP - Standard Acceptance (2) Augustin Agricultural (Carantina Standard Carantina Standard Carant	
38.	Do you receive the following pay incentives?			٦ -
a.	Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers) ?	293	¹ □ Yes 2 □ No	
b.	Additional pay for teaching in a shortage field (e.g., math, science) 7	295	¹ ☐ Yes 2 ☐ No	
C.	Additional pay for teaching in a high-priority location (e.g., an inner-city school) 7	297	¹ 🗆 Yes ² 🗆 No	
d.	Salary increases as part of a career ladder in which teachers progress through several promotional levels based on their performance?	299	, 1 ☐ Yes 2 ☐ No	
e.	A merit pay bonus for exceptional performance in a given year 7	301	1 Yes 2 No	-
f.	A schoolwide bonus for all teachers in a school that shows exceptional performance or improvement in a given year 7	303	Yes No	
Rema	rks	e mangang paggalah di mangang paggan di Mananaga paggan m		
			,	
			[* -	
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			•!	
			i i	

earni	following questions reings from teaching and	l other employment	Round your earnings to the nearest hundred dollars
//oc/	mid-June 19 to mie	a-Juna	meanest hundred dollars
a.	During the summ	er of 1989, did	
	1) teach summer other school	school in this	or any
			How much did you earn?
		NO MINISTER	
	2) work in any school?	other nonteaching	ng job in this or any other
		Yes>	How much did you earn? \$00
		No	
	3) work in any	NONSCHOOL job?Yes>	How much did you earn? \$.00
b .	What is your a school year?	cademic base yea	r salary for teaching this
	school year:		\$00
C	compensation fadditional act	rom your school (
đ		school system?	ou or will you work in any job How much will you earn? \$.00
		Ċ	which of the following best describes this job? (mark only one) teaching or tutoring nonteaching but education related not related to education
Ju (Y) to	nat is your total earned ne 19%3 to mid-June our answer to this quest the sum of your answer la—d .)	1990 ion should be equal	310 \$ 00
222 18			FORM \$ASS-4A (10-30-87

SECTION 6 - INCENTIVES AND COMPENSATION - Continued

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	SECTION 7 - BACKGROUND INFORMATION	population on Third transport on the Control of Control
42.	Are you male or female?	319 1 Male 2 Female
43.	What is your race? Mark (X) only one box.	320 1 American Indian, Aleut, Eskimo 2 Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian) 3 Black 4 White
44.	Are you of Hispanic origin?	321 1 Yes 2 No
45.	What is your year of birth?	1 9
46.	What is your current marital status?	323 1 Married 2 Widowed, divorced, or separated 3 Never married
47.	How many children do you have who are dependent on you for more than half of their financial support?	Number of children supported — Continue with 48 o None — Skip to item 49
48.	What was the age of your youngest child on his/her last birthday? (If child is less than one year, please enter "O".)	Age of youngest child
49.	Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?	326 1 Yes - How many persons?
40.	Do you receive any income-in-kind in addition to or in lieu of your school salary? Mark (X) all that apply.	311 Housing or housing expenses
		316 6 Car/transportation expenses 317 7 None of the above
41.	Which category represents the total combined income of all FAMILY members in your household during 1987? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household who are 14 years of age or older. Mark (X) only one box.	318 Less than \$10,000 2 \$10,000 - \$14,999 3 \$15,000 - \$19,999 4 \$20,000 - \$24,999 5 \$25,000 - \$29,999 6 \$30,000 - \$34,999 7 \$35,000 - \$39,999 8 \$40,000 - \$49,999 9 \$50,000 - \$59,999 10 \$60,000 - \$74,999 11 \$75,000 - \$99,999

SECTION 8 - RESPONDENT INFORMATION	SECTION 8 - RESPONDENT INFORMATION					
The survey you have completed might involve a brief followup at a later time in order to gain information on teachers' movements in the labor force. The following information would assist in contacting you if you have moved or changed jobs.						
50. Please PRINT your name, your spouse's name, your spouse's name, your spouse's name, and most convenient time.	me (if ne to r	applicable), your home each you.	address,			
Your name 328	*	Spouse's full name		e Paring pilitik kilompi di sing Korman programma Prostronician	Ang Child Communication (MCCL) of the Communication (Child Communication	
Street address					Procedure communicación de contractivo de contracti	
City		State		ZIP	New Personal Control of the Control	
Telephone number (Include area code) () Days/times convenient to reach you)		ne number liste	d? (Mark (>	() only one)	
51. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.)						
Name 329	The same of the sa	Relationship to you			egan ^{ta} võitustakaskoogud esta talkaskoogud esta talkaskoodud est	
Street address						
City		State		ZIP		
Telephone number (Include area code) ()	In wi	nose name is the telephonone No phone Name entered aboors Other - Specify	ve .		() only one)	
Name 330		Relationship to you				
Street address				gygggggföldinninn, gagar händ stagingar, gertanninn au		
City		State	enthalada uurugga oo ka dhalada ay piriir madaa uu garaa faa ah ay uuru — oo	ZIP	MATERIAL STATE OF THE STATE OF	
Telephone number (Include area code) ()	In wh	nose name is the telephon No phone		d? (Mark ()	() only one)	
52. Please enter the date you finish this survey.			Month !	Day !	Year	
THIS COMPLET		HE QUESTIONNAL		ясн.	gyyddiaenad dei ddiaena y ffei y y fel y ddiaeth y ddiaen y gannaen	

YOUR TIME AND EFFORT ARE MUCH APPRECIATED.

FORM **SASS-4A** (12-31-89)

U.S. DEPARTMENT OF COMMERCE BUREAU OF THE CENSUS ACTING AS COLLECTING AGENT FOR NATIONAL CENTER FOR EDUCATION STATISTICS U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY

PUBLIC SCHOOL TEACHERS QUESTIONNAIRE

1990 FIELD TEST

OMB No. XXXX-XXX? Approval Expires XX/XX/XX

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly confidential. The release of information contained on this form is restricted in conformance with the Privacy Act of 1974 (Public Law 93-579, as amended).

RETURN TO Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

This questionnaire is intended	only for	the	teacher	whose	name
appears on the address label.					

If this teacher is no longer teaching at this school, please mark the appropriate box below and return this questionnaire to the Bureau of the Census in the enclosed envelope.

- 1 Teacher has transferred to another school
- 2 Teacher has retired
- 3 Teacher is deceased
- 4 Teacher has left this school for another reason

If you have any questions, please call the Bureau of the Census collect at (301) 763-2220.

THIS SURVEY HAS BEEN ENDORSED BY -

Please correct any errors in name and address including ZIP Code.

Dear Teacher:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the Teacher Survey for the 1990 Schools and Staffing Survey field test. You are one of 900 teachers from 750 public and private schools across the nation selected to be in the teacher sample.

The Schools and Staffing Survey is an integrated survey system consisting of the Teacher Demand and Shortage Survey, the School Survey, the School Administrator Survey, and the Teacher Survey. These surveys are revisions of previous NCES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher work force, and the status of teaching and schooling generally. The purpose of the Teacher Survey is to obtain information about such factors as the education and training, current assignment, job mobility, workplace conditions, and career choices of teachers, as well as their opinions about various policy issues such as merit pay or incentive pay.

The U.S. Bureau of the Census is conducting the field test for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individual teachers cannot be identified.

We are conducting this field test with a sample of teachers. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other teachers. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

Public reporting burden for this collection of information is estimated to average 60 minutes per response including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850 ______, Washington, DC 20503.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott Acting Commissioner National Center for Education Statistics

Enclosures

INSTRUCTIONS

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301) 763-2220.

Please return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope. Please return it within 2 weeks.

THANK YOU FOR TAKIN	G PART IN	THIS STU	DY.		
	Month	Day	Year		
Please write in the date and time you begin the questionnaire.				a.m.	
, ,			90	p.m.	
SECTION I — CURRENT TEACHING STATUS					
1. How do you classify your PRIMARY assignment at THIS school (i.e., the activity at which you spend MOST of your time) during this school year?	₂ ☐ Lo as rol	ng-term subs signment req le of a regular	e or part-time t titute (i.e., you uires that you teacher on an	Continue	
Mark (X) only one box.	co ₃ ☐ Itii as	rm basis, but nsidered a su nerant teache signment req struction at m	bstitute)	ovide chool) Skip to	
	4 □ Sh 5 □ St 6 □ No cu	ort-term subsudent teache onteaching sp rriculum coor	stitute r	counselor, librarian, worker)	
	pri 8 □ Te	incipal, direct eacher's aide	or, head) nal or support		
IF YOU MARKED BOX 4, 5, 6, 7, 8, OR 9 ABOVE, PLEASE STOP NOW AND RETURN YOUR QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.					
Remarks					
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				;	
				!	
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2000	Mark Committee of the C				

	SECTION I — CURRENT TEACHING STATUS — Continued					
2.	Are you a FULL TIME teacher at this school?	011 1 Yes — Skip to item 6 2 No — Continue with item 3				
3.	How much time do you work as a TEACHER at this school?	1 34 time or more, but less than full-time teacher 2 3 4 time or more, but less than 4 time teacher 3 4 time or more, but less than 4 time teacher 4 Less than 4 time teacher				
4a.	Do you have any other assignment at this school?	1 ☐ Yes — Continue with b 2 ☐ No — Skip to item 5				
b.	Which best describes your other assignment at this school? Mark (X) only one box.	1 Administrator (e.g., principal, assistant principal, director, head) 2 Counselor 3 Librarian/media specialist 4 Coach 5 Other professional staff(e.g., department head, curriculum coordinator, mentor teacher) 6 Support staff (e.g., secretary, aide)				
C.	With this other assignment, are you a full time EMPLOYEE at this school?	1 Yes — Skip to item 6 2 No — Continue with item 5				
5.	In addition to employment at this school, what is your OTHER primary activity? Mark (X) only one box.	1 Teaching in another school 2 Attending a college or university 3 Working in a nonteaching occupation in the field of education 4 Working in an occupation outside the field of education 5 Caring for family members 6 Seeking work 7 Retired 8 Other — Describe —				
6.	In what year did you begin your first teaching position (full time or part time) at the elementary or secondary level?	1 9				
Rei	narks					

s	ECTION 2 — TEACHING EXPERIENCE	
7.	What was your MAIN activity the year before you began teaching? Mark (X) only one box.	1 ☐ Working in a position in the field of education — Continue with item 8 2 ☐ Working in an occupation outside the field of education — Skip to item 9 3 ☐ Caring for family members 4 ☐ Attending a college or university 5 ☐ Military service 6 ☐ Unemployed and seeking work 7 ☐ Retired 8 ☐ Other — Specify —
8.	Answer item 8 ONLY if you marked box 1 in answer to question 7 above. Which of the following categories best describes your position in the field of education the year before you began teaching? Mark (X) only one box.	1 Administrator (e.g., principal, assistant principal, director) 2 Counselor 3 Librarian/media specialist 4 Coach 5 Other professional staff (e.g., department head, curriculum coordinator, mentor) 6 Instructional aide 7 Noninstructional support staff (e.g., secretary)
_	Answer items 9a—e ONLY if you marked box 2 in answer to question 7 above. For whom did you work? (Record the name of the company, business, or organization.) What kind of business or industry was this? (For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.)	
c.	What kind of work were you doing? (Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.)	
d.	What were your most important activities or duties at that job? (For example, typing, selling cars, driving delivery truck, caring for livestock.)	
e.	How would you classify yourself on that job? Mark (X) only one box.	1 An employee of a PRIVATE company, business, or individual for wages, salary, or commission 2 A FEDERAL government employee 3 A STATE government employee 4 A LOCAL government employee 5 SELF-EMPLOYED in your own business, professional practice, or farm 6 Working WITHOUT PAY on a family business or farm 7 Working WITHOUT PAY in a volunteer job
10.	Not counting this school year, at which of the following school levels have you taught, either full or part time, for one year or more? Mark (X) all that apply.	1 Prekindergarten 2 Elementary (including kindergarten) 3 Middle/junior high 4 Senior high 5 Postsecondary

