NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual

November 1992

National Education Longitudinal Study of 1988

First Follow-Up: Teacher Component Data File User's Manual



Steven J. Ingels, Project Director Leslie A. Scott, Associate Project Director Judith T. Lindmark Martin R. Frankel Sharon L. Myers

National Opinion Research Center (NORC) at the University of Chicago

Shi-Chang Wu, Project Officer National Center for Education Statistics

U.S. Department of Education

Lamar Alexander Secretary

Office of Educational Research and Improvement

Diane Ravitch
Assistant Secretary

National Center for Education Statistics

Emerson J. Elliott Commissioner

National Center for Education Statistics

"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

November 1992

Contact: Shi-Chang Wu (202) 219-1425

Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up teacher component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files.

1

Use of the data set does not require the analyst to be a statistician or sophisticated computer programmer. Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data files and how to use them. Chapter VI and Appendix C, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VI and Appendix C will help users to avoid common mistakes that result in costly computer job failures or incorrect results.

The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 first follow-up studies.

The sample design and weighting procedures used in the first follow-up studies are documented in Chapter III, as well as non-sampling measurement errors and problematic variables.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data preparation and processing activities such as monitoring receipt of questionnaires, editing and coding, data entry and archiving, machine editing, and construction of the cleaned data tape. Finally, Chapter VI describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES publications; guidelines for Statistical Analysis System (SAS) users; the first follow-up teacher questionnaire; and the record layout for the teacher questionnaire. A codebook for the teacher questionnaire data constitutes the final section of the manual.

In addition to the study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix A. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are also described in Appendix A. They include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, and third follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

Finally, Appendix G lists errata for the First Follow-Up Student and School Component Data File User's Manuals.

A Note on Data Use and Confidentiality

The NELS:88 base year and first follow-up data files are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20 USC 122e 1] and the Carl D. Perkins Vocational Education Act. GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data files associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

Acknowledgments

A study such as this is built first and foremost upon the students (and school leavers), teachers, school principals, and parents who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have so enthusiastically assisted in the implementation of NELS:88.

We wish as well to acknowledge the role of a number of other individuals in the realization of the aims of this study. Penny A. Sebring launched the NELS:88 first follow-up, as the initial NORC project director. Harrison Greene as the task leader for the field test, Barbara Schneider as task leader for questionnaire design, and Donald Rock and Judith Pollack of the Educational Testing Service as task leaders for cognitive test development also contributed significantly to the project.

We are grateful to NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, branch chief and sometime project officer for the first follow-up; Shi-Chang Wu, who oversaw the final stages of the study; Anne Hafner (formerly of NCES), who served as project officer through the field period; and other branch staff — Ralph Lee, Jerry West, and Peggy Quinn — all contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division offered much helpful statistical advice and review.

Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon of the Department's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) also worked hard to help us realize and extend the potential of NELS:88.

In addition, we would like to thank members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 First Follow-Up Technical Review Panel. The panelists -- Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall Smith, and John Stiglmeier -- provided wise counsel on many difficult issues of design, instrumentation, and implementation. Aaron Pallas, Anthony Bryk, and Senta Raizen, as consultants to the first follow-up, also contributed to the design and success of the study.

The authors also wish to acknowledge those who contributed to the production of this manual. Paul Buckley, Kenneth A. Rasinski, Bruce Spencer, and Roger Tourangeau provided technical and statistical advice; Rasinski and Tourangeau thoughtfully reviewed key chapters as well. Supriti Sehra documented procedures, conceived and produced various illustrative figures and diagrams, and generated critical first follow-up statistics. Programmers Gloria Rauens, Ruth Moayyad, Shiow-Ling Tsai-Ma, and David Pieper painstakingly constructed the composites and data files, and also generated statistics reported throughout the manual. Our appreciation is also extended to Amelia Solorio for her patience and thoroughness in the production of the manuscript.

Finally, we would like to thank the 180 NORC field interviewers and supervisors who with such energy and determination collected the NELS:88 data. The final response rates -- a cooperation rate of over 98 percent from school districts and schools, 94 percent participation from students, and 91 percent participation from dropouts -- testify to their dedication and the success of their efforts.

Contents

	Foreword
	Acknowledgments iii
I.	Introduction
1.1	NELS:88 First Follow-Up Teacher Survey
1.2	First Follow-Up Teacher Sample
1.3	Structure of the NELS:88 Teacher Files
1.4	Organization of the Data User's Manual
1.5	NCES National Education Longitudinal Studies Program
1.5.1	National Longitudinal Study of the 1970s: NLS-72 3
1.5.2	High School and Beyond of the 1980s: HS&B
1.6	National Education Longitudinal Study of 1988: Overview 5
1.6.1	NELS:88 Study Objectives
1.6.2	First Follow-Up Core Study and Sample Design 7
1.7	NELS:88 Sponsors
1.7.1	Sample Supplements and Augmentations
1.7.2	Instrument Supplements
1.7.3	Related Studies
1.8	NELS:88 Data and Documentation
1.8.1	Confidentiality Provisions
1.8.2	First Follow-Up Data Files and Documentation
II.	Data Collection Instruments
2.1	Student Questionnaire and Cognitive Tests
2.2	Dropout Questionnaire

2.3	New Student Supplement	20
2.4	Teacher Questionnaire	20
2.5	School Administrator Questionnaire	21
2.6	Abbreviated Questionnaires	22
III. S	ample Design	23
3.1	First Follow-Up Sample Design	23
3.1.1	Longitudinal Cohort (1988 eighth graders)	23
3.1.2	Freshened Student Sample (1990 tenth graders)	24
3.2	Selection of Teachers	25
3.3	Potential Sources of Nonsampling Measurement Error: Problematic Variables	27
IV.	Data Collection	30
4.1	Pre-Data Collection Activities	34
4.1.1	Tracing	34
4.1.2	Securing District/Diocese and School Cooperation	35
4.1.3	Pre-Survey Day Activities	36
4.2	First Follow-Up Data Collection Activities	37
4.2.1	Student Survey and Cognitive Tests	37
4.2.2	Dropout Survey and Cognitive Tests	38
4.2.3	Teacher Survey	39
4.2.4	School Administrator Survey	40
4.3	First Follow-Up Data Collection Results	40
v. 1	Data Preparation and Processing	44
5.1	Monitoring and Receipt Control	44
5.2	In-house Editing and Coding	44

5.3	Data Entry and Archival Storage	44
5.4	Optical Scanning	45
5.5	Machine Editing	45
5.5.1	Linking Student, Class, and Teacher Data	46
5.6	Data File Preparation	46
VI. Gu	ide to the Data Files and Codebook	47
6.1	A Note About the Teacher Data File and Codebook	47
6.2	Packaged Statistical Programs	48
6.3	Content and Organization of the Data Files	48
6.3.1	Identification Codes	49
6.3.2	Teacher Questionnaire Information	49
6.4	Guide to the Codebook	51

Appendices	
Appendix A:	NELS:88-Related Data Files Available from the National Center for Education Statistics
Appendix B:	National Center for Education Statistics, Longitudinal and Household Studies Branch (LHSB) NELS:88 Publications
Appendix C:	Guidelines For Using SAS with NELS:88 First Follow-Up Data
Appendix D:	First Follow-Up Teacher Questionnaires
Appendix E:	Record Layout for NELS:88 First Follow-Up Teacher Data Tape
Appendix F:	NELS:88 Teacher Codebook
Appendix G:	Corrections to the First Follow-Up Student and School Component Data File User's Manuals

I. Introduction

This manual provides guidance and documentation for users of the public release data for the teacher component of the National Education Longitudinal Study of 1988 (NELS:88). Information about the purposes of the study, the data collection instruments, teacher selection, and data collection and data processing procedures is presented in this manual.

1.1 NELS:88 First Follow-Up Teacher Survey

The NELS:88 teacher component was designed to provide teacher information that could be used to analyze the behaviors and outcomes of the student sample. The teacher survey instrument was administered to teachers of first follow-up sample members in four basic subject areas: mathematics, science, English, and history. The questionnaire elicited teacher evaluations of student characteristics and performance in the classroom, curriculum information about the classes taught to sample members, and background information about the teachers and their schools, including both teacher demographic and professional characteristics, and information about teachers' school activities, such as parent-teacher and teacher-school interactions, time commitments to various tasks, and perceptions of school climate and culture.

1.2 First Follow-Up Teacher Sample

For a number of reasons, the NELS:88 teacher sample does not constitute a nationally representative sample of tenth-grade teachers. First, the teacher sample was entirely student driven. That is, each teacher's appearance in the sample depended upon his or her linkage to a sampled student who in turn chose to participate in NELS:88. (While teacher data were sometimes collected for student nonparticipants, these data have been systematically excluded from the teacher file.)

Second, the sample does not constitute a representative sample of teachers even in the four subject areas to which the teacher study was restricted. Unlike the base year, in which the school sample constituted a representative sample of all eighth-grade schools in the nation in 1988, the first follow-up school sample was determined by the dispersion patterns of base year sample members to tenth-grade schools, and does not constitute a national probability sample of schools. Therefore even if all teachers in the four subject areas had been included, the population from which NELS:88 teachers was selected would not have been representative of all tenth-grade teachers in the nation. However, the teacher data are attached to a nationally representative sample of students.

The NELS:88 teachers are a sample of the tenth-grade teachers of participating NELS:88 first follow-up students in, for each student, two of four subject matters. In order to maximize the longitudinal continuity of subject area teacher data, the subject matter pairs were assigned based on each student's subject combination in the base year (if the student was a base year retained sample member). If the tenth-grade student was added to the sample in the first follow-up, the subject combination was assigned randomly. Subject substitution occurred if a given sample member was not enrolled in a preassigned subject area, or in order to reduce the burden of teachers who were asked to report on more than seven students (see Section 3.2 for a full explanation of subject substitution rules).

The requirement that the student be rated in two subjects brought one or two of each student's teachers into the teacher sample. In schools where one teacher taught both assigned subjects to the

NELS:88 student participant, that student was rated by, at most, one teacher, although the student was rated twice (once for each of the two subjects taught to him by the assigned teacher). In schools where each of the two subjects was taught by a different teacher (or teams of teachers), the NELS:88 student participant was rated by up to a maximum of two teachers.

1.3 Structure of the NELS:88 Teacher Files

The teacher data file is organized at the level of student-teacher pairs. An identification code permits linkage to other files (see Section 6.3.1 for a fuller explanation). Data from 9,987 teachers, linkable to 15,908 students are contained in the teacher file. It is because each student was to be rated twice (once in each of two subjects) that the number of records (27,994) is nearly double the number of records in the student file (15,908). This file also contains student information, class information, and teacher background information. Further details of the file structure for the teacher survey are given in Chapter VI.

Because the first follow-up teacher data cannot be used to make generalizations to the population of tenth-grade teachers, teacher weights have not been provided on the teacher data file. However, because the NELS:88 teachers are, essentially, informants on NELS:88 students, the student weight (available on the student file) can be used in conjunction with the teacher data when students are employed as the central unit of analysis and their teachers as a source of contextual data. Weighted frequencies in the codebook to this user's manual reflect use of the first follow-up student weight (F1QWT) with the teacher data.

1.4 Organization of the Data User's Manuals

Four manuals have been produced for the NELS:88 first follow-up, one to accompany each of four public release files: student, dropout, teacher, and school. Each manual furnishes the user with general information and documentation, as well as information and documentation for use with a specific public release data file. This manual may also be utilized with the restricted use data files, as variables that were modified or suppressed on the public use files, but appear on the restricted use version of the data, are included in the codebook.

したとなる様とというとというと

1.5 NCES National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal

Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades—the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these issues is followed by a review of NELS:88.

1.5.1 National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems.

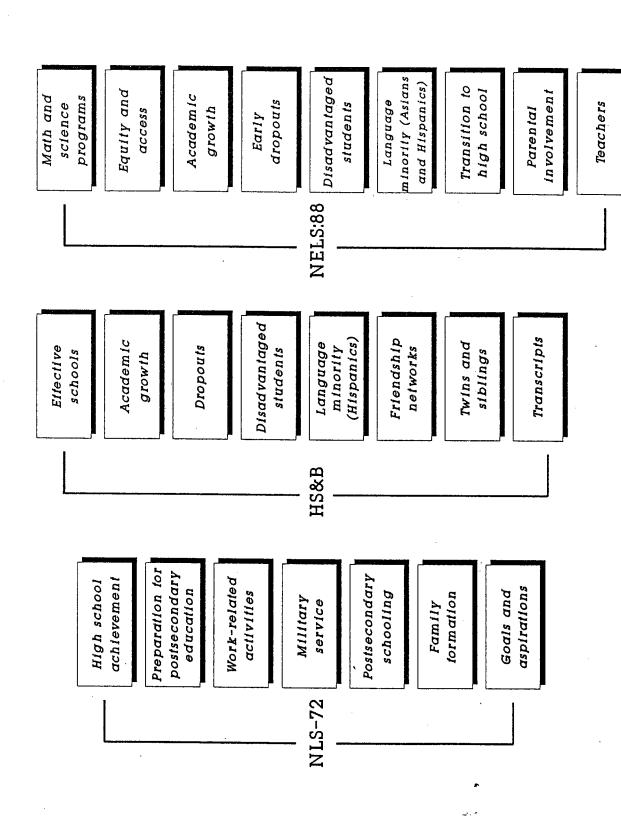
Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed. At the time of the first follow-up, an additional 4,450 students from the class of 1972 were added to the sample. Through intensive locating and tracking efforts, 13,912 of the 1972 base year respondents and 4,016 participants in the expanded first follow-up sample responded to the fourth follow-up in 1979. The fifth follow-up included 12,841 participants from a subsample of 14,489 respondents who participated in the base year or one of the subsequent follow-ups.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

1.5.2 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. There were 1,015 public, private, and church-affiliated secondary schools in the sample and a total of 58,270 participating students. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, three follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; and the last in the spring of 1986. The fourth follow-up, of the sophomore cohort only, took place in the spring of 1992.



THE PROPERTY OF THE PROPERTY O

The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986, when these respondents were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. The NELS:88 first follow-up sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel the 1980 and 1982 HS&B, and 1972 NLS-72 senior classes.

1.6 National Education Longitudinal Study of 1988: Overview

The base year of the National Education Longitudinal Study of 1988 (NELS:88) represents the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. The 1988 eighth-grade cohort is being followed at two-year intervals. Policy-relevant data about educational processes and outcomes will be collected over time, especially as it pertains to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

The first follow-up in 1990 constitutes the first opportunity for longitudinal measurements from the 1988 baseline. It also provides a comparison point to high school sophomores ten years before, as studied in HS&B. The study captures the population of early dropouts (those who leave school prior to the end of tenth grade), while monitoring the transition of the student population into secondary schooling.

The second follow-up took place early in 1992, when most sample members were in the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. Because the NELS:88 sample was freshened to represent the high school class of 1992, trend comparisons can be made to the high school classes of 1972 and 1980 that were studied in NLS-72 and HS&B. The NELS:88 second follow-up returned to students who were identified as dropouts in 1990, and identified and surveyed additional students who had left school since the prior wave.

The third follow-up will take place in 1994, when most sample members will have left high school. The primary goals of the 1994 round will be to provide for trend comparisons with NLS-72 and HS&B, to address issues of employment and postsecondary access and choice, and to ascertain how many dropouts have returned to school and by what route. A fourth follow-up is tentatively scheduled for 1996.

31 28 26 26 22 27 24 2 1 20 16 15 4 98 98 = Course offerings and enrollment data Z FU3 Second follow-up data collection NELBIBB - National Education Longitudinal 76 SEA+TCHR+O&E FU2+T+PAR+HST+BY1 = Third follow-up data collection 7 B = First follow-up data collection = School Effects Augmentation Cognitive test administration = School administrator survey Base Year Ineligible Study - Base year data collection 63 Figure 1-2: Research design for the NCES National Education Longitudinal Studies program 83 - High school transcripts ■ Survey of parents 26 85 Study of 1988 SCH+TCHR FU1+T+SEA+BYI ГÐ 16 06 06 68 PAR+SCH BY+I+ICHR 68 NELS:88 88 FU1 FU2 FU3 HST O&E PAR SCH SEA 88 48 78 7, FU3 P8T FU2 98 98 = Postsecondary education transcripts YEAR OF DATA COLLECTION Second follow-up data collection 28 = Fourth follow-up data collection 38 = Third follow-up data collection = First follow-up data collection High School & Bayond: 1980 = Maintenance of address data = Cognitive test administration Student financial aid records 7 B Base year data collection = High school transcripts 83 €8 = Survey of parents 28 28 18 † 8 PAR BY+T PAH, 08 08 HSAB 64 FU3 HST M PAR PST SFA 1 FU_2 84 5 87 84 44 44 = Postsecondary education transcripts NL8-72 - = National Longitudinal Study of the 97 = Second follow-up data collection = Fourth follow-up data collection = Third follow-up data collection = First follow-up data collection = Fifth follow-up data collection = Maintenance of address data High School Class of 1972 Cognitive test administration 97 = Base year data collection 91 71 71 ٤٧ N1.9-72 23 BYT 2 4 <u>ო</u> 12 -Ģ 0 YEAR IN SCHOOL FU1 FU2 FU4 FU6 M M PST

AGE

にいいているとはは、は、

Survey of teachers

TCHR

1.6.1 NELS:88 Study Objectives

NELS:88s objectives are more comprehensive than those of any education longitudinal study conducted to date. Its major features include the planned integration of student, dropout, parent, teacher, and school studies; the initial concentration on an eighth-grade student cohort with planned follow-up at two-year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose data set for the development and evaluation of educational policy at all governmental levels. Part of its aim is to inform decisionmakers, education practitioners, and parents about the changes in the operation of the educational system over time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues, including: identification of school attributes associated with achievement; the transition of different types of students from eighth grade to secondary school; the influence of ability grouping on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the unique features of NELS:88 is the extensive attention it gives to the role of parents. It gathers data on the effect of parents' attitudes and behaviors on educational choices, the correlates of active parental involvement in the school, parental guidance, and the parent's role in the educational success of their children. Guides to the linkage between NELS:88 first follow-up questionnaire items and some of the key policy issues related to education research are provided in Figure 1-3.

1.6.2 First Follow-Up Core Study and Sample Design

Three study components were carried over from the base year of NELS:88, and constituted the main first follow-up design: surveys and tests of students, and surveys of school administrators and teachers. In addition, three new components--dropouts, Base Year Ineligible Study, and School Effects Augmentation--were initiated in the first follow-up, and a freshened sample was added to the student component.

A student questionnaire gathered information about basic background variables and a range of other topics including school work, aspirations, and social relationships. Students also completed a series of curriculum-based cognitive tests that used item overlapping methods to measure educational achievement and cognitive growth between eighth and tenth grades in four subject areas--reading, mathematics, science, and social studies (history/government). If a student was a first-time participant of NELS:88, he or she also completed a new student supplement, containing questions on basic demographic information which were asked in the base year but not repeated in the first follow-up. Selected teachers (in two of the four subject areas) completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices. Finally, a school administrator questionnaire was completed by school principals. It gathered descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and program offerings.

