

- principal, director, head)
- Counselor
- Librarian/media specialist
- Coach
- Other professional staff (e.g. department head, resource teacher, curriculum coordinator, mentor)
- Instructional aide
- Noninstructional support staff (e.g. secretary)

Answer ONLY if you marked box 1 in answer to question 11 above.

Which of the following categories best describes your previous occupation in the field of education?

Mark (X) only one box.

7. 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.

018	<input type="checkbox"/> 1 Prekindergarten
019	<input type="checkbox"/> 2 Elementary (including kindergarten)
020	<input type="checkbox"/> 3 Middle/junior high
021	<input type="checkbox"/> 4 Senior high
022	<input type="checkbox"/> 5 Postsecondary

8. Including the current ^{school} year -

how many school years have you been employed as a FULL TIME elementary or secondary teacher in:

public schools? _____ Years

private schools? _____ Years

how many school years have you been employed as a PART TIME elementary or secondary teacher in:

public schools? _____ Years

private schools? _____ Years

9a. Since you began teaching, how many breaks in service of one year or more have you had?

027 Breaks in service - Continue with 9b

None - Skip to item 10

b. Were any of these breaks due to a reduction-in-force or a lay-off?

028 Yes - How many? → 029

No

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 (include current year)? _____ years (Include both part time and full time)

10. 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.)

031 1 9

Remarks

SECTION 2 – TEACHING EXPERIENCE – Continued

11. 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.

- 032
- 1 Working in a position in the field of education, but not as a teacher — *with item 12*
 - 2 Working in an occupation outside the field of education —
 - 3 Teaching in another school in the same school system
 - 4 Teaching in a different school system in this state
 - 5 Teaching in a different state —

Which state? ↘

033

- 034
- 6 Homemaking and/or child rearing
 - 7 Attending a college or university
 - 8 Military service
 - 9 Unemployed and seeking work
 - 10 Retired
 - 11 Other — Describe ↘

Skip to item 14

Answer item 12 ONLY if you marked box 1 in answer to question 11 above.

12. Which of the following categories best describes your previous occupation in the field of education?

Mark (X) only one box.

- 035
- 1 Administrator (e.g., principal, assistant principal, director)
 - 2 Guidance counselor
 - 3 Librarian or other media staff
 - 4 Other professional staff (e.g., curriculum specialist, administrative or business staff, social worker)
 - 5 Teacher's aide
 - 6 Other school personnel

Skip to item 14

Answer items 13a–e ONLY if you marked box 2 in answer to question 11 above.

a. For whom did you work? (Record the name of the company, business, or organization.)

b. What kind of business or industry was this? (For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.)

036

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.)

e. How would you classify yourself on that job?

Mark (X) only one box.

- 038
- 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

I move to after 6b/6c

SECTION 3 - TEACHER TRAINING

MAJOR AND MINOR FIELD CODE NUMBERS FOR QUESTIONS 14b and 14c

GENERAL

- 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
- 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

- 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

EDUCATION

- General education**
- 51 Elementary education
- 52 Pre-elementary/early childhood education
- 53 Secondary education
- Subject area 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
- 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 Education of the emotionally 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
- 82 Educational psychology
- 83 Student personnel and counseling
- 84 Other education

a Do you have a bachelor's degree?

Yes
 No skip to

b What did you major in (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?

Yes
 No

e What was your second major or minor field? (use field code above) _____

a Do you have a master's degree?

Yes
 No skip to

b What was your major field? _____

c In what year did you receive your master's degree?

19____

a Do you have any other type of degree?

Yes
 No skip to

b. Check the type of degree, and indicate the major field and year

Field Year

Degree

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.)

Field	Year

SECTION 3 – TEACHER TRAINING – Continued

TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 16a, 16b, 17a, 17b, 18 AND 21

- | | | | |
|---|----------------------------------|----------------------------------|--------------------------------|
| 01 Prekindergarten | Special Areas (Continued) | Science | Special Education |
| 02 Kindergarten | 13 Health, physical education | 21 Biology | 26 Mentally retarded |
| 03 General elementary | 14 Home economics | 22 Chemistry | 27 Emotionally disturbed |
| Special Areas | 15 Industrial arts | 23 Earth science/geology | 28 Learning disabled |
| 04 Art | 16 Mathematics | 24 Physics | 29 Speech and hearing impaired |
| 05 Basic skills and remedial education* | 17 Music | 25 General and all other science | 30 Other special education |
| 06 Bilingual education* | 18 Reading | | |
| 07 Business education | 19 Religion/philosophy | | |
| 08 Computer science | 20 Social studies/social science | | |
| 09 English/language arts | | | 31 Vocational education |
| 10 English as a second language | | | 32 All others |
| 11 Foreign language | | | |
| 12 Gifted* | | | |

*If your primary or secondary assignment is BASIC SKILLS AND REMEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, and as part of that assignment you teach a specific subject area (e.g., remedial math, bilingual social studies, or gifted science), record the code for Basic skills, Bilingual, or Gifted as the assignment area.

16a. What is your current **PRIMARY** teaching assignment at this school, that is, the field in which you teach the most classes?

(Use the code numbers listed above to record your assignment field. If your teaching schedule is divided equally between two fields, record either field as your primary assignment in this item, mark box 1, and record the second field in item 16b.)

075

Primary assignment field code

076

1 Teaching schedule equally divided between two fields

b. Do you teach classes at in **OTHER** fields at this school?

077

1 Yes — In what field do you teach the second most classes? (Use the assignment field codes listed above.)

2 No

078

17a. 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 field code

b. Do you feel qualified to teach any other fields?

080

1 Yes — For what field do you feel second best qualified? (Use the codes listed above.)

2 No

081

18. Has your primary teaching assignment field changed since you began teaching?

082

1 Yes

2 No

What was your previous primary assignment field? (Use codes listed above.)

083

Counting this year, how many years has your primary assignment field remained unchanged?

084

19. How many **COURSES** (undergraduate and graduate) have you taken in your Primary assignment field?

	<u>Undergraduate</u>		<u>Graduate</u>	
	Semester	Quarter	Semester	Quarter

Include both subject matter and education courses related to this field. PLEASE refer to records.

<u>None</u>	<u>None</u>	<u>None</u>	<u>None</u>
-------------	-------------	-------------	-------------

How many **COURSES** have you taken in your secondary assignment field?

	<u>Undergraduate</u>		<u>Graduate</u>	
	Semester	Quarter	Semester	Quarter

<u>None</u>	<u>None</u>	<u>None</u>	<u>None</u>
-------------	-------------	-------------	-------------

SECTION 3 – TEACHER TRAINING – Continued

20a. 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 – Continue with 20b
 2 No – Skip to item 21

20b. Have you taken any undergraduate or graduate courses in:

		Number of courses			
		Undergraduate		Graduate	
		Semester (2)	Quarter (3)	Semester (4)	Quarter (5)
a. Mathematics?	<input type="checkbox"/> Yes <input type="checkbox"/> No	100	101	102	103
b. Computer Science?	<input type="checkbox"/> Yes <input type="checkbox"/> No	104	105	106	107
c. Biology?	<input type="checkbox"/> Yes <input type="checkbox"/> No	108	109	110	111
d. Chemistry?	<input type="checkbox"/> Yes <input type="checkbox"/> No	112	113	114	115
e. Physics?	<input type="checkbox"/> Yes <input type="checkbox"/> No	116	117	118	119
f. Earth/space science?	<input type="checkbox"/> Yes <input type="checkbox"/> No	120	121	122	123
g. Other natural science?	<input type="checkbox"/> Yes <input type="checkbox"/> No	124	125	126	127

21. Did you take any education or teaching related in-service or college courses requiring 30 or more hours of classroom study during the past two school years, that is, in 1986–87 or 1987–88?

128 1 Yes – For what assignment field was this training relevant? (Use list of codes on page 7.) 129
 2 No – Skip to question 23 Answer 22

22. What was your MAJOR purpose for taking this training?

Mark (X) only one.

- 130 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 ↴

Codes for certification

- 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)

23.a. Do you have a teaching certificate in this state in your primary teaching field?

___ Yes ---> What type? In what year were you certified?
 (use codes above)

19 ___

___ No

23

b. Do you have a teaching certificate in this state in your secondary teaching field?

Yes ---> What type? _____ In what year were your certified? 19__ __

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?

Best qualified field is one of above.

Yes -----> What type? _____ In what year were your certified? 19__ __

No

Professional 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 difficult Somewhat more difficult Somewhat less difficult Much less difficult
_____ _____ _____ _____



c. During your first year of teaching how supportive (e.g. emotionally, socially, instructionally) was the school environment to you as a new teacher?

1	2	3	4	5	6
Very Supportive					Not at all Supportive
_____	_____	_____	_____	_____	_____

Are you currently a mentor or support teacher (a teacher who provides guidance and assistance for beginning teachers) in a formal teacher induction program?