S	ECTION 2 — TEACHING EXPERIENCE — Continu	ed			
11. a.	including the current school year — How many years have you been employed as a FULL-TIME elementary or secondary teacher in — (1) Public schools?	Years □ □ None			
	(2) Private schools?	Years □ □ None			
b.	How many years have you been employed as a PART-TIME elementary or secondary teacher in — (1) Public schools?	Years □ None			
	(2) Private schools?	Years			
12a.	Since you began teaching, how many breaks in service of one year or more have you had?	Breaks in service — Continue with 12b □ None — Skip to item 13			
b.	Were any of these breaks due to a reduction-in-force or a lay-off?	1 ☐ Yes — How many?			
C.	How long was the most recent break in service?	Years			
d.	Since your last break in service, how many consecutive years have you been teaching including the current year? (Include years of part-time and full-time teaching.)	Years			
13.	In what year did you begin teaching in THIS school? (If your assignment at this school included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.)	1 9			
14.	What was your main activity the year before you began teaching in THIS school? (If you left this school and then returned, please report your main activity the year before you most recently returned to this school.) Mark (X) only one box.	1 Working in a position in the field of education, but not as a teacher 2 Working in an occupation outside the field of education 3 Teaching in a different school in this state 4 Teaching in a different state — Which state? —			
		5 Caring for family members 6 Attending a college or university 7 Military service 8 Unemployed and seeking work 9 Retired 10 Other — Describe —			

	. MAJO	n and minor field code no	MBERS FOR QUESTIONS 15, 16, A	AND I7		
•	GEN	ERAL .	EDUCATION			
12 134 15 16 17 18 19 20 212 223 24 26 27 28 29 31	Agriculture and natural resources Architecture and environmental design Area and ethnic studies Biological/life science Business and management Communications Computer and information sciences Engineering Fine and applied arts Foreign languages Health professions Home economics Law Letters (English, literature, speech, classics) Library science Mathematics Military science Multi/interdisciplinary studies Philosophy and religion Psychology Public affairs and services Theology	Physical sciences 33 Chemistry 34 Physics 35 Geology/earth science 36 Other physical sciences Social sciences 37 Economics 38 History 39 Political science and government 40 Sociology 41 Other social sciences 42 Other	General education 51 Elementary education 52 Pre-elementary/early childhood education 53 Secondary education 53 Secondary education 54 Agricultural education 55 Art education 56 Bilingual education 57 Business, commerce, and distributive education 58 English as a second language 59 English education 60 Foreign languages education 61 Home economics education 62 Industrial arts, vocational and technical education, trade and industry 63 Mathematics education 64 Music education 65 Physical education/health education 66 Reading education 67 Science education 68 Social studies/social sciences education	Special education 70 Special education, general 71 Emotionally disturbed 72 Mentally retarded 73 Speech-language impaired 74 Deal and hard of hearing 75 Visually handicapped 76 Orthopedically impaired 77 Mildly handicapped 78 Severely handicapped 79 Specific learning disabilities 80 Other special education Other education 90 Curriculum and instruction 91 Educational administration 92 Educational psychology 93 Student personnel and counselling 94 Other education		
	Do you have a bachelor	's degree?	1 Yes — Continue with b 2 No — Skip to item 17a			
b.	What was your major fice (Enter the major field and code from the list above.)	the two-digit	Code	Major Field		
C. In what year did you receive your bachelor's degree?			1 9			
d.	Did you have a second r field of study?	najor or minor	1 Yes — Continue with e 2 No — Skip to item 16a			
e.	What was your second field of study? (Enter the major field and code from the list above.)	the two-digit	Code Second major or minor field			
6a.	Do you have a master's	degree?	1 ☐ Yes — Continue with b 2 ☐ No — Skip to item 17a			
b.	What was your major fi (Enter the major field and code from the list above.)	the two-digit	Code	Major Field		
c.	In what year did you receive your master's degree?		1 9			
Rema	arks		конциун тамаруун тамаруун тоган уул тамануу таману	н жүү жүй тарын байын байын байдан байда		
			•			
				·		

a.	Do you have any other type of degree?	1 Yes — Continue with b 2 No — Skip to item 18a				
	What other degree(s) have you earned? Mark (X) all that apply. What was your major field of study for each degree? Enter the appropriate code from the list at the top of the previous page.	(b) Degree earned Mark (X) all that apply.		(c) Major field code	(d) Year degree received	
).		Associate degree or vocational certificate	1 🗆		1 9	
		Education specialist or professional diploma (at least one year beyond Master's level)				
	In what year did you receive each degree?	Doctorate or first professional degree (Ph.D., Ed. D., M. D., L.L.B., J.D., D.D.S)	3 🗆		1 9	
าล	rks					

					CONTRACTOR	
s	ECTION 3 - TEACHER TRA	NING - Continued	and the control of th			
	TEACHING ASS	SIGNMENT FIELD CODE N	UMBERS FOR QU	JESTIONS 18, 20, 4	and 21	
	01 Prekindergarten 02 Kindergarten 03 General elementary Special Areas 04 Art 05 Basic skills and remedial education* 06 Bilingual education* 07 Business education 08 Computer science 09 English/language arts 10 English as a second language 11 Foreign language 12 Gifted* *If your primary or secondary assignment as part of that assignment you teach a scode for Basic skills, Bilingual, or Gifted	special Education 26 Special education, general 27 Seriously emotionally disturbed 28 Mentally retarded 29 Speech-language impaired 30 Deaf and hard of hearing 31 Visually handicapped 32 Orthopedically impaired 33 Mildly handicapped 34 Severely handicapped 35 Specific learning disabilities 36 Other special education Cience MEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, and smedial math, bilingual social studies, or gifted science), record the				
******************************	code for Basic skills, Bilingual, or Gifted	as the assignment area.				
18a.	What is your current PRIMAR assignment at this school, the which you teach the most class (Use the field code numbers listed your assignment field. If your tedivided equally between two field as your primary assignment for the second	at is, the field in sees? ed above to record aching schedule is lds, record either field	Code	Primary	assignment field	l code
b.	Do you teach classes in OTHE	1 ☐ Yes	— In what field d			
	school?	the second most classes? (Use the assignment field codes listed above.) Code				
19a.	How many COURSES, under		Number of co	urses taken	esperante e en modera de la comunicación de la comu	
.ou.	graduate, have you taken in your PRIMARY assignment field? (Include both subject matter and education courses related to this field. Refer to records, if necessary.)			raduate	Grad	uate
			Semester (1)	Quarter (2)	Semester (3)	Quarter (4)
		,,	o 🗆 None	o □ None	o 🗆 None	o 🗆 None
b.	How many COURSES, undergraduate, have you taken in y assignment?	graduate and our SECONDARY				
			o □ None	o □ None	o 🗆 None	o 🗆 None
20a.	What field do you feel BEST C regardless of whether you cur field? (Enter the field and the tw list above.)	rrently teach in that	Code	Be	est qualified field	
b.	Do you feel qualified to teach	any other fields?		— For what field second best qu (Use the codes l	ualified?	Code
 		2 No		-		

	Has your primary teaching assignment field changed since you began teaching?	, T Vac			arv assionme			
	; !	What was your previous primary assignment field? (Use codes listed on page 9.) Code				Code		
		2 □ No	Counting this yea has your primary remained unchan	assignment '	years field		Code	
	Does your teaching assignment AT THIS SCHOOL include any classes in mathematics, computer science, biological/life science, earth science, or physical science in any of grades 7-12?		– Continue with ite Skip to item 24	em 23		The second secon		
23.	Have you taken any			Nur	nber of cour	ses taken		
	undergraduate or graduate	Courses t	aken in field	Underg	raduate	Graduate		
	courses in the following		(4)	Semester	Quarter (3)	Semester	Quarter	
1	ings:	The second secon	(1)	(2)	(3)	(4)	(5)	
a.	Mathematics		_	***************************************				
			- How many? 🛶			minut POM grant consequence of the latter in the grant compa	***************************************	
	1 1	2 🗌 No		o 🗆 None	o 🗆 None	o 🗆 None	o 🗆 None	
b. (Computer science	1 ☐ Yes - 2 ☐ No	- How many? 🗻	o □ None	o 🗆 None	o □ None	o 🗆 None	
C.	Biology/life science	1 ☐ Yes - 2 ☐ No	- How many? —	o 🗆 None	o 🗆 None	o □ None	o □ None	
d. (Chemistry	1 ☐ Yes - 2 ☐ No	- How many? —	o 🗆 None	o 🗆 None	o 🗆 None	o 🗆 None	
9. ¹	Physics	1 ☐ Yes - 2 ☐ No	- How many? ——	o 🗆 None	o 🗆 None	o 🗆 None	o 🗆 None	
1.	Earth/space science	1 ☐ Yes - 2 ☐ No	- How many? —	o 🗆 None	o 🗆 None	o 🗆 None	o 🗆 None	
e.	Other natural science	1 ☐ Yes - 2 ☐ No	– How many? –►	o 🗆 None	o □ None	o 🗆 None	o 🗆 None	
	Have you taken any education or teaching related in-service or college courses requiring 30 or more hours of classroom instruction during the past two school years, that is, in 1988–89 or 1989–90?		— For what assignm training relevant page 9.) ————————————————————————————————————	? (Use list of c	odes on		Code	

S	ECTION 3 - TEACHER TRAINING - Continu	sed
24b.	What was your MAJOR purpose for taking this training. Mark (X) only one box.	1 To fulfill initial certification requirements for current position 2 To maintain and/or improve qualifications for current position (including meeting recertification requirements) 3 To retrain to teach a different subject matter area 4 To retrain to teach at a different grade level 5 To retrain to teach handicapped students or students with learning disabilities 6 To acquire credentials in new nonteaching areas (e.g., administration, guidance counseling) 7 Other — Describe —
25a.	Do you have a teaching certificate in this state in your PRIMARY teaching field?	1 ☐ Yes — Continue with b 2 ☐ No — Skip to item 26a
b.	What type of certification do you hold?	1 Regular or standard state certification (the standard certification offered in your state) 2 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 3 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)
C.	In what year were you certified?	1 9
26a.	Do you have a teaching certificate in this state in your SECONDARY teaching field?	1 Yes — Continue with b 2 No 3 Not applicable; I do not have a secondary teaching assignment field.
b.	What type of certification do you hold?	1 Regular or standard state certification (the standard certification offered in your state) 2 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 3 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)
C.	In what year were you certified?	1 9
27a.	Do you have a teaching certificate in this state in your BEST QUALIFIED teaching field?	1 Yes — Continue with b 2 No 3 BEST QUALIFIED field is same as primary or secondary field
b.	What type of certification do you hold?	1 Regular or standard state certification (the standard certification offered in your state) 2 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 3 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)
C.	In what year were you certified?	1 9