Figure 1-3: NELS:88 first follow-up key questionnaire items related to educational policy in education research

IV. Process of dropping out	ISSUES School achievement, attendance, behavior, attitudes toward school, social relations, family structure and characteristics	STUDENT 13	
III. Tracking dynamics and correlates	ISSUES Coursetaking, grouping, decision making, cognitive growth, differential assignment, dropping out, achievement, attitudes, social relations, college and employment opportunities	STUDENT 20 HS program 49 Educational expectations 53 Occupational expectations 11 HS program enrollment 29 % Students LM or LEP 30 % Receive special services 54 Admission practices 61 Use homogenous grouping 62 Who affects stud. placement 75 Math/sci. courses offered	
II. Cognitive growth	ISSUES Tracking, coursetaking, involvement, language proficiency, teacher quality, school climate, textbooks, parental involvement, family strücture		4 vvny studs. In D-out program
I. Equity/Access/Choice	Academic programs, school climate, I admissions practices, SES and ethnicity, equal teaching quality and practices, A.P. and honors prourses, remedial classes, student choices	STUDENT 19 Attend start/pass each term 1 20 HS program 11 HS program enrollment 24-25 Days to be truant, D-out 1 29 % Students LM or LEP 3 35 # Teachers 43 Ethnicity of teachers 3 43 Ethnicity of teachers 6 61 Certified 54 Admission practices 5 61 Use homogenous grouping 6 62 Who affects stud. placement 6 75 Math/sci. courses offered 7 76 # AP courses offered 7 76 # AP courses offered 7 78 Have D-out prevent: program 7 84 Why studs. in D-out program 8	מ

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

Equity/Access/Choice	II. Cognitive growth	III. Tracking dynamics and correlates	IV. Process of dropping out
	TEACHER		뽓
Division of class time	I-11 Language minority (LM)		
Teacher ethnicity	I-12 Limited-English prof. (LEP)		IV-8 Who helps teacher
	II-3 Track of class	I-5 Class enrollment	
	II-4 Level of students in class	II-20 M If Algebra I, topics	
	II-5 Class enrollment	II-22 M If Algebra II, topics	,
	II-16 Division of class time	II-24 M If Geometry, topics	
	II-20 M If Algebra I, topics	II-21 S If Biology, topics	
	II-22 M If Algebra II, topics	II-23 S If Chemistry, topics	
	II-24 M If Geometry, topics	II-20 H If U.S. Hist., topics	
	II-21 S If Biology, topics	II-21 H If World Hist., topics	
	II-23 S If Chemistry, topics	II-20 E If English, topics	
	II-20 H If U.S. Hist., topics	III-4 Years teaching	
	II-21 H If World Hist., topics		
	II-20 E If English, topics		
	III-1 Teacher gender		
	III-2 Teacher ethnicity		
*,	III-4 Years teaching		
	III-6 Employment status		
	III-7,8 Type certification		
	III-9 Highest degree held		. •
	IV-8 Who helps teacher		

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

n n	Fauity/Access/Choice	=	Counitive growth	=	III Tracking dynamics	2	W. December of december of the	
í :		•		•	and correlates	:	anddoin io sean	1 110
DROPOUT	TUC	DRC	DROPOUT	DRO	DROPOUT	DROPOUT	5	0361
28	Who tried to prevent D-out	9	HS program	16	HS program	9	Why left school	. د
36		19		19	Why chose classes	7	When last attended school	1714
38-39	Educ./occ. expectations	20	Grades received	20	Grades received	6-8	What grade in then; pass	···
41	Home language not English	22		41	Home language not English	10	Name and address last school	uı
44	English ability	36		44	English ability	11	Plans to get HS diploma	
		38				16	HS program	
		41	Home language not English			6	Why chose classes	
		44	English ability			70	Grades received	
		74	Hours work			22	Days absent	
	-	11	Wage			27	Major student events	
		86	Who else lives in house			28	Who tried to prevent D-out	
		92	Absences because babysit			29	School response to D-out	
						30	Parent response to D-out	
						36	Important things in life	
						38-39	Educ./occ. expectations	
						41	Home language not English	
					ı	44	English ability	
						52	# Friends drop out	
	*					63	Have children of own	
						74	Hours worked	
						76-77	Job type; wage	
						86	Who else lives in house	
						92	Absences because babysit	

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

V. Transition patterns from 8th to 10th grade	VI. School effectiveness	VII. Parental and community involvement
ISSUES Movement across private/public school sectors, family migration, track placement, differences in experience of school environment, school size, moral climate and organizational ethos of school	ISSUES School size, SES level, school sector, school climate, principal and teacher autonomy, staff job satisfaction, textbooks, curricular offerings, teacher quality, student performance and growth, student persistence and school-leaving	ISSUES Active parental involvement, school policies and attitudes related to parental involvement, parental choice in school, parental networks and interactions, student performance, remain in school
STUDENT 19 Attend start/pass each term 20 HS program	STUDENT 18A Certainty will graduate 19 Attend start/pass each term 39 Self-reported grades 49 Educational expectations	STUDENT 13 Days absent 99 Major family events
SCHOOL 54 Admission practices	SCHOOL 1-4 School size, type 11 HS program enrollment 24-25 Days to be truant, D-out 29 % Students LM or LEP 30 % Receive special services 35 # Teachers 35 # Teachers 45-46 Teachers assigned ESL; certified 54 Admission practices 61 Use homogenous grouping 62 Who affects stud. placement 70 Coursework requirements 70 Math/sci. courses offered 75 Have D-out prevent. program 84 Why stud. in D-out program	SCHOOL 84 Why studs. in D-out program

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

V. Transition patterns from 8th to 10th grade	VI. School effectiveness	VII. Parental and community involvement
TEACHER	IFACHER II-20 M If Algebra I, topics II-22 M If Algebra II, topics II-24 M If Geometry, topics II-27 S If Biology, topics II-20 H If U.S. Hist., topics II-20 H If World Hist., topics III-20 E If English, topics III-6 Employment status III-6 Employment status III-7,8 Type certification III-9 Highest degree held IV-8 Who helps teacher	ТЕАСНЕК
DROPOUT 10 Last school 11 Plans for HS diploma	DROPOUT 19 Why choose classes 29 School response to D-out 38 Educational expectations 44 English language proficiency	DROPOUT 30 Parent response to D-out 41 Home language not English 86 Who else lives in house

In addition to surveying students who were enrolled in school, the first follow-up also surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and that of the 1989-90 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, plans for the future, employment, attitudes and self-concept, and home environment.

The longitudinal sample design of the first follow-up involved the selection of 21,474 students who were in the eighth-grade NELS:88 sample in 1988.¹ These students were termed "core" students. The core student sample was then augmented through a process called "freshening", the aim of which was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. The base year sample design, however, involved using schools as the primary sampling units, and then drawing a random sample of students within schools. Consequently the base year rendered representative samples of both eighth-grade students and schools, and enabled the use of both data files as stand-alone data sets. In the first follow-up, even though each data set can be analyzed separately, only the student data set constitutes a representative probability sample. The first follow-up sample design is discussed in detail in the NELS:88 First Follow-Up Student Component Data File User's Manual.²

The initial data collection period for the first follow-up was from late January to July, 1990. At the end of this period, the population of nonrespondents (for example, students who had not attended the survey session or had not been located), which was believed to possibly contain "hidden" dropouts, was subsampled and further pursued in a second data collection effort conducted between January and June of 1991 — along with the pending populations of sample members previously identified as dropouts and base year ineligible students. In addition, nonresponding school administrators and teachers were recontacted in the second data collection effort and given a final opportunity to participate.

NORC, the prime contractor for NELS:88, and its subcontractor, the Educational Testing Service (ETS), were responsible for designing the six survey instruments. Specifically, NORC designed the student, dropout, new student supplement, school administrator, and teacher questionnaires, while ETS developed the cognitive tests. NORC conducted all data collection activities.

1.7 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year and first follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states that provided representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

This includes base year nonrespondents and approximately 2,400 OBEMLA-sponsored sample members.

lngels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. April 1992; Washington, D.C.: U.S. Dept. of Education, National Center for Education Statistics (NCES 92-030).

1.7.1 Sample Supplements and Augmentations

Sample supplements and augmentations were sponsored by various sources. Beginning in the base year, the U.S. Department of Education funded the parent component of NELS:88 and, with the National Science Foundation (NSF), co-sponsored the teacher component. Both agencies continued their sponsorship of the teacher component in the first follow-up as well. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic, Asian-Pacific Islander, and American Indian students, and in the first follow-up for following the approximately 2,400 students who were added to the sample in the base year, as well as the 176 LEP/NEP³ students identified during the freshening process. The School Effects Augmentation of the first follow-up added some 6,400 students to the initial base year retained sample, and was supported in part by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES. NCES also sponsored the Base Year Ineligible study, which included 626 base year sample members who were ineligible to participate in the base year survey, and 27 base year dropouts.

In both the base year and first follow-up, all survey instruments and cognitive tests were administered to the core (which included the OBEMLA oversample) and augmentation samples in an identical fashion.

1.7.2 Instrument Supplements

The NELS:88 base year and first follow-up instruments--the student, dropout, parent, teacher, and school administrator questionnaires--were supplemented in various ways by federal agencies and educational institutions.

In the base year study, the National Science Foundation (NSF) co-sponsored the teacher questionnaire supplement, while the U.S. Department of Education sponsored the parent questionnaire supplement. NSF also sponsored supplemental mathematics and science items on the student, parent, and school questionnaires. Other federal agencies, which sponsored questions in the student, parent, teacher, and school questionnaires, included: the National Endowment for the Humanities (NEH), which sponsored questions about the humanities and history; the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), which added questions about minority language use patterns and bilingual programs; and the U.S. Department of Education's Office of Planning, Budget, and Evaluation (OPBE), which sponsored questions about gifted and talented programs.

In the first follow-up, NSF again sponsored the teacher questionnaire supplement, as well as the mathematics and science items in the student and school questionnaires. OBEMLA also continued its support of questionnaire items about minority language use patterns and bilingual programs in the first follow-up student, dropout, new student supplement, teacher, and school questionnaires.

1.7.3 Related Studies

Appendix A contains information on related NELS:88 enhancements, state augmentations and supplements, as well as data from other education studies which are available through NCES.

CONTRACTOR COMP.

A LEP (Limited-English-Proficient) or NEP (Non-English-Proficient) student is one whose native language is not English and whose skills in listening to, speaking, reading, or writing English are such that he or she derives little benefit from school instruction delivered in English.

1.8 NELS:88 Data and Documentation

NELS:88 first follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and (later in 1992) on compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the restricted data. Machine-readable documentation, and an electronic codebook that is user-manipulable through menu-driven software, are included on the forthcoming compact disc version of the data.

1.8.1 Confidentiality Provisions

Because multilevel microdata (that is, individual-level data from multiple, linkable sources) carries with it some risk of the possibility of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which items of information, used alone, in conjunction with other key variables, or in conjunction with public external sources such as school universe files, have significant disclosure potential. Variables that were found to pose significant disclosure risks were suppressed or altered to remove or substantially reduce such risks.

Although the focus of the confidentiality analyses, and the majority of the modifications, were on school data, teacher variables were also modified or suppressed if their presence in the data file increased the risk of identifying schools. Specifically, the teacher variables selected for masking or alteration were those that on a priori grounds or inspection of response frequencies appeared to carry high disclosure risk; they constituted unique data signatures or extreme outliers that could be associated with publicly known characteristics of a school or individual. For this reason, most continuous variables were recast in categorical form. All modified variables are so noted in the codebook appearing in this user's manual.

While the extremely high value that is placed on confidentiality -- not only by federal statute but also by NCES and contractor standards -- justifies these alterations of the data, it is recognized that some of these protections against disclosure may at times reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes restricted use data files available to qualified researchers with a proven need for the data in its restricted use form. To obtain the restricted use data, an organization must secure a licensure agreement from the National Center for Education Statistics. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. Institutionally based researchers may apply to the Associate Commissioner for Education Statistics at the Statistical Standards and Methodology Division, National Center for Education Statistics, if they wish to pursue the possibility of obtaining access to the NELS:88 restricted use data files.

1.8.2 First Follow-Up Data Files and Documentation

Four public release data files have been produced for the NELS:88 first follow-up study, one for each study component—the student, dropout, teacher, and school surveys.⁴ Each file includes data based on the first follow-up sample, which consists of 18,221 participating students (including 17,424 panel participants for whom both base year and first follow-up data are available), 1,043 participating dropouts, 1,296 participating school principals, and 9,987 participating teachers.

A data user's manual is provided for use with each first follow-up data file. Additional documentation, including an in-depth assessment of sampling and non-sampling error, and data on the psychometric properties of the cognitive tests, appears in the NELS:88 First Follow-Up Final Technical Report. Analytic reports and tabulations based on first follow-up data are also planned. These reports, and their estimated release dates, are listed in Appendix B.

The School Effects Augmentation data will be released as a combined first and second follow-up file after the completion of the NELS:88 second follow-up.

II. Data Collection Instruments

This chapter provides a brief description of the survey instruments used for the student, dropout, school administrator, and teacher components of the first follow-up. The data collection instruments for the first follow-up consisted of a student questionnaire and cognitive test, a new student supplement, and the dropout, school administrator, and teacher questionnaires.

Instrument development was guided by the research objectives of NELS:88. Questionnaires were designed to meet the longitudinal goals of the study; items were chosen based on their utility in predicting or explaining future outcomes as measured in later survey waves. All of the questionnaires employed in the first follow-up were framed to provide continuity and consistency with earlier education longitudinal studies, as well as to address new areas of policy concern and to reflect recent advances in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study (SASS) to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. In the first follow-up, the instruments that were used in the base year were augmented to capture the education and social experiences of tenth graders, and new instruments were developed for the populations new to the first follow-up-dropouts and freshened students. Items used in the new questionnaires were drawn from the studies mentioned above, as well as from the base year instruments. Figure 2-1 provides an overview of the content areas covered by the NELS:88 first follow-up questionnaires.

2.1 Student Questionnaire and Cognitive Tests

Sample members who were attending school during the spring term of the 1989-90 school year (including those who were identified as dropouts at some earlier time, but returned to and remained in school during the spring term of 1990) were administered a student questionnaire, either at an in-school or off-campus survey session. The self-administered questionnaire, which took approximately one hour to complete, collected information on a wide range of topics, including students' background, language use, home environment, perceptions of self, plans for the future, jobs and household chores, school experiences and activities, work, and social activities. The first follow-up student questionnaire was available in both English and Spanish.

In addition to the student questionnaire, students completed a series of cognitive tests, also administered at in-school or off-campus survey sessions. The combined tests, covering four subject areas, included 116 items to be completed in 85 minutes. The cognitive tests are described briefly below:

- Reading Comprehension (21 items, 21 minutes) consisted of five short passages followed by comprehension and interpretation questions. Two versions of the reading test were developed, differing in degree of difficulty.
- Mathematics (40 items, 30 minutes) assessed both simple mathematical application skills, as well as more advanced skills of comprehension and problem solving. Three versions of the mathematics test were developed for the first follow-up, varying in the level of difficulty.
- Science (25 items, 20 minutes) contained questions drawn from the fields of life, earth, and physical sciences.

Figure 2-1: Content areas in NELS:88 first follow-up questionnaires

Constitutional factors				
			Teacher sex, birthdate	
Race/ethnicity			Teacher race/ethnicity	School (student/ faculty) race/ethnic composition
Home characteristics	Others in household, number of brothers and sisters, own child, religion, language use	Others in household, number of brothers and sisters, own child, religion, language use	Student language use and health	Percent of students in single- parent homes, percent with percent with limited English English proficiency
Family and friends	Family relationships and events, parental school involvement, attributes of friends	Family relationships and events, parental school involvement, attributes of friends	Parental school involvement	Parental school involvement
Work status	Work status, type, hours, and pay	Work status, type, hours, and pay	Teacher work status, outside work	Teacher pay, degrees, work status, and certification
Opinions, attitudes, and values	Self-concept, locus of control	Self-concept, locus of control	Teacher impressions of student	
School characteristics				School type, structure, grades, locale, courses and programs, departments, periods, days
School atmosphere	School climate, problems in school, level of discipline	School climate, problems in school, level of discipline	School climate, problems in decision-making processes, satisfaction with teaching	Problems in school, disciplinary actions taken, teacher morale, grading
School work	Program, coursework, homework, teacher practices, self-reported tardiness, absenteeism, suspension, and arrests	Program, coursework, homework, teacher practices, self-reported tardiness, absenteeism, suspension, and arrests	Instructional methods and materials, content areas covered, track of class, homework, tardiness, absenteeism	Track composition, student tardiness and absenteeism

Figure 2-1 (cont.): Content areas in NELS:88 first follow-up questionnaires

		evel of		
School		Programs offered, level of participation		• • • • • • • • • • • • • • • • • • •
Teacher	Student achievement			
Dropout	Self-reported grades, NELS cognitive test scores	Participation in special programs	Participation in school-related and non-school-related activities, activities since left	Educational and occupational expectations and preparation, others' expectations, important things in life, why left school
Student	School performance Self-reported grades, NELS cognitive test scores	Participation in special programs	Participation in school-related and non-school-related activities	Educational and occupational expectations and preparation, others' expectations, important things in life
Content category	School performance	Special programs	After-school activities	Life goals, educational and occupational

• History/Citizenship/Geography (30 items, 14 minutes) assessed knowledge of important issues and events in American history, the structure and function of the federal government, and U.S. and world geography.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery in the first follow-up. Six forms of the cognitive test were produced, each comprising a different combination of mathematics and reading difficulty levels. Each student's test form was determined by his or her scores on the base year mathematics and reading tests; freshened students and base year nonrespondents received the intermediate version of the first follow-up cognitive test battery (Version III).

2.2 Dropout Questionnaire

During the data collection period (the spring term of the 1989-90 school year), sample members who had been out of school for four or more consecutive weeks at the time an NORC interviewer contacted them to be surveyed were administered the dropout questionnaire, as well as (when possible) the cognitive test battery. The hour-long, self-administered questionnaire and 85-minute cognitive test battery were completed with an NORC interviewer present, at either a group or single survey session. The dropout questionnaire collected data about the last school attended by the sample member and the school's climate, reasons for leaving school, and actions school personnel, parents, and friends took when the respondent stopped going to school. Respondents also reported on the likelihood of their returning to and graduating from high school, and described their current activities and future plans.

Produced for the first follow-up study, the dropout questionnaire was designed to facilitate comparisons with the NELS:88 first follow-up student questionnaire. This item overlap with the student questionnaire permits users to contrast factors such as school environment, family life, aspirations, and self-perceptions of students with the responses of dropouts.

2.3 New Student Supplement

First-time NELS:88 participants who were brought into the study through sample freshening or who were base year nonrespondents completed the new student supplement questionnaire which was available in English and Spanish versions. The self-administered supplement took approximately 15 minutes to complete, and contained questions that gathered basic demographic information (such as birthdate, sex, and ethnicity) about students and their families which were included in the base year questionnaire, but not repeated in the first follow-up. Among other items, students reported on their language use, and the employment status, occupation, and educational attainment of their parents or guardians.

2.4 Teacher Questionnaire

In the first follow-up, a self-administered questionnaire was completed by selected teachers⁵ responsible for instructing sampled students in two of the four cognitive test subjects (mathematics, science, reading, and social studies). Teachers were asked to respond to the questionnaire items in

New schools brought into NELS:88 by virtue of student mobility (i.e., sample-members who transferred to a non-NELS:88 school) were not eligible for the school administrator or teacher surveys.

relation to a specific list of sampled students enrolled in their classes. The teachers of each sample member were chosen, when possible, from the same two cognitive test areas that were chosen for that student in the base year. (In some cases, however, students who were not enrolled in classes in the same subject areas as the base year were evaluated by teachers in "substitute" subjects.)