___ Yes
___ No

Teacher item (to be added to 1991 SASS Teacher Survey)

<p>7a. Are any of the teachers at this school in the first, second, or third years of their teaching careers?</p>	<p>078 1 <input type="checkbox"/> Yes — Continue with b 2 <input type="checkbox"/> No 3 <input type="checkbox"/> DK } Skip to Conclusion</p>
<p>b. Would you say your school is very effective, moderately effective, ineffective, or very ineffective in assisting new teachers in the following areas:</p> <p>(1) Student discipline?</p>	<p>079 1 <input type="checkbox"/> Very effective 2 <input type="checkbox"/> Moderately effective 3 <input type="checkbox"/> Ineffective 4 <input type="checkbox"/> Very ineffective</p>
<p>(2) Instructional methods?</p>	<p>080 1 <input type="checkbox"/> Very effective 2 <input type="checkbox"/> Moderately effective 3 <input type="checkbox"/> Ineffective 4 <input type="checkbox"/> Very ineffective</p>
<p>(3) Curriculum?</p>	<p>081 1 <input type="checkbox"/> Very effective 2 <input type="checkbox"/> Moderately effective 3 <input type="checkbox"/> Ineffective 4 <input type="checkbox"/> Very ineffective</p>

SECTION 4 – CURRENT TEACHING LOAD

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.

24. In what grade levels are the students in your classes at this school?

Mark (X) all that apply.

- | | |
|---|---|
| 140 1 <input type="checkbox"/> Prekindergarten | 148 9 <input type="checkbox"/> 7th |
| 141 2 <input type="checkbox"/> Kindergarten | 149 10 <input type="checkbox"/> 8th |
| 142 3 <input type="checkbox"/> 1st | 150 11 <input type="checkbox"/> 9th |
| 143 4 <input type="checkbox"/> 2nd | 151 12 <input type="checkbox"/> 10th |
| 144 5 <input type="checkbox"/> 3rd | 152 13 <input type="checkbox"/> 11th |
| 145 6 <input type="checkbox"/> 4th | 153 14 <input type="checkbox"/> 12th |
| 146 7 <input type="checkbox"/> 5th | 154 15 <input type="checkbox"/> 13th |
| 147 8 <input type="checkbox"/> 6th | 155 16 <input type="checkbox"/> 14th |
| | 156 17 <input type="checkbox"/> Ungraded |

25. Which of the following best describes the way your classes at this school are organized?

Mark (X) only one.

- 157** 1 Self-contained class – You teach multiple subjects to the same class of students all or most of the day – *Continue with item 26a*
- 2 Departmentalized instruction – You teach subject matter courses (e.g., history, typing) to several classes of different students all or most of the day – *Skip to question 27, page 10*
- 3 Team teaching – You collaborate with one or more other teachers in teaching multiple subjects to the same class of students – *Answer either question 26 or 27 below, depending on which format better describes the way your classes are organized all or most of the day.*
- 4 "Pull-out" class – You provide instruction to students who are released from their regular classes – *Continue with item 26a*

NOTE – ANSWER THIS QUESTION IF YOU TAUGHT A SELF-CONTAINED CLASS OR A PULL-OUT CLASS.

26a. 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 Students

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, 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.)

Subject (a)	Hours spent teaching in most recent full week (b)
(1) English/reading/language arts	159 <input style="width: 100px; height: 20px;" type="text"/> o <input type="checkbox"/> None
(2) Arithmetic/mathematics	160 <input style="width: 100px; height: 20px;" type="text"/> o <input type="checkbox"/> None
(3) Social studies/history	161 <input style="width: 100px; height: 20px;" type="text"/> o <input type="checkbox"/> None
(4) Science	162 <input style="width: 100px; height: 20px;" type="text"/> o <input type="checkbox"/> None

c. Did you assign any homework during the most recent full week?

- 163** 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?

- 164** 1 Primarily higher achieving students
2 Primarily average achieving students
3 Primarily lower achieving students
4 Students of widely differing achievement levels

PLEASE SKIP NOW TO QUESTION 28 ON PAGE 11.

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 page

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?

e. How many students in the class are male?

f. 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)?

g. For each class period did you assign _____ during the last full week?
(how many hours of homework)

h. 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 |

i. 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 level credit | 4 Remedial |
| | 5 Special education |
| | 6 None of the above |
| 2 Bilingual | |

27

Class period	Subject matter code (2 digits)	165 ^{# of units}	Grade level	Number of students enrolled	# male	# minority	Hours Homework	Class achievement level code (1 digit)	Course
	(a)	(b)							
1	166	167	168	169				171	172
2	173	174	175	176				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				206	207
7	208	209	210	211				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

- 11 Accounting/bookkeeping
- 12 Shorthand
- 13 Typing
- 14 Other business education courses
- 15 Career education
- 16 Agriculture
- 17 Industrial arts
- 18 Home economics
- 19 Other vocational, trade, and industrial education

English/language arts

- 21 Literature
- 22 Composition/journalism/creative writing
- 23 Reading
- 24 English as a second language
- 25 Other English/language arts courses

Foreign languages

- 31 French
- 32 German
- 33 Latin
- 34 Russian
- 35 Spanish
- 36 Other foreign language

Mathematics

- 41 General mathematics
- 42 Business math
- 43 Algebra, elementary
- 44 Algebra, intermediate
- 45 Algebra, advanced
- 46 Geometry, plane/solid
- 47 Trigonometry
- 48 Analytic geometry/math analysis
- 49 Probability/statistics
- 50 Calculus
- 51 Other mathematics

Computer science

- 52 Computer awareness/applications
- 53 Computer programming
- 54 Other computer science

Natural science

- 61 General science
- 62 Biology/life science
- 63 Chemistry
- 64 Physics
- 65 Earth/space science
- 66 Other physical science
- 67 Other natural science

Social sciences

- 70 Social studies
- 71 History
- 72 World civilization
- 73 Political science/government
- 74 Geography
- 75 Economics
- 76 Civics
- 77 Sociology/social organization
- 78 Other social sciences

Visual and performing arts

- 81 Arts and crafts
- 82 Filmmaking/photography
- 83 Chorus
- 84 Band
- 85 Drama/theater/dance
- 86 Music
- 87 Other visual/performing arts

Other areas

- 91 Driver education
- 92 Health
- 93 Philosophy/religion
- 94 Physical education
- 95 Psychology
- 96 Other courses not elsewhere classified

28. For the most recent FULL WEEK, what is your best estimate of the number of hours you spent on school-related activities during and after school hours? SCHOOL HOURS are the hours that you are required to be at school, regardless of whether students are there.

(Report hours to the nearest WHOLE HOUR. If you did not spend time on a particular activity during the week, mark the "None" box.)

School-related activities (1)	Hours spent (2)
a. During school hours	239
(1) Classroom teaching (including field trips)	_____
(2) Preparation	230 o <input type="checkbox"/> None
(3) Nonteaching duties (e.g., bus duty, hall duty, lunch duty)	231 o <input type="checkbox"/> None
(4) Other assigned responsibilities (e.g., heading department, counseling, tutoring, coaching)	232 o <input type="checkbox"/> None
(5) Hours absent from school for any reason	233 o <input type="checkbox"/> None
(6) Total school hours during most recent full week – Sum of a(1) thru a(5)	234
b. After school hours	235
(1) School-related activities involving student interaction (e.g., transporting students, coaching, field trips, tutoring)	_____ o <input type="checkbox"/> None
(2) Other school-related activities (e.g., preparation, grading homework, parent conferences, attending meetings)	236 o <input type="checkbox"/> None
(3) Total after school hours during most recent full week – Sum of b(1) and b(2)	237 o <input type="checkbox"/> None

Remarks

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING

<p>29. Do you agree or disagree with each of the following statements?</p> <p>a. Teachers in this school are evaluated fairly.</p>	<p>238</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>b. The principal lets staff members know what is expected of them.</p>	<p>239</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>c. The school administration's behavior toward the staff is supportive and encouraging.</p>	<p>240</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>d. I am satisfied with my teaching salary.</p>	<p>241</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree</p>
<p>usually look forward to each working day at this school. disagree agree</p>		
<p>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.</p>	<p>242</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>f. Teachers participate in making most of the important educational decisions in this school.</p>	<p>243</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>g. I receive a great deal of support from parents for the work I do.</p>	<p>244</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>h. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.</p>	<p>245</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>i. The principal does a poor job of getting resources for this school.</p>	<p>246</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>j. Routine duties and paperwork interfere with my job of teaching.</p>	<p>247</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>k. My principal enforces school rules for student conduct and backs me up when I need it.</p>	<p>248</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>l. The principal talks with me frequently about my instructional practices.</p>	<p>249</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>
<p>m. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.</p>	<p>250</p>	<p>1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree</p>

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

in this school the teachers and the administration are in close agreement on school discipline policy.