S	ECTION 3 — TEACHER TRAINING — Continu	red
28a.	Are you a member of any professional teacher or educational organization?	1 ☐ Yes — Continue with b 2 ☐ No — Skip to item 29a
b.	Have you participated in workshops, seminars or conferences sponsored by any of these organizations to which you belong?	1 ☐ Yes — Continue with c 2 ☐ No — Skip to item 29a
C.	How often do you participate in these activities?	1 Less than once a year 2 Once or twice a year 3 Three or more times a year
29a.	During your first year of teaching, did you participate in a formal teacher induction program, i.e., a program to help beginning teachers by assigning them to master or mentor teachers?	1 ☐ Yes 2 ☐ No
b.	Are you currently a mentor or master teacher (i.e., a teacher who provides guidance and assistance for beginning teachers) in a formal teacher induction program?	1 ☐ Yes 2 ☐ No
Rema	rks	
		

S	SECTION 4 — CURRENT TEACHING LOAD						
schoo	NOTE — Questions in this section request information on each class you taught for the most recent FULL week that school was in session. Please provide the information requested for that week whether or not it was a typical week. Report information on classes for which you were responsible even if you were absent at any time during the week.						
30.	In what grade levels are the students in your classes at this school? Mark (X) all that apply.	1 Prekindergarten 2 Kindergarten 3 1st 4 2nd 5 3rd 6 4th 7 5th 8 6th	9 7th 10 8th 11 9th 12 10th 13 11th 14 12th 15 Post secondary 16 Ungraded				
31.	Which of the following best describes the way your classes at this school are organized? Mark (X) only one box.	1 SELF-CONTAINED CLASS multiple subjects to the sa all or most of the day — Co 2 DEPARTMENTALIZED INS teach subject matter cours typing) to several classes of all or most of the day — So 3 TEAM TEACHING — You more other teachers in teas subjects to the same class Continue with item 32. 4 "'PULL-OUT" CLASS — Y to students who are releas classes — Continue with i	me class of students continue with item 32 GTRUCTION — You ses (e.g., history, of different students kip to item 33 collaborate with one or oching multiple s of students — You provide instruction sed from their regular				
	E — ANSWER THIS QUESTION IF YOU TAUGHT A SELF-CONTAINED CLASS OR A PULL-OUT CLASS. At this school, how many students were enrolled in the class or program you taught during the most recent full week school was in session? (If you teach two kindergarten or prekindergarten sessions per day, report the average number of students.)	Studen	ts				
b.	Approximately how many hours did you spend teaching each of the following subjects during the week?	Subject (a)	Hours spent teaching in most recent full week (b)				
	(If you taught two or more subjects at the same time, apportion the time to each subject as best you can. Report hours to the nearest whole hour, e.g., 1, 2. If you did not teach a particular subject during the week,	(1) English/reading/language arts (2) Arithmetic/mathematics	o 🗆 None				
referred to the state of the st	mark the "None" box.)	(3) Social studies/history	o □ None				
		(4) Science	o □ None				
c.	Dld you assign any homework during the most recent full week?	1 Yes 2 No					
d.	Which of the following best describes the general academic achievement level of your students relative to the other students at this school?	1 Primarily higher achieving 2 Primarily average achievin 3 Primarily lower achieving 4 Students of widely differing	ng students students ng achievement levels				

		AND DESCRIPTION OF THE OWNER, THE	MINTER CONTRACTOR STREET, STRE				Paristan and the second	THE PERSON NAMED OF THE PE	the same of the sa	COLUMN DESCRIPTION OF THE PROPERTY OF THE PROP
SE	CTIO	N 4 - CU	RRENT TEA	CHING LO	AD — Conti	nued	operation of the second of			
NOTE	TE: Answer items 33a–j only if you taught subject matter (departmentalized) courses to different groups of students, i.e., you marked box 2 for item 31 on page 13.									
	ltem rece	s 33 and 34 nt FULL wee	refer to the s ok of teaching	ubject matte j. Exclude st	er classes yo udy halls, ho	u taugnt at î meroom per	THIS SCHOO	L during you luled tutoring	ır most g, etc.	
33a.	How many separate subject matter classes did you teach during the most recent FULL week? (Count each class period as one class. If you taught two classes of the same subject (e.g., algebra I), count them as two separate classes.)					Classes				
- elementation	Ansı	wer b-j by c	ompleting a li	ine in the tab	ole below for	the appropri	iate period fo	r each class	that you tau	ght.
b.	Was	was the su	bject matte	r of the clas	s? (Use code	es on page 1	5.)			
C.			s (in years) c s to record th			wards meet	ting graduat	e requirem	ents?	
		2 F	one year of the lalf a year of ooes not cour	the requirem	nent					
d.			de level of M PS for post s						r grades 1–1	2, K
0.	How	many stud	lents are eni	rolled in the	class?					
f.	Ном	many stud	lents in the c	class are m	ale?					
g.	How	many stud	lents in the d	class are Bl	ack, Hispan	ic, America	en Indian, P	acific Island	der, or Asia	n?
h.	How	many hou	rs of homew	ork did you	ı assign duri	ing the mos	st recent FU	LL week?		
i.	,									
			ly higher achi ly average ac	-		rimarily lowe /idely differi	er achieving ng achievem	ent levels		
j.	Wha	t are the sp	ecial featur	es, if any, o	f the class?	(Use these d	codes to reco	ord the answ	er in column	(j)).
			ed placemer	_						
		allows 2 Honors	s completion	of college c		emedial pecial educa	ation			
		3 Bilingua				one of the a				
	Class period	Subject matter code (2 digits)	Graduation requirements	Grade level	Number of students in class	Number of males in class	Number of minorities in class	Hours of homework assigned	Class achievement level	Special features of class
		(b)	(c)	(d)	(6)	(f)	(g)	(h)	(1)	<u>(j)</u>
	1									
	2									
	3									
	<u> </u>				<u> </u>					
	4									

4					
5					
6					
7					
8					
9					

SUBJECT MATTER CODE NUMBERS FOR QUESTION 33b ON PAGE 14 Vocational aducation 01 Agriculture Foreign languages Computer science Social sciences Visual and performing arts 02 Business 31 French **82 Computer** 81 Arts and crafts 70 Social studies 03 Marketing awareness/applications 71 History **04** Health occupations 82 Filmmaking/photography 32 German **53** Computer programming 72 World civilization 83 Chorus 05 Vocational home economics 33 Latin 06 Trade and industry 84 Band 34 Russian 54 Other computer science 73 Political science/ 85 Drama/theater/dance 35 Spanish Technical government **08** Other vocational education 36 Other foreign language 74 Geography 86 Music 75 Economics 87 Other visual/performing arts Natural science 76 Civics Mathematics Business Sociology/social 61 General science General mathematics organization 11 Accounting/bookkeeping 62 Biology/life science Other areas 42 Business math 78 Other social sciences 63 Chemistry 12 Shorthand 43 Algebra, elementary 91 Driver education **64** Physics 13 Typina 44 Algebra, intermediate 92 Health 65 Geology/earth/space science 14 Other business education 45 Algebra, advanced 93 Philosophy/religion 66 Other physical science courses 46 Geometry, plane/solid 94 Physical education 67 Other natural science 15 Career education 95 Psychology 47 Trigonometry 48 Analytic geometry/ 96 Other courses not math analysis elsewhere classified English/language arts 49 Probability/statistics 21 Literature **50** Calculus 51 Other mathematics 22 Composition/journalism/ creative writing 23 Reading 24 English as a second language 25 Other English/language arts courses School-related activities Hours spent 34. For your most recent FULL WEEK of teaching, (2)what is your best estimate of the number of hours you spent on school-related activities during and a. During school hours after school hours? SCHOOL HOURS are the (1) Total school hours during most recent hours that you are required to be at school, full week regardless of whether students are there. (2) Preparation (Report hours to the nearest WHOLE HOUR. If you did not spend time on a particular activity during the (3) Nonteaching duties (e.g., bus duty, hall week, mark the "None" box.) duty, lunch duty) o ☐ None (4) Other assigned responsibilities (e.g., heading department, counseling, tutoring, coaching) o ☐ None (5) Hours absent from school for any reason o ☐ None (6) Classroom teaching (including field trips) o ☐ None b. After school hours (1) Total after school hours during most recent full week o ☐ None (2) Other school-related activities (e.g., preparation, grading homework, parent conferences, attending meetings) o None (3) School-related activities involving student interaction (e.g., transporting students, coaching, field trips, tutoring) o 🗆 None Remarks

SECTION 4 - CURRENT TEACHING LOAD - Continued

S	ECTION 5 — PERCEPTIONS AND ATTITUDES TO	WARD	TEACHING
5.	Do you agree or disagree with each of the following statements?		1 ☐ Strongly agree
a.	Teachers in this school are evaluated fairly.	 	2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
b.	The principal lets staff members know what is expected of them.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
C.	The school administration's behavior toward the staff is supportive and encouraging.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
d.	I am satisfied with my teaching salary.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
e.	The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
f.	Teachers participate in making most of the important educational decisions in this school.	 	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
g.	I receive a great deal of support from parents for the work I do.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
h.	Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
e Ba	The principal does a poor job of getting resources for this school.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
Į.	Routine duties and paperwork interfere with my job of teaching.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
k.	My principal enforces school rules for student conduct and backs me up when I need it.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
I.	The principal talks with me frequently about my instructional practices.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
M.	Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree

SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — Continued					
n. Most of	my colleagues share my beliefs and bout what the central mission of the hould be.		1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree		
O. The prin he/she w to the st	cipal knows what kind of school vants and has communicated it aff.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree		
P. There is among s	a great deal of cooperative effort taff members.		1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree		
q. in this so for a job	chool, staff members are recognized well done.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree		
	follow rules in this school that conflict best professional judgment.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree		
S. I am sati	sfied with my class sizes.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree		
	conscious effort to coordinate the of my courses with that of other s.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree		
u. Goals an	d priorities for the school are clear.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree		
	ount of student tardiness and class n this school interferes with my J.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree		
W. I someti do my b	mes feel it is a waste of time to try to est as a teacher.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree		
2. I usually day at the	look forward to each working als school.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree		