The NELS:88 teacher component was designed to provide teacher information that can be used to analyze the behaviors and outcomes of the student sample, including the effects of teaching on longitudinal student outcomes. The teacher-student-class linked design of this component does not provide a stand-alone analysis sample of teachers, but instead permits specific teacher characteristics and practices to be directly related to the learning context and educational outcomes of sampled students. The teacher questionnaire is the critical instrument for investigating the student's specific learning environment.

The teacher questionnaire attempts to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career goals (e.g., likelihood student will go to college, student motivation, effort, absenteeism, and class participation). Respondents completed this section with respect to the sample members they instructed for a particular subject matter.
- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents). In this section of the instrument, classroom topic coverage ("Opportunity to Learn") items have been articulated with the cognitive tests.
- Information about the teacher's background and activities (e.g., academic training, years of teaching experience, employment status).
- Information about the school social climate and organizational culture and ethos (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).

2.5 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. This school information describes the overall academic climate in terms of enrollments and educational offerings, as well as specific school practices and policies. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of the educational setting.

A self-administered 60-minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school administrator designated by the principal of eligible schools. The questionnaire was designed to collect information about school, student, and teacher characteristics; school policies and practices; the school's grading and testing structure; school programs and facilities; parent involvement in the school; and school climate.

2.6 Abbreviated Questionnaires

Abbreviated versions of the first follow-up student, dropout, new student supplement, and school administrator questionnaires were administered to pending populations⁶ during the second data collection period of the first follow-up. These shortened versions of the original instruments consisted mainly of locator information and key policy-relevant items. The mode of administration of the abbreviated survey instruments was primarily telephone interviews; a small percentage of abbreviated student and dropout questionnaires was completed with an NORC interviewer at an in-person survey session.

Sample members who had not been surveyed when data collection was halted in July of 1990.

III. Sample Design

This chapter describes the procedures used for selecting teachers into the NELS:88 first follow-up sample. It is important to remember that teachers entered into the sample only by virtue of teaching one or two of four selected courses (mathematics, science, English, history) to one or more of the first follow-up sample members in the spring term of the 1989-90 school year. Although the sampling design does not involve the selection of teachers, this chapter does provide background information to familiarize the reader with student sampling procedures, in addition to discussing the identification of first follow-up teachers and subject substitution procedures, as well as nonsampling sources of measurement error.

3.1 First Follow-Up Sample Design⁷

There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500 schools. Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the 1987-1988 school year. Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to take part could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them. Since teacher data were not collected for these base year ineligible sample members, sampling procedures for this group will not be discussed here.

3.1.1 Longitudinal Cohort (1988 eighth graders)

Including nonrespondents, the NELS:88 base year sample comprised 26,432 students. Of these, 96 were deemed out of scope for the 1990 first follow-up; included in this category were students who had died or moved out of the United States. Among the remaining 26,336 students, 348 were found to have dropped out of school, and were selected into the first follow-up with certainty (probability equal to one). Base year students attending school in 1989 were subsampled with probabilities related to the number of other base year students attending the same school.

On the basis of information obtained during the spring and summer of 1989, it was determined that the pool of 25,988 students were distributed among 3,967 schools. As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 23

Readers who desire detail on the base year sample design should consult Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; and Tourangeau, R. *NELS:88 Base Year Sample Design Report*, August 1990; Washington, D.C., U.S. Department of Education (NCES 90-463). For more detail on the first follow-up sample design, consult the *NELS:88 First Follow-Up Student Component Data File User's Manual*.

Although the populations associated with the first and second objectives overlap, they are not identical. Some students who were in eighth grade in 1988 were not in tenth grade in 1990; similarly, some students enrolled in tenth grade in 1990 were not in eighth grade or were not in the U.S. in 1988.

When the school a student was attending could not be identified, a separate "school" of size one was created. This was the case for 221 students who could not be located and ten students who were in home study. Hence, the number of actual schools was 3,736.

percent of these schools (908 of 3,967) contained 11 or more base year students; the number of base year students in all 908 schools totalled 19,568 (approximately 75 percent of 25,988). All of these 19,568 students, and the 908 schools they were attending, were included in the first follow-up with certainty.

The remaining 6,420 students were distributed among 3,059 schools with 10 or fewer members of the base year sample. Students attending school with fewer than 10 other base year students were subsampled with probabilities greater than zero, but less than one. The sampling probabilities for the first follow-up depended on the number of base year students the school contained.¹⁰ The final first follow-up sample consisted of 21,126 students attending 1,468 schools.

3.1.2 Freshened Student Sample (1990 tenth graders)

The second sampling objective was to create a valid probability sample of students enrolled in tenth grade in the 1989-1990 school year; this goal was achieved by a process we have termed "freshening." The freshening process involved examining the next name which appeared after the first follow-up sample member's name on a school roster, and:

1. If the student who was examined was enrolled in the eighth grade in the U.S. in 1988, then the freshening process terminated. If the designated student was not enrolled in the eighth grade in the U.S. in 1988, then that student was selected into the freshened sample.

1. 1900年 19

2. Whenever a student was added to the freshened sample in step 1, the next student on the roster was examined and step 1 was repeated. The sequence of steps 1 and 2 was repeated (adding more students to the freshened sample) until a student who was in the eighth grade in the U.S. in 1988 was reached on the roster.

At a given first follow-up school, the freshening process could yield zero, one, or more than one new sample member. Altogether, 1,229 new students were added to the tenth-grade sample--on average, just less than one student per school. Some of these freshened students were removed from the sample when the populations of transfer students and potential dropouts were subsampled as a cost-saving measure. Freshened students were dropped in the subsampling process either because they themselves were not included in the subsample, or because the base year student to whom they were linked was not included. Some 1,043 students selected through the freshening procedure remained in the final first follow-up sample.

It should be noted that the school sample from which school contextual data (teacher and school administrator questionnaires) was collected is not identical to the school sample as used for freshening. Freshening took place at all schools at which there were NELS:88 sample members as of the first day of the 1989-90 school year, regardless of whether that site was the phase 1 origin school (that is, one of the 1,468 clusters containing, in total, 21,126 in-school sample members selected after phase 1 tracing) or the destination school of a transfer from a selected phase 1 school. The school sample for purposes of collecting contextual data from principals and teachers, on the other hand, comprised the 1,330 schools that represent selected clusters (as traced in phase 1) at which (1) NELS:88 sample members were still present in the 1989-90 school year, and (2) provided at least one completed student questionnaire.

For exact selection probabilities, see the NELS:88 First Follow-Up Student Component Data User's Manual.

3.2 Selection of Teachers

In the base year, NELS:88 schools were randomly assigned a combination of two subject areas: math-English, math-history, science-English, or science-history. (The subject combinations math-science and English-history were not used in the base year.) All of the sample members in each school were then assigned that school's subject combination. Teachers were selected based on whether they taught one of these subjects to one or more of the sample members. In the first follow-up, however, the subject areas in which teacher contextual data would be gathered for each student were largely preassigned, in that base year retained sample members were assigned the same subject combinations as in the base year. The rationale for maintaining the base year subject wherever possible was maximization of comparable longitudinal data. Thus, if a sample member was assigned the subject combination of mathematics-English in the base year, his or her mathematics and English teachers, as of the spring of 1990, were asked to complete a teacher questionnaire for the first follow-up. Freshened students who were not enrolled in the eighth grade in the base year, and hence, not assigned a subject combination previously, were assigned the subject combination of their base year "linked" partner.

Once the student sample was selected, teachers were identified through a teacher-class-student matrix called the Class Schedule Form, a school-level form which provided a record of each sample member in the school and his or her subject combination. The assignment of subject matter pairs to schools ensured that data were collected from two teachers of each student (assuming that the same teacher did not teach both subjects and that both the student's teachers chose to participate in the study).

Occasionally, a student was enrolled in more than one spring-term class in a particular subject (for example, U.S. History and Western European History). In this instance, the course in which the student had spent the most class time between the start of school and survey day was chosen; if this rule was not sufficient to eliminate all but one of the candidate classes, the class that involved the most advanced subject matter was selected. Other cases were encountered in which there was more than one teacher for a designated class (for example, team teaching arrangements). In these cases, the teacher with the greatest assigned responsibility was chosen to complete the teacher questionnaire.

In two instances it was necessary to apply subject substitution rules. First, if a given sample member was not enrolled in one or both of his or her preassigned subject areas, subjects were substituted. Second, in certain schools with large clusters of NELS:88 students, some subject substitution was sometimes instituted to reduce the burden of teachers who had eight or more students to rate. The procedures for subject substitution varied somewhat for these two cases. Figure 3-1 provides an illustration of subject substitution for high-burden teachers and for students not enrolled in a preassigned subject.

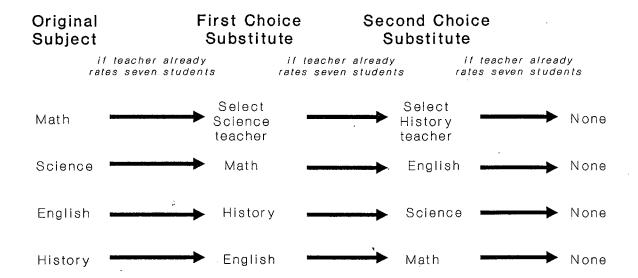
The decision rules for subject substitution attempted to maximize the number of students with two teacher reports, while maintaining when possible the pairing of mathematics or science with English or history. Thus, science was substituted for math (or the inverse was applied); likewise, English and history could be substituted for each other. However, when these subject choices were unavailable, the remaining subject was substituted. This meant that combinations such as mathematics and science or history and English were, unlike the base year, allowable in the first follow-up. In addition, some first follow-up students had only one eligible teacher; if a student was enrolled in only one of the four subject areas, only one teacher report was sought.

Since subject combinations were assigned at the school level in the base year, teacher data for each base year school reflect only one of the four possible subject pairings. Because a 1990 tenth-grade

Subject Substitution for Students Not in Assigned Subject

Original Subject		irst Choice Substitute	Second Choice Substitute
	if student does not have subject	il student does not have subject	
Math		Science	English or History
Science		Math	English or History
English		History	Math or Science
History		English	Math or Science

Subject Substitution for High-Burden Teachers



school might be fed by more than one 1988 NELS:88 eighth-grade school, and because of subject substitution, any combination of subjects—that is, any number of ten logically possible subject pairings—may appear at the level of any individual school in the first follow-up.

Possible student-teacher subject pairings in base year and first follow-up are as follows:

Base Year First Follow-Up

T11-1	D.f. athamatica	To all als	Mathamatica
English	Mathematics	English	
History	Mathematics	History	.Mathematics
Science	History	Science	.History
Science	English	Science	.English
		Science	.Mathematics
		English	.History
		English	.English ¹¹
		History	.History
		Mathematics	Mathematics
		Science	.Science

3.3 Potential Sources of Nonsampling Measurement Error: Problematic Variables

Analysis of survey error is important in understanding the potential bias in making inferences from an obtained sample to a population. Both sampling and nonsampling error contribute to total survey error. Because the first follow-up teacher sample was not representative of the population of tenth-grade teachers in 1989-90, analyses of sampling error were not performed. However, the teacher data were reviewed for overall consistency and levels of item nonresponse.

When like or similar first follow-up teacher questionnaire items were compared, they generally exhibited a high degree of internal consistency. Most inconsistencies could be removed by machine editing of the data. However, some small inconsistencies do remain in the edited data. These problematic variables are discussed below. Because, for cost reasons, planned retrieval of missing or ambiguous or inconsistent critical data for the teacher survey did not take place in the first follow-up, there is somewhat more inconsistency in the data than otherwise would have been the case.

In "Part II: Class Information" of the teacher questionnaire, one source of high nonresponse stems from disuse of the "other" category. As shown in the following table, surprisingly, the same items exhibited high nonresponse across the four different class information sections.

Item 16g is the last subitem on the questionnaire page out of a list of subitems respondents were asked to answer. Items 12d and 18i, are the last "other" subitem on the page out of a list of subitems respondents were asked to answer. It appears that respondents had difficulty seeing these last items, and the problem was exacerbated when the last subitem was an "other" response. Under this latter circumstance, responses were omitted both because some respondents did not see the subitem or believed they had answered all subitems and other respondents discounted the "other" response category.

^{.11} Same-subject pairings pertain to situations in which either (a) different teachers instructed the sample member in the same subject but different courses, or (b) the same teacher instructed the sample member in two different courses of the same subject matter.

Table 3.3-1

Mean, range, and high item nonresponse for part II of the teacher questionnaire by subject area

	<u>English</u>	<u>History</u>	<u>Math</u>	Science
mean	9.1%	12.6%	8.7%	9.5%
range	6.3% - 52.9%	5.7% - 50.4%	3.1% - 34.4%	4.0% - 52.2%
12d	36.4%	35.0%		29.5 %
16g	13.1%	14.3%		
18i	52.9%	50.4%	34.4%	52.2 %

Note: Numbers in this table reflect unweighted percentages.

Other problematic variables are items that ask about specific courses teachers instruct. These are items 20-21 for the history questionnaire (U.S. History and Western Civilization or World History), 20-25 for the math questionnaire (Algebra I, Algebra II and Geometry), and items 21-26 for the science questionnaire (Biology and Chemistry). (The English questionnaire did not inquire about specific English courses taught.) For all subject matter questionnaires, nonresponse increased slightly, but noticeably from the general class information items (2-19) to these class specific items. The increase was most noticeable in the history questionnaire where the average nonresponse on items 20-21 doubled to 17 percent from the average of 9.6 percent on items 2-19. The most logical explanation for this increase is that the format for these items did not allow for respondents to indicate they did not teach the specific course queried.

A review of response frequencies suggests that teacher respondents engage in a fairly stable pattern of nonresponding. For most of the high nonresponse items in "Part 3: Teacher Background and Activities," based on teachers' pattern of responding, it appears that when a situation does not apply, teachers simply skip the item altogether rather than indicate "no" or "not applicable" if such a response category is even present. Items high in nonresponses due to this cause are:

F1T310A1 through F1T310G2--major and minor fields of undergraduate study: Because some colleges or universities do not offer a minor field of study, for item F1T310A2-F1T310G2, minor field of undergraduate study, item nonresponse jumps to 28.8 percent from 6.7 percent for item F1T310A1-F1T310G1, major field of undergraduate study.

F1T311A1 through F1T311G2--major and minor fields of graduate study: For F1T311A1-F1T311G1, major field of graduate study, item nonresponse is 9.8 percent but for F1T311A2-F1T311G2, minor field of graduate study, item nonresponse is 46.4 percent. A graduate program is less likely than an undergraduate program to offer a minor.

F1T3_14B--number of courses taken in graduate school for most frequently taught subject: For one-half of teacher respondents, those who did not receive a graduate degree, item 14B is not applicable. Nonresponse for graduate school courses taken is 23 percent. As a point of comparison, nonresponse for undergraduate courses (F1T3_14A) taken is 9.6 percent.

F1T3_17A (full-time) and F1T3_17B (part-time)—other paying jobs in addition to duties at this school: Even when given the opportunity to indicate "not applicable—no other full-time job held", respondents skipped the response option. Nonresponse to item F1T3_17A ("another full-time job") is 42.0 percent compared to 23.2 percent for item F1T3_17B ("another part-time job").

F1T3_13--course taught most often: Nonresponse for this item is 21 percent. This item in this format did not appear in the first follow-up field test teacher questionnaire, and therefore, could not inform development of the main study instrument. As indicated by the loss of data for approximately 21 percent of respondents who gave a multiple response, many respondents teach more than one course with equal frequency. This item has been reformatted in the second follow-up teacher questionnaire--"If you have taught more than one course with the same frequency, mark all of those courses."

One additional source of imperfect consistency discovered during data cleaning involves question 23 in part three of the questionnaire. For this question, teachers were to report both hours and minutes spent on 13 school-related activities outside regular school hours. If one totals the hours and minutes across all 13 activities, 12 percent of the sample spent more than 40 hours on outside activities, 4 percent more than 60 hours and 1 percent more than 100 hours. One person reported that he/she spent 316 hours on outside activities. When a given activity is looked at in isolation, hours and minutes reported may seem plausible, but when one sums across all activities, totals sometimes become too high to be judged as accurately (or even reasonably) estimated.

Finally, users are cautioned that teacher reports of student language minority status (first follow-up teacher questionnaire item F1T1 11) should be viewed with extreme caution, if base year results can be generalized to the first follow-up. Analyses of teacher data from the NELS:88 base year suggest that eighth grade teachers often do not know when students come from a home in which a language other than English is spoken--NELS:88 eighth grade teachers tended to seriously underreport such students.¹² (Presumably, those more adept in English are the more likely to be misidentified). The discrepancy between teacher and student reports was quite large both for Hispanics and Asians. Some 27 percent of Asians were identified by at least one of their two teachers as coming from a family in which a foreign language was spoken. However, 73 percent of the Asian eighth graders indicated that they came from a family in which a non-English language was spoken. For Hispanic eighth graders, 39 percent were identified by at least one of the two surveyed teachers as coming from a languageminority household. However, 76 percent of Hispanic students reported coming from a home in which a non-English language was spoken. (Sometimes--but not often--teachers reported that a student was from a language minority household though the student indicated otherwise. One percent of Asian students and 4 percent of Hispanic were so identified.) Given the fact that high school teachers typically have many more students to teach than do middle grades instructors, there is little reason to suppose that first follow-up teacher reports of student language minority status will be notably more accurate; a thorough comparison of 1990 student and teacher reports has not, however, been conducted as of this date.

Bradby, D.S. 1992. Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88. Washington, D.C., National Center for Education Statistics, (NCES 92-479).

IV. Data Collection

In the spring of 1990, the first follow-up survey gathered a second wave of data from the eighth-grade cohort of 1988, the majority of whom were enrolled in tenth grade, and a first wave of data from freshened students (that is, students who were enrolled in tenth grade in the spring term of 1990, but not enrolled in eighth grade in the base year). Again, as in the base year, two teachers of each sampled student and students' current school principal were asked to complete, respectively, a teacher and school administrator questionnaire. Sample members who had dropped out of school, and remained so at the time of data collection, were administered the dropout questionnaire and cognitive test battery. Self-administered questionnaires remained the principal mode of data collection for all respondent populations.

Although the data collection procedures employed in the first follow-up were modeled after those of the base year, the design of the study necessitated several activities that had not been performed previously. First, in order to select the first follow-up sample, an extensive locating effort was undertaken. Second, the base year sample was "freshened" to generate a representative sample of the tenth-grade class of 1990. Third, off-campus survey sessions, similar to those used in HS&B, were scheduled to administer the student or dropout questionnaire to sample members who were currently not enrolled in a first follow-up school at the time of data collection. And fourth, to obtain a more precise estimate of the rate of dropping out for the eighth-grade cohort of 1988, a subsample of first follow-up nonrespondents was further pursued.

Overall, data collection activities for the first follow-up survey were executed in four phases which spanned two years (see Figure 4-1). The first and second phases of the study were conducted from January to December of 1989 and involved the pre-data collection activities of securing state, district, diocese, and school permission to conduct the study, "tracing," enrollment verification, and sample freshening. Phase three, conducted from late January to July of 1990, constituted the main data collection effort. Phase four (January to June of 1991) constituted the second data collection effort. Completion rates based on sample eligibility for the NCES-sponsored first follow-up sample, including freshened students, are presented in Table 4.1-1.