SECTION 5 - PERCEPTIONS AND ATTITUDES TOWARD TEACHING - Continued

29n. Most of my colleagues share my beliefs and values about what the central mission of the school should be.

251

- 1 Strongly agree
- 2 Somewhat agree
- 3 Somewhat disagree
- 4 Strongly disagree

O. 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

P. There is a great deal of cooperative effort among staff members.

253

- 1 Strongly agree
- 2 Somewhat agree

The attitudes and habits my students bring to my class greatly reduce their chances for academic success.

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

S. I am satisfied with my class sizes.

256

- 1 Strongly agree
- 2 Somewhat agree

Staff members in this school generally don't have much school spirit.

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

U. Goals and priorities for the school are clear.

258

- 1 Strongly agree
- 2 Somewhat agree

Many of the students I teach are not capable of learning the material I am supposed to teach them.

V. 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

- 1 Strongly agree
- 2 Somewhat agree
- 3 Somewhat disagree
- 4 Strongly disagree

30. If you could go back to your college days and start over again, would you become a teacher or not?

261

- 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

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?

a. Student tardiness

262

- 1 Serious
- 2 Moderate
- 3 Minor
- 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

d. Students cutting class

265

- 1 Serious
- 2 Moderate
- 3 Minor
- 4 Not a problem

Academic boredom

e. Physical conflicts among students

266

- 1 Serious
- 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

- 1 Serious
- 2 Moderate
- 3 Minor
- 4 Not a problem

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

273

- 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 _____
- c. Citizenship (understanding institutions and public values) _____
- d. Specific occupational skills _____
- e. Good work habits and self-discipline _____
- 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 TOWARD TEACHING – Continued

32. 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."

None \longrightarrow A great deal

a. 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 3 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 \longrightarrow Complete 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 3 4 5 6

c. Selecting teaching techniques

281

1 2 3 4 5 6

d. Disciplining students

282

1 2 3 4 5 6

e. 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 \longrightarrow Extremely helpful Not applicable

a. Principal or school head

284

1 2 3 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 librarian/media specialist

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – Continued

35. 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

} Continue with item 36

} Skip to item 37a

36. In how many years do you plan to retire from teaching?

289

Years

37a. Which best describes your MAIN ACTIVITY during the previous school year (1986–87)?

Mark (X) only one.

290

- 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 during the next school year (1988–89)?

Mark (X) only one.

291

- 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 ↴

Remarks

SECTION 6 – INCENTIVES AND COMPENSATION

38. *Do you receive the following pay incentives?*

a. Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers) ?

283

- 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

e. 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

Remarks

SECTION 6 - INCENTIVES AND COMPENSATION - Continued

39. The following questions refer to your before-tax earnings from teaching and other employment from mid-June 1989 to mid-June 1990.
(Include only YOUR earnings.)

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?

Yes -----> How much did you earn?
\$ _____ .00
 No

2) work in any other nonteaching job in this or any other school?

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 academic base year salary for teaching this school year?

\$ _____ .00

c. During this school year do you or will you earn any additional compensation from your school(s) for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes?

Yes -----> How much?
\$ _____ .00
 No

d. During this school year do you or will you work in any job outside the school system?

Yes -----> How much will you earn?
\$ _____ .00

Which of the following best describes this job? (mark only one)

- teaching or tutoring
- nonteaching but education related
- not related to education

What is your total earned income from mid-June 1989 to mid-June 1990
(Your answer to this question should be equal to the sum of your answers to questions 39a-d.)

\$ _____

SECTION 7 – BACKGROUND INFORMATION

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?

322

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?

- 324 Number of children supported — Continue with 48
0 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 "0".)

- 325 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? →
2 No

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
312 Meals
313 Tuition for your children
314 Child care
315 College tuition for yourself
316 Car/transportation expenses
317 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 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

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 (if applicable), your home address, telephone number, and most convenient time to reach you.

PGM 4	
Your name <input type="text" value="328"/>	Spouse's full name
Street address	
City	State ZIP
Telephone number (Include area code) ()	In whose name is the telephone number listed? (Mark (X) only one)
Days/times convenient to reach you	1 <input type="checkbox"/> No phone 2 <input type="checkbox"/> My name 3 <input type="checkbox"/> Other – Specify _____

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 <input type="text" value="329"/>	Relationship to you
Street address	
City	State ZIP
Telephone number (Include area code) ()	In whose name is the telephone number listed? (Mark (X) only one)
	1 <input type="checkbox"/> No phone 2 <input type="checkbox"/> Name entered above 3 <input type="checkbox"/> Other – Specify _____

Name <input type="text" value="330"/>	Relationship to you
Street address	
City	State ZIP
Telephone number (Include area code) ()	In whose name is the telephone number listed? (Mark (X) only one)
	1 <input type="checkbox"/> No phone 2 <input type="checkbox"/> Name entered above 3 <input type="checkbox"/> Other – Specify _____

52. Please enter the date you finish this survey. _____ →	Month	Day	Year
			88

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

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).

SCHOOLS AND STAFFING SURVEY

PUBLIC SCHOOL TEACHERS QUESTIONNAIRE

1990 FIELD TEST

**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.

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

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

THANK YOU FOR TAKING PART IN THIS STUDY.

Please write in the date and time you begin the questionnaire.	Month	Day	Year	a.m. p.m.
			90	

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?

Mark (X) only one box.

010

- | | | | |
|--------------------------|---|---|-----------------------------|
| <input type="checkbox"/> | 1 Regular full-time or part-time teacher | } | <i>Continue with item 2</i> |
| <input type="checkbox"/> | 2 Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute) | | |
| <input type="checkbox"/> | 3 Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school) | } | <i>Skip to item 3</i> |
| <input type="checkbox"/> | 4 Short-term substitute | | |
| <input type="checkbox"/> | 5 Student teacher | | |
| <input type="checkbox"/> | 6 Nonteaching specialist (e.g., counselor, librarian, curriculum coordinator, social worker) | | |
| <input type="checkbox"/> | 7 Administrator (e.g., principal, assistant principal, director, head) | | |
| <input type="checkbox"/> | 8 Teacher's aide | | |
| <input type="checkbox"/> | 9 Other professional or support staff | | |

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

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 ¾ time or more, but less than full-time teacher
- 2 ½ time or more, but less than ¾ time teacher
- 3 ¼ time or more, but less than ½ time teacher
- 4 Less than ¼ 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		
---	---	--	--

Remarks

SECTION 2 – TEACHING EXPERIENCE

7. What was your MAIN activity the year before you began teaching?

Mark (X) only one box.

032

- 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 –*

} Skip to item 10

Answer item 8 ONLY if you marked box 1 in answer to question 7 above.

8. 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)

| Skip to item 10

Answer items 9a–e ONLY if you marked box 2 in answer to question 7 above.

9a. For whom did you work? (Record the name of the company, business, or organization.)

b. 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

SECTION 2 – TEACHING EXPERIENCE – Continued

11. Including the current school year –

a. 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
 None

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? _____
 2 No

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? – _____
 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 – _____

SECTION 3 – TEACHER TRAINING

MAJOR AND MINOR FIELD CODE NUMBERS FOR QUESTIONS 15, 16, AND 17

GENERAL

- 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
- 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

- 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

EDUCATION

- General education**
- 51 Elementary education
 - 52 Pre-elementary/early childhood education
 - 53 Secondary education
- Subject area 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 Deaf 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 counseling
 - 94 Other education

15a. Do you have a bachelor's degree?

- 1 Yes — Continue with b
 2 No — Skip to item 17a

b. What was your major field of study?
 (Enter the major field and the two-digit code from the list above.)

--	--

 Code Major Field

c. In what year did you receive your bachelor's degree?

1	9		
---	---	--	--

d. Did you have a second major or minor field of study?

- 1 Yes — Continue with e
 2 No — Skip to item 16a

e. What was your second major or minor field of study?
 (Enter the major field and the two-digit code from the list above.)

--	--

 Code Second major or minor field

16a. Do you have a master's degree?

- 1 Yes — Continue with b
 2 No — Skip to item 17a

b. What was your major field of study?
 (Enter the major field and the two-digit code from the list above.)

--	--

 Code Major Field

c. In what year did you receive your master's degree?

1	9		
---	---	--	--

Remarks

SECTION 3 – TEACHER TRAINING – Continued

17a. Do you have any other type of degree?