5	SECTION 5 - PERCEPTIONS AND ATTITUDES TOWARD TEACHING - Continued					
35у.	Staff members in this school generally don't have much school spirit.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
Z.	This school's administration knows the problems faced by the staff.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
33.	In this school the teachers and the administration are in close agreement on school discipline policy.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
bb.	The attitudes and habits my students bring to my class greatly reduce their chances for academic success.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
cc.	Many of the students I teach are not capable of learning the material I am supposed to teach them.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
dd.	My teaching assignments are more difficult than those of other teachers at this school.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
ee.	For me the job of teaching has more advantages than disadvantages.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
ff.	If I had the chance to exchange my job as a teacher for another kind of job, I would.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
gg.	I plan with the librarian/media specialist for the integration of library/media services into my teaching.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
hh.	Library/media materials are adequate to support my instructional objectives.		1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
36.	If you could go back to your college days and start over again, would you become a teacher or not?		1 ☐ Certainly would become a teacher 2 ☐ Probably would become a teacher 3 ☐ Chances about even for and against 4 ☐ Probably would not become a teacher 5 ☐ Certainly would not become a teacher			

7.	For each of the following aspects of teaching, indicate whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.	ı
a.	Job security	2 Somewhat satisfied 3 Somewhat dissatisfied 4 Very dissatisfied
b.	Salary	1 Very satisfied 2 Somewhat satisfied 3 Somewhat dissatisfied 4 Very dissatisfied
C.	Pension and benefits	1 Very satisfied 2 Somewhat satisfied 3 Somewhat dissatisfied 4 Very dissatisfied
d.	Autonomy or control over own classroom	1 Very satisfied 2 Somewhat satisfied 3 Somewhat dissatisfied 4 Very dissatisfied
e.	Teaching load	1 Very satisfied 2 Somewhat satisfied 3 Somewhat dissatisfied 4 Very dissatisfied
f.	In-service training	1 Very satisfied 2 Somewhat satisfied 3 Somewhat dissatisfied 4 Very dissatisfied
	Value of your job for the welfare of society	1 Very satisfied 2 Somewhat satisfied 3 Somewhat dissatisfied 4 Very dissatisfied
h.	Overall school management	1 Very satisfied 2 Somewhat satisfied 3 Somewhat dissatisfied 4 Very dissatisfied
	Esteem of society for the teaching profession	1 Very satisfied 2 Somewhat satisfied 3 Somewhat dissatisfied 4 Very dissatisfied
ıme	nrks	<u></u>

\$	ECTION' 5 — PERCEPTIONS AND ATTITUDES TO	WARD TEACHING — Continued
38.	Indicate whether you agree or disagree that this school is effective in assisting new teachers in each of the following matters.	
	Mark (X) only one box for each line.	1 ☐ Strongly agree
а.	Student discipline	2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
b.	Instructional methods	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree
c.	Curriculum	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree
d.	Adjusting to the school environment	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree
39.	We are interested in the importance you place on various education goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?	
	Building basic literary skills (reading, math, writing, speaking)	Most important
	 2 — Encouraging academic excellence 3 — Promoting occupational or vocational skills 4 — Promoting good work habits and 	Second most important
	self-discipline 5 — Promoting personal growth (self-esteem, self-knowledge, etc.)	Third most important
	6 — Promoting human relations skills	
	 7 — Promoting specific moral values 8 — Fostering religious or spiritual development 	
40.	At this school, how much actual influence do you think teachers have over school policy in each of the areas below?	
	Indicate how much influence you think teachers have. Use the scale of 1-6, where 1 means "No influence" and 6 means "A great deal of influence."	No A great deal influence of influence
a.	Determining discipline policy	1 2 3 4 5 6
b.	Determining the content of in-service programs	1 2 3 4 5 6
c.	Setting policy on grouping students in classes by ability	1 2 3 4 5 6
d.	Establishing curriculum	1 2 3 4 5 6

)	SECTION 5 — PERCEPTIONS AND ATTITUDES TO)WARD	TEAC	HING	- Co	ntinue)d		
41.	At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?	! ! !							
٠	Indicate how much control you feel you have; use the scale of 1–6, where 1 means ''No control'' and 6 means ''Complete control.''		No contro	1	and the second s	Mehandara seriakida kilik		omplete control	
a .	Selecting textbooks and other instructional materials		1 🗆	2	3	4 🗌	5 🗌	6 🗆	
b	Selecting content, topics, and skills to be taught		1 🗆	2	3 🗌	4	5 🗆	6 🗆	
C.	Selecting teaching techniques		1 🗆	2	з□	4	5 🗌	6 🗆	
d.	Evaluating and grading students		1 🗆	2	з 🗆	4	5 🗌	6 🗆	
e.	Disciplining students		1 🗆	2	3□	4 🗆	5 🗆	6 🗆	
f.	Determining the amount of homework to be assigned		1 🗆	2 🗌	з 🗌	4 🗆	5 🗆	6 🗆	
42.	To what extent has each of the following persons or groups at this school helped you improve your teaching or solve an instructional or class management problem?								
	Indicate how helpful each person or group has been.	1							
	Use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school.		No _ help			-PRIMARIA IN PROPERTY IN THE P		tremely nelpful	Not applicable
a.	Use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is			2	з 🗌	4			
_	Use the scale of 1–6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school.		help	2 🗆	3 🗆	4	- t	nelpful .	applicable
b.	Use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school. Principal or school head		help				5 🗌	6 🗆	applicable
b. c.	Use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school. Principal or school head Department chair		help	2	3 🗆	4	5 🗆 5 🗆	elpful 6 □	applicable
b. c. d.	Use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school. Principal or school head Department chair Other school administrators		help	2 🗆	3 🗆	4	5	6 C	applicable 7 7 7 7
b. c. d.	Use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school. Principal or school head Department chair Other school administrators Other teachers		1	2 - 2	3 3	4 4 4	5 5 5 5	6 6 6 6 6 6 6 6 6 6	applicable 7 7 7 7 7 7 7 7 7 7
b. c. d.	Use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school. Principal or school head Department chair Other school administrators Other teachers School librarians/media specialists School counselors		1 1 1 1 1 1 1 1 1 1	2	3	4 4 4 4	5 5 5 5 5 5	6	7
b. c. d. e.	Use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school. Principal or school head Department chair Other school administrators Other teachers School librarians/media specialists School counselors		1 1 1 1 1 1 1 1 1 1	2	3	4 4 4 4	5 5 5 5 5 5	6	7
b. c. d. e.	Use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school. Principal or school head Department chair Other school administrators Other teachers School librarians/media specialists School counselors		1 1 1 1 1 1 1 1 1 1	2	3	4 4 4 4	5 5 5 5 5 5	6	7

3.	For each of the following matters, indicate	(Mark (X) one box on each line.)					
	whether it is a serious problem, a moderate problem, a minor problem, or not a problem in your school.	Serious	Moderate	Minor	Not a problem		
8.	Student tardiness	1 🗆	2 🗌	з 🗆	4 🗆		
b.	Student absenteeism	1	2 🗆	3 🗍	4 🗆		
c.	Teacher absenteeism	1 🗆	2 🗀	з 🗀	4 🗆		
đ.	Students cutting class	1	2 🗆	3 🗌	4 🗆		
8.	Physical conflicts among students	1	2	з 🗌	4 🗆		
f.	Robbery or theft	1	2 🗆	з 🗆	4 🗆		
g.	Vandalism of school property	1 🗆	2 🗆	з 🗆	4 🗆		
h.	Student pregnancy	1	2 🗆	з 🗆	4 🗆		
٩,	Student use of alcohol	1 🗆	2 🗆	з 🗆	4 🗆		
8 00	Student drug abuse	1	2 🗆	з 🗆	4 🗆		
k.	Student possession of weapons	1 🗆	2 🗆	з 🗆	4 🗆		
	Physical abuse of teachers	1	2 🗆	з 🗆	4 🗆		
n.	Verbal abuse of teachers	1 🗆	2 🗆	з 🗆	4 🗆		
n.	Student disrespect for teachers	1 🗆	2 🗆	з 🗆	4 🗆		
0.	Students dropping out	1 🗆	2 🗆	з 🗆	4 🗆		
p.	Student apathy	-10	2 🗆	з 🗆	4 🗆		
q.	Lack of academic challenge	1 🗆	2 🗆	з 🗆	4 🗆		
Ŧ.	Lack of parent involvement	1	2 🗆 `	з 🗆	4 🗆		
ma	arks	en e		n Victoria de America (no esta de Comercia de Comercia de America (no esta de America (no esta de America (no e	inklich beweicht und den sessen serzen der der der der der beweichte verweisen wegegende		
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4.	How long do you plan to remain in teaching? Mark (X) only one box.	1 As long as I am able 2 Until I am eligible for retirement with item 45 3 Will probably continue unless something better comes along 4 Definitely plan to leave teaching as soon as I can 5 Undecided at this time
5.	In how many years do you plan to retire from teaching?	Years
6a.	Which best describes your MAIN activity LAST SCHOOL YEAR? Mark (X) only one box.	1 Teaching in this school 2 Teaching in another school in this school system 3 Teaching in another public school system 4 Teaching in a private school 5 Teaching at the postsecondary level 6 Attending a college or university 7 Working in a nonteaching occupation in the field of education 8 Working in an occupation outside the field of education 9 Homemaking and/or child rearing 10 Unemployed and seeking work 11 Military service 12 Retired 13 Other — Describe —
b.	What do you expect your MAIN activity will be NEXT SCHOOL YEAR? Mark (X) only one box.	Teaching in this school Teaching in another school in this school system Teaching in another public school system Teaching in a private school Teaching at the postsecondary level Attending a college or university Working in a nonteaching occupation in the field of education Working in an occupation outside the field of education Homemaking and/or child rearing Unemployed and seeking work Military service Retired Other — Describe —
ema	rks	

S	SECTION: 6 - INCENTIVES AND COMPENSATION	
47.	Do you currently receive the following pay incentives?	
8.	Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers)	1 ☐ Yes 2 ☐ No
b.	Additional pay for teaching in a shortage field (e.g., math, science)	1 ☐ Yes 2 ☐ No
C.	Additional pay for teaching in a high-priority location (e.g., an inner-city school)	1 ☐ Yes 2 ☐ No
d.	Salary increases as part of a career ladder in which teachers progress through several promotional levels based on their performance	1 ☐ Yes 2 ☐ No
0.	A merit pay bonus for exceptional performance in a given year	1 ☐ Yes 2 ☐ No
f.	A schoolwide bonus for all teachers in a school that shows exceptional performance or improvement in a given year	1 ☐ Yes 2 ☐ No
48.	The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1989 through the end of this school year (1990). Round your earnings to the nearest hundred dollars.	
a.	DURING THE SUMMER OF 1989, did you —	
	(1) Teach summer school in this or any other school?	1 ☐ Yes — Continue with a(2) 2 ☐ No — Skip to a(3)
	(2) How much did you earn?	\$00
	(3) Work in any other nonteaching job in this or any other school?	1 Yes — Continue with a(4) 1 No — Skip to a(5)
	(4) How much did you earn?	\$00
	(5) Work in any NONSCHOOL job?	1 Yes — Continue with a(6) 2 No — Skip to b(1)
	(6) How much did you earn?	\$00