Table 4.1-1
Summary of NELS:88 first follow-up completion rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	18,221	91.21%	94.18%
Student tests	17,352	94.14%ª	95.23 %*
Dropout questionnaires	1,043	90.97%	89.84%
Dropout tests	522	48.56%ª	50.05 %ª
School admin. questionnaire ^b	17,663	91.97%	96.94%
School admin. questionnaire	1,291	NA	97.07%
Teacher questionnaire ^c	15,908	88.5%	88.7%

Percentages of cases for which a student/dropout questionnaire was obtained for which a cognitive test was also obtained.

Indicates a coverage rate (student participants who have a completed school questionnaire).

^c Coverage rate for student participants who have one or more completed teacher questionnaire,

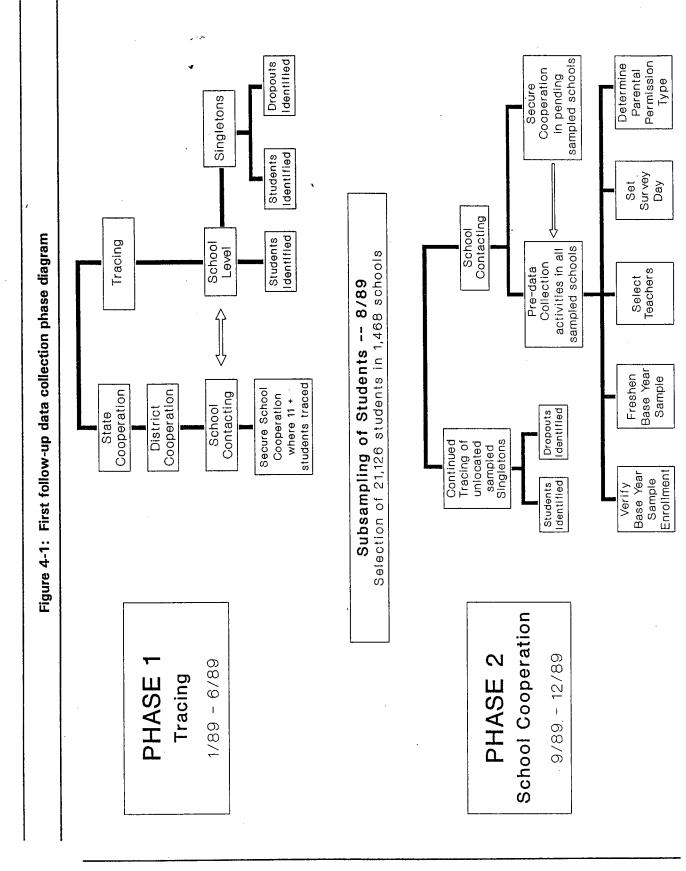


Figure 4-1 (cont.): First follow-up data collection phase diagram

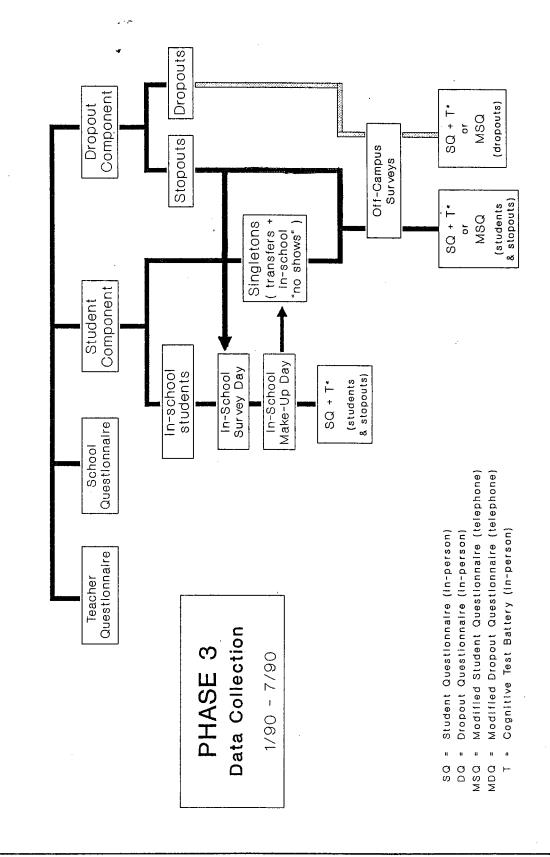
A STANDARD CONTRACTOR

AND SHOWING THE SECOND

10000

THE PROPERTY OF

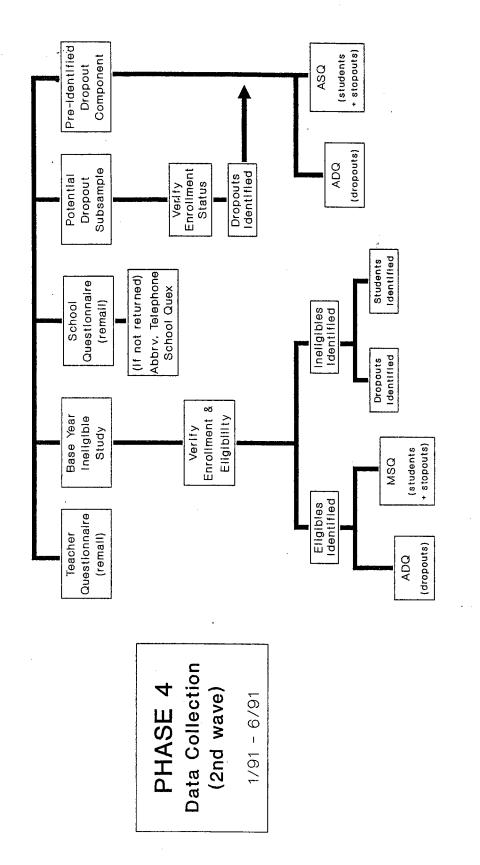
1000 BEACH



· Cognitive Test administration attempted at all in-person survey sessions.

Figure 4-1 (cont.): First follow-up data collection phase diagram

TO THE SECOND SECOND



MSQ = Modified Student Questionnaire (telephone)

ASQ = Abbreviated Student Questionnaire (telephone or in-person)

ADQ = Abbreviated Dropout Questionnaire (telephone or in-person)

4.1 Pre-Data Collection Activities

Pre-data collection activities spanned Phases 1 and 2 of the study. Conducted from January to June of 1989, Phase 1 of the first follow-up survey encompassed the pre-data collection activities of tracing sample members to their 1990 anticipated school of attendance, and securing state, district, and school permission to conduct the study. Phase 2 took place from September to December of 1989. After tracing was completed and the first follow-up student sample was finalized, all first follow-up schools were contacted again in the fall of 1989 to re-verify student enrollment, freshen the core and state augmentation student samples, schedule Survey Day sessions, and for small cluster size schools (i.e., schools with fewer than 11 sample members), secure permission to conduct the study.

4.1.1 Tracing

1.500 March 1997

Since the vast majority of the base year sample would change schools between eighth and tenth grades, an extensive student tracing effort was undertaken. The primary purpose of tracing was to locate and define the first follow-up student sample and its associated schools. As described in Chapter III, selection of the student sample (through which first follow-up schools were selected) was based on sample member clustering, with the objective of selecting approximately 21,500 base year sample members while restricting the number of schools in which survey sessions would be conducted to roughly 1,500. In order to draw the first follow-up sample it was, therefore, necessary to definitively identify sample member clustering within the 3,362 schools to which base year sample members reported they would matriculate. Specifically, tracing was accomplished through sample members' base year reported 1989-1990 school of attendance, and involved contacting schools directly and verifying sample members' enrollment. A second purpose of tracing was to serve as a beginning point for measuring the fluid process of dropping in and out of school.

Tracing began in the base year through a student questionnaire item that asked respondents to name, in order of probability, the two schools they were most likely to attend during the 1989-1990 academic year. From March 1 to June 30 of 1989, field interviewers conducted on-site verification of enrollment at 1,662 schools which were nominated by three or more base year sample members as being the school they would most likely attend. If a sample member was not enrolled at his or her first choice school, interviewers contacted, in order of the likelihood of attendance, the sample members' second choice school, the school most frequently named by his or her eighth-grade classmates (called the modal school), if different from the sample members first and second choice schools, and finally, the sample member at home.

Of the 24,599 base year respondents, 92 percent (N=22,631) nominated a school that at least three other respondents also nominated. The remaining respondents who reported attending a school that fewer than three base year sample members attended (N=1,968) and base year nonrespondents (N=1,833) were mailed a postage paid return postcard which asked them either to confirm whether the school they had nominated was the school they were actually attending, or to provide the name and address of the school they would be attending in the 1989-90 school year. After 18 weeks of tracing, 99 percent (N=26,211) of the entire base year sample (N=26,432) had been located.

4.1.2 Securing District/Diocese and School Cooperation

A second activity occurring simultaneously with tracing was contacting and securing the cooperation from schools (as well as their states and districts or dioceses) enrolling 11 or more sample members. The first step, prior to contacting state and district or diocesan officials, was to gain endorsement of the study from key educational organizations. Approval for the first follow-up survey was requested and obtained from the Education Information Advisory Council (EIAC) of the Council of Chief State School Officers, the National Catholic Education Association (NCEA), and the National Association of Independent Schools (NAIS). Endorsements were received as well from the American Association of School Administrators (AASA), the National Association of Secondary School Principals (NASSP), and the National School Boards Association (NSBA).

For public schools, the Chief State School Officer of each state was first contacted, then the District Superintendent of each district that oversaw a school in which a NELS:88 sample member was enrolled was contacted. At both the state and district levels, officials were informed of the study's purpose, data collection procedures, and future tracing activities. The same contacting procedures were follow with private schools if they also were organized into an administrative hierarchy, such as Catholic school dioceses.

Table 4.1-2 summarizes the results of district or diocese and school contacting. The final first follow-up core sample was enrolled in 1,109 public and 249 Catholic or other private schools which fell under the jurisdiction of 885 districts and diocese. Of the 885 districts and diocese contacted, 99.2 percent (N=878) agreed to participate in the study. School contacting proved equally successful with 99.2 percent (N=1,347) of the 1,358 eligible first follow-up schools granting permission for the first follow-up to be conducted in their school.

Prior to tracing, a frequency distribution of student cluster sizes showed that approximately 75 percent of the base year respondents attended a school enrolling 11 or more sample members. As part of the sampling strategy, it was deemed, a priori, that these 18,103 students and their associated 856 schools would be sampled with certainty. As such, only principals of schools with student cluster sizes of 11 or more (i.e., certainty schools) were asked during the spring of 1989 to participate in the study. After tracing, and identifying sample member clustering, sample members who were enrolled in schools with cluster sizes ranging from 1 to 10 were the selected. In the fall of 1989, the principal's of selected schools were asked to participate in the study.

Table 4.1-2
Summary of NELS:88 first follow-up district/diocese and school contacting

	Eligible Sample	Agreed to Participate	Cooperation Rate	
District/Diocese	_	-		
Contacting:				
Public	827	820	99.2%	
Catholic/		•		
Other Private	58	, 58	100.0%	
School Contacting:				
Public	1,109	1,100	99.2%	
Catholic/	,	,		
Other Private	249	247	99.2%	
		i i		

Of the 1,468 phase 1 (initially) subsampled schools, at the end of phase 2 of the study, just 1,358 had at least one core sample member still enrolled.

4.1.3 Pre-Survey Day Activities

In the fall of 1989, NORC field interviewers personally visited all 1,468 first follow-up core schools identified after subsampling. During this visit, interviewers first asked school principals to appoint a school coordinator who would serve as a liaison between the school and NORC, and assist interviewers with such activities as sample freshening, distribution and collection of survey materials, and verification of student enrollment. Principals were also asked to schedule a Survey Day and Make-Up Day date sometime between February 1 and June 30, 1990. During this same visit, interviewers reverified students' enrollment, and gathered additional locating information, such as a new home address or name of new school, for students who were no longer enrolled in the school.

Another major activity conducted during this visit was sample freshening. At all schools enrolling a sample member on the first day of the school year, the core sample was augmented to obtain, collectively, a representative sample of the tenth-grade class of 1990. Note that the number of schools in which freshening occurred was not the same as that in which other pre-survey day activities took place. In some cases, a non-sampled school was included in the freshening sample when a core student transferred to it, and a sampled school was excluded if a student transferred out of the school before or after the first day of the school year (only if that student was the only core sample member in that school). In all but approximately one-third of the 1,468 schools (N=544), interviewers were able to set Survey Days, re-verify enrollment and freshen the sample in one visit. For the remaining third, a second visit was needed to complete the fall pre-data collection activities.

This number includes School Effects Augmentation (SEA) schools which are also "core" sample schools. That is, 248 first follow-up schools in the 30 largest MSAs were selected as SEA schools. In these schools, the first follow-up core sample was augmented to obtain a student sample representative of that particular school.

4.2 First Follow-Up Data Collection Activities

First follow-up data collection followed phase 1 and 2 activities of tracing and securing cooperation, and was also undertaken in two phases: phase 3 (January to July, 1990) and phase 4 (January to June, 1991). In phase 3, data were collected for all first follow-up components: student, dropout, teacher, and school administrator. In order to derive a more precise dropout rate for the 1988 eighth-grade cohort, a second data collection effort (phase 4) was undertaken in the spring of 1991. At that time, the populations of sample members previously identified as dropouts, and those who potentially may have been dropouts¹⁵ were subsampled, pursued, and administered either an abbreviated student or dropout questionnaire (depending upon school enrollment status) either over the telephone or in-person. In addition, data were collected for nonresponding teachers and school administrators in phase 4.

4.2.1 Student Survey and Cognitive Tests

<u>In-School Survey Sessions</u>. From January 26 to June 30, 1990, in-school survey sessions or "Survey Days" were held in all core schools still enrolling first follow-up sample members. On Survey Day, two NORC field representatives, a "team leader" and clerical assistant, supervised sampled students as they completed the survey instruments during a three hour long session.

After sampled students were assembled in the Survey Day venue, which was usually a classroom or library, the team leader took attendance and checked for outstanding parental permission forms. Students in each session were then instructed to first complete a self-administered new student supplement, if they received one, and a student questionnaire. A ten-minute break followed during which time NORC field staff reviewed participants questionnaires for completeness (i.e., checked for missing or illegitimate multiple responses to single-response critical items). Immediately following the break, students were administered an 85-minute cognitive test battery. The test consisted of four timed sections covering the subject areas of mathematics, reading, science, and social studies (history/citizenship/geography). Upon completion of the cognitive test battery, a second attempt was made to retrieve missing (or inappropriately marked) questionnaire items before students left the classroom.

At the close of Survey Day, NORC field staff made arrangements for a Make-Up Day to be held for first follow-up sample members who did not participate in the survey session. If five or fewer students did not participate, the school coordinator was asked to supervise Make-Up Day.¹⁷ If more than 5 students were scheduled, or the school coordinator was unavailable to conduct Make-Up Day, the NORC team leader returned to the school to conduct the session. An average in-school participation rate of 96 percent was achieved for the longitudinal (eighth-grade cohort) student sample.

Off-Campus Survey Sessions. Off-campus survey sessions were initially planned as a method for surveying dropouts and students who were enrolled in schools that had refused to participate in the study or who had transferred to a school outside the original set of first follow-up schools. However,

Sample members who had missed both Survey Day and Make-Up Day, or who were no longer enrolled in their phase 3 school and remained unlocated.

Base year nonrespondents and freshened students received a new student supplement which elicited basic demographic information collected in the base year but not in the first follow-up.

To ensure confidentiality, school coordinators were prohibited from reviewing the student questionnaires for completeness.

if a student who had missed both Survey Day and Make-Up Day resided close to the site of an off-campus session, he or she was also invited to attend. Off-campus survey sessions were held from April 1 to July 27, 1990.

NORC field staff contacted qualified students by telephone and invited them to take part in an off-campus survey session. Students were reimbursed (up to \$20) for travel expenses to and from the survey sites. Sessions were conducted using procedures as similar as possible to those of on-campus sessions, and were typically scheduled in a public library or community association meeting room. Field staff scan-edited completed questionnaires during the testing period and attempted to obtain missing or incomplete data before participants left the sites. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either in-person or over the telephone. Because the off-campus sessions typically involved only one to three participants, these administrations were handled by a single survey representative.

4.2.2 Dropout Survey and Cognitive Tests

In the initial data collection period, team leaders administered the dropout questionnaire and cognitive tests to cohort dropouts during off-campus group administration sessions. Team leaders were instructed to procure sites for these sessions that approximated as closely as possible the characteristics necessary for a Survey Day room; off-campus sessions were conducted in public libraries, community centers, and similar locations.

In off-campus survey sessions, team leaders followed the same procedures as for in-school sessions. Attendance was taken; permission was checked; in-school scripts and instructions were read; instruments were administered with the precise timing of an in-school session; and critical items were edited and retrieved. Dropouts attending off-campus sessions were reimbursed (up to \$20) for travel expenses at the end of the session. This reimbursement was not a payment for participation. If possible, dropouts were invited to the same off-campus sessions as in-school students. In a few cases, however, it was preferable to administer the survey in a sample member's home. A home site off-campus administration was held when only one respondent in a particular area was eligible for an off-campus administration, the home environment was suitable, and a more desirable site was unavailable or inaccessible to the respondent. Team leaders followed the same procedures as for in-school and central site off-campus administrations. Respondents participating in home administrations did not receive the \$20.00 reimbursement for travel expenses.

Quality control procedures for the dropout questionnaire were very similar to those employed in Survey Day sessions. During the test administration, the team leader edited the dropout questionnaires, checking that critical items were completed in full. If data were missing, the team leader attempted retrieval at the sample member's work area when he or she had completed a test section. At the end of the testing session, sample members were instructed to close and hand in their test booklets. Any sample members with items yet unretrieved were asked to stay for a few minutes after the session.

During phase 4, the initial data collection plan for dropouts was modified slightly. For the phase 4 screening of the 50 percent subsample of nonresponding students, telephone interviewers verified enrollment for all cases. If a sample member was identified as a cohort dropout, he or she was administered an abbreviated version of the dropout questionnaire over the telephone. Conversely, if a sample member was identified as a stopout, he or she was administered an abbreviated student

questionnaire. If the sample member was a student, he or she was not surveyed.¹⁸ Since the abbreviated questionnaire gathered primarily objective behavioral information, such as sample member's address, enrollment status, and basic background information (sex, race/ethnicity), interviewers were allowed to conduct a telephone interview with a proxy.¹⁹ Proxy administrations were used as a "last-resort" method of acquiring enrollment data on dropouts.

Nonrespondents for whom no telephone number was available were pursued, screened, and surveyed in person. Again, in-person interviews took place with an abbreviated version of the dropout (or student) questionnaire and were conducted with either the sample member or a proxy. The other category of sample members pursued during this time--sample members who were previously identified as dropouts--were surveyed in the same manner as nonresponding students. For both categories of sample members surveyed during phase 4, cognitive tests were not administered given the date of this second effort--some six months to one year after the initial data collection effort. Incentives of up to \$20 for completing an abbreviated interview were offered to sample members interviewed during this second data collection effort.

4.2.3 Teacher Survey

Pre-data collection activities for the teacher survey occurred during phase 3 of the study and overlapped with student and dropout data collection. Beginning in January, NORC interviewers were instructed to complete a Class Schedule Form (CSF) for every eligible school in their assignment. The purpose of the CSF was to identify specific classes of each sample member, and the teachers who taught those classes. Class schedule forms were completed using both telephone and in-person methods, depending on the student cluster in each school. If there were five or fewer sampled students in a school, the information was collected from the school coordinator over the telephone. If more than five sample members were enrolled in a school, the interviewer completed the CSF at the school.