- 1 Yes — Continue with b
 2 No — Skip to item 18a

	(b) Degree earned Mark (X) all that apply.	(c) Major field code	(d) Year degree received
b. What other degree(s) have you earned? <i>Mark (X) all that apply.</i>	Associate degree or vocational certificate 1 <input type="checkbox"/>		1 9
c. What was your major field of study for each degree? <i>Enter the appropriate code from the list at the top of the previous page.</i>	Education specialist or professional diploma (at least one year beyond Master's level) 2 <input type="checkbox"/>		1 9
d. 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 <input type="checkbox"/>		1 9

Remarks

SECTION 3 – TEACHER TRAINING – Continued

TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 18, 20, 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*

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 science

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

Vocational Education

- 37 Agriculture
- 38 Business
- 39 Marketing
- 40 Health occupations
- 41 Vocational home economics
- 42 Trade and industry
- 43 Technical
- 44 Other vocational education
- 45 All Others

*If your primary or secondary assignment is BASIC SKILLS AND REMEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, and as part of that assignment you teach a specific subject area (e.g., remedial 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 PRIMARY teaching assignment at this school, that is, the field in which you teach the most classes?
(Use the field code numbers listed above to record your assignment field. If your teaching schedule is divided equally between two fields, record either field as your primary assignment for this item.)

 Code Primary assignment field code

b. Do you teach classes in OTHER fields at this school?

1 Yes — In what field do you teach the second most classes?
(Use the assignment field codes listed above.) _____
 Code

2 No

19a. How many COURSES, undergraduate and 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.)

Number of courses taken			
Undergraduate		Graduate	
Semester (1)	Quarter (2)	Semester (3)	Quarter (4)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
o <input type="checkbox"/> None	o <input type="checkbox"/> None	o <input type="checkbox"/> None	o <input type="checkbox"/> None

b. How many COURSES, undergraduate and graduate, have you taken in your SECONDARY assignment?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
o <input type="checkbox"/> None	o <input type="checkbox"/> None	o <input type="checkbox"/> None	o <input type="checkbox"/> None

20a. What field do you feel BEST QUALIFIED to teach, regardless of whether you currently teach in that field? *(Enter the field and the two-digit code from the list above.)*

 Code Best qualified field

b. Do you feel qualified to teach any other fields?

1 Yes — For what field do you feel second best qualified?
(Use the codes listed above.) _____
 Code

2 No

SECTION 3 – TEACHER TRAINING – Continued

21. Has your primary teaching assignment field changed since you began teaching?

- 1 Yes
 2 No

What was your previous primary assignment field? (Use codes listed on page 9.)

Code

Counting this year, how many years has your primary assignment field remained unchanged?

Code

22a. 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?

- 1 Yes – Continue with item 23
 2 No – Skip to item 24

23. Have you taken any undergraduate or graduate courses in the following fields?

Courses taken in field
(1)

Number of courses taken

Undergraduate

Graduate

Semester
(2)

Quarter
(3)

Semester
(4)

Quarter
(5)

a. Mathematics

- 1 Yes – How many? →
 2 No

None

None

None

None

b. Computer science

- 1 Yes – How many? →
 2 No

None

None

None

None

c. Biology/life science

- 1 Yes – How many? →
 2 No

None

None

None

None

d. Chemistry

- 1 Yes – How many? →
 2 No

None

None

None

None

e. Physics

- 1 Yes – How many? →
 2 No

None

None

None

None

f. Earth/space science

- 1 Yes – How many? →
 2 No

None

None

None

None

g. Other natural science

- 1 Yes – How many? →
 2 No

None

None

None

None

24a. 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?

- 1 Yes – For what assignment field was this training relevant? (Use list of codes on page 9.)
 2 No – Skip to item 25a

Code

SECTION 3 – TEACHER TRAINING – Continued

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. } Skip to item 27a

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 } Skip to item 28a

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		
--	---	---	--	--

SECTION 3 – TEACHER TRAINING – Continued

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

Remarks

SECTION 4 – CURRENT TEACHING LOAD

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.

- | | | | |
|----------------------------|--|-----------------------------|---|
| <input type="checkbox"/> 1 | <input type="checkbox"/> Prekindergarten | <input type="checkbox"/> 9 | <input type="checkbox"/> 7th |
| <input type="checkbox"/> 2 | <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 10 | <input type="checkbox"/> 8th |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 1st | <input type="checkbox"/> 11 | <input type="checkbox"/> 9th |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 2nd | <input type="checkbox"/> 12 | <input type="checkbox"/> 10th |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 3rd | <input type="checkbox"/> 13 | <input type="checkbox"/> 11th |
| <input type="checkbox"/> 6 | <input type="checkbox"/> 4th | <input type="checkbox"/> 14 | <input type="checkbox"/> 12th |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 5th | <input type="checkbox"/> 15 | <input type="checkbox"/> Post secondary |
| <input type="checkbox"/> 8 | <input type="checkbox"/> 6th | <input type="checkbox"/> 16 | <input type="checkbox"/> 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** – You teach multiple subjects to the same class of students all or most of the day – *Continue with item 32*
 - 2 **DEPARTMENTALIZED INSTRUCTION** – You teach subject matter courses (e.g., history, typing) to several classes of different students all or most of the day – *Skip to item 33*
 - 3 **TEAM TEACHING** – You collaborate with one or more other teachers in teaching multiple subjects to the same class of students – *Continue with item 32.*
 - 4 **“PULL-OUT” CLASS** – You provide instruction to students who are released from their regular classes – *Continue with item 32*

NOTE – ANSWER THIS QUESTION IF YOU TAUGHT A SELF-CONTAINED CLASS OR A PULL-OUT CLASS.

32a. 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.)

Students

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, 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.)

Subject (a)	Hours spent teaching in most recent full week (b)
(1) English/reading/language arts	<input type="text"/> <input type="checkbox"/> None
(2) Arithmetic/mathematics	<input type="text"/> <input type="checkbox"/> None
(3) Social studies/history	<input type="text"/> <input type="checkbox"/> None
(4) Science	<input type="text"/> <input type="checkbox"/> None

c. Did 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 students
 2 Primarily average achieving students
 3 Primarily lower achieving students
 4 Students of widely differing achievement levels

PLEASE SKIP NOW TO ITEM 34 ON PAGE 15.

SECTION 4 – CURRENT TEACHING LOAD – Continued

NOTE: 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.

Items 33 and 34 refer to the subject matter classes you taught at THIS SCHOOL during your most recent FULL week of teaching. Exclude study halls, homeroom period, unscheduled tutoring, 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

Answer b–j by completing a line in the table below for the appropriate period for each class that you taught.

- b.** Was was the subject matter of the class? (Use codes on page 15.)
- c.** How many units (in years) does the class count towards meeting graduate requirements? (Use these codes to record the answer in column (c)).
 - 1 One year of the requirement
 - 2 Half a year of the requirement
 - 3 Does not count towards graduation
- d.** What is the grade level of MOST of the students in the class? (Use numerals 1 to 12 for grades 1–12, K for kindergarten, PS for post secondary, U for ungraded, and PK for prekindergarten.)
- e.** How many students are enrolled in the class?
- f.** How many students in the class are male?
- g.** How many students in the class are Black, Hispanic, American Indian, Pacific Islander, or Asian?
- h.** How many hours of homework did you assign during the most recent FULL week?
- i.** What is the achievement level of the students in the class compared to other students in the school? (Use these codes to record the answer in column (i.))
 - 1 Primarily higher achieving
 - 2 Primarily average achieving
 - 3 Primarily lower achieving
 - 4 Widely differing achievement levels
- j.** What are the special features, if any, of the class? (Use these codes to record the answer in column (j)).
 - 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 the above

Class period	Subject matter code (2 digits) (b)	Graduation requirements (c)	Grade level (d)	Number of students in class (e)	Number of males in class (f)	Number of minorities in class (g)	Hours of homework assigned (h)	Class achievement level (i)	Special features of class (j)
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

SECTION 4 – CURRENT TEACHING LOAD – Continued

SUBJECT MATTER CODE NUMBERS FOR QUESTION 33b ON PAGE 14

Vocational education

- 01 Agriculture
- 02 Business
- 03 Marketing
- 04 Health occupations
- 05 Vocational home economics
- 06 Trade and industry
- 07 Technical
- 08 Other vocational education

Foreign languages

- 31 French
- 32 German
- 33 Latin
- 34 Russian
- 35 Spanish
- 36 Other foreign language

Computer science

- 52 Computer awareness/applications
- 53 Computer programming
- 54 Other computer science

Social sciences

- 70 Social studies
- 71 History
- 72 World civilization
- 73 Political science/government
- 74 Geography
- 75 Economics
- 76 Civics
- 77 Sociology/social organization
- 78 Other social sciences

Visual and performing arts

- 81 Arts and crafts
- 82 Filmmaking/photography
- 83 Chorus
- 84 Band
- 85 Drama/theater/dance
- 86 Music
- 87 Other visual/performing arts

Business

- 11 Accounting/bookkeeping
- 12 Shorthand
- 13 Typing
- 14 Other business education courses
- 15 Career education

Mathematics

- 41 General mathematics
- 42 Business math
- 43 Algebra, elementary
- 44 Algebra, intermediate
- 45 Algebra, advanced
- 46 Geometry, plane/solid
- 47 Trigonometry
- 48 Analytic geometry/math analysis
- 49 Probability/statistics
- 50 Calculus
- 51 Other mathematics

Natural science

- 61 General science
- 62 Biology/life science
- 63 Chemistry
- 64 Physics
- 65 Geology/earth/space science
- 66 Other physical science
- 67 Other natural science

English/language arts

- 21 Literature
- 22 Composition/journalism/creative writing
- 23 Reading
- 24 English as a second language
- 25 Other English/language arts courses

Other areas

- 91 Driver education
- 92 Health
- 93 Philosophy/religion
- 94 Physical education
- 95 Psychology
- 96 Other courses not elsewhere classified

34. For your most recent FULL WEEK of teaching, what is your best estimate of the number of hours you spent on school-related activities during and after school hours? SCHOOL HOURS are the hours that you are required to be at school, regardless of whether students are there.