S	ECTION. 6 — INCENTIVES AND COMPENSATION —	- Continued
48b.	DURING THE CURRENT SCHOOL YEAR —	
	(1) What is your academic base year salary for teaching in this school?	\$00
	(2) Do you, or will you, earn any additional compensation from your school for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes?	1 ☐ Yes — Continue with b(3) 2 ☐ No — Skip to b(4)
	(3) How much will you earn?	\$00
	(4) Do you, or will you, work in any job outside the school system?	1 ☐ Yes — Continue with b(5) 2 ☐ No — Skip to c
	(5) How much will you earn?	\$00
	(6) Which of the following best describes this job? Mark (X) only one box.	1 Teaching or tutoring 2 Nonteaching, but education related 3 Not related to education
c.	What will be your total earned income from all sources from the summer of 1989 through the end of this school year? (Your answer should equal the sum of your answers to items 48a(2), a(4), a(6), b(1), b(3), and b(5).	\$00
49.	Do you receive any income-in-kind in addition to or in lieu of your school salary? Mark (X) all that apply.	1 Housing or housing expenses 2 Meals 3 Tuition for your children 4 Child care 5 College tuition for yourself 6 Car/transportation expenses 7 None of the above
50.	Which category represents the total combined income of all FAMILY members age 14 and older in your household during 1989? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household. Mark (X) only one box.	1 Less than \$10,000 2 \$ 10,000 - \$14,999 3 \$ 15,000 - \$19,999 4 \$ 20,000 - \$24,999 5 \$ 25,000 - \$29,999 6 \$ 30,000 - \$34,999 7 \$ 35,000 - \$39,999 8 \$ 40,000 - \$49,999 9 \$ 50,000 - \$59,999 10 \$ 60,000 - \$74,999 11 \$ 75,000 - \$99,999 12 \$ \$100,000 or more

er e		
51.	Are you male or female?	1 Male 2 Female
52.	What is your race?	1 American Indian, Aleut, Eskimo
	Mark (X) only one box.	2 Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian) 3 Black 4 White
53.	Are you of Hispenic origin?	1 Yes 2 No
54.	What is your year of birth?	19
55.	What is your current marital status?	1 Married 2 Widowed, divorced, or separated 3 Never married
56.	How many children do you have who are dependent on you for more than half of their financial support?	Number of children supported — Continue with 57 □ None — Skip to item 58
57.	What was the age of your youngest child on his/her last birthday? (If child is less than one year, please enter "0".)	Age of youngest child
58.	Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?	1 Yes — How many persons?
Rem	arks	

s	ECTION	8 - RESPO	NDENT INF	ORMATION					
move chan	ements in iged jobs.	the labor forc	e. The follov name, your	ving informations ving informations vind selections vind selec	on wo ne (lf	up at a later time in order to gain informat uld assist us in contacting you if you have applicable), your home address, time to reach you.	ion on teachers' moved or		
PGM Your	name		por, and the	11109f COHAG		Spouse's full name			
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(Telephone number (Include area code) () Days/times convenient to reach you			In wi	nose name is the telephone number listed 1 No phone 2 My name 3 Other — Specify	· · · · ·			
60.	during t	the coming ye	ears? List n	o more than c	one pe	eople who will know where to get in to erson who now lives with you. Remem parent, friend, sister, cousin, etc.)	ouch with you ber to record the		
Nam	e L				Relationship to you				
Stree	et address	B			Anna ann an A				
City		and the second s		taga ayan da a san a	and the state of t	State	ZIP		
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City						State	ZIP		
Teler	ohone nur)	nber (<i>Include</i>	area code)		In wi	hose name is the telephone number listed 1 No phone 2 Name entered above 3 Other — Specify	(Mark (X) only one		
61.	Please (enter the date	e you finish Year	this survey.	a.m.	62. Not counting interruptions, how i complete this survey?	ong did it take to		
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			THIS (COMPLETE	ES TI	HE QUESTIONNAIRE.			

THIS COMPLETES THE QUESTIONNAIRE.

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.

YOUR TIME AND EFFORT ARE MUCH APPRECIATED.

FORM SASS-4A

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
UCHIONAL ACTING AS COLLECTING AGENT FOR
CENTER FOR EDUCATION STATISTICS U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY

PUBLIC SCHOOL TEACHERS QUESTIONNAIRE

1989-1990

OMB No. 1850-0621 Approval Expires December 31, 1988

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly confidential. The release of information contained on this form is restricted in conformance with the Privacy Act of 1974 (Public Law 93-579, as amended).

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Bureau of the Canzus **Current Projects Branch** 1201 East Tenth Street Jeffersonville, IN 47132

Dear Teacher: national

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the Teacher Survey for the 1989-90 Schools and Staffing Survey. 900 teachers from over 150 public and You are one of private schools across the nation selected to be in the teacher samole.

The Schools and Staffing Survey is an integrated survey consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the Teacher Survey is to obtain information about such factors as the education and training, current assignment, job mobility, workplace conditions, and career choices of teachers, as well as their opinions about various policy issues such as merit pay or incentive pay.

The U.S. Bureau of the Census is conducting these surveys for the natural Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries so that individual teachers cannot be identified.

We are conducting this survey with a sample of teachers. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other teachers. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your - insect Burden statement here convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott

cting Commissioner

Nett Mil Center for Education Statistics

Enclosure

Please correct any error in name and address including ZIP Code.



[invert in cover letter]

Public reporting burden for this collection of information is estimated to average <u>fo</u> minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project <u>SSU-NUU*</u>, Washington, D.C. 20503.

INSTRUCTIONS

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section. We will read all your comments, so feel free to make as many as you wish.

If you have any questions, call the Bureau of the Census collect at (301) 763-2380.

Please return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope.

I HANK TOU FOI	RIAKING PARTIN		7 e residente desconstituturos escribiros escribados escribados escribados escribados escribados escribados escrib	
Please write in the date and time you begin the questionnaire.	Month	Day	Year 87	a.m p.m
SECTION I — CURRENT TEACHING STAT	· IIS			
1. How would you classify your PRIMARY ASSIGNMENT at this school (i.e., the activation your spend most of your time) during +his school year? Mark (X) only one.	PGM 3 001 1 Requirements Requi	erant teacher (ignment requirered at more ignment required ar teachers, but your institute) ort-term substitute arian, curriculuministrator (e.goncipal, director acher's aide	tes you to provide than one school ute (i.e., your res that you fill the ron a are still tute cialist (e.g., guidam coordinator, g., principal, ass	social worker)
) bu vu	rei pioressiona	ir or support star	Constitution and the second se
IF YOU CHECKED 4, 5, 6, 7, OR 8 ABOVE, PI				NNAIRE TO
Remarks				
nemarks				
·		•		

2.	Are you a FULL TIME teacher at this school?	Yes Skip to 6 No Go to 3
3.	How much time do you work as a TEACHER at this school?	3/4 time or more, but less than full time 1/2 time or more, but less than 3/4 time 1/4 time or more, but less than 1/2 time less than 1/4 time
4.a	Do you have any other assidat this school?	gnment Yes No Skip to 5
	Which best describes your of assignment at this school? With this other assignment at this school?	administrator (e.g. principal, assistant principal, director, head) counselor librarian/media specialist coach other professional staff (department head, curriculum coordinator, mentor teacher) support staff (e.g. secretary, aide) t, are you a full time EMPLOYEE Yes Skip to No
5.	In addition to employment a school, are you (as your other) PRIMARY activity	t this Teaching in another school

	alakrene		
SECTION	2	-	TEACHING EXPERIENCE
	-		

	6.	In what year did you begin your friteaching position (full time or patime) at the elementary or secondary	art
7	•	What was your MAIN activity the year before you began teaching?	
		th 2 — Wo th 3 — Ca 4 — At 5 — Mi 5 — Ur Re	orking in another position in the field of education GO TO 8 orking in an occupation outside the field of education GO TO 9 aring for family members attending a college or university illitary service themployed and seeking work estired ther, please specify
{	3	Counselor Librarian, Coach Other prof	ator (e.g. principal, assistant, director, head) /media specialist fessional staff (e.g. department head, curriculum coordinator, mentor
ı			ctional support staff (e.g. secretary)
	9	Answer items q a — e ONLY if you marked box 2 in answer to question q above. a. For whom did you work? (Record the name of the company, business, or organization.)	
	ŧ	What kind of business or industry was this? (For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.)	038
	C	What kind of work were you doing? (Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.)	037
	d	What were your most important activities or duties at that job? (For example, typing, selling cars, driving delivery truck, caring for livestock.)	
'		**************************************	DA AZ //

q 8. How would you classify yourself on that job?	038 1 An employee of a PRIVATE company, business, or individual for wages, salary, or			
Mark (X) only one box.	commission 2 A FEDERAL government employee 3 A STATE government employee 4 A LOCAL government employee 5 SELF-EMPLOYED in your own business, professional practice, or farm 6 Working WITHOUT PAY on a family business or farm 7 Working WITHOUT PAY in a volunteer job			
/O. At which of the following school levels have you taught, either full or part time, for one year or more? Mark (X) all that apply. (Not including this school year)	018 1 Prekindergarten 1019 2 Elementary (including kindergarten) 1020 3 Middle/junior high 1021 4 Senior high 1022 5 Postsecondary			
//. Including the current school year				
how many years have you TIME elementary or secondary	ı been employed as a FULL teacher in:			
b how many years have you TIME elementary or secondary	public schools?YearsNone private schools?YearsNone u been employed as a PART teacher in: public schools?YearsNone private schools?Years None			
/2 a. Since you began teaching, how many breaks in service of one year or more have you had?	Breaks in service — Continue with 126			
b. Were any of these breaks due to a reduction-in-force or a lay-off?	028 1 Yes - How many?			
c. How long was the most recent br in service?	eak years			
d. Since your last break in service how many consecutive years have been teaching? (Include the cur and years of part time and full teaching).	you rent yearyears			

6			
3.	In what year did you beg	in teaching in this school?	processing the second s
	(If your assignment at this service of a year or more, p you returned to this school break in service.)	please report the year that	1 9
4.	What was your main act began teaching in this s	civity the year before you chool?	032 1 Working in a position in the field of education,
	(If you left this school and report your main activity t recently returned to this s	then returned, please he year before you most	but not as a teacher — 2 Working in an occupation outside the field of education
	Mark (X) only one box.		3. Teaching in a different school in this state H Teaching in a different state — Which state? 033 Caring for family members b Attending a college or university 7 Military service C Unemployed and seeking work Retired /C Other — Describe 7
		OR AND MINOR FIELD CODE NU	MBERS FOR QUESTIONS 15, 16, and 17
1	GENE 1 Agriculture and natural	RAL Physical sciences	EDUCATION General education Special Education
1. 1. 1. 1. 1. 1. 1. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	resources 2 Architecture and environmental design 3 Area and ethnic studies 4 Biological/life science 5 Business and management 6 Communications 7 Computer and information sciences 8 Engineering 9 Fine and applied arts 0 Foreign languages 1 Health professions 2 Home economics 3 Law 4 Letters (English, literature, speech, classics) Library science 6 Mathematics 7 Military science 8 Multi/interdisciplinary studies 9 Philosophy and religion 0 Psychology 1 Public affairs and services 2 Theology	33 Chemistry 34 Physics 35 Geology/earth science 36 Other physical sciences Social sciences 37 Economics 38 History 39 Political science and government 40 Sociology 41 Other social sciences	51 Elementary education Fre-elementary/early childhood education 53 Secondary education 54 Agricultural education 55 Art education 56 Billingual education 57 Business, commerce, and distributive education 58 English as a second language 59 English education 61 Home economics education 62 Industrial arts, vocational and technical education 63 Mathematics education 64 Music education 65 Reading education 66 Reading education 67 Science education 68 Social studies/social sciences education
		po	Other education 80 Curriculum and instruction 81 Educational administration 82 Educational psychology 83 Student personnel and counseling 84 Other education