Class schedule forms were completed, and teachers selected on a flow basis, depending on survey day schedules. The first batch of completed forms (for schools with survey days in February) were mailed back to NORC's central office in January and data entered; lists of selected teachers were produced in February. As teachers were being selected for the first group of schools, class schedule forms were being completed by interviewers at the second group of schools, so that there was almost continuous case flow between field interviewers and the central office.

Once teachers were selected, approximately two weeks prior to the school's Survey Day, teacher packets were mailed to the school coordinator. Each packet contained a teacher questionnaire, cover letter, and study brochure. Teachers were instructed to complete the questionnaire and return it to the school coordinator on or before the school's Survey Day. If a teacher was unable to return the questionnaire to the school coordinator by the desired date, he or she was instructed to mail the completed questionnaire directly to NORC in the enclosed prepaid envelope.

The school coordinator was instructed to collect all completed teacher questionnaires by the date of the school's survey session, so that the NORC representative could mail them along with the completed

¹⁸ For cost reasons, only dropouts and stopouts were interviewed during phase 4.

The first follow-up defined proxies as friends, relatives, or acquaintances who could verify dropout status and provide sample member address information.

STATISTICS SOUTHERN STATISTICS

THE REPORT OF THE PARTY OF THE

student questionnaires. The role of the NORC interviewer was to work with the school coordinator to monitor the completion of the questionnaires and prompt any nonresponding teachers.

Any nonresponding teachers remaining at the close of the initial data collection period were pursued during the second data collection effort. In January of 1991, the full version teacher questionnaires were mailed to 2,671 nonrespondents. As in the initial data collection period, the questionnaires were mailed to the school coordinator at the nonresponding teacher's school. Unlike the first data collection attempt, however, school coordinators were not responsible for collecting the questionnaires. In the event that the teacher was no longer at the school, the school coordinator was asked to either call NORC, or return the packet in the prepaid envelope with a note stating that the teacher was no longer there. Follow-up procedures, such as a remail or telephone prompt, were not undertaken.

To ensure comparability of data across the two data collection periods, teachers were instructed to complete the questionnaire with respect to the first follow-up sample members who were enrolled in a particular class in the spring term of 1989-90 school year.

4.2.4 School Administrator Survey

In the spring of 1990, the chief administrators (or their designees) of all schools with first follow-up sample members still in attendance were asked to complete a self-administered school administrator questionnaire. Approximately two weeks prior to a school's Survey Day, the school coordinator distributed the school administrator questionnaire along with a cover letter and study brochure to the principal of the school. In the cover letter, the principal was instructed, if possible, to return the completed instrument to the school coordinator on or before Survey Day, at which time the NORC survey representative would collect it. Administrators who were unable to complete their questionnaire by Survey Day were instructed to return it to NORC in the prepaid business envelope that was provided. At the close of the initial data collection period, 77 percent of eligible school administrators had completed a questionnaire.

A mixed mode follow-up to collect key items from administrators who failed to return a completed questionnaire was undertaken in the second data collection effort. Specifically, in mid-November of 1990, the original version of the school administrator questionnaire was mailed to 338 nonrespondents. The remail accounted for an additional four percent of the completed cases (N=57). If a case was still outstanding two weeks after the remail, interviewers contacted the school principal by telephone and attempted to complete an abbreviated telephone interview. The telephone follow-up accounted for an additional 250 questionnaires and brought the response rate up to 97 percent. Including both original (self-administered) and abbreviated (telephone interview) versions, 21 percent of the school administrator questionnaires were collected during the second data collection effort.

4.3 First Follow-Up Data Collection Results

Tables 4.3-1 and 4.3-2 summarize data collection results for the NELS:88 first follow-up survey. All completion rates have been derived based on eligible sample members only. That is, for these tables, completion rates are calculated as the number of completed interviews divided by the number of in-scope sample members. Also, note that the first follow-up student/dropout sample constitutes the basic unit of analysis and that all other samples--school administrators and teachers--are defined in relation to participating sample members.

Unlike the completion rates reported for the base year student and first follow-up dropout components, weighted completion rates for the first follow-up student component, as well as the school and teacher coverage rates, are lower than their corresponding unweighted rates. This is primarily due to subsampling and the fact that subsampled groups with higher weights participated at a lower rate.

Table 4.3-1 presents statistics for the first follow-up full cross-sectional sample, which includes both base year retained and freshened sample members. The statistics are reported with respect to four study components--student, dropout, teacher, and school--and selected sample member and tenth-grade school characteristics. As shown, the weighted teacher questionnaire coverage rate for students who have one or more completed teacher questionnaires is 81 percent. In order to inform users of the full extent of student-teacher data coverage, this coverage rate was calculated based on all student participants (N=18,221), both those eligible and ineligible for the teacher survey. By design, no teacher or school administrator data were collected for students who transferred out of originally selected first follow-up schools. When transfer students are taken out of the denominator (N=17,924), the weighted coverage rate for students with one or more teacher questionnaires is 88.5 percent. The unweighted coverage rate is 88.7 percent. The school administrator survey coverage rate with transfer students excluded is 97.5 percent weighted and 98.0 percent unweighted.

Table 4.3-2 displays summary completion rate statistics for panel student members (those who participated in both the base year and first follow-up) by selected student and eighth-grade school characteristics. Both base year and first follow-up teacher questionnaire data were collected for 78 percent of panel students; for almost 99 percent of panel students, either base year or first follow-up teacher data is available.

Table 4.3-1 NELS:88 first follow-up completion rates (10th grade cross-section) by sample eligibility

	Stu quest Comple Weighted	Student questionnaire Completion rates Weighted Unweighted	Student 1 te Complei	Student 10th grade test* Completion rates Weighted Unweighted	Dro questio Comple Weighted	Dropout questionnaire Completion rates Weighted Unweighted	Dropout 1 tx Complet	Dropout 10th grade test ^b Completion rates Weighted Unweighted	School questionn Completior Weighted Un	aire° 1 rates 1 weighted	Tea questio Comple Weighted	Teacher questionnaire ^d Completion rates Weighted Unweighted
Total Participated Selected	91.09 9 18,221 19,363	94.10 221 363	94.14 17,352 18,221	95.23 852 221	90.97 1,043 1,161	89.84 43 51	48.56 522 1,043	50.05 522 043	91.97 9 17,663 18,221	6.94	\$0.51 87 15,908 18,221	87.31 08 21
School type° Public Catholic Other private	91.66 97.53 89.51	94.38 97.62 93.27	94.34 95.22 91.64	95.39 97.05 93.53	NA NA NA	NA NA	N N N N N N N N N N N N N N N N N N N	NA NA NA	93.20 88.95 82.77	97.28 95.22 97.89	81.75 78.37 67.85	87.94 86.99 83.87
Urbanicity° Urban Suburban Rural	90.36 92.25 93.31	93.64 94.53 95.73	92.29 94.80 95.91	93.53 95.91 96.66	NA NA NA	NA NA NA	N N N N N N N N N N N N N N N N N N N	NA NA NA	90.95 92.97 94.17	96.90 97.19 98.11	75.76 83.08 84.08	83.46 89.07 90.12
Region° Northeast South North Central West	91.84 93.09 93.60 87.46	93.26 95.78 95.42 92.02	93.57 94.68 97.22 90.02	94.32 96.12 97.45 92.08	N N N N N N N N N N N N N N N N N N N	NA N	N N N N A N	N NA NA	93.83 91.43 94.70 90.17	96.87 97.18 98.58 95.80	80.73 81.86 84.88 74.65	84.34 90.24 90.80 81.52
Ethnicity Asian/PI Hispanic Black White Am. Indian Refused/Missing	90.71 88.32 88.85 93.56 88.46 28.92	92.96 92.75 93.89 95.69 92.15	93.59 90.18 92.13 95.14 97.78	94.64 92.54 94.02 96.02 97.76 80.43	70.37 91.72 89.02 93.78 88.62 66.25	75.00 87.64 87.10 94.06 83.33 62.86	23.77 43.81 39.41 55.26 40.46	28.57 50.22 48.77 52.39 36.00	94.63 89.46 87.92 92.95 93.65 NA	97.28 94.39 95.88 97.55 97.31 NA	77.17 71.66 75.15 83.12 75.86 NA	82.65 79.51 84.72 89.69 85.20 NA

^a 10th grade cognitive test coverage rate for each student who has completed a student questionnaire.

b 10th grade cognitive test coverage rate for each dropout who has completed a dropout questionnaire.

[°] Coverage rate for each participating student who has a completed school questionnaire.

d Coverage rate for each participating student who has one or more completed teacher questionnaires.
Refers to 10th grade school.

Table 4.3-2 NELS:88 combined base year and first follow-up completion rates (panel members) by sample eligibility for the student (only), school, and teacher surveys

	Ũ.	Student	S	School	3	School	Ė	Teacher	Ę	Teacher
	quest (Both B Comple Weighte	questionnaire (Both BY and 1F) Completion rates Weighted Unweighted	questi (Both B) Comple Weighted	questionnaire (Both BY and 1F) Completion rates Weighted Unweighted	questi (BY ar Comple Weighted	questionnaire* (BY and/or 1F) Completion rates Weighted Unweighted	questi (Both B) Comple	questionnaire (Both BY and 1F) Completion rates Weighted Unweighted	questi (BY au Comple	questionnaire° (BY and/or 1F) Completion rates Weighted Unweighted
)))))))
Total	92.57	95.41	90.59	95.68	88.66	99.91	77.73	84.06	98.63	98.82
Participated	16,	16,659 ^b	15,939	139	16,644	4	14,004	40	16,463	
Selected	17,	17,461	16,659	659	16,659	59	16,659	559	16,659	59
School type Dublic	02 10	98 36	01 15	85 50	98 00	. 00 00	70 23	95 30	08 73	00 00
Cofficial	05 10	20.50	77.79	25.50	100.0	100.0	25.57	27.40	20.00	07.04
Other private	04.83	95.27	81 11	96.40	100.0	100.0	62.10	78.65	07.70	‡./6 03 60
Urbanicity ^e	69:+	17:00	77.17	21:0	100.0	0.001	07.70	60.07		99.77
Urban	89.06	94.37	85.08	93.50	99.83	99.74	72.65	80.81	98.16	98.18
Suburban	92.10	94.86	90.25	95.03	99.82	99.94	80.58	85.89	98.74	99.01
Rural	94.83	97.02	95.51	98.32	100.0	100.0	80.87	85.21	99.28	99.53
Region										
Northeast	92.88	94.44	91.52	95.57	96.66	76.66	75.54	75.75	98.07	98.29
South	93.58	96.57	90.36	95.98	99.85	76.66	80.39	89.54	99.20	99.78
North central	94.34	96.18	92.47	97.84	72.66	99.75	81.66	87.56	66.86	99.32
West	88.01	93.31	87.26	92.28	66.66	76.66	72.54	78.78	97.73	97.10
Ethnicity										
Asian/PI	90.74	94.03	90.06	93.85	99.90	99.90	74.75	79.33	98.91	98.56
Hispanic	88.77	93.65	85.89	91.30	99.64	99.80	67.03	74.71	95.23	70.76
Black	87.92	93.56	86.03	94.56	99.94	99.94	71.29	81.81	97.45	98.79
White	94.16	96.17	91.99	96.73	68.66	99.92	80.51	86.44	99.28	99.15
Am. Indian	86.69	91.33	91.58	95.53	100.0	100.0	76.90	80.45	98.84	98.32
Refused/Missing	78.10	91.67	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Minority schools ^d						r				
Schools with more than										
19% minority students	85.13	92.89	85.35	89.52	NA	100.0	NA	NA	NA	NA
3chools with less than	03 30	73 50	01 13	06 31	MA	00	. 414	MA	77	VI.
1970 minority students	45.54	79.07	71.16	90.31	NA	99.00	¥N	NA.	NA	NA
		,	,		,	,	,			

School questionnaire coverage rate for each student who has completed a BY student questionnaire and 1F student questionnaire.
 PANEL <u>students</u> only (student who completed a BY and 1F student questionnaire).
 Coverage rate for panel students with one or more completed teacher questionnaires.
 Refers to 8th grade schools.

CONTRACTOR CALCALONING

V. Data Preparation and Processing

This chapter describes the procedures used to transform responses from first follow-up questionnaires into a data file. To efficiently accommodate the large number of documents, the teacher questionnaires were optically scanned. Several procedures were implemented to prepare these documents for optical scanning, including monitoring the receipt of completed questionnaires, editing and coding certain questionnaire items, and preparing the documents for microfilming. For budgetary reasons, retrieval of critical items was not attempted for the teacher component of the first follow-up.

Data processing activities spanned the entire length of the NELS:88 first follow-up survey, beginning with tracing, securing school cooperation, and teacher selection, through receipt control and machine editing, and ending with the preparation of public release data files and user documentation.

5.1 Monitoring and Receipt Control

Tracking and receipt of questionnaire data for all respondent populations was accomplished through the NORC Survey Management System (SMS). The SMS for the teacher component was accessible through the teacher ID, and contained information on the status of each selected teacher's questionnaire. Teacher disposition codes were used to track completion rates of the teacher sample during data collection. Once a teacher questionnaire was returned to NORC, receipt control clerks reviewed the document and assigned, then entered into the SMS, appropriate disposition codes which identified the status of each teacher questionnaire in the sample. At the time of entry, the SMS generated and automatically entered the date that the completed questionnaire for each case was received.

At the end of the data collection period, the SMS file of disposition codes was merged with the scanned or keyed data to identify discrepancies in IDs or final status. In most cases, it was possible to resolve such discrepancies by referring to the hardcopy of the documents.

5.2 In-house Editing and Coding

The next step was to edit the teacher locator page for legibility and remove the page from the rest of the questionnaire. Any discrepancies between teacher names were reconciled using a list, produced from the SMS, of teachers and their corresponding IDs. If a different name appeared on the locator pages than on the list of teacher IDs, coding supervisors attempted to resolve the problem, either by correcting a misspelled name, or by determining if the name on the SMS list was incorrect.

Questionnaires were then edited and coded for completeness. Some blank questionnaires were considered temporary teacher refusals. Other blank questionnaires, in which the teacher clearly wrote that he or she had never taught either the course or the student specified, were separated, and the teacher disposition code changed to reflect an ineligible status. Completed questionnaires were then checked for stray marks and separated by subject area.

5.3 Data Entry and Archival Storage

When editing was completed, the respondent locator pages were separated from the rest of the instrument and filed in locked cabinets in a locked and secured room. Data entry for the remaining part of the teacher questionnaire was performed through an optical mark reading procedure. Optical mark reading was conducted by NORC's subcontractor, Questar Data Systems, Inc., which received the

questionnaires in batches for processing. Questar also arranged to have questionnaires photographed onto microfilm. Once the questionnaires were scanned and photographed, they were destroyed and the rolls of microfilmed questionnaires were returned to NORC for archival storage.

5.4 Optical Scanning

With the exception of the teacher locator section, NORC used the optical mark read (OMR) method of data conversion for the first follow-up teacher questionnaires. Teacher materials were optically scanned using equipment that read darkened ovals or marks on the page. The scanning subcontractor conducted extensive tests and checks of the machine's ability to correctly read the darkened ovals. To check the accuracy of data conversion, the scanning programs were tested in two ways: through use of dummy questionnaires specifically designed to detect scanning errors or problems, and by running a substantial number of real documents through the system. Final data from the first batch of questionnaires scanned were carefully checked against the original documents to assure that complete accuracy had been attained.

5.5 Machine Editing

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

After the scanning contractor completed teacher data conversion and supplied NORC with a raw data tape, the combination of machine editing and visual inspection of the output began. The tasks performed included: resolving inconsistencies between filter and dependent questions, supplying the appropriate missing data codes for questions left blank, detecting illegal codes and converting them to missing data codes and investigating inconsistencies or contradictions in the data. Variable frequencies and crosstabulations were inspected before and after these steps to verify the correctness and appropriateness of the automated machine editing processes.

Inconsistencies between filter and dependent questions were resolved in the machine editing process. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were superfluous. For instance, respondents sometimes indicated "no" to a filter question and then continued to answer "no" to subsequent dependent items. When a filter question indicated that subsequent questions(s), should have been skipped, the subsequent dependent questions were set to a value of legitimate skip with one exception. In the exception, if the dependent questions were answered in a manner that was inconsistent with the filter but consistent within the dependent items, the filter was back edited (changed) and made consistent with the dependent responses. If a multiple response or no answer was given to a filter question, the question was assigned an appropriate reserve code ("6", "7" or "8") and all subsequent questions that might have been skipped were processed as if the respondent should have answered them.

The frequency with which responses were recoded to legitimate skip for each skip pattern was closely monitored. Frequency distributions of responses before and after editing were inspected. All filter questions and their respective dependent items were displayed in crosstabulations so that staff could verify the correctness of the recoding.

After improperly answered questions were converted to blanks, the teacher data were passed through a second step in the editing program that supplied the appropriate reserve codes for blank

questions. Where a value was not provided by the respondent, a reserve code fills the field. These codes are as follows:

6=MULTIPLE RESPONSE

7=REFUSAL

8=MISSING

9=LEGITIMATE SKIP

If the field is longer than one column, the right-hand column contains one of the above codes and the rest of the columns are filled with "9"s.

Detection of out-of-range codes was completed during scanning or data entry for all questions except those permitting an open-ended response. Questions with multiple response were checked by verifying the data in the questionnaire microfilm.

5.5.1 Linking Student, Class, and Teacher Data

Two primary problems were encounted when teacher class information was linked to students. The first problem occurred when the teacher neglected to provide the student or class identifier. The second type of problem occurred when the teachers erroneously recorded a student or class identifier.

Attempts to reconcile or clean missing or erroneously recorded identifier information were handled in the following manner: If there was only one student or class expected for a teacher, any identifier problem was ignored, and the expected identifier was used. If there was more than one student/class expected and no identifiers were provided, it was assumed that the teacher followed the instructions and the data were recorded in the correct column position in the questionnaire. That is, the position of the identifier information as recorded by the teacher in the teacher questionnaire was used to determine the student/teacher or class/teacher link. (See question 1 in Part I of the teacher questionnaire for instructions on expected position of responses.)

If there was more than one student/class expected and erroneous identifiers were provided, student and class data linking problems were handled differently. In the case where several students were involved, the questionnaire was reviewed on microfilm and student initials were checked. (Teachers were instructed to record both the student's numerical identifier and initials in each column.) If this did not resolve the problem, all student data for the teacher were inspected and the data were linked or assigned to a student based upon the pattern (column location) of other student data gathered through the questionnaire. For class data, if the identifiers were compared in the aggregate and no pattern could be established, the class data were eliminated.

5.6 Data File Preparation

The conventions used to assign SAS and SPSS-X variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave, part of the questionnaire, and the question number. A similar system was developed for NELS:88. For example, F1T3_2, is question 2 from part 3 of the first follow-up teacher questionnaire. Or, for variables in the class rating section, the "_" in the variable name is replaced by a subject code. Thus, F1T2E7 is question 7 in part 2 of the English version of the teacher questionnaire.

VI. Guide to the Data Files and Codebook

The NELS:88 public use data files are available on four separate magnetic tapes,²⁰ one for each study component: the student survey, the dropout survey, the teacher survey, and the school administrator survey. The tape for the teacher survey component contains a data file based on data from 9,987 teachers, resulting in 27,994 teacher ratings and information for 15,908 of the 18,221 participating students from 1,296 schools, including the OBEMLA student oversamples. As indicated earlier, the teacher data can be used alone or merged with the student, or school files, though use of the teacher files as a stand-alone dataset is not recommended.