(Report hours to the nearest WHOLE HOUR. If you did not spend time on a particular activity during the week, mark the "None" box.)

School-related activities (1)	Hours spent (2)
a. During school hours	
(1) Total school hours during most recent full week	<input type="text"/>
(2) Preparation	<input type="text"/>
(3) Nonteaching duties (e.g., bus duty, hall duty, lunch duty)	<input type="text"/> o <input type="checkbox"/> None
(4) Other assigned responsibilities (e.g., heading department, counseling, tutoring, coaching)	<input type="text"/> o <input type="checkbox"/> None
(5) Hours absent from school for any reason	<input type="text"/> o <input type="checkbox"/> None
(6) Classroom teaching (including field trips)	<input type="text"/> o <input type="checkbox"/> None
b. After school hours	
(1) Total after school hours during most recent full week	<input type="text"/> o <input type="checkbox"/> None
(2) Other school-related activities (e.g., preparation, grading homework, parent conferences, attending meetings)	<input type="text"/> o <input type="checkbox"/> None
(3) School-related activities involving student interaction (e.g., transporting students, coaching, field trips, tutoring)	<input type="text"/> o <input type="checkbox"/> None

Remarks

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING

35. Do you agree or disagree with each of the following statements?

a. Teachers in this school are evaluated fairly.

- 1 Strongly agree
 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

i. The principal does a poor job of getting resources for this school.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

j. 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

l. 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

35n. Most of my colleagues share my beliefs and values about what the central mission of the school should be.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

O. The principal knows what kind of school he/she wants and has communicated it to the staff.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

P. There is a great deal of cooperative effort among staff members.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

Q. In this school, staff members are recognized for a job well done.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

F. I have to follow rules in this school that conflict with my best professional judgment.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

S. I am satisfied with my class sizes.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

T. I make a conscious effort to coordinate the content of my courses with that of other teachers.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

U. Goals and priorities for the school are clear.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

V. The amount of student tardiness and class cutting in this school interferes with my teaching.

- 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.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

X. I usually look forward to each working day at this school.

- 1 Strongly agree
 2 Somewhat agree
 3 Somewhat disagree
 4 Strongly disagree

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – Continued

35y. 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

aa. 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

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – Continued

37. For each of the following aspects of teaching, indicate whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.

a. Job security

- 1 Very satisfied
- 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

g. 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

i. Esteem of society for the teaching profession

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Somewhat dissatisfied
- 4 Very dissatisfied

Remarks

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD 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.

a. Student discipline

- 1 Strongly agree
- 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?

- 1 – Building basic literary skills (reading, math, writing, speaking)
- 2 – Encouraging academic excellence
- 3 – Promoting occupational or vocational skills
- 4 – Promoting good work habits and self-discipline
- 5 – Promoting personal growth (self-esteem, self-knowledge, etc.)
- 6 – Promoting human relations skills
- 7 – Promoting specific moral values
- 8 – Fostering religious or spiritual development

_____ Most important

_____ Second most important

_____ Third most important

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 influence \longrightarrow A great deal 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 TOWARD TEACHING – Continued

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?

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 control \longrightarrow Complete 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 3 4 5 6

d. Evaluating and grading students

1 2 3 4 5 6

e. Disciplining students

1 2 3 4 5 6

f. Determining the amount of homework to be assigned

1 2 3 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. 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 \longrightarrow Extremely helpful Not applicable

a. Principal or school head

1 2 3 4 5 6 7

b. Department chair

1 2 3 4 5 6 7

c. Other school administrators

1 2 3 4 5 6 7

d. Other teachers

1 2 3 4 5 6 7

e. School librarians/media specialists

1 2 3 4 5 6 7

k. School counselors

1 2 3 4 5 6 7

Remarks

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – Continued

43. For each of the following matters, indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in your school.

(Mark (X) one box on each line.)

	Serious	Moderate	Minor	Not a problem
a. Student tardiness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Student absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Teacher absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Students cutting class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Physical conflicts among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Robbery or theft	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Vandalism of school property	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Student pregnancy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Student use of alcohol	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Student drug abuse	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Student possession of weapons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. Physical abuse of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m. Verbal abuse of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
n. Student disrespect for teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
o. Students dropping out	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
p. Student apathy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
q. Lack of academic challenge	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
r. Lack of parent involvement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Remarks

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – Continued

44. How long do you plan to remain in teaching?

Mark (X) only one box.

- | | | |
|--|--|---|
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | As long as I am able
Until I am eligible for retirement
Will probably continue unless something better comes along
Definitely plan to leave teaching as soon as I can
Undecided at this time | } Continue with item 45
} Skip to item 46a |
|--|--|---|

45. In how many years do you plan to retire from teaching?

Years

46a. Which best describes your MAIN activity LAST SCHOOL YEAR?

Mark (X) only one box.

- | | |
|--|--|
| <input type="checkbox"/> 1
<input type="checkbox"/> 2
<input type="checkbox"/> 3
<input type="checkbox"/> 4
<input type="checkbox"/> 5
<input type="checkbox"/> 6
<input type="checkbox"/> 7
<input type="checkbox"/> 8
<input type="checkbox"/> 9
<input type="checkbox"/> 10
<input type="checkbox"/> 11
<input type="checkbox"/> 12
<input type="checkbox"/> 13 | 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 NEXT SCHOOL YEAR?

Mark (X) only one box.

- | | |
|--|--|
| <input type="checkbox"/> 1
<input type="checkbox"/> 2
<input type="checkbox"/> 3
<input type="checkbox"/> 4
<input type="checkbox"/> 5
<input type="checkbox"/> 6
<input type="checkbox"/> 7
<input type="checkbox"/> 8
<input type="checkbox"/> 9
<input type="checkbox"/> 10
<input type="checkbox"/> 11
<input type="checkbox"/> 12
<input type="checkbox"/> 13 | 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 — |
|--|--|

Remarks

SECTION 6 – INCENTIVES AND COMPENSATION

47. Do you currently receive the following pay incentives?

a. 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

e. 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?

\$ _____ .

(3) Work in any other nonteaching job in this or any other school?

1 Yes — Continue with a(4)
 2 No — Skip to a(5)

(4) How much did you earn?

\$ _____ .

(5) Work in any NONSCHOOL job?

1 Yes — Continue with a(6)
 2 No — Skip to b(1)

(6) How much did you earn?

\$ _____ .

SECTION 6 – INCENTIVES AND COMPENSATION – Continued

48b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic base year salary for teaching in this school?

\$ _____ .

(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?

\$ _____ .

(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?

\$ _____ .

(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).)

\$ _____ .

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

SECTION 7 – BACKGROUND INFORMATION

51. Are you male or female?

- 1 Male
 2 Female

52. What is your race?

Mark (X) only one box.

- 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

53. Are you of Hispanic origin?

- 1 Yes
 2 No

54. What is your year of birth?

1	9		
---	---	--	--

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*
 0 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?
 2 No

Remarks

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 us in contacting you if you have moved or changed jobs.

59. Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.

PGM <input type="checkbox"/>	
Your name <input type="checkbox"/>	Spouse's full name
Street address	
City	State ZIP
Telephone number (Include area code) ()	In whose name is the telephone number listed? (Mark (X) only one) 1 <input type="checkbox"/> No phone 2 <input type="checkbox"/> My name 3 <input type="checkbox"/> Other – Specify _____
Days/times convenient to reach you	

60. 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 <input type="checkbox"/>	Relationship to you
Street address	
City	State ZIP
Telephone number (Include area code) ()	In whose name is the telephone number listed? (Mark (X) only one) 1 <input type="checkbox"/> No phone 2 <input type="checkbox"/> Name entered above 3 <input type="checkbox"/> Other – Specify _____
Name <input type="checkbox"/>	Relationship to you
Street address	
City	State ZIP
Telephone number (Include area code) ()	In whose name is the telephone number listed? (Mark (X) only one) 1 <input type="checkbox"/> No phone 2 <input type="checkbox"/> Name entered above 3 <input type="checkbox"/> Other – Specify _____

61. Please enter the date you finish this survey.

Month	Day	Year	a.m.
		90	<input type="checkbox"/>
			p.m.