15a. Do you have a bachelor's degree? Yes No Skip to 17a		
NO SKIP to Ma		
What was your major field of study? (use field codes above		
C In what year did you receive your bachelor's degree? 19		
d. Did you have a second major or minor field of study?		
C. What was your second major or minor field of study? (use field codes above)		
160 Do you have a master's degree? Yes No Skip to 17a.		
What was your major field of study? (Use field codes above)		
C. In what year did you receive your master's degree?		
Ma Do you have any other type of degree? Yes No 90 to 18		
b. Check the type of degree, and indicate the major field earned.	_	r
Degree	Field	year
Associate degree or vocational certificate Education specialist or professional diploma (at least one year beyond Master's level) Doctorate or first professional degree (Ph.D.,		
Ed.D., M.D., L.L.B., J.D., D.D.S.)		**************************************

	MENT FIELD CODE NUMBERS	FOR QUESTIONS	18,19.2	12,23	Control of the Contro
01 Prekindergarten	Special Areas (Continued) 13 Health, physical education	Science 21 Biology		Special Educati	lon
02 Kindergarten 03 General elementary	14 Home economics	21 Biology 22 Chemistry		26 27 X	
Special Areas	15 Industrial arts	23 Earth science	/geology	28	
04 Art	16 Mathematics 17 Music	24 Physics 25 General and a	all other eciance	7 2 9 30	
05 Basic skills and remedial educatio	n° 18 Reading	wa control and	an other science	30	
06 Bilingual education* 07 Business education	19 Religion/philosophy			> Vocational	education
08 Computer science	20 Social studies/social science	:8		32 All others	
09 English/language arts 10 English as a second language				Se was Gillesta	
11 Foreign language					
12 Gifted* "If your primary or secondary assignment you teach a code for Basic skills, Bilingual, or Gifted."	a specific subject area (e.g., remed	IAL EDUCATION, BILI	NGUAL EDUCATION OF BIT	TION, or GIFTED, a ted science), record	and d the
The second secon		(
Special B	ducation	l			
Spec	ial Education, general	urhed VOC	CATIONAL	EDUCATION	
	ously emotionally distrally retarded	31 AC	gricultur	·e	
	ch-language impaired	22 Bi	siness		
Dead	and hard of hearing		rketing		
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		76 0	ner voca	cional ed	ucatio
What is your curren at this school, tha teach the most clas	t is the field in		t 		
at this school, tha teach the most clas (Use the code numbers lis assignment field. If your to	t is the field in ses? ted above to record your eaching schedule is divided s, record either field as your item, mark box 1, and	which you 075 Teac			code
at this school, tha teach the most clas (Use the code numbers lis assignment field. If your to equally between two field primary assignment in this record the second field in	t is the field in ses? ted above to record your eaching schedule is divided so, record either field as your aitem, mark box 1, and item	075 Teac	Primary as hing schedul ed between t	e equally wo fields	
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at this school, tha teach the most class (Use the code numbers list assignment field. If your to equally between two field primary assignment in this record the second field in the code of you teach classes achool?	t is the field in ses? ted above to record your eaching schedule is divided is, record either field as your eitem, mark box 1, and item in OTHER fields at ou taken in your ent field?	which you 075 Teac divident this Teac	Primary as hing schedul ed between t s — In what f the secon (Use the a codes list	e equally wo fields leld do you tead nd most classes	o78
at this school, that teach the most class (Use the code numbers list assignment field. If your to equally between two field primary assignment in this record the second field in second the second field in second? The many Courses graduate) have you have	ted above to record your eaching schedule is divided s, record either field as your eitem, mark box 1, and item in OTHER fields at ou taken in your ent field? Seme ject matter	which you 075	Primary as thing schedul ed between to s — In what f the secon (Use the a codes lists ate Gra er Seme	e equally two fields leld do you tead to most classes is signment field ed above.) aduate ester Quar	ors ors
at this school, that teach the most class (Use the code numbers list assignment field. If your to equally between two field primary assignment in this record the second field in the code of the second field. (Use the code numbers list assignment field.)	t is the field in ses? ted above to record your eaching schedule is divided so, record either field as your eitem, mark box 1, and item in OTHER fields at the fields at the field? Sement field? Sement field in your ent field? Sement field? Sement field in your ent field?	which you 075	Primary as thing schedul ed between to s — In what f the secon (Use the a codes lists ate Gra er Seme eNon uate Gra	e equally two fields leld do you tead to most classes is signment field ed above.) aduate ester Quar	cter
at this school, that teach the most class (Use the code numbers list assignment field. If your to equally between two field primary assignment in this record the second field in the second field in the second that second? The way Courses graduate have you have yo	t is the field in ses? ted above to record your eaching schedule is divided so, record either field as your eitem, mark box 1, and item in OTHER fields at the fields at the field? Sement field? Sement field in your ent field? Sement field? Sement field in your ent field?	which you 075	Primary as hing schedul ed between t s - In what f the secon (Use the a codes list	e equally wo fields leld do you tead of most classes is signment field ed above.) aduate ester Quare	cter

S 5	SECTION 3 - TEACHER TRAINING - Continued		menteral personal and the group control of the group personal and group control floor personal floor to con-	nearly control with market and the place and the property of the place and the place a
228.	What field do you feel BEST QUALIFIED to teach regardless of whether you currently teach in that field? (Use the codes listed above.)	079	Best qualified f	ield code
b.	Do you feel qualified to teach any other fields?	080 1 ☐ Yes	- For what field do second best qua (Use the codes list	ilified?
33	Has your primary teaching assignment field changed since you began teaching?	082 1 Yes	What was your primary assignm (Use codes liste Counting this y many years has primary assignment unch	ear, how your ment field 084
X1.			Continue with 3.5 kip to item 36	
26.	Have you taken any undergraduate	or graduate	courses in	•
		<u>Numbe</u> Undergrad m Qtr Se	1	grad Grad Qtr Sem Qtr
	a. Mathematics Yes>			
	Do No b. Computer Science Yes> No	Agenta substantials Pharacteristics		7,
	_ No	88 88	10 10	11 11 11
	d. Chemistry Yes> No			
	e. Physics Yes> No			
	f. Earth/space science Yes		1 1	
	g. Other natural science Yes	Approximation of the control of the	pp magazini (i fi fi yezhol de pel magazini antique yezhoù (i i yezho))))))))))))))))))))))	desiren disentariori disentariori della disentariori di la constitución della disentariori della disentariori
、	Have you taken			
36	// any addragon or teaching	128 1 🗆 Yes — F	or what assignm	nent field 129
	related in-service or college courses requiring 30 or more hours of classroom		vas this training : Use list of codes o	relevant?
	struction during the past two \parallel nool years, that is in 1988-89 or \parallel	2 No - S	kip to question 🏒	o Answer 27

2η· 	What was your MAJOR purpose for taking this training. Mark (X) only one.	requirements for current position To maintain and/or improve qualifications for current position (including meeting recertification requirements) To retrain to teach a different subject matter area To retrain to teach at a different grade level To retrain to teach handicapped students or students with learning disabilities To acquire credentials in new nonteaching areas (e.g., administration, guidance counseling) Other — Describe
	Codes for certification Regular or standard state certification (the standard certification offered in your state) Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)	
28	PRIMARY teaching field?	ificate in this state in your The property of
	SECONDARY teaching field?	ificate in this state in your
	_ No (Use Codes abo	
	QUALIFIED teaching field? BEST QUALIFIED field : field. Yes> What type?	ificate in this state in your BEST is same as primary or secondary In what year were your certified?
	- No (Use vodesa	iboul)

Profe	essional Activities			
a.	Are you a member of any profess: organization?Yes		r educatio	nal
	Yes No Skip to			
b.	Have you participated in works sponsored by any of these organ. Yes No Skip to	izations?	or confere	nces
c.	How often do you participate in less than once or two three or more	these activiti once a year ice a year ore times a yea	es? r	
d.	During your first year of teach formal teacher induction program bug was and year of teach to a sugar yes No	ing, did you pa m (i.e. an eak Mg Them to nauter	rticipate Wieked po Marty o	in a wgurn to help wnen to L teachers)?
е.	Are you currently a mentor or sprovides guidance and assistance formal teacher induction programmes.	uppor t teacher e for beginning		
	TION 4 - CURRENT TEACHING LOAD			
chool w	 Questions in this section request information on eavas in session. Please provide the information requestion on classes for which you were responsible. 	ited for that week wheth	ner or not it was a	a typical week
20. In	what grade levels are the students in	140 Prekinderga	arten 14	8 9 □ 7th
YOU	ur classes at this school?	141 2 Kindergarte	14	9 10 🗀 8th
IVI	ark (X) all that apply.	142 3 1st		
	·	143 4 2nd	15	
		144 5 3rd 145 6 4th	15	2 13 11th 3 14 12th
		146 7 5th		4 15 Pest
		147 8 Gth	15	Secondary Ungraded
gazgynid Spirit (1986 i 1985 gazzat de 2010 - Spirit (1986 gazzat		I	150	6 17 Ungraded

31	Which of the following best describes the way your classes at this school are organized? Mark (X) only one. Oup the following best describes the way your classes at this school are organized?	4 (Pull-out" class — You pr	of students all or ue with item 32 ion — You teach g., history, typing) to t students all or most tion 33 iaborate with one or eching multiple of students —
		students who are released classes — Continue with i	
~~	E — ANSWER THIS QUESTION IF YOU TAUGHT A SELF-CONTAINED CLASS OR A PULL-OUT CLASS. At this school, how many students were enrolled in the class or program you taught during the most recent full week school was in session? (It/ you teach two kindergarten or prekindergarten sessions per day, report the average number of students.)		edus autorioria dell'acciviliri additiva esperanti richinari esperanti con esperanti con esperanti con esperan
. b.	Approximately how many hours did you spend teaching each of the following subjects during the week?	Subject (a)	Hours spent teaching in most recent full week (b)
	(If you taught two or more subjects at the same time,	(1) English/reading/language arts	0 ☐ None
	apportion the time to each subject as best you can. Report hours to the nearest whole hour, e.g., 1, 2. If you did not teach a particular subject during the week, mark the "None" box.)	(2) Arithmetic/mathematics	160 None
		(3) Social studies/history	o None
		(4) Science	0 ☐ None
c.	Did you assign any homework during the most recent full week?	1163 1 Yes 2 No	0 - 110116
d.	Which of the following best describes the general academic achievement level of your students relative to the other students at this school?	1 164 1 Primarily higher achieving 2 Primarily average achievin 3 Primarily lower achieving 4 Students of widely differing	g students students ng achievement levels

SECTION 4 - CURRENT TEACHING LOAD - Continued

(departmentalized)

Answer question 33 only if you taught subject matter/courses to different groups of students.