The NELS:88 first follow-up sample of teacher-respondents does not constitute a statistical or representative sample of tenth grade teachers for analysis and reporting purposes. Rather, the results of this questionnaire are intended to provide information about student-related characteristics, teacher practices, and curriculum exposure which can be linked to nationally representative student-level record data. If the data are used as intended, analysis and reporting activities should focus on the effects of teaching, curriculum, and teacher characteristics on student outcomes. The teacher data file has, therefore, been constructed at the student level. That is, there is a teacher record for every teacher/student pair, with up to two records per student and up to sixteen (16) records per teacher. The student ID is included in the teacher file and can be used to link to the student files. See Section 6.3.1 for details on how IDs can be used to link data files.

Since multiple instruments were used to gather data from students, dropouts, teachers, and school administrators, the analyst must use the proper participation flags and weights (on the student/dropout files) to produce accurate statistics. Therefore, before describing the data files, several suggestions are offered that should be helpful to the analyst. These are followed by a complete description of the content and organization of the teacher data file and a guide to the associated codebook.

6.1 A Note About the Teacher Data File and Codebook

In reviewing the teacher codebook, data users should keep in mind that the codebook and data file are presented at the level of the student-teacher pairs. Different values will appear when the user examines results at other levels, such as: students with at least one teacher rating, the number of teachers who did the ratings, and course information.

The data file is structured at the level of student-teacher pairs because the student participants constitute the basic unit of analysis in the NELS:88 study design. The objective of the teacher survey was to obtain ratings in two predetermined subjects for each student. For most students, the two subjects were taught by two different teachers. In those cases, the student could have two records, that is one from each teacher, or only one record, if one of the two teachers refused to respond, or no records if neither teacher responded. For a small number of students, both courses were taught by the same teacher. In this situation, the teacher was treated as though he or she were two separate individuals. That is, the teacher-subject combination defined a unique teacher ID. In this case, students have two sets of ratings, both were made by the same teacher, but there will be two different teacher IDs. Please also note that most teachers rated a number of students, usually, but not always, in a single subject. Thus a teacher may have multiple teacher-student pair records, depending on the number of students he or she rated.

While the initial release of the data is in tape format, a version of both the restricted and public use data files is currently being prepared in a Compact Disc Read-Only Memory (CD-ROM) format.

ACTION OF THE PARTY OF THE PART

The user may wish to view the data from different perspectives. Please keep in mind that neither the respondent teachers nor the courses constitute a valid probability sample. These alternate views are:

- 1. A teacher file containing one record per teacher (of course, the student or course information will not be meaningful in this context).
- 2. A course file with one record per course (in this case, only the course-related information, Part II of the questionnaire, can be meaningfully analyzed.)

6.2 Packaged Statistical Programs

The procedures outlined in Appendix C, using SAS or SPSS-X with NELS:88 data, are recommended; the data tape contains the appropriate control cards for both statistical packages. Analysts should contact their own support facilities to obtain the information necessary to create an SPSS-X system file from a SAS system file and vice versa.

One of the first steps to take before running statistical analyses is to select the proper participation flags and weights. Relevant flags and weights are found on the student tapes. The NELS:88 data files are designed to be used as weighted datasets in all analyses, with teacher data designed to be linked to student or school files. The complexity of the sample design of NELS:88 virtually ensures inaccurate results if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can be avoided by using the weights provided to analyze specific subsets of the sample.

The appropriate participation flags and weights should be used if analyses are to be performed correctly. See Appendix C for specific examples using Statistical Analysis System (SAS).

6.3 Content and Organization of the Data Files

The teacher raw data file consists of 27,994 records. There is one record for each teacher-student-subject combination. (Records for nonparticipants are not included on the first follow-up data tape). Each record is organized as shown in the record layout that appears in Appendix E. The variables on the record are grouped into logical sets as discussed below. For the sake of brevity, each item of data is referred to by its SAS (SPSS-X) variable name as defined in the control cards provided with the data file.

The teacher data tape contains four related files. They are:

- 1. The raw data file, with items in the following order for each respondent:
 - a. Identification Information (positions 1-17)
 - b. Student Information from Part I of the questionnaire (positions 18-49)
 - c. Class Information from Part II of the questionnaire (positions 50-322)
 - i. Ratings common to all subject areas from Part II of the questionnaire (positions 50-118)

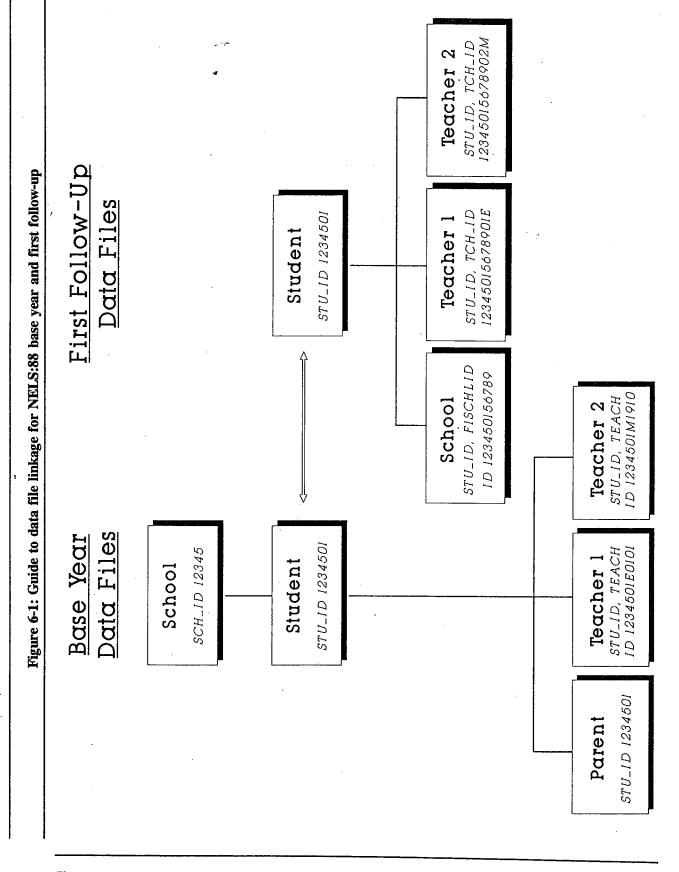
- ii. Subject specific class ratings from Part II of the questionnaire (positions 119-322)
- d. Teacher Background and Activities Information from Part III of the questionnaire (positions 323-476)
- e. School climate information from Part IV of the questionnaire (positions 477-598)
- 2. SPSS-X control cards
- 3. SAS control cards
- 4. SAS system file

6.3.1 Identification Codes

The identification information consists of four variables. The first is the seven-digit student identification code. To ensure confidentiality, each sequential number component was mapped to a random number. These random numbers were then concatenated to form the student identification code. The second variable is a five digit school identification code. The school IDs were also randomized. The next variable is a two digit sequential code for the teacher within the school. This teacher code is followed by a one letter code for the subject matter (English, mathematics, history (social studies), science) for the subject-dependent questions. Thus, to uniquely identify teachers, the five digit school ID, plus the two digit teacher code, plus the one letter subject code would be used (positions 8-15). The section ends with a two digit code which identifies the class in which the teacher taught the student. See Figure 6-1 for an illustration of how all data tape IDs are linked.

6.3.2 Teacher Questionnaire Information

Information from the teacher questionnaire is presented in the same order as it appears in the questionnaire. Variables are identified by their SAS (SPSS-X) name. Variable names begin with F1T (First follow-up Teacher) and indicate the part (1, 2, 3 or 4) of the questionnaire and the question number within that part. For example, F1T3_10C, is question 10C from part 3 (or Part III) of the teacher questionnaire - the part on teacher background. In the class rating section where specific subject areas are rated, the "_" in the variable name is replaced with the subject code of the specific subject referred to in the question. Thus, F1T2M19A is question 19A from the Math section of part 2. Exceptions to this naming convention are the four variables in the identification section: STU_ID (student ID), TEACH, SUBJECT, and CLASS.



6.4 Guide to the Codebook

The codebook provides a comprehensive description of the teacher data file. For each variable on the tape the codebook provides a summary of the related information. The question number and wording, the variable's tape position and format, and the responses to the item along with their unweighted frequency and percent and weighted percent are shown. See Figure 6-2 for an example. Each portion of the example is numbered. These numbers can be used to reference the associated explanation in the text following the figure.

As noted in Chapter III, certain responses were imputed logically, as the result of machine cleaning. In general, however, there were no attempts at imputing data for missing values. Because of this, nonresponse bias may be a problem, especially for items with high item nonresponse.

. 1	Figure 6-2: Codebook entry
•	
(1) Question 3_6	(2) Tape Pos. 333-333(3) Format: I1
(4) F1T3_6 (5) EMPLOYMENT	STATUS AT THIS SCHOOL/SYSTEM
(C) Will	in this school or school system? (MARK ONE)

(6) What is your employment status in this school or school system? (MARK ON)	E)
---	----

(7)	RESPONSE	(8) <u>CODES</u>	(9) <u>FREQ</u>	PER- (10) <u>CENT</u>	WGTD (11) <u>PCT</u>
	Legular full-time position		26,734	95.5%	97.3%
R	legular part-time position	2	466	1.7%	2.0%
	ubstitute		156	.6%	.7%
(12)	RESERVED CODES:				
• •	MULTIPLE RESPONSE	6	. 1	.0%	(MISS)
R	EFUSED	7	: 0	.0%	(MISS)
	MISSING DATA		637	2.3%	(MISS)
			:		
T	OTALS:		27,994	100.0%	100.0%

Explanations:

(1) Question number: For variables taken directly from questionnaires, this is the question number in the original document.

THE CONTRACTOR OF THE PROPERTY OF THE PROPERTY

- Tape position: This item gives the starting and ending tape position for each variable on the data tape.
- Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.
- (4) SAS and SPSS-X variable name: Each variable on the data tape is identified by a unique SAS and SPSS-X variable name.
 - For all variables the user should be careful always to refer to the variable by its SAS (SPSS-X) name in any computing procedures, rather than by its question number.
- (5) SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as that which appears on the SAS (SPSS-X) data definition cards included on the tape.
- (6) Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.
- (7) Response categories: This item provides the original response categories or, in some cases, the recoded categories of the questionnaire items. For display in the tables, some continuous variables have been recoded to collapse all valid values into a single response category. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.
- (8) Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skip, and so forth.
- (9) Frequency counts: This item shows the unweighted frequency counts for all student records that were processed, including records that have missing data codes, legitimate skips, and so forth.
- (10) Unweighted percentage frequencies: This column displays the frequency counts of item 9 as percentages. All records that were processed are included.
- (11) Weighted "valid cases" percentage frequencies: This column displays the weighted frequencies for those cases that are "valid," that is, excluding those records that have been assigned reserved codes. The teacher file frequencies are run at the student level and weighted frequencies reflect weighted student frequencies through the student questionnaire weight (F1QWT).
- (12) Reserved codes: In this data set certain codes, termed "reserved codes," have been chosen always to stand for certain situations. These reserve codes and their interpretations are:

6 = multiple response	more than one response where only one response was called for
7 = refusal	respondent refused to answer an item at the time of the abbreviated telephone interview
8 = missing data	data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data
9 = legitimate skip	because of responses to preceding filter questions, data for this item should not be present for this respondent; that is, the value is legitimately missing

These reserved codes correspond identically to those used in NLS-72 and in the HS&B study. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the leftmost columns are filled with 9s (e.g., 96, 996, 9996).

•

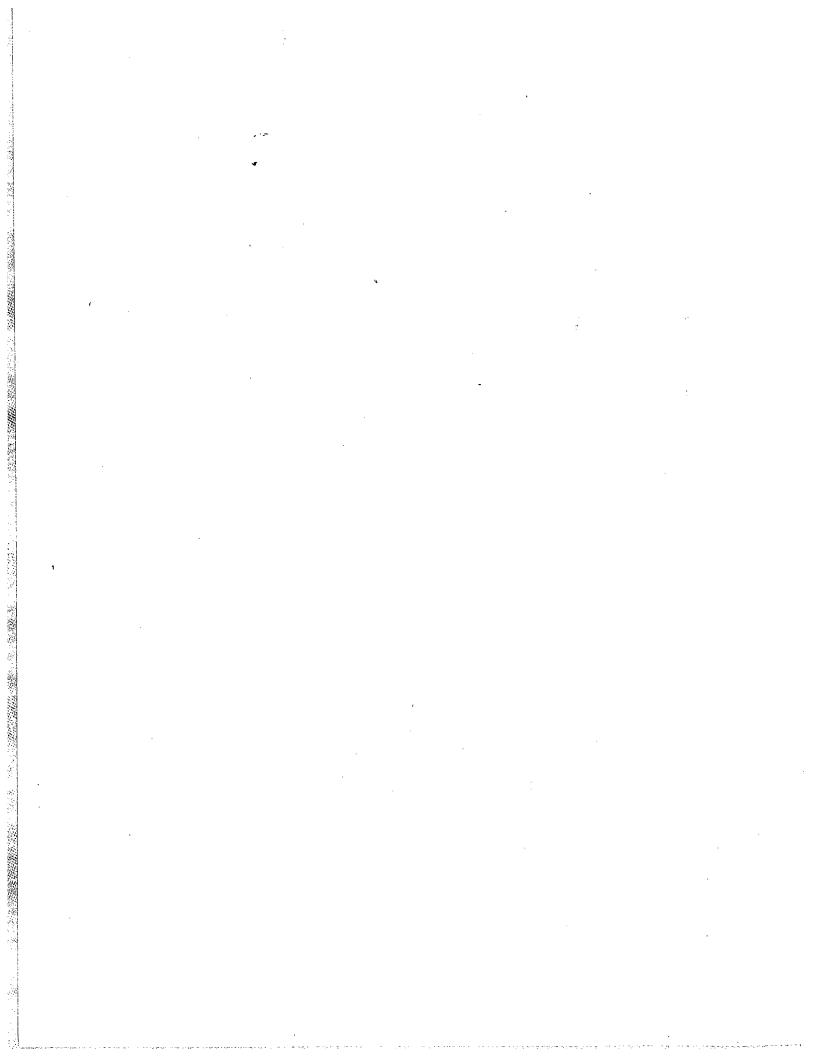
APPENDICES

, ve,

en de la companya de

Appendix A

NELS:88-Related Data Files Available from the National Center for Education Statistics



Studies and Files Related to NELS:88

In addition to the survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of NELS:88. In the base year survey, these included: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Reformed Christian schools that are members of the Christian Schools International organization, funded by the Barnabas Foundation; and the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Research in the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University. The first follow-up wave of NELS:88 also included supplemental components: the state augmentations, continued from the base year; the School Effects Augmentation (SEA), supported by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES; and the Base Year Ineligible study (BYI), also sponsored by NCES. These auxiliary data files expand and enrich the available analysis data.

In the base year, the NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements. The first follow-up School Effects Augmentation added some 6,400 students to the initial base year retained sample of 21,474 students.

Data for the state augmentations and other supplements discussed below do not appear on the NCES public release files for NELS:88.

Christian Schools Supplement

A sample of Christian schools that are members of the Christian Schools International (CSI) organization was drawn to supplement the NELS:88 base year school sample. The sample was selected from CSI schools with probability proportional to eighth grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the Survey Days held in their schools. Base-year data from the Christian School Supplement will be made available on a restricted use basis in the fall of 1992. Individual students in this supplement are being re-surveyed in the NELS:88 second follow-up, as are their parents.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations in the base year by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Three of the four states which augmented their samples in the base year continued to provide funds in the first follow-up for following and collecting data for the initial base year state augmentation samples which were retained in the first follow-up, and two states continued to sponsor instrument supplements in the first follow-up.

Hopkins Enhancement Survey of NELS:88 Middle Grades Practices

The Survey of Middle Grades Practices enhanced the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by staff of the Center for Research on Effective Schooling for Disadvantaged Students (CDS) at Johns Hopkins University (these staff members were, when the supplement was initiated, part of the Center for Research on Elementary and Middle Schools) and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augmented the information in the base year school questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform. The middle grades practices data are linkable to the NELS:88 base year data files, and are available on a restricted use basis only.

Included in the enhancement survey was an alternative version of an item on classroom organization. This item from the Hopkins Enhancement Survey data was appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see base year school codebook, BYSC18, in the NELS:88 Base Year School Component Data File User's Manual) was asked during the 1987-1988 school year, while the correction item was asked during, and references, the 1988-1989 school year.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of interest to users of the NELS:88 data. These data sets are of special interest for researchers interested in cross-cohort comparisons between the sophomores of NELS:88 first follow-up (1990) and HS&B base year (1980), and, in the future, comparisons of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972.

In addition to the core surveys for HS&B and NLS-72, described in Chapter I, records studies were undertaken, including the collection of the high school transcripts of the sophomore cohort and the collection of postsecondary education transcripts and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. Users manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic capabilities of the core data sets, and researchers are encouraged to become familiar with them.

HS&B Base Year Files

The Language File contains information on each student who, during the base year, reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The Parent File contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education.

The state of the s

The Twin and Sibling File contains base year responses from sampled twins and triplets; data on non-sampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The HS&B teacher's comment files may be of particular interest to users of the NELS:88 teacher data. The Sophomore Teacher File contains responses from 14,103 teachers on 18,291 students from 616 schools. The Senior Teacher File contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. A response of Yes, No, or Don't Know was sought for the following seven student-specific evaluations: (1) will probably go to college; (2) is working up to potential; (3) seems popular with others; (4) has talked with me outside of class about school work or plans; (5) seems to dislike school; (6) has the kind of self-discipline to hold a job; (7) has or may have a physical or emotional handicap that is affecting his or her school work. The typical student in the sample was rated by an average of four different teachers. The files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The Friends File contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second and Third Follow-Up Files

The First Follow-Up Sophomore File contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The First Follow-Up Senior File contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The Second Follow-Up Sophomore File has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The Second Follow-Up Senior File encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The Third Follow-Up Sophomore File includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs,

earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings and Enrollments File contains school information, course offerings, and enrollment data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The Postsecondary Education Transcript File for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The Postsecondary Education Transcript File for the HS&B sophomores includes transcript data for over 6,000 members of the 1980 sophomore cohort who reported in the follow-up survey that they had attended a postsecondary institution. The data file created for this study includes detailed information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credits earned as of the third follow-up in 1986. Additional sophomore cohort transcripts data are being collected in the autumn of 1992 as part of the HS&B fourth follow-up study.

The Senior Financial Aid File contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan (GSL) program and of the Pell Grant program.

The Sophomore Financial Aid File includes data on postsecondary financial aid experiences for 1980 sophomores who attended a postsecondary institution. Financial aid data were collected from federal records of the Guaranteed Student Loan and Pell Grant programs, and GSL disbursement data

from guarantee agencies participating in the Guaranteed Student Loan program.