62. Not counting interruptions, how long did it take to complete this survey?

<input type="checkbox"/>	Minutes
--------------------------	---------

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

TDM

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

national

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).

RETURN TO

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

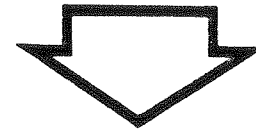
Dear Teacher:

national

N

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. You are one of *900* teachers from over *750* public and private schools across the nation selected to be in the teacher sample.

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



The Schools and Staffing Survey is an integrated survey *system* 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 national* 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.

[Insert Burden statement here]

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

Sincerely,

Emerson J. Elliott *Acting Commissioner*
Center for Education Statistics

National

Enclosure

[insert in cover letter]

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, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 850-new*, 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.

THANK YOU FOR TAKING PART IN THIS STUDY.

Please write in the date and time you begin the questionnaire. →

Month

Day

Year

a.m.

87

p.m.

SECTION I - CURRENT TEACHING STATUS

PGM 3

001

1. How would you classify your PRIMARY ASSIGNMENT at this school (i.e., the activity at which you spend most of your time) during this school year?

Mark (X) only one.

- 1 Regular full-time or part-time teacher
- 2 Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- 3 Long-term substitute (i.e., your assignment requires that you fill the

role of a regular teacher on a long term basis, but you are still considered a substitute)

Skip to question 2.

- 4 Short-term substitute
- 5 Nonteaching specialist (e.g., guidance counselor, librarian, curriculum coordinator, social worker)
- 6 Administrator (e.g., principal, assistant principal, director, head)
- 7 Teacher's aide
- 8 Other professional or support staff

IF YOU CHECKED 4, 5, 6, 7, OR 8 ABOVE, PLEASE STOP NOW AND RETURN YOUR QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

Remarks

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 assignment at this school?

- Yes
- No Skip to 5

b Which best describes your 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)

c With this other assignment, are you a full time EMPLOYEE at this school?

- Yes Skip to 6
- No

5. In addition to employment at this school, are you --

(as your other) PRIMARY activity,

- | | <i>yes</i> | <i>no</i> |
|---|------------|-----------|
| 1 <input type="checkbox"/> Teaching in another school ? | --- | --- |
| 2 <input type="checkbox"/> Attending a college or university ? | --- | --- |
| 3 <input type="checkbox"/> Working in a nonteaching occupation? in the field of education ? | --- | --- |
| 4 <input type="checkbox"/> Working in an occupation outside the field of education ? | --- | --- |
| 5 <input type="checkbox"/> Caring for family members? | --- | --- |
| 6 <input type="checkbox"/> Seeking work ? | --- | --- |
| 7 <input type="checkbox"/> Retired ? | --- | --- |
| 8 <input type="checkbox"/> Other - Describe -> | --- | --- |

SECTION 2 - TEACHING EXPERIENCE

6. In what year did you begin your first teaching position (full time or part time) at the elementary or secondary level? 19 ___

7 What was your MAIN activity the year before you began teaching?

- 1 -- Working in another position in the field of education GO TO 8
 - 2 -- Working in an occupation outside the field of education GO TO 9
 - 3 -- Caring for family members
 - 4 -- Attending a college or university
 - 5 -- Military service
 - 6 -- Unemployed and seeking work
 - 7 -- Retired
 - 8 -- Other, please specify
- } skip to 10

Answer item 8 ONLY if you marked box 1 in answer to question 7 above.

8 Which of the following categories best describes your previous occupation in the field of education?

Mark (X) only one box.

- Administrator (e.g. principal, assistant principal, director, head)
- Counselor
- Librarian/media specialist
- Coach
- Other professional staff (e.g. department head, curriculum coordinator, mentor)
- Instructional aide
- Noninstructional support staff (e.g. secretary)

Answer items 9 a-e ONLY if you marked box 2 in answer to question 7 above.

9 a. For whom did you work? (Record the name of the company, business, or organization.)

b. What kind of business or industry was this? (For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.)

036

--	--	--

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.)

9 e. How would you classify yourself on that job?

Mark (X) only one box.

- 038 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. 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
- 019 2 Elementary (including kindergarten)
- 020 3 Middle/junior high
- 021 4 Senior high
- 022 5 Postsecondary

11. Including the current school year -

a how many _____ years have you been employed as a FULL TIME elementary or secondary teacher in:

public schools? _____ Years
 _____ None
 private schools? _____ Years
 _____ None

b how many _____ years have you been employed as a PART TIME elementary or secondary teacher in:

public schools? _____ Years
 _____ None
 private schools? _____ Years
 _____ None

12 a. Since you began teaching, how many breaks in service of one year or more have you had?

027 Breaks in service - Continue with 12b

0 None - Skip to item 13

b. Were any of these breaks due to a reduction-in-force or a lay-off?

028 1 Yes - How many? 029 _____

2 No

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? (Include the current year and 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 a year or more, please report the year that you returned to this school from your most recent break in service.)

031

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.

032

- 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? ↓

033

--	--	--

034

- 5 caring for family members
- 6 Attending a college or university
- 7 Military service
- 8 Unemployed and seeking work
- 9 Retired
- 10 Other — Describe ↓

SECTION 3 — TEACHER TRAINING

[move to top of page 17]

MAJOR AND MINOR FIELD CODE NUMBERS FOR QUESTIONS 15, 16, and 17

GENERAL

- 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
- 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

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

EDUCATION

General education

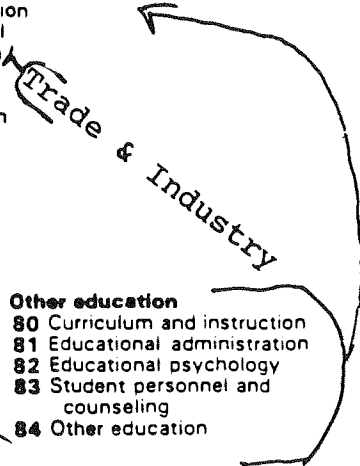
- 51 Elementary education
- 52 Pre-elementary/early childhood education
- 53 Secondary education

Subject area 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
- 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

- Special Education, general
- Emotionally disturbed
- Mentally retarded
- Speech-language impaired
- Deaf and hard of hearing
- Visually handicapped
- Orthopedically impaired
- Mildly handicapped
- Severely handicapped
- Specific learning disabilities
- Other special education



Other education

- 80 Curriculum and instruction
- 81 Educational administration
- 82 Educational psychology
- 83 Student personnel and counseling
- 84 Other education

page 6

15a. Do you have a bachelor's degree?
 Yes
 No skip to 17a

b. 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?
 Yes
 No go to 16a.

e. What was your second major or minor field of study? (use field codes above)

16a. Do you have a master's degree?
 Yes
 No skip to 17a.

b. What was your major field of study?
(Use field codes above) _____

c. In what year did you receive your master's degree?
19____

17a. Do you have any other type of degree?
 Yes
 No go to 18

b. Check the type of degree, and indicate the major field and year earned.

	Degree	Field	year
<input type="checkbox"/>	Associate degree or vocational certificate	_____	_____
<input type="checkbox"/>	Education specialist or professional diploma (at least one year beyond Master's level)	_____	_____
<input type="checkbox"/>	Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	_____	_____

SECTION 3 - TEACHER TRAINING - Continued

TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS

18, 19, 22, 23

- 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*

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 science

Special Education

- 26
- 27
- 28
- 29
- 30

Vocational education

- 32 All others

*If your primary or secondary assignment is BASIC SKILLS AND REMEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, and as part of that assignment you teach a specific subject area (e.g., remedial math, bilingual social studies, or gifted science), record the code for Basic skills, Bilingual, or Gifted as the assignment area.

Special Education

- Special Education, general
- Seriously emotionally disturbed
- Mentally retarded
- Speech-language impaired
- Deaf and hard of hearing
- Visually handicapped
- Orthopedically impaired
- Mildly handicapped
- Severely handicapped
- Specific learning disabilities
- Other special education

VOCATIONAL EDUCATION

- 31 Agriculture
- 32 Business
- Marketing
- Health occupations
- Vocational home economics
- Trade & industry
- Technical
- 36 Other vocational education

18 What is your current PRIMARY teaching assignment at this school, that is the field in which you teach the most classes?

075 Primary assignment field code

078 Teaching schedule equally divided between two fields

(Use the code numbers listed above to record your assignment field. If your teaching schedule is divided equally between two fields, record either field as your primary assignment in this item, mark box 1, and record the second field in item

19 Do you teach classes in OTHER fields at this school? Yes - In what field do you teach the second most classes?

No

(Use the assignment field codes listed above.)