The following questions refer to the subject matter classes you taught AT THIS SCHOOL during the most recent FULL week school was in session. Exclude study halls, homeroom, unscheduled tutoring, etc.

33 How many separate subject matter classes did you teach in the most recent FULL week? (Count each class period as one class. If you taught two classes of the same subject (e.g. algebra I) count that as two separate classes.) classes

Answer the following questions for each class which you taught:

- What was the subject matter of the class? (Use codes on page).
- How many units (in years) does the class count towards meeting graduation requirements? (If the class fulfills one year of the requirement, put a "1" in the space; if half a year, put "0.5"; if it does not count towards graduation, put a "0".)
- What is the grade level of MOST of the students in the class. (Use numerals 1 to 12 for grades, K for kindergarten, U for ungraded, PK for prekindergarten)
- d. How many students are enrolled in the class?
- How many students in the class are male? e.
- How many students in the class are members of a racial or ethnic (i.e. Black, Hispanic, American Indian, Pacific minority group? Islander or Asian)
- How many hours of homework did you assign? g.
- What is the achievement level of the students in the class compared to other students in the school?

Use these codes: 1 = primarily higher achieving

- 2 = primarily average achieving
- 3 = primarily lower achieving
- 4 = widely different achievement levels
- What were the special features, if any, of the class?

- Use these codes: 1 = advanced placement/college credit allows completion of college credit
 - 2 = honors course
 - 3 = bilingual
 - 4 = gifted
 - 5 = remedial
 - 6 = special education
 - 7 = none of above

Class period	Subject matter	Grad req	Grade level	# stud	# male	# minority	hours hmwrk	achieve level	Feat- ures
	a	b	С	d	е	f	ā	h	1
1									
2	annen soomme op maa klam telled fan de kraek en de					<u>Amasa Anno sector (no tra Principal anno 1900 e constituin de planta per a principal a cons</u>		334 100000 10000 10000 10000 10000 10000 10000 10000 10000 10000 10000 10	
3	ammented at the small field otherwise Prince to compress describing as stated in 4 4 400000				ggennamingkan og stor der over af så ken op och det en stof det ett stof de ett stor åt ett stor åt ett stor å	BEEDERLEEN ET HOUSE SEP EN SON EEN HET HOUSE EN EEN EEN EEN EEN EEN EEN EEN EEN EE			
4	Semangrane of the control of the con				eccan land western van de drei de de weste de				
5									
6									
7									
8							•		
9				ras umanoración de del del del del del del del del del					

	SUBJECT MATTER CO	DE NUMBERS FOR QUESTI	on 33	
- Company of the Comp	Foreign languages	Computer science	Social sciences	Visual and performing arts
11 Accounting/bookkeeping 12 Shorthand 13 Typing 14 Other business education courses 15 Career education	31 French 32 German 33 Latin 34 Russian 35 Spanish 36 Other foreign language Mathematics	 52 Computer awareness/applications 53 Computer programming 54 Other computer science Natural science 61 General science 	70 Social studies 71 History 72 World civilization 73 Political science/ government 74 Geography 75 Economics 76 Civics 77 Sociology/social	 81 Arts and crafts 82 Filmmaking/photography 83 Chorus 84 Band 85 Drama/theater/dance 86 Music 87 Other visual/performing a
English/language arts 21 Literature 22 Composition/journalism/ creative writing 23 Reading 24 English as a second language 25 Other English/language arts courses	46 Geometry, plane/solid 47 Trigonometry 48 Analytic geometry/ math analysis	62 Biology/life science 63 Chemistry 64 Physics 65 Earth/space science 66 Other physical science 67 Other natural science	organization 78 Other social sciences	Other areas 91 Driver education 92 Health 93 Philosophy/religion 94 Physical education 95 Psychology 96 Other courses not elsewhere classified

VOCATIONAL EDUCATION
Agriculture
Business
Marketing
Health occuapations
Vocational home economics
Trade & industry
Technical
Other vocational education

H.	For the most recent FULL WEEK, what is your best estimate of the number of hours you spent	School-related activities (1)	Hours spent
•	on school-related activities during and after	a. During school hours	229
	school hours? SCHOOL HOURS are the hours that you are required to be at school, regardless of whether students are there.	(1) Classroom teaching (including field trips)	
	(Report hours to the nearest WHOLE HOUR. If you	(2) Preparation	230 None
	did not spend time on a particular activity during the week, mark the ''None'' box.)	(3) Nonteaching duties (e.g., bus duty, hall duty, lunch duty)	231 O None
		(4) Other assigned responsibilities (e.g., heading department, counseling, tutoring, coaching)	o None
		(5) Hours absent from school for any reason	233 o ☐ None
		(6) Total school hours during most recent full week —	234
		b. After school hours (1) School-related activities involving student interaction (e.g., transporting students, coaching, field trips, tutoring)	235 0 None
		(2) Other school-related activities (e.g., preparation, grading homework, parent conferences, attending meetings)	236 o ☐ None
		(3) Total after school hours during most recent full week	0 None
	SECTION 5 — PERCEPTIONS AND ATTITUDES T	OWARD TEACHING	
35.	Do you agree or disagree with each of the following statements?	238 1 Strongly agree 2 Somewhat agree	
a.	Teachers in this school are evaluated fairly.	3 Somewhat agree 3 Somewhat disagree 4 Strongly disagree	!
b.	The principal lets staff members know what is expected of them.	239 1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree	
c.	The school administration's behavior toward the staff is supportive and encouraging.	240 1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree	
d.	I am satisfied with my teaching salary.	241 1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree	
е.	The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree	
1.	Teachers participate in making most of the important educational decisions in this school.	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree	

	SECTION 5 - PERCEPTIONS AND ATTITUDES TOWARD TEACHING - Continued					
	I receive a great deal of support from parents for the work I do.	244	Strongly agree Somewhat agree Somewhat disagree The strongly disagree			
	Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.	245	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
	The principal does a poor job of getting resources for this school.	248	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
j.	Routine duties and paperwork interfere with my job of teaching.	247	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
:	My principal enforces school rules for student conduct and backs me up when I need it.	248	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
	The principal talks with me frequently about my instructional practices.	249	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
•	Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	250	Strongly agree Somewhat agree Somewhat disagree Strongly disagree			
n.	Most of my colleagues share my beliefs and values about what the central mission of the school should be.	251	Strongly agree Somewhat agree Somewhat disagree Strongly disagree			
	The principal knows what kind of school he/she wants and has communicated it to the staff.	252	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
	There is a great deal of cooperative effort among staff members.	253	Strongly agree Somewhat agree Somewhat disagree Strongly disagree			
	In this school, staff members are recognized for a job well done.	254	Strongly agree Somewhat agree Somewhat disagree Strongly disagree			
	I have to follow rules in this school that conflict with my best professional judgment.	255	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			
S.	I am satisfied with my class sizes.	258	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree			

75,t.	I make a conscious effort to coordinate the content of my courses with that of other teachers.	257	Strongly agree Somewhat agree Somewhat disagree Strongly disagree
U.	Goals and priorities for the school are clear.	258	1 Strongly agree 2 Somewhat agree 3 Somewhat disagree 4 Strongly disagree
٧.	The amount of student tardiness and class cutting in this school interferes with my teaching.	259	1 ☐ Strongly agree 2 ☐ Somewhat agree 3 ☐ Somewhat disagree 4 ☐ Strongly disagree
W.	I sometimes feel it is a waste of time to try to do my best as a teacher.	260	Strongly agree Somewhat agree Somewhat disagree Somewhat disagree

(continue item 35 with same format of Strongly agree to Strongly disagree)

- x. I usually look forward to each working day at this school.
- y. Staff members in this school generally don't have much school spirit.
- z. This school's administration knows the problems faced by the staff.
- aa. In this school the teachers and the administration are in close agreement on school discipline policy.
- bb. The attitudes and habits my students bring to my class greatly reduce their chances for academic success.
- cc. Many of the students I teach are not capable of learning the material I am supposed to teach them.
- dd. My teaching assignments are more difficult than those of other teachers at this school.
- ee. For me the job of teaching has more advantages than disadvantages.
- ff. If I had the chance to exchange my job as a teacher for another kind of job, I would.
- gg. I plan with the librarian/media specialist for the integration of library/media services into my teaching.
- hh. Library/media materials are adequate to support my instructional objectives.

Ď	SECTION 5 — PERCEPTIONS AND ATTITUDES TOWARD TEACHING — Continued
36	If you could go back to your college days and start over again, would you become a teacher or not? 1
37, H d a b c d	salary pension & benefits autonomy or control over own classroom teaching load
g h i	value of your job for the welfare of society overall school management esteem of society of for teaching profession
38, T	strongly Somewhat Somewhat Strongly ages ages Disagn ages ages Disagn Di
F: t: T:	are interested in the importance ou place on various educational goals. com the following eight goals, pick the aree goals you consider most important then rank them in order from 1 to 3 th 1 being the most important goal.
a b c d e f g	Encouraging academic excellence Promoting occupational or vocational skills Promoting good work habits and self-discipline Promoting personal growth (self-esteen, self-knowledge, etc.) Promoting human relations skills Promoting specific moral values