The HS&B HEGIS and PSVD File contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

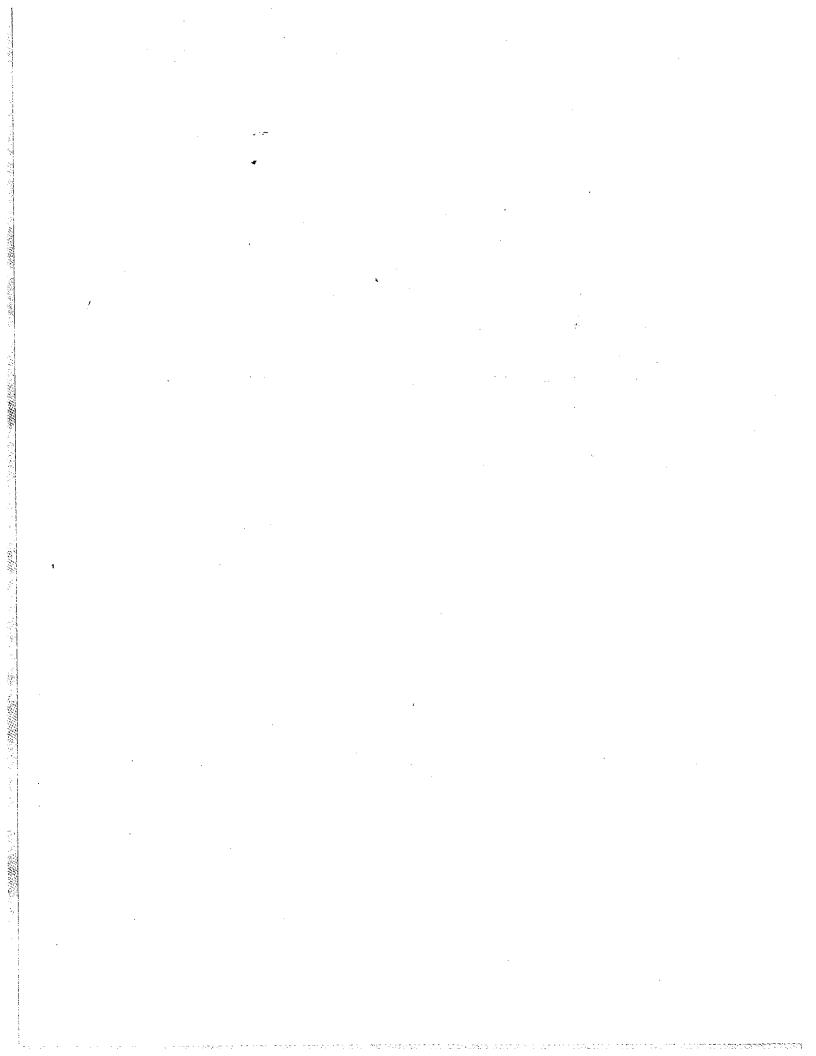
NLS-72 Files

The NLS-72 Base Year Through Fourth Follow-Up (1979) File contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The NLS-72 Fifth Follow-Up File consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the NLS-72 Base Year Through Fourth Follow-Up (1979).

The NLS-72 Teacher Supplement File contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the NLS-72 Fifth Follow-Up File and to the NLS-72 Base Year Through Fourth Follow-Up File.

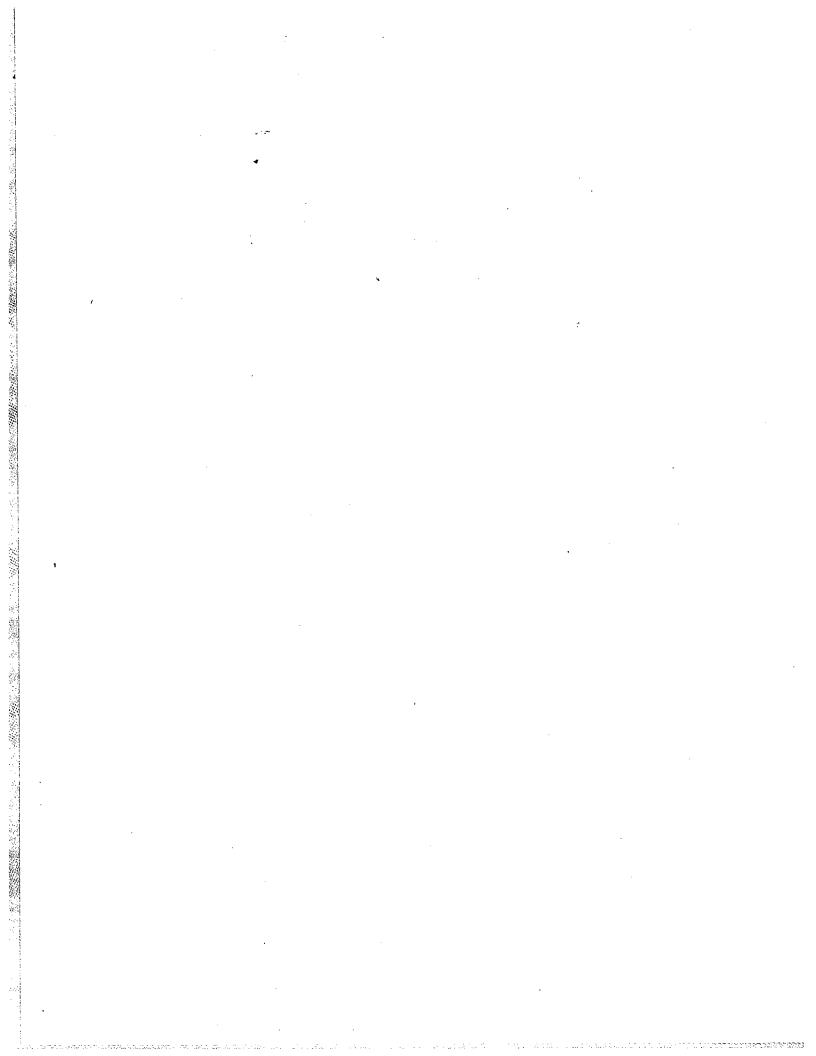
The Postsecondary Education Transcript Study of the NLS-72 Sample contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance).



Appendix B

National Center for Education Statistics, Longitudinal and

Household Studies Branch (LHSB) NELS:88 Publications



Longitudinal and Household Studies Branch (LHSB) NELS:88 Publications

RELEASED ANALYSIS REPORTS.

- Hafner, A.; Ingels, S.J.; Schneider, B.; and Stevenson, D.L. A Profile of the American Eighth Grader, June 1990; NCES 90-458.
- Hoachlander, E.G. A Profile of Schools Attended by Eighth Graders in 1988, September 1991; NCES 91-129.
- Bradby, D. Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88, February 1992; NCES 92-479.
- Horn, L., and Hafner, A. A Profile of American Eighth-Grade Mathematics and Science Instruction, June 1992; NCES 92-486.
- Horn, L., and West, J. A Profile of Parents of Eighth Graders, July 1992; NCES 92-488.
- Kaufman, P., and Bradby, D. *Characteristics of At-Risk Students in NELS:88*, August 1992; NCES 92-042.

RELEASED E.D. TABULATIONS.

- Rasinski, K.A.; and West, J. NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics, July 1990; NCES 90-459.
- Rock, D.A.; Pollack, J.M.; and Hafner, A. The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth Grade Class, April 1991; NCES 91-460.

RELEASED USER'S MANUALS/TECHNICAL REPORTS.

Ingels, S.J.; Abraham, S.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R.; Owings, J.A. NELS:88 Base Year Data File User's Manuals:

STUDENT COMPONENT:

March 1990; NCES 90-464*

PARENT COMPONENT:

March 1990; NCES 90-466

SCHOOL COMPONENT:

March 1990; NCES 90-482

TEACHER COMPONENT:

March 1990; NCES 90-484

* contains a codebook with frequency distributions for the full (24,599) 1988 participating cross-sectional sample.

为企业的联络,全个企业的对话的。

- Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; and Tourangeau, R. NELS:88 Base Year Sample Design Report, August 1990; NCES 90-463.
- Rock, D.A.; and Pollack, J.M. Psychometric Report for the NELS:88 Base Year Test Battery, April 1991; NCES 91-468.
- Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; and Buckley, P. NELS:88 Base Year Final Technical Report, 1990; Chicago: NORC.
- Kaufman, P.; Rasinski, K.A.; Lee, R.; and West, J. Quality of Responses of Eighth-Grade Students to the NELS:88 Base Year Questionnaire, September 1991; NCES 91-487.
- Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. NELS:88

 First Follow-Up Data File User's Manuals:

STUDENT COMPONENT April 1992; NCES 92-030

SCHOOL COMPONENT May 1992; NCES 92-084

DROPOUT COMPONENT: August 1992; NCES 92-083

TEACHER COMPONENT: September 1992; NCES 92-085

FORTHCOMING LHSB NELS:88 REPORTS/E.D. TABULATIONS.

- Rock, D.A., and Pollack, J.M. Tenth Grade Cognitive Performance and Gains in Cognitive Performance Since Eighth Grade. (Estimated Release October 1992).
- Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J. America's High School Sophomores: A Ten Year Comparison, 1980 1990. HS&B-NELS:88 Trend Report. (Estimated Release October 1992; NCES 92-087).
- NELS:88 First Follow-Up Dropout Descriptive Report (Estimated Release November 1992).
- NELS:88 First Follow-Up Student Component Descriptive Summary. (Estimated Release November 1992, NCES 92-086).
- NELS:88 Transition Patterns Experienced by Students as They Move from Eighth Grade to Tenth Grade (Estimated Release December 1992).
- NELS:88 First Follow-Up Final Technical Report

OF RELATED INTEREST (INCLUDES NELS:88 FINDINGS)

Kaufman, P., McMillen, M.M., Whitener, S. 1991. <u>Dropout Rates in the United States: 1990.</u> NCES 91-053.

Appendix C

Guidelines For Using SAS
with NELS:88 First Follow-Up Data

7 .

Guidelines for using SAS with NELS:88 First Follow-Up Teacher Data

The files provided on the public release tape include SAS cards and SAS system files for the NELS:88 first follow-up teacher data file.

The following are situations which may be encountered when using large data files with SAS and suggestions for handling them.

1. Use the '(KEEP=...)' and '(DROP=...)' options in the 'SET' statement and/or in the 'DATA' statement when creating working data files so that unwanted variables are not included in the files. The '(KEEP=...)' option does not reorder the variables in the new dataset.

The files are large and the SAS cards associated with all of the variables within a file require a great deal of memory. Eliminating unwanted variables and the cards associated with them will reduce the amount of memory necessary to run jobs.

- 2. Some of the label statements given in the SAS card files may need to be eliminated because of SAS system limitations present at many computer installations.
- 3. The large number of VALUE statements in the PROC FORMAT section requires that a special DD statement be placed just after the // EXEC SAS statement to increase the capacity of the format library during a SAS run:

//LIBRARY DD SPACE=(TRK,(25,25,60))

Since this may not be possible at some computer installations, it may be necessary to delete some VALUE statements.

4. When working with large files, it may be necessary to override the default work space with the following DD statement:

//WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))

Place the //WORK DD statement just after the // EXEC SAS statement (or after the //LIBRARY DD statement, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure(s) that will use them.

In the following example PROC FORMAT is used first to make a temporary library of formats (sets of value labels). Then PROC FREQ is used to access the First Follow-Up teacher SAS system file and to create a frequency table. The FORMAT statement in PROC FREQ links the variable in the frequency to the appropriate value label stored in the temporary format library.

// EXEC SAS

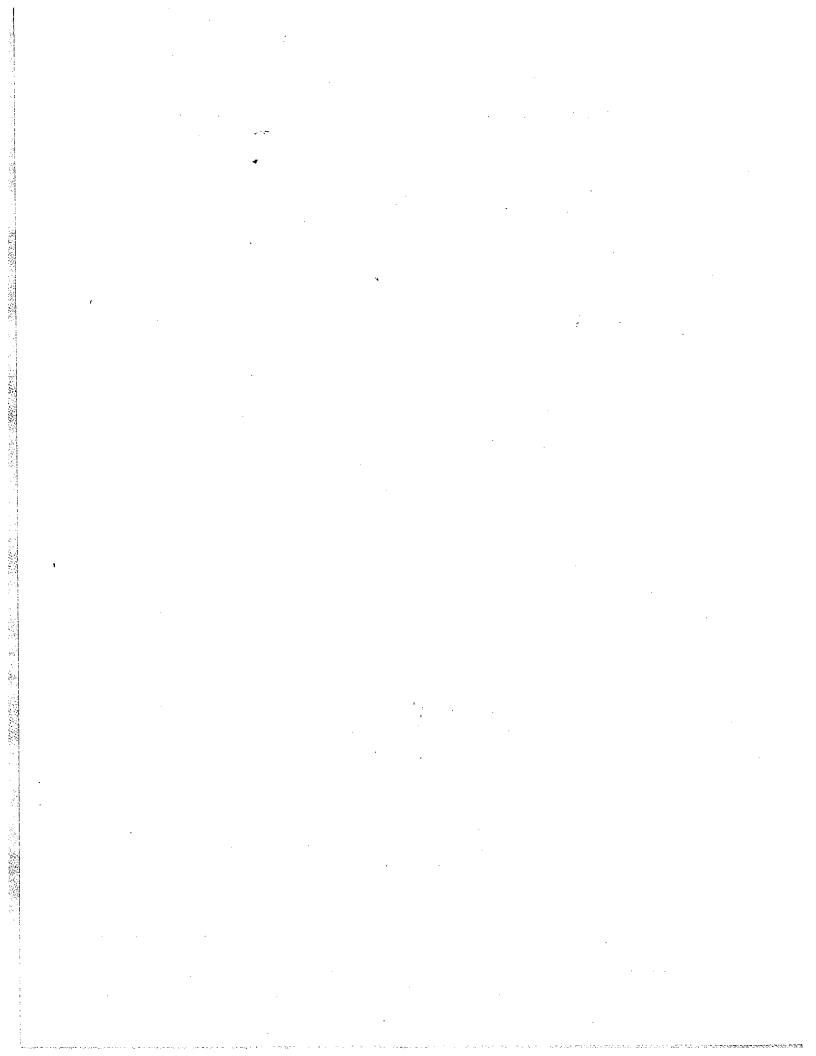
```
//LIBRARY DD SPACE = (TRK, (25, 25, 60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F1TE.SASLIB,DISP=SHR
//SYSIN DD *
OPTIONS DQUOTE;
PROC FORMAT:
VALUE F1 1AV
    1 = "YES"
    2 = "NO"
    6 = "MULTIPLE RESPNSE"
    7 = "REFUSAL"
    8 = "MISSING"
    9 = "LEGITIMATE SKIP"
PROC FREQ DATA=IN1.F1TEACHR;
FORMAT
F1T310D1 F1 1AV.
TABLES F1T310D1;
TITLE "BACHELOR'S DEGREE MAJOR IN MATHEMATICS";
```

At the end of each SAS card file, there is a frequency procedure which contains FORMAT statements for every variable for which there is a format. These FORMAT statements can be used in any SAS procedure. However, if there are a large number of format links, they must be divided into several format statements to work. (About 90 format links in the format statement were utilized in testing the SAS cards on the University of Chicago mainframe.)

- 6. Whenever variables are needed from several files (e.g., first follow-up school and student), the files may be merged by STU_ID or F1SCH_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis. Users are reminded to first sort the files by the variables selected for merging; that is, sort both files either by STU_ID or F1SCH_ID.
- 7. For very large files, the user may encounter problems when sorting. Various options may be added to the //EXEC SAS card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

// EXEC SAS,OPTIONS='NODYNALLOC',REGION=1280K,SORT=30

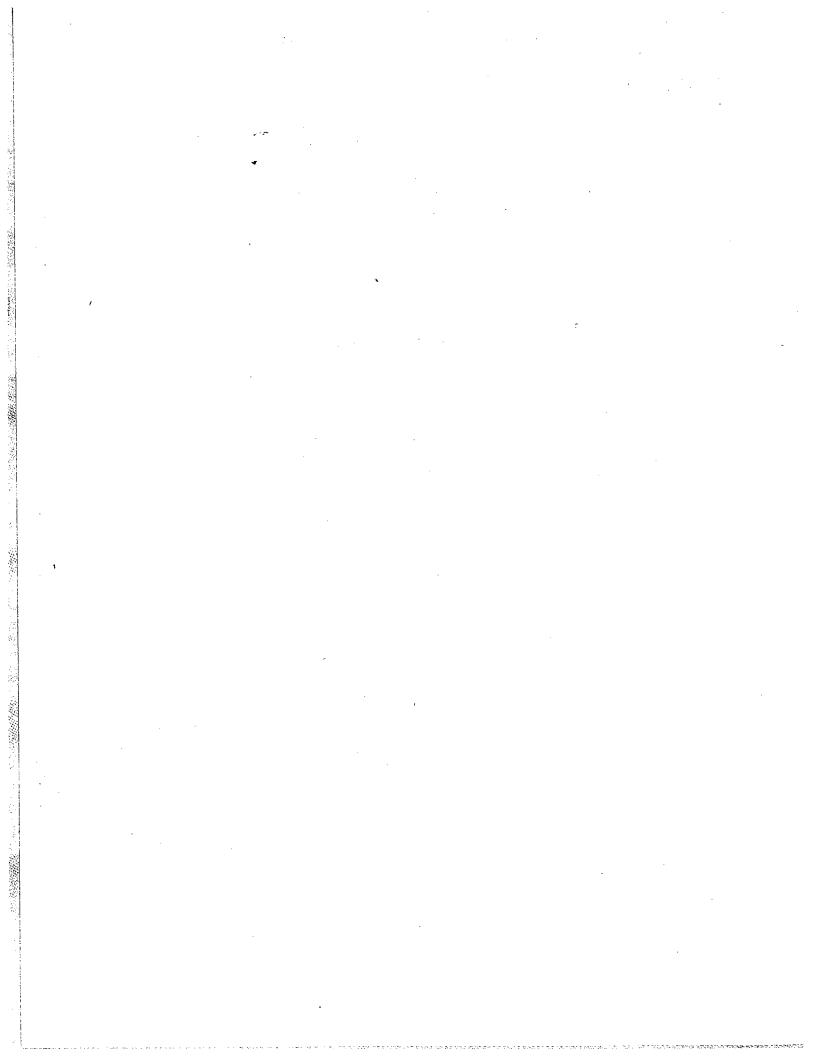
- 8. It is suggested that the user include the LENGTH statement when creating new variables, in order to save space and computer memory.
- 9. For many tabulations, PROC TABULATE produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulate tables.
- 10. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series based routine that uses an ASCII file to compute standard errors for crossclassifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.
- 11. Use the NCES- and NORC-defined composite and classification variables whenever possible to simplify programming.
- 12. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice versa.
- 13. There is a peculiarity with version 6.06 of SAS. The symbol "%" will not be printed in a variable label if the label is the first thing to be printed on the page.



Appendix D

First Follow-Up

Teacher Questionnaires





NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4492 Form Approved OMB No. 1850-0593 App. Exp.: 1/91

FIRST FOLLOW-UP

TEACHER QUESTIONNAIRE

ENGLISH VERSION

Sponsored by:

U.S. Department of Education Center for Education Statistics

NORC
A Social Science Research Center
University of Chicago

USES OF THE DATA

The data from this survey will be used by educators and by Federal and State policy makers to address important issues facing the Nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

- 1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
- 2. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
- 3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

		[]	D N	UN	IBE	R	
•							
	0	<u></u>	0	<u></u>	<u></u>	0	8
	0	Φ	①	Œ	Œ	1	(3)
	2	2	2	2	②	@	Œ
^	3	3	<u> </u>	3	3	3	Œ
ı	4	4	(4)	(1)	4)	Œ	
	ூ	6	(5)	6	6	©	
ĺ	©	0	©	6	6	©	
	Ø	Ø	Ø	Ø	Ø	0	
	⑧	®	➂	➂	®	ഀ	
	9	(9)	<u> </u>	9	9	①	

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: 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, Washington, D.C., 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)

National Association of Secondary School Principals

National School Boards Association (NSBA)

The National Catholic Education Association (NCEA)

The National Association of Independent Schools (NAIS)

MARKING DIRECTIONS • Use only a soft lead pencil (No. 2 is best). • Make dark marks that fill the oval. • Erase cleanly any answer you wish to change. • Make no stray markings of any kind: CORRECT MARKS CORREC

INTRODUCTION

This questionnaire is part of a major longitudinal study designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Your school has agreed to participate in this study and has allowed us to resurvey those students who were selected as part of a random sample when they were in eighth grade. A list of these sampled students should be attached to the cover of this questionnaire. (If the list is missing, please report the problem to the study coordinator at your school — the person who distributed this questionnaire to you.) You have been identified as a teacher of one or more of the sampled students. We are seeking information from you to supplement other study data about these students.

