



September 20, 1989

MEMORANDUM FOR Gregory Russell  
Acting Chief, Demographic Surveys Division

From: Elizabeth A. Martin *eam*  
Chief, Center for Survey Methods Research

Subject: Review of Public School Teachers Questionnaire for  
the Schools and Staffing Survey

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

Attachment

cc:  
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S. Fondelier "  
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M. Papageorgiou "  
T. DeMaio (CSMR)

## Review of Public School Teachers Questionnaire (SASS-4A)

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

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

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

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

Revised 8/7/89

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

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

**SCHOOLS AND STAFFING SURVEY**  
**PUBLIC SCHOOL TEACHERS**  
**QUESTIONNAIRE**  
**1987-1988**

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

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

**RETURN  
TO**

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

Dear Teacher:

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

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

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

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

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

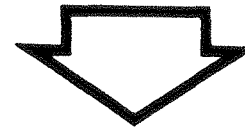
Sincerely,



Emerson J. Elliott  
Director  
Center for Education Statistics

Enclosure

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



## INSTRUCTIONS

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

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

### SECTION 1 - 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 the 1987-88 school year?**

Mark (X) only one.

PGM 3

010

- 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 an indefinite basis, but you are still considered a substitute)
- 4  Short-term substitute
- 5  Student teacher
- 6  Nonteaching specialist (e.g., guidance counselor, librarian, curriculum coordinator, social worker)
- 7  Administrator (e.g., principal, assistant principal, director, head)
- 8  Teacher's aide
- 9  Other professional or support staff

} Continue with question 2, page 3

**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

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 --

	Yes	No
015 1 <input type="checkbox"/> Teaching in another school	<input type="checkbox"/>	<input type="checkbox"/>
2 <input type="checkbox"/> Attending a college or university	<input type="checkbox"/>	<input type="checkbox"/>
3 <input type="checkbox"/> Working in a nonteaching occupation in the field of education	<input type="checkbox"/>	<input type="checkbox"/>
4 <input type="checkbox"/> Working in an occupation outside the field of education	<input type="checkbox"/>	<input type="checkbox"/>
5 <input type="checkbox"/> child rearing	<input type="checkbox"/>	<input type="checkbox"/>
6 <input type="checkbox"/> Seeking work	<input type="checkbox"/>	<input type="checkbox"/>
7 <input type="checkbox"/> Retired	<input type="checkbox"/>	<input type="checkbox"/>
8 <input type="checkbox"/> Other - Describe	<input type="checkbox"/>	<input type="checkbox"/>

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

b. What was your main activity the year before you began teaching?

(mark only one)

Working in another position in the field of education GO TO 6c  
 Working in an occupation outside the field of education GO TO 6d  
 Child rearing

Attending a college or university  
 Military service  
 Unemployed and seeking work  
 Retired  
 Other, please specify

- 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 <sup>school</sup> 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		
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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

Degree

**SECTION 3 – TEACHER TRAINING – Continued**

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

- |   |                                  |                                  |                                |
|---|----------------------------------|----------------------------------|--------------------------------|
| 01 Prekindergarten                      | <b>Special Areas (Continued)</b> | <b>Science</b>                   | <b>Special Education</b>       |
| 02 Kindergarten                         | 13 Health, physical education    | 21 Biology                       | 26 Mentally retarded           |
| 03 General elementary                   | 14 Home economics                | 22 Chemistry                     | 27 Emotionally disturbed       |
| <b>Special Areas</b>                    | 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                |                                  |                                  | <b>31 Vocational education</b> |
| 10 English as a second language         |                                  |                                  | <b>32 All others</b>           |
| 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.) 078    
2  No

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.) 081    
2  No

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

082 1  Yes } What was your previous primary assignment field? (Use codes listed above.) 083    
2  No } 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?

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

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

- |   |   |
|---|---|
| <b>140</b> 1 <input type="checkbox"/> Prekindergarten | <b>148</b> 9 <input type="checkbox"/> 7th       |
| <b>141</b> 2 <input type="checkbox"/> Kindergarten    | <b>149</b> 10 <input type="checkbox"/> 8th      |
| <b>142</b> 3 <input type="checkbox"/> 1st             | <b>150</b> 11 <input type="checkbox"/> 9th      |
| <b>143</b> 4 <input type="checkbox"/> 2nd             | <b>151</b> 12 <input type="checkbox"/> 10th     |
| <b>144</b> 5 <input type="checkbox"/> 3rd             | <b>152</b> 13 <input type="checkbox"/> 11th     |
| <b>145</b> 6 <input type="checkbox"/> 4th             | <b>153</b> 14 <input type="checkbox"/> 12th     |
| <b>146</b> 7 <input type="checkbox"/> 5th             | <b>154</b> 15 <input type="checkbox"/> 13th     |
| <b>147</b> 8 <input type="checkbox"/> 6th             | <b>155</b> 16 <input type="checkbox"/> 14th     |
|   | <b>156</b> 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	<b>159</b> <input style="width: 100px; height: 20px;" type="text"/> o <input type="checkbox"/> None
(2) Arithmetic/mathematics	<b>160</b> <input style="width: 100px; height: 20px;" type="text"/> o <input type="checkbox"/> None
(3) Social studies/history	<b>161</b> <input style="width: 100px; height: 20px;" type="text"/> o <input type="checkbox"/> None
(4) Science	<b>162</b> <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*