	SECTION 5 — PERCEPTIONS AND ATTITUDES T	OWAR	DTEA	CHINC	3 - C	ntinue	ed .	th According to the Control of the C	in Paris in the control of the contr
H0	At this school, how much actual influence do you think teachers have over school policy in each of the areas below?	have				Michigan bioco (Michigan abungangan)	e Prince de la composition della composition de la composition della composition del	A comment	nd-Mille (Si Green er gibt e recongesionsed (Str devisions) en
	Indicate how much influence you think TEACHERS use the scale of 1-6, where 1 means "No influence" and 6 means "A great deal of influence."	have; No	Influ	rence		The three th	terminane (Compa	A great deal of inf	luence
â	Determining discipline policy	275	1 🗆	2 🗆	3 🗌	4	5 🗌	6 🗌	
b	Determining the content of inservice programs	276	1 🔲	2 🗆	3 □	4 🗆	5 🗌	6 🗆	
C	Setting policy on grouping students in classes by ability	277	1 🗍	2 🗆	3	4	5 🗀	6 🗍	
d	Establishing curriculum	278	1	2 🗆	з□	4 🗌	5 🗌	6 🗆	agunina e Cossado-algaji rasta maja egotabu menengan egotabu.
41.	At this school, how much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?					n Charles Beachang Pali Market page 44 pag 51 il	minima da proposación de la company de l	AND THE PROPERTY OF THE PROPER	agent the state of
	Indicate how much control you feel you have; use the scale of 1–6, where 1 means ''No control'' and 6 means ''Complete control.''	No	conti	col -	and the second second and the second		THE PERSON NAMED IN COLUMN	omplete control	
a.	Selecting textbooks and other instructional materials	279	1 🗆	2 🗆	3 □	4.	5 🗌	6 🗆	
b.	Selecting content, topics, and skills to be taught	280	1 🗌	2 🗆	з 🗆	4	5 🗌	6 🗆	
	Selecting teaching techniques	281	1 🔲	2	3 🗆	4 🗆	5 🗌	6 🗆	an Militaria di Alabana di Militaria massimi na mangana di Militaria di Alabana di Militaria di Alabana di Mili
eva	luating and grading students	<u> </u>	***************************************	***************************************	······································	***************************************	0K+147	THE COLUMN TWO IS NOT THE OWNER, THE COLUMN TWO IS NOT THE OWNER, THE COLUMN TWO IS NOT THE OWNER, THE COLUMN TWO IS NOT THE COLUMN	
-	Disciplining students	282	1 🗆	2 🗆	з 🗆	4	5 🗆	6 🗆	
f.	Determining the amount of homework to be assigned	283	1 🗌	2 🗆	3□	4 🗆	5 🗆	6 🗌	
12.	To what extent has each of the following people at this school helped you improve your teaching or solve an instructional or class management		ander a general per galleria (SEE Company Pro	in an engage (see The American See American See American See American See American See American See American S The annual see American	and the stage of t	Miking pang lininin nggapanangini Harya kan pang kang mang mang kang mang kang mang mang mang mang mang mang mang m	ini picki da in ta sa a	1905 (On diagram 1904 in	
	problem? Indicate how helpful each person or group has been; use the scale of 1-6, where 1 means "No help" and 6 means "Extremely helpful." Mark box 7 if there is no such person or group in this school.		No help	The Contract of the Section According to the S	1970ain qualaur (4740ain mystassyddin	in Finance (1974) (Problem Instrument (III)		stremely nelpful	Not applicable
a.	Principal or school head	284	1 🗆	2 🗆	з 🗆	4 🗆	5 🗌	6 🗆	7 🗆
b.	Department chair	285	1 🗆	2 🗆	3 🗌	4 🗆	5 🗌	6 🗌	7 🗆
c.	Other school administrators	286	1 🗆	2 🗆	3 🗆	4	5 🗆	6 🗆	7 🗆
d.	Other teachers	287	1 🗆	2 🗆	3 🗆	4	5 🗌	6 🗆	7 🗆
e.	school librariam/media specialist	3					******************		gg a tradițini di mandatur de Mandatur de Amerika and Amerika and Amerika and Amerika and Amerika and Amerika a
f.	school counselors			-		agente	_	manage management	Page

0	Stud	ent	dis	r	ep	ect
		teac				

- . Students dropping out
- Student apathy
- Lack of academic challenge
- . Lack of parent involvement

4		***************************************						
3	For each of the following matters, indicate whether it is a serious problem, a moderate	(Mark (X) one box on each line.)						
	problem, a minor problem, or not a problem in your school.			Serious	Moderate	Minor	inor Not a problem	
8	. Student tardiness	a.	087	1 🗆	2 🗆	з 🗆	4	
b	. Student absenteeism	b.	088	10	2 🗆	3 🔲	4 	
C	. Teacher absenteeism	c.	089	1 🗆	2 🗆	3 🔲	4	
d.	Students cutting class	đ.	090	1 	2 🗆	3 []	4 🗆	
	Physical conflicts among students	•.	091	1 🗆	2 🗆	з 🗆	4 🗆	
€.	Robbery or theft	f.	092	1 🗆	2 🗆	з 🗆	4 🗆	
g.	Vandalism of school property	g.	093	, 🗆	2 🗆	3 🗆	4 🗆 .	
h.	Student pregnancy	h.	094	1 🗆	2 🗆	3 🔲	4 🗆	
1.	Student use of alcohol	i.	095	1 🗆	2 🗆	з 🔲	4 🗆	
j.	Student drug abuse	j.	096	1 🗆	2 🗆	з 🔲	4 🗆	
k.	Student possession of weapons	k.	097	1 🗆	2 🗆	з 🗆	4 🗆	
1.	Physical abuse of teachers	I.	098	1 🗆	2 🗆	з 🗆	4 🗆	
m.	Verbal abuse of teach are	m.	099	10	2 🗆	з 🔲	4 🗆	
			Basinia di katangan katang		en e		FORM SASS-2 (10-30	

1.1	ECTION 5 - PERCEPTIONS AND ATTITUDES	
4	How long do you plan to remain in teaching? Mark (X) only one.	288 1 As long as I am able 2 Until I am eligible for retirement 3 Will probably continue unless something better comes along 4 Definitely plan to leave teaching as soon as I can 5 Undecided at this time
j	In how many years do you plan to retire from teaching?	289 Years
6 .0	Which best describes your MAIN ACTIVITY LAST SCHOOL YEAR? Mark (X) only one.	1 Teaching in this school 2 Teaching in another school in this school system 3 Teaching in another public school system 4 Teaching in a private school 5 Teaching at the postsecondary level 6 Attending a college or university 7 Working in a nonteaching occupation in the field of education 8 Working in an occupation outside the field of education 9 Homemaking and/or child rearing 10 Unemployed and seeking work 11 Military service 12 Retired 13 Other — Describe
	What do you expect your main activity will be NEXT SCHOOL YEAR? Mark (X) only one.	Teaching in this school Teaching in another school in this school system Teaching in another public school system Teaching in a private school Teaching at the postsecondary level Attending a college or university
		Working in a nonteaching occupation in the field of education Working in an occupation outside the field of education Homemaking and/or child rearing Unemployed and seeking work Military service Retired Other — Describe
O GASTANIA MARIA		

	SECTION 6 - INCENTIVES AND COMPENSATION	ON				
47	Do you currently receive the following pay incentives?	 				
a.	Mark (X) one box in each column for each incentive. Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers)	293	¹ ☐ Yes 2 ☐ No			
b.	Additional pay for teaching in a shortage field (e.g., math, science)	295	¹ □ Yes ² □ No			
C.	Additional pay for teaching in a high-priority location (e.g., an inner-city school)	297	1 🗌 Yes 2 🔲 No			
d.	Salary increases as part of a career ladder in which teachers progress through several promotional levels based on their performance	299	1 🗌 Yes 2 🔲 No			
е.	A merit pay bonus for exceptional performance in a given year	301	1 ☐ Yes 2 ☐ No			
f.	A schoolwide bonus for all teachers in a school that shows exceptional performance or improvement in a given year	303	¹ ☐ Yes 2 ☐ No			
tea	following questions refer to your ching and other employment from the this school year (1990).	before	ore-tax earnings nmer of 1989 thr	from cough the end		
Rou	nd your earnings to the nearest hu	ndred	dollars.			
493	a. DURING THE SUMMER OF 1989, did	l you				
10	(1) teach summer school in this other school?		iny			
	other school? Yes>	How	much did you ea	irn?		
	No		**************************************			
	(2) work in any other nonteachi	ng job in this or any other				
		How	much did you ea	arn? 00		
	No					
	(3) work in any NONSCHOOL job?					
	Yes>	> Hov	w much did you e \$0	earn? 00		
				page22		

48b, DURING THE CURRENT SCHOOL YEAR -		
() What is your academic base year school?	r salary for	teaching in this
	\$.00
(2) do you or will you earn any a school for extra curricular of coaching, student activity sp	dditional com r additional onsorship, or	pensation from your activities such as evening classes?
Yes>	How much?	
Ио	Q assessment and a second	.00
(3) do you or will you work in a school system?	ny job outside	e the
	Which of the describes this one) teaching of	following best s job? (mark only or tutoring
	nonteachin	ng but education
No ··		ed to education
(\mathcal{H}) What will be your total earn from the summer of 1989 thro	ed income from ugh the end of	all sources this school year?00
Do you receive any income-in-kind in addition to or in lieu of your school salary?	311 1 Housing o	or housing expenses
Mark (X) all that apply.	313 3 Tuition fo	r vour children
	314 4 Child care	
		uition for yourself
		portation expenses
	317 7 ☐ None of the	he above
Which category represents the total combined income of all FAMILY members in your household during 1989? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household who are 14 years of age or older.	318 1 Less than 2 \$10,000 3 \$15,000 4 \$20,000 5 \$25,000 6 \$30,000 7 \$35,000 8 \$40,000 9 \$50,000	- \$14,999 - \$19,999 - \$24,999 - \$29,999 - \$34,999 - \$39,999 - \$49,999 - \$59,999
Mark (X) only one box.	10 \$60,000 11 \$75,000	
	12 \$100,000	_

Ĭ	Are you male or female?	319 1 Male
,		2 Female
L	What is your race?	320 1 American Indian, Aleut, Eskimo
	Mark (X) only one box.	2 Asian or Pacific Islander (Japanese, Chinese Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian Black
3	Are you of Hispanic origin?	321 1 Yes 2 No
4	What is your year of birth?	1 9
5	What is your current marital status?	323 1 Married 2 Widowed, divorced, or separated 3 Never married
b	How many children do you have who are dependent on you for more than half of their financial support?	Number of children supported — Continue with 48 o None — Skip to item 49
7	What was the age of your youngest child on his/her last birthday? (If child is less than one year, please enter "O".)	Age of youngest child
8	Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?	326 1 Yes - How many persons?
ma	ırks	**************************************

SECTION 8 - RESPONDENT INFORMATIO	N]			
The survey you have completed might involve a brief movements in the labor force. The following informat jobs. Please PRINT your name, your spouse's n	tion wou ame (if	ould assist in contacting you if you have moved or cha	ners' anged			
PGM 4 telephone number, and most convenient to	ime to r	Spouse's full name	No. of the latest and			
Street address						
City		State ZIP	Bironing Ballindahahahangga eranggalan			
Telephone number (Include area code) ()	ln w	whose name is the telephone number listed? (Mark (x) \square No phone	() only or			
Days/times convenient to reach you		2 My name 3 Other — Specify				
What are the names and addresses of two during the coming years? List no more that relationship of these persons to you (for expense).	n one p	people who will know where to get in touch with person who now lives with you. Remember to rec e, parent, friend, sister, cousin, etc.)	you cord the			
Name 329		Relationship to you				
Street address	***************************************					
City		State ZIP				
Telephone number (Include area code) ()	In w	whose name is the telephone number listed? (Mark (X) 1 \(\sum \) No phone 2 \(\sum \) Name entered above	() only or			
		3 ☐ Other — Specify				
Name 330		Relationship to you	-			
Street address	A CONTRACTOR OF THE PARTY OF TH		minatel (Approximation) (III go garen min			
City		State ZIP	managa (A) A (A) -			
Telephone number (<i>Include area code</i>) ()	In w	whose name is the telephone number listed? (Mark (X)) 1 No phone 2 Name entered above 3 Other — Specify	() anly or			
Please enter the date and time you finish this survey. Month Day Year	a.m. p.m.	PGM 3 Not counting interruptions, how long did it take to complete this survey? Minutes	000-200 de 1600 (C. T.			
THIS COMPLE	TEST	THE QUESTIONNAIRE.	www.			

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE MUCH APPRECIATED.