20. How many COURSES (undergraduate and graduate) have you taken in your PRIMARY assignment field?

	<u>Undergraduate</u>		<u>Graduate</u>	
	Semester	Quarter	Semester	Quarter
Include both subject matter and education courses related to this field. PLEASE refer to records.	<u>None</u>	<u>None</u>	<u>None</u>	<u>None</u>

21. How many COURSES have you taken in your SECONDARY assignment field?

	<u>Undergraduate</u>		<u>Graduate</u>	
	Semester	Quarter	Semester	Quarter
	<u>None</u>	<u>None</u>	<u>None</u>	<u>None</u>

SECTION 3 - TEACHER TRAINING - Continued

22 a. 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 field code

b. Do you feel qualified to teach any other fields? 080 1 Yes - For what field do you feel second best qualified? (Use the codes listed above.) 081
 2 No

23 Has your primary teaching assignment field changed since you began teaching? 082 1 Yes 083 What was your previous primary assignment field? (Use codes listed above.)
 2 No 084 Counting this year, how many years has your primary assignment field remained unchanged?

24 a. 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 - Continue with 25
 2 No - Skip to item 26

25. Have you taken any undergraduate or graduate courses in:

	<u>Number Courses</u>							
	Undergrad		Grad		Undergrad		Grad	
	Sem	Qtr	Sem	Qtr	Sem	Qtr	Sem	Qtr
a. Mathematics	___ Yes ---->		___		___		___	
	___ No							
b. Computer Science	___ Yes -->						?	
	___ No							
c. Biology	___ Yes ----->		"	"	"	"	"	"
	___ No							
d. Chemistry	___ Yes --- -->							
	___ No							
e. Physics	___ Yes ----->							
	___ No							
f. Earth/space science	___ Yes							
	___ No							
g. Other natural science	___ Yes							
	___ No							

26 a. *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? 128 1 Yes - For what assignment field was this training relevant? (Use list of codes on page) 129
 2 No - Skip to question 28 Answer 27

27. What was your MAJOR purpose for taking this training.

Mark (X) only one.

130

- 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 ↴

Codes for certification

- 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)

28.a. Do you have a teaching certificate in this state in your PRIMARY teaching field?

___ Yes ---> What type? → In what year were you certified?
(use codes above) _____ 19__ __

___ No

b. Do you have a teaching certificate in this state in your SECONDARY teaching field?

___ Not Applicable. I do not have a secondary teaching assignment field.

___ Yes ---> What type? → In what year were your certified?
_____ 19__ __

___ No (Use Codes above)

c. Do you have a teaching certificate in this state in your BEST QUALIFIED teaching field?

___ BEST QUALIFIED field is same as primary or secondary field.

___ Yes ----> What type? → In what year were your certified?
_____ 19__ __

___ No (Use codes above)

1. Professional Activities

a. Are you a member of any professional teacher or educational organization?

- Yes
 No Skip to d.

b. Have you participated 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

d. During your first year of teaching, did you participate in a formal teacher induction program (i.e. an established program to help *beginning teachers* by assigning them to *master or mentor teachers*)?
 Yes
 No

e. Are you currently a mentor or ^{master} support teacher (a teacher who provides guidance and assistance for beginning teachers) in a formal teacher induction program?

- Yes
 No

SECTION 4 - CURRENT TEACHING LOAD

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.

- | | | | |
|------------------------------|--|------------------------------|---|
| <input type="checkbox"/> 140 | <input type="checkbox"/> 1 Prekindergarten | <input type="checkbox"/> 148 | <input type="checkbox"/> 9 7th |
| <input type="checkbox"/> 141 | <input type="checkbox"/> 2 Kindergarten | <input type="checkbox"/> 149 | <input type="checkbox"/> 10 8th |
| <input type="checkbox"/> 142 | <input type="checkbox"/> 3 1st | <input type="checkbox"/> 150 | <input type="checkbox"/> 11 9th |
| <input type="checkbox"/> 143 | <input type="checkbox"/> 4 2nd | <input type="checkbox"/> 151 | <input type="checkbox"/> 12 10th |
| <input type="checkbox"/> 144 | <input type="checkbox"/> 5 3rd | <input type="checkbox"/> 152 | <input type="checkbox"/> 13 11th |
| <input type="checkbox"/> 145 | <input type="checkbox"/> 6 4th | <input type="checkbox"/> 153 | <input type="checkbox"/> 14 12th |
| <input type="checkbox"/> 146 | <input type="checkbox"/> 7 5th | <input type="checkbox"/> 154 | <input type="checkbox"/> 15 <i>Post Secondary</i> |
| <input type="checkbox"/> 147 | <input type="checkbox"/> 8 6th | <input type="checkbox"/> 155 | <input type="checkbox"/> <i>Secondary</i> |
| | | <input type="checkbox"/> 156 | <input type="checkbox"/> 17 Ungraded |

31

Which of the following best describes the way your classes at this school are organized?

Mark (X) only one.

capitalize

157

- 1 Self-contained class — You teach multiple subjects to the same class of students all or most of the day — Continue with item 32
- 2 Departmentalized instruction — You teach subject matter courses (e.g., history, typing) to several classes of different students all or most of the day — Skip to question 33
- 3 Team teaching — You collaborate with one or more other teachers in teaching multiple subjects to the same class of students — continue with item 32
- 4 "Pull-out" class — You provide instruction to students who are released from their regular classes — Continue with item 32

NOTE — ANSWER THIS QUESTION IF YOU TAUGHT A SELF-CONTAINED CLASS OR A PULL-OUT CLASS.

32 a. 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

[Empty box]

Students

Italics

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, 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.)

Subject (a)	Hours spent teaching in most recent full week (b)
(1) English/reading/language arts	159 o <input type="checkbox"/> None
(2) Arithmetic/mathematics	160 o <input type="checkbox"/> None
(3) Social studies/history	161 o <input type="checkbox"/> None
(4) Science	162 o <input type="checkbox"/> None

c. Did you assign any homework during the most recent full week?

163

- 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?

164

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

PLEASE SKIP NOW TO QUESTION 34

(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:

- a. What was the subject matter of the class? (Use codes on page ____).
- b. 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".)
- c. 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?
- e. How many students in the class are male?
- f. How many students in the class are members of a racial or ethnic minority group? (i.e. Black, Hispanic, American Indian, Pacific Islander or Asian)
- g. How many hours of homework did you assign?
- h. 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
- i. 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	c	d	e	f	g	h	i
1									
2									
3									
4									
5									
6									
7									
8									
9									

SUBJECT MATTER CODE NUMBERS FOR QUESTION 33

- 11 Accounting/bookkeeping
- 12 Shorthand
- 13 Typing
- 14 Other business education courses
- 15 Career education

English/language arts

- 21 Literature
- 22 Composition/journalism/creative writing
- 23 Reading
- 24 English as a second language
- 25 Other English/language arts courses

Foreign languages

- 31 French
- 32 German
- 33 Latin
- 34 Russian
- 35 Spanish
- 36 Other foreign language

Mathematics

- 41 General mathematics
- 42 Business math
- 43 Algebra, elementary
- 44 Algebra, intermediate
- 45 Algebra, advanced
- 46 Geometry, plane/solid
- 47 Trigonometry
- 48 Analytic geometry/math analysis
- 49 Probability/statistics
- 50 Calculus
- 51 Other mathematics

Computer science

- 52 Computer awareness/applications
- 53 Computer programming
- 54 Other computer science

Natural science

- 61 General science
- 62 Biology/life science
- 63 Chemistry
- 64 Physics
- 65 Earth/space science
- 66 Other physical science
- 67 Other natural science

geology/

Social sciences

- 70 Social studies
- 71 History
- 72 World civilization
- 73 Political science/government
- 74 Geography
- 75 Economics
- 76 Civics
- 77 Sociology/social organization
- 78 Other social sciences

Visual and performing arts

- 81 Arts and crafts
- 82 Filmmaking/photography
- 83 Chorus
- 84 Band
- 85 Drama/theater/dance
- 86 Music
- 87 Other visual/performing arts

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 occupations
 - Vocational home economics
 - Trade & industry
 - Technical
 - Other vocational education

34. For the most recent FULL WEEK, what is your best estimate of the number of hours you spent on school-related activities during and after school hours? SCHOOL HOURS are the hours that you are required to be at school, regardless of whether students are there.

(Report hours to the nearest WHOLE HOUR. If you did not spend time on a particular activity during the week, mark the "None" box.)

School-related activities (1)	Hours spent (2)
a. During school hours	239
(1) Classroom teaching (including field trips)	
(2) Preparation	230 o <input type="checkbox"/> None
(3) Nonteaching duties (e.g., bus duty, hall duty, lunch duty)	231 o <input type="checkbox"/> None
(4) Other assigned responsibilities (e.g., heading department, counseling, tutoring, coaching)	232 o <input type="checkbox"/> None
(5) Hours absent from school for any reason	233 o <input type="checkbox"/> None
(6) Total school hours during most recent full week -	234
b. After school hours	235
(1) School-related activities involving student interaction (e.g., transporting students, coaching, field trips, tutoring)	 o <input type="checkbox"/> None
(2) Other school-related activities (e.g., preparation, grading homework, parent conferences, attending meetings)	236 o <input type="checkbox"/> None
(3) Total after school hours during most recent full week	237 o <input type="checkbox"/> None

SECTION 5 - PERCEPTIONS AND ATTITUDES TOWARD TEACHING

35. Do you agree or disagree with each of the following statements?

- a. Teachers in this school are evaluated fairly.
- b. The principal lets staff members know what is expected of them.
- c. The school administration's behavior toward the staff is supportive and encouraging.
- d. I am satisfied with my teaching salary.
- 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.
- f. Teachers participate in making most of the important educational decisions in this school.