**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 |

**h. 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 <sup># of units</sup>	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				186	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)
<b>a. During school hours</b>	<b>239</b>
(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
<b>(6) Total school hours during most recent full week – Sum of a(1) thru a(5)</b>	<b>234</b>
<b>b. After school hours</b>	<b>235</b>
(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
<b>(3) Total after school hours during most recent full week – Sum of b(1) and b(2)</b>	<b>237</b> o <input type="checkbox"/> None

Remarks

**SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING**

<p><b>29. Do you agree or disagree with each of the following statements?</b></p> <p><b>a. Teachers in this school are evaluated fairly.</b></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>b. The principal lets staff members know what is expected of them.</b></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><b>c. The school administration's behavior toward the staff is supportive and encouraging.</b></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><b>d. I am satisfied with my teaching salary.</b></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><b>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.</b></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><b>f. Teachers participate in making most of the important educational decisions in this school.</b></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><b>g. I receive a great deal of support from parents for the work I do.</b></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><b>h. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.</b></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><b>i. The principal does a poor job of getting resources for this school.</b></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><b>j. Routine duties and paperwork interfere with my job of teaching.</b></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><b>k. My principal enforces school rules for student conduct and backs me up when I need it.</b></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><b>l. The principal talks with me frequently about my instructional practices.</b></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><b>m. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.</b></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? → **327**   
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** 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

**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.
			<b>90</b>	

### 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.*

- |  |   |                               |
|--|---|-------------------------------|
| <b>010</b>   | <input type="checkbox"/> Regular full-time or part-time teacher | } <i>Continue with item 2</i> |
| <input type="checkbox"/> 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"/> 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"/> Short-term substitute   |   |                               |
| <input type="checkbox"/> Student teacher   |   |                               |
| <input type="checkbox"/> Nonteaching specialist (e.g., counselor, librarian, curriculum coordinator, social worker)  |   |                               |
| <input type="checkbox"/> Administrator (e.g., principal, assistant principal, director, head)  |   |                               |
| <input type="checkbox"/> Teacher's aide  |   |                               |
| <input type="checkbox"/> 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		
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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 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		
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**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.)

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 \_\_\_\_\_  
 Code Major Field

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

1	9		
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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>b. What other degree(s) have you earned?</b> <i>Mark (X) all that apply.</i>	Associate degree or vocational certificate 1 <input type="checkbox"/>		1 9
<b>c. What was your major field of study for each degree?</b> <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
<b>d. In what year did you receive each degree?</b>	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		
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**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		
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**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		
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**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)
<b>a. During school hours</b>	
(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>b. After school hours</b>	
(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<br>Until I am eligible for retirement<br>Will probably continue unless something better comes along<br>Definitely plan to leave teaching as soon as I can<br>Undecided at this time | } Continue with item 45<br>} 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"/> Teaching in this school<br>2 <input type="checkbox"/> Teaching in another school in this school system<br>3 <input type="checkbox"/> Teaching in another public school system<br>4 <input type="checkbox"/> Teaching in a private school<br>5 <input type="checkbox"/> Teaching at the postsecondary level<br>6 <input type="checkbox"/> Attending a college or university<br>7 <input type="checkbox"/> Working in a nonteaching occupation in the field of education<br>8 <input type="checkbox"/> Working in an occupation outside the field of education<br>9 <input type="checkbox"/> Homemaking and/or child rearing<br>10 <input type="checkbox"/> Unemployed and seeking work<br>11 <input type="checkbox"/> Military service<br>12 <input type="checkbox"/> Retired<br>13 <input type="checkbox"/> 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"/> Teaching in this school<br>2 <input type="checkbox"/> Teaching in another school in this school system<br>3 <input type="checkbox"/> Teaching in another public school system<br>4 <input type="checkbox"/> Teaching in a private school<br>5 <input type="checkbox"/> Teaching at the postsecondary level<br>6 <input type="checkbox"/> Attending a college or university<br>7 <input type="checkbox"/> Working in a nonteaching occupation in the field of education<br>8 <input type="checkbox"/> Working in an occupation outside the field of education<br>9 <input type="checkbox"/> Homemaking and/or child rearing<br>10 <input type="checkbox"/> Unemployed and seeking work<br>11 <input type="checkbox"/> Military service<br>12 <input type="checkbox"/> Retired<br>13 <input type="checkbox"/> 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		Your name	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		<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		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)	
		<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 Name entered above <input type="checkbox"/> 3 Other – Specify _____	
Name		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)	
		<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 Name entered above <input type="checkbox"/> 3 Other – Specify _____	

**61. Please enter the date you finish this survey.**

Month	Day	Year	a.m.
		90	
			p.m.