238	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
239	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
240	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
241	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
242	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
243	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – Continued

35

g. I receive a great deal of support from parents for the work I do.	244	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
h. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.	245	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
i. The principal does a poor job of getting resources for this school.	248	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
j. Routine duties and paperwork interfere with my job of teaching.	247	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
k. My principal enforces school rules for student conduct and backs me up when I need it.	248	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
l. The principal talks with me frequently about my instructional practices.	249	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
m. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	250	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
n. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	251	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
o. The principal knows what kind of school he/she wants and has communicated it to the staff.	252	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
p. There is a great deal of cooperative effort among staff members.	253	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
q. In this school, staff members are recognized for a job well done.	254	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
r. I have to follow rules in this school that conflict with my best professional judgment.	255	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree
s. I am satisfied with my class sizes.	256	1 <input type="checkbox"/> Strongly agree 2 <input type="checkbox"/> Somewhat agree 3 <input type="checkbox"/> Somewhat disagree 4 <input type="checkbox"/> Strongly disagree

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

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?

281

- 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

37. How satisfied are you with each of the following aspects of teaching? (Mark very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied for each aspect). (Mark only one box for each aspect)

	very satisfied	somewhat satisfied	somewhat dissatisfied	very dissatisfied
a. Job security	_____	_____	_____	_____
b. salary	_____	_____	_____	_____
c. pension & benefits	_____	_____	_____	_____
d. autonomy or control over own classroom	_____	_____	_____	_____
e. teaching load	_____	_____	_____	_____
f. in-service training	_____	_____	_____	_____
g. value of your job for the welfare of society	_____	_____	_____	_____
h. overall school management	_____	_____	_____	_____
i. esteem of society of for teaching profession	_____	_____	_____	_____

38. This school is effective in assisting new teachers with

- student discipline
- instructional methods
- curriculum
- adjusting to the school environment

	Strongly agree	Somewhat agree	Somewhat Disagree	Strongly Disagree
- student discipline	_____	_____	_____	_____
- instructional methods	_____	_____	_____	_____
- curriculum	_____	_____	_____	_____
- adjusting to the school environment	_____	_____	_____	_____

(Mark only one box on each line)

39. We are interested in the importance you place on various educational goals. From the following eight goals, pick the three goals you consider most important. Then rank them in order from 1 to 3 with 1 being the most important goal.

- _____ first most important
- _____ second most important
- _____ third most important

- a. Building basic literacy skills (reading, math, writing, speaking)
- b. Encouraging academic excellence
- c. Promoting occupational or vocational skills
- d. Promoting good work habits and self-discipline
- e. Promoting personal growth (self-esteem, self-knowledge, etc.)
- f. Promoting human relations skills
- g. Promoting specific moral values
- h. Fostering religious or spiritual development

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – Continued

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 Influence \longrightarrow A great deal of influence

a. 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 3 4 5 6

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?

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 control \longrightarrow Complete 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 3 4 5 6

c. Selecting teaching techniques 281 1 2 3 4 5 6

d. Evaluating and grading students 282 1 2 3 4 5 6

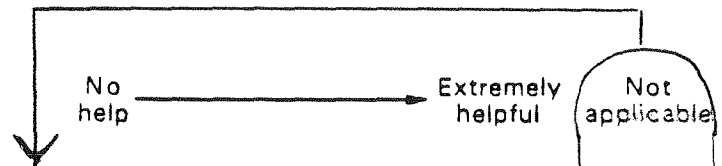
e. Disciplining students 282 1 2 3 4 5 6

f. Determining the amount of homework to be assigned 283 1 2 3 4 5 6

42

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.



a. Principal or school head 284 1 2 3 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 librarian^s/media specialists — — — — —

f. school counselors — — — — —

- Student disrespect for teachers
- Students dropping out
- Student apathy
- Lack of academic challenge
- Lack of parent involvement

insert

HS

For each of the following matters, indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in your school.

(Mark (X) one box on each line.)

		Serious	Moderate	Minor	Not a problem
a. Student tardiness	a. 087	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Student absenteeism	b. 088	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Teacher absenteeism	c. 089	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Students cutting class	d. 090	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Physical conflicts among students	e. 091	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Robbery or theft	f. 092	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Vandalism of school property	g. 093	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Student pregnancy	h. 094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Student use of alcohol	i. 095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Student drug abuse	j. 096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Student possession of weapons	k. 097	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. Physical abuse of teachers	l. 098	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m. Verbal abuse of teachers	m. 099	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – Continued

44

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

} Continue with item 45
 } Skip to item 46a.

45

In how many years do you plan to retire from teaching?

289

Years

46a

Which best describes your MAIN ACTIVITY LAST SCHOOL YEAR?

Mark (X) only one.

290

- 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.

291

- 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 ↴

Remarks

page 21

SECTION 6 - INCENTIVES AND COMPENSATION

47

Do you currently receive the following pay incentives?

Mark (X) one box in each column for each incentive.

<p>a. Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers)</p>	<p>293</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>b. Additional pay for teaching in a shortage field (e.g., math, science)</p>	<p>295</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>c. Additional pay for teaching in a high-priority location (e.g., an inner-city school)</p>	<p>297</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>d. Salary increases as part of a career ladder in which teachers progress through several promotional levels based on their performance</p>	<p>299</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>e. A merit pay bonus for exceptional performance in a given year</p>	<p>301</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>f. A schoolwide bonus for all teachers in a school that shows exceptional performance or improvement in a given year</p>	<p>303</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

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.

48

a. DURING THE SUMMER OF 1989, did you

(1) teach summer school in this or any other school?
 ___ Yes -----> How much did you earn?
 \$_____ .00
 ___ No

(2) work in any other nonteaching job in this or any other school?
 ___ Yes -----> How much did you earn?
 \$_____ .00
 ___ No

(3) work in any NONSCHOOL job?
 ___ Yes -----> How much did you earn?
 \$_____ .00

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?

___ Yes -----> How much?

\$ _____ .00

___ No

(3) do you or will you work in any job outside the school system?

___ Yes -----> How much will you earn?

\$ _____ .00



Which of the following best describes this job? (mark only one)

- ___ teaching or tutoring
- ___ nonteaching but education related
- ___ not related to education

___ No

(4) What will be your total earned income from all sources from the summer of 1989 through the end of this school year?

\$ _____ .00

49 Do you receive any income-in-kind in addition to or in lieu of your school salary?

Mark (X) all that apply.

- 311 1 Housing or housing expenses
- 312 2 Meals
- 313 3 Tuition for your children
- 314 4 Child care
- 315 5 College tuition for yourself
- 316 6 Car/transportation expenses
- 317 7 None of the above

50 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.

Mark (X) only one box.

- 318 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

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SECTION 7 – BACKGROUND INFORMATION

51 Are you male or female? 319 1 Male
2 Female

52 What is your race? 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
Mark (X) only one box.

53 Are you of Hispanic origin? 321 1 Yes
2 No

54 What is your year of birth? 322

1	9		
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55 What is your current marital status? 323 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? 324 Number of children supported – *Continue with 48*
0 None – *Skip to item 49*

57 What was the age of your youngest child on his/her last birthday? (If child is less than one year, please enter "0".) 325 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? 326 1 Yes – How many persons? 327
2 No

Remarks

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.

59 Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and most convenient time to reach you.

PGM 4

Your name <input type="text" value="328"/>		Spouse's full name	
Street address			
City		State	ZIP
Telephone number (Include area code) ()		In whose name is the telephone number listed? (Mark (X) only or	
Days/times convenient to reach you		<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 My name <input type="checkbox"/> 3 Other - Specify _____	

60 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 <input type="text" value="329"/>		Relationship to you	
Street address			
City		State	ZIP
Telephone number (Include area code) ()		In whose name is the telephone number listed? (Mark (X) only or	
		<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 Name entered above <input type="checkbox"/> 3 Other - Specify _____	

Name <input type="text" value="330"/>		Relationship to you	
Street address			
City		State	ZIP
Telephone number (Include area code) ()		In whose name is the telephone number listed? (Mark (X) only or	
		<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 Name entered above <input type="checkbox"/> 3 Other - Specify _____	

61 Please enter the date and time you finish this survey.				62 Not counting interruptions, how long did it take to complete this survey?	
Month	Day	Year	a.m.	PGM 3	Minutes
			p.m.	<input type="text" value="243"/>	<input type="text"/>

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

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