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

_____ 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).

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1201 East Tenth Street  
Jeffersonville, IN 47132

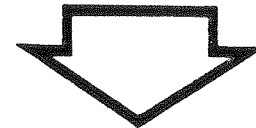
Dear Teacher:

*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 <i>v</i>  | _____      | _____     |

**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**

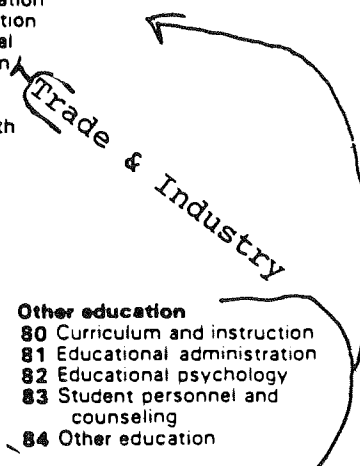
- 51 Elementary education
- 52 Pre-elementary/early childhood education
- 53 Secondary education

**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 <sup>above</sup>) \_\_\_\_\_

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	<b>Special Areas (Continued)</b>	<b>Science</b>	<b>Special Education</b>
02 Kindergarten	13 Health, physical education	21 Biology	26
03 General elementary	14 Home economics	22 Chemistry	27
<b>Special Areas</b>	15 Industrial arts	23 Earth science/geology	28
04 Art	16 Mathematics	24 Physics	29
05 Basic skills and remedial education*	17 Music	25 General and all other science	30
06 Bilingual education*	18 Reading		
07 Business education	19 Religion/philosophy		<b>Vocational education</b>
08 Computer science	20 Social studies/social science		32 All others
09 English/language arts			
10 English as a second language			
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.

- 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? Undergraduate Graduate

	<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**

22a. 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?

24a. 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							

26a. 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 <sup>master</sup> 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)
<b>a. During school hours</b>	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>b. After school hours</b>	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.

238

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

b. The principal lets staff members know what is expected of them.

239

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

c. The school administration's behavior toward the staff is supportive and encouraging.

240

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

d. I am satisfied with my teaching salary.

241

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

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.

242

- 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.

243

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

**SECTION 5 – PERCEPTIONS AND ATTITUDES TOWARD TEACHING – Continued**

35

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



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

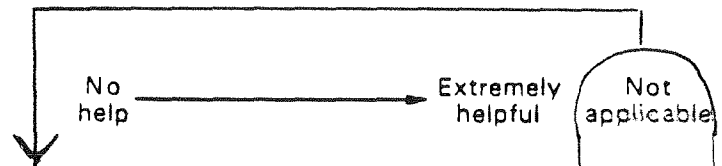
e. Disciplining students 282 1  2  3  4  5  6

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<sup>5</sup>/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. <span style="border: 1px solid black; padding: 2px;">087</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Student absenteeism	b. <span style="border: 1px solid black; padding: 2px;">088</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Teacher absenteeism	c. <span style="border: 1px solid black; padding: 2px;">089</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Students cutting class	d. <span style="border: 1px solid black; padding: 2px;">090</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Physical conflicts among students	e. <span style="border: 1px solid black; padding: 2px;">091</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Robbery or theft	f. <span style="border: 1px solid black; padding: 2px;">092</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Vandalism of school property	g. <span style="border: 1px solid black; padding: 2px;">093</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Student pregnancy	h. <span style="border: 1px solid black; padding: 2px;">094</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Student use of alcohol	i. <span style="border: 1px solid black; padding: 2px;">095</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Student drug abuse	j. <span style="border: 1px solid black; padding: 2px;">096</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Student possession of weapons	k. <span style="border: 1px solid black; padding: 2px;">097</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. Physical abuse of teachers	l. <span style="border: 1px solid black; padding: 2px;">098</span>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m. Verbal abuse of teachers	m. <span style="border: 1px solid black; padding: 2px;">099</span>	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

**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  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

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  
 Mark (X) only one box. 2  Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)  
 3  Black  
 4  White

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

54 What is your year of birth? 322

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

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.

Month	Day	Year	a.m.	<input type="text" value="243"/>	Minutes
			p.m.		

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

PGM 3

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

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