This questionnaire has four very different sections:

- Part I asks you questions about the characteristics and behaviors of the sampled students whom you have in one of your classes this semester/term. Individual students are referred to by "Student Number," as shown in the List of Students attached to the cover of this questionnaire. Part I asks you to write the student's initials below the student's number. If you have more than sixteen students on your list of students, your packet should contain a "Continuation Booklet" for use in answering questions about students 17 and above.
- Part II asks a series of questions about specific, designated classes. The particular class or classes for which information is being requested is indicated on a Class List sheet attached to the cover page of this questionnaire. As you will see, Part II contains room for responses on a maximum of five classes. You may not need all five response columns. Use only as many columns as you need to respond separately for each of the classes listed on the attached class list. In the unlikely event that your class list contains more than five different classes, use your "Continuation Booklet" for answering questions about classes numbered 6 and above.
- Part III requests some general background information about you.
- Part IV asks a series of questions about your school's climate.

Please answer directly on the questionnaire by darkening the appropriate oval or by writing your response in the space provided.

We realize that you are very busy; however, we would appreciate it if you would complete the questionnaire and return it to your NELS:88 School Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose.

Thank you very much for your help.

PART I: STUDENT INFORMATION

Please answer the questions in this section for each student listed on the attached Student List. Fill in the oval corresponding to the appropriate responses to Questions 1-23 in the first column for the first listed student. Continue until you have completed a column for each student listed on the Student List. Questions 2-23 apply only to students

STUDENT NUMBER (from attached Student Ilist) Please write the student's 01 02 03 04 05 06 07 08 initials below the number.	Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionaire) in the box and darken the oval that corresponds to that element.	1. Is this student assigned to O Yes O the class shown on the fourth column of the Student List? IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN.	Questions 2-22 apply only to students for whom your answer to Question 1 is yes. Does this student usually
Student Student 02 03	 	O Yes O No - O No	Yes O Yes O DK O DK
Student Student Otto	00000000	2 & 2 &	O O O O
Student Student 05 06	© D Q Ø Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q	No O No	Yes O Yes O No O DK
t Student (<u> </u>	\$ & 00	000 % es
Student Str 08	 	0 0 % %	000 % % % 000
Student Student 09 10	O-000000000000000000000000000000000000	No O No	Yes O V Yes O DK
Student 11	<u> </u>	0 0 % & & O 0	000 0 % % 0 0 0
Student Student	© D N D D O D O O O O O O O O O O O O O O	S & S	Yes O Yes O DK
ent Student 14	@©®®®®®®®®	No No Yes	0 Yes
t Student 15	<u> </u>	No N	O O O O X o
Student 16	<u> </u>	S & CO	O V čes O D K

Student 16	Yes No DK	Yes DK	Yes No DK		Yes NN NN	Yes NN NN	Yes No NN	Ves No NN	© @ @ @
Student Si	000 E & &	000 E & & 000	000 % % & 000		000 ^S ^{&} ^{&} 000	000 N % & S	000 NN % & S	000 NN % & 000	-000
Student S 14	000 0 % 0 %	000 E & & &	OO Xes OO No Q		N N N N N N N N N N N N N N N N N N N	N N OOO	N N OO	2 % % 2 % %	0000
Student 3	O Ves O No O No	0 Yes 0 DK	00 % 00 % 00 0		N % %	N N N N N N N N N N N N N N N N N N N	N N OO	N N O O	<u>-000</u>
Student 12	OOO Xes	O Yes	OOO Aes	ų	N N N N	N No No	N N O O	S S N	<u>-</u> @@@
Student 11	O Yes O No O DK	O Yes O DK	O Yes		O O O N N O	N N N	N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N	
Student Student 09 10	O Yes O No O DK	O Yes O No O DK	OOO		N N K	N N Y es	N N K	OOO Yes	-000
	O Yes O No O DK	OOO OV OOO	OOO Ves		N % es	N N K	S S Z N Z	OOO No Yes	©®®®
Student 08	OOO Aes	OOO Ves	OOO OX		N % es	N N Kes	N N N	N N K	-
Student 07	000 K % &	OOO OK OK OK	D No Ces		N N N N N N N N N N N N N N N N N N N	S S K	N N K	S % K	- - -
Student 06	000 PK %	OOO OK	OOO OOO		N N N	N Yes	000 N % &	N % Ke	©@@@
Student 05	000 K % &	OOO OK OOO	OOO DK %	······································	OOO S S S	S S X	N N K	N N K	©@@ @
Student 04	000 E % &	D % Kes	OOO DK %		000 Z Z Z Z	N N K	N N K	% % % OOO	⊕@@ @
t Student 03	000 % % %	OOO Ves	O Ves O DK		OOO NN Ses	OOO No No	N % N	% % % 000	
t Student 02	000 E & &	O O Ves	COO		N % K	% % % 000	N % % N X		0000
Student 01	000 E % &	000 E & &	000 DK %		N N N	OOO Yes	000 N S S S	000	@@@@
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	3. Does this student seem to relate well to other students?	4. Will this student probably go to college?	5. Does this student talk with you outside of class about school work, plans, or personal matters?	Have you spoken with the student's parents this semester about the following?	a. Student's academic performance	b. Student's behavior in school	c. Student's homework assignments	d. Student's absenteeism	7. How involved are the parents of this student in his/her academic performance? Not involved

TOWNS .

£.

8. Has this student fallen behind O'ves	STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student .02	Student Student 03 04	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
a learning disability that a learning disability that below of the student has been dear this student has been disability that converged that student has been dear that student has been disability that converged that student has been dear that student has been dear that student has been dear that affects his converged to the converged that affects his converged to the converged that student has been dear that affects his converged to the co	8. Has this student fallen behind in school work because of a health problem?	O Ves O DK	0 Yes 0 DK	O Yes O DK			O Ves O DK	O Yes O DK	O Yes O No `						O Yes O No O DK	O Yes O No O DK	O Ves O No No O No
De your feel this student has a physical or emotional particles that affects his of the continual particles has been at affects his of the continual of the continual particles has affected to the continual particles has aff		OOO Ves	OOO Xes	OOO Ves	. – –										O O O O O Kes	O Yes O No O DK	O Yes O No O DK
Student a Language O Yes	10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	O O O	OOO Aes	OOO Xes	,		OOO								oo ves	. Se	O Yes O DK
English Proficient (LEP) Over One or On	•	S X X O O O	O O O	OOO EX OOO	• – –					000 V % V A					OOO Ke	S % A	OOO Xes
Is this class Too difficult for this student?	_:	o o o	O Yes O DX	OOO	,										O Ves	OOO OK	Yes O No DK
	13. Is this class	·,······	`														
	Too difficult for this student?	0	Θ	Θ	©	0	©	0	0	Θ	©		Θ	©	Θ	©	Θ
6 6	Not challenging enough for this student?	<u>@</u>	®	®	@	®	®	®	@	®	®	®	@	®	®	Ø	®
	The appropriate level for this student?	©	©	<u> </u>	<u></u>	<u></u>	©	<u></u>	<u></u>	<u> </u>	<u> </u>	<u> </u>	<u></u>	<u> </u>	®	0	©

32.52

*A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

^{**}A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

© @®	00000	<u>-</u> 000000	- - - - - - - - - - - - - - - - - - -
000	60000	000000	-0000
ට ඔම්	00000	0.00000	00000
000	00000		00000
000	- - -	<u></u>	00000
000	00000		00000
©®®		00000	00000
000	00000	00000	00000
©®®	<u>-</u> 00000	- - - - - - - - - - - - - - - - - - -	- - - - -
600	<u>-</u> @@@@@		00000
	<i>-</i>		00000
6.00	@@@@@	- - - - - - - - - - - - - - - - - - -	©@@@@
C @ @	<u>-00000</u>	₽®®®®	©®®®®
0.00	_ @ @ @ @	- - - - - - - - - - - - - - - - - - -	©@@@@@
000			@ @ @ @ G
000		©®®®®	@@@@@
14. Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school Yes	15. How often does this student complete homework assignments? Never Rarely Some of the time Most of the time All of the time Don't know	16. How often is this student absent? Never Rarely Some of the time Most of the time All of the time Don't know	17. How often is this student tardy? Never Rarely Some of the time Most of the time All of the time Don't know
	Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school (a) (a) (b) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Have you recommended this student for academic honors, and where you recommended this student for academic honors, honor carefulation at this school Not available at this school Not the time Not t

のでは、1000年の日本のでは、

Student 16	00000	O O Ves		
Student 15	O @ @ @ @	000 E & &	00000	\$ 2 Z \$ 2 Z OOO OOO
Student 14	©@@@@ [*]	O O O	00000	.000 000
Student 13	00000	000 000	00000	% % % % % % % % % % % % % % % % % % %
Student 12	00000	000 2 % K	- - - - - - -	N 0 N 0 N 0 N 0 N 0 N 0 N 0 N 0 N 0 N 0
Student 11	00000	OOO DK %	© @ @ @ @	2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Student 10	-a@4@6	ooo	C00000	
Student 09	C Ø @ & @ @	O O O O O O O O O O O O O O O O O O O	<u></u>	000 000
Student 08	0.00000	O O O	600000	% ° × × ° × × × × × × × × × × × × × × ×
Student 07	<u>-000400</u>	OOO OK	<u> </u>	000 000
Student 06	<u></u>	O O O DK	<u></u>	000 000
Student 05		O O O	<u>-</u> 000000	% ° × ° ° × ° × ° ° × ° ° ° ° ° ° ° ° °
Student 04	C 00 00 00 0	O O O	<u>-</u> @@@@@	000 000 000 × 68
Student 03	- - - - - - - - - - - - - - - - - - -	O O O	- - - -	000 000 NN % & & & & & & & & & & & & & & & & &
Student 02	C 00 0 0 0 0	OOO DK %	C00000	% % % % % % % % % % % % % % % % % % %
Student 01	C @ @ @ @ @	O O O		N S & N S & W
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	18. How often is this student attentive in class? Never Rarely Some of the time Most of the time All of the time Don't know	19. Is this student exceptionally passive or withdrawn?	disruptive in class? Never	21. Have you spoken to a guidance counselor or a school services person this semester about the following? a. Student's academic performance b. Student's behavior in school

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL THE STUDENTS LISTED ON THE STUDENT LIST, GO TO QUESTION 1, PART II.

PART II: CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES.

CLASS #5 CLASS #5 OCO 00 00 00 00 00 00 00 00 00 00 00 00 00	TITLE	O Yes			Academic
CLASS #4 CLASS #4 GGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG	TITLE	O Yes		,	Academic(1) Advanced or honors(2) General(3) Vocational/technical/ business(6) Other(6)
CLASS #3 @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@	ТІТІЕ	O Yes			Academic
CLASS #2 CLASS #2 GOOGOGOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO	TITLE	O Yes O No			Academic
Class Number O	TITLE	O Yes			Academic
1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.	1B. Write the Class Title (column two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)	2. Are you currently teaching this class?	IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.	AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.	3. Which of the following best () describes the "track" this class is considered to be? (MARK ONE)

CLASS #5	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(4)	\$tudents Students Students	Students Students	My department chair or area coordinator assigned it to me
CLASS #4	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(4)	Students © © © © © © © © © © © © © © © © © © ©	Students Students	My department chair or area coordinator assigned it to me(1) Another school administrator assigned it to me(2) I decided to teach it(3) It was my turn to teach it(4)
CLASS #3	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(4)	Students © © © © © © © © © © © © © © © © © © ©	Students Students	My department chair or area coordinator assigned it to me(1) Another school administrator assigned it to me(2) I decided to teach it(3) It was my turn to teach it(4)
CLASS #2	This class consists primarily of students with: Higher achievement levels() Average achievement levels() Lower achievement levels() Widely differing achievement levels()	Students © © © © © © © © © © © © © © © © © © ©	Students © © © © © © © © © © © © © © © © © © ©	My department chair or area coordinator assigned it to me
CLASS #1	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(4)	\$trdents @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@	Students © © © © © © © © © © © © © © © © © © ©	My department chair or area coordinator assigned it to me
	4. Which of the following best () describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)	5. How many students are () enrolled in this class?	6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)	7. How were you assigned to teach this class? (MARK ONE)

CLASS #5 LEP OO	Hours plus Minutes of Good of
CLASS #4 LEP B B B B B B B B B B B B B B B B B B B	Hours Minutes 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
CLASS #3 LEP B	Hours plus Minutes o
CLASS #2 LEP GO GO Students GO G	Hours plus Minutes plus plus plus plus plus plus plus plu
CLASS #1 LEP 00 00 00 00 00 00 00 00 00 00 00 00 0	Hours plus Minutes of the company of
8. How many Limited-English- Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*	9. Approximately how much homework do you typically assign each day?

*A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from instruction in English.

	Ĕ.				- I -	©	(O)	<u> </u>			įC),	(O)O)
	搓	<u>in</u>			2	@	@	nents.	Pfimary Resour Ged Frequently y Resource quently Used	0	0	® ®
CLASS #5	(5) (4)	f the T	ı		n n	Θ.	Ø	ents . nents . ssignn	fimary sec F. Resou uently sed	, o	. (0)	@@
귕		Most of the Time		Never	(mt:-	0	0	Not applicable None	Pfinary Red Used Frequi Secondary Resource Used Frequently Rankly Used)sed	Θ	99
			Some or the Time	Ž	•			Not ap None. 1-2 as 3-4 as 5-6 as 7-8 as 11 or r	Sec Use	Not Used		
	Ě			6	日	ඉ	©	©@@@@®		įø	\mathcal{O}	୍ଡାଡ଼
		lime			,	®	@	nents.		@	· @	@ @
CLASS #4	Ŧ	Most of the Time	ě		ണ്ട	Ø.	©	ot applicable	Primary Res Used Frequence Used Frequently Rank Used	G		.00
히		Most	Some of the Time	Never	4	0	0	Not applicable None	Brim Used condary Re ed Frequen Rårely, Used	Not Used	Θ	99
			Some	_			-	Not ap None. 1-2 ass 3-4 ass 5-6 ass 7-8 ass 11 or m	Sec Use	Not		
	Time					ෙ	6	0000000	8 8€	(G)	6	00
£	All of the Time	Time			7	®	@	Not applicable	Primary Resource tised Frequently y Resource quently	<u></u>	0	00
CLASS #3	A.	Most of the Time	Time		္ကက	Ð	.9	Not applicable None	Primary Res Used Frequ Secondary Resource Used Frequently Rarely Used	(G)	6 0	<u>.@</u> @
ျပ		Most	Some of the Tune	Never	4	0	0	Not applicable None	Prime Used condary Resed Frequent Rarely Used	Not Used	0	00
			, E	accordant and		The second	W. Gersen		S C			
	All of the Time	58-222			H	(D)	(O)		South Care	<i>E</i> . ©	 _
#2	of the	Time			2	@ 		ts in the second	Primary Resource Used Frequently y Resource quently	<u>ම</u>	ම බ	00
CLASS #2	₹	Most of the Time	f the Time		-	(O	(Q)	Not applicable	Primary Re- Used Frequing Secondary Resource Used Frequently Rarety Used		 O	
		Mos		Never	7	•	٩	Not applicable None	Second Used Fr	Not Used	•	
			Some		H	.	ത			ž	(O)	ෙල
	All of the Time	e e e e e e e e e e e e e e e e e e e		le de alle de la	~	<u>@</u>	<u>.</u>		Primary Resource Used Frequently ry Resource quently	@	 @	6 0
S #1	il of th	e Tim	u		m	(5)	. G	ts	Primary Resourc Used Frequently ry Resource quently	G)	© .	@@
CLASS #1		Most of the Time	Some of the Time	L.	4	0	<u> </u>	Not applicable None	Primary Res Used Frequesed Frequents Used Frequently Rarely Used	9 @	Θ	© ©
		Ň		Never				ot applone2 assig.4 assig.6 assig.8 assig.10 ass	Secon Used F	Not Used		·
		(ii)	8			ء :	:	C:		:	:	: :
	10. How often do you do each of the following with	homework assignments? (MARK ONE ON EACH LINE)			Keep records of who turned in the assignment.	Return assignments with grades or corrections	ss	How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE)	What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)		<u></u>	
	you d	SIGN EA			ds of	ignme orrectí	comp in cla	iting a ast on be rec class ti proxim MARK	you mainstructure	•	aterial	
	ten do ollowir	ork as:			Keep records of who turned in the assignment	Return assignments w grades or corrections.	Discuss the completed assignment in class	any wi of at le tudent your is api	se do) owing Is? (N CH LIR	Textbooks	Reading mother than textbooks.	Audio-visual materials Other
	How often do you do	homework assignments? (MARK ONE ON EACH LI						How many writing assignments of at least one pagawill a student be required to do in your class this ter (A page is approximately (A page) (MARK ONE	What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	a. Texti	b. Reading materials other than textbooks	1
	T 0	= =			æj	Ġ	ပ	# E \$ # 2 9	12. Y # EO	Ø	Ð	ਹ ਚ

CLASS #5	a. I did	Very unprepared5 Somewhat prepared4 Adequately prepared3 Well prepared2	
CLASS #4	a. I did	Very unprepared5 Somewhat prepared4 Adequately prepared3 Well prepared2	8
CLASS #3	a. I did	Very unprepared5 Somewhat prepared4 Adequately prepared3 Well prepared2	8
CLASS #2	a. I did	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2	MINUTES 000000000000000000000000000000000000
CLASS #1	a. I did	Very unprepared5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2	00000000000000000000000000000000000000
	13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)	14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)	15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?

CLASS #5	MINUTES	100% © © © © © © © © © © © © © © © © © ©
CLASS #4	NINCT	
CLASS #3	MINUTES	
CLASS #2	MINUTER TO THE TERMINATION OF T	15 100° © © © © © © © © © © © © © © © © © ©
CLASS #1	MINUTES	10000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
	15b. Approximately how many minutes <u>per week</u> does this class have lab sessions (e.g., science, math)?	16. Indicate about what percent week doing each of the following with this class? (MARK ONE ON EACHLINE) a. Providing instruction to the class as a whole

CLASS #5		Ocomplete Control (1) (2) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	######################################
CLASS #4	,	Complete Control Go	######################################
CLASS #3		Ontrol Control O	######################################
CLASS #2		Oontrol Control Contro	######################################
CLASS #1		Complete Control Good Good Good Good Good Good Good Go	A times se to the second of th
	17. How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?	a. Selecting textbooks and other instructional materials	18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE) a. Lecture b. Film c. Whole-group discussion orally to questions on subject matter e. Have students respond orally to subject matter in small groups discussions f. Have students whole-group discussions f. Have students worksheets in class oral reports f. Have students oral reports f. Have students oral reports

The next series of questions for teachers of English classes should be completed for each class listed on the class list. The columns refer to the same classes that voil identified on page 10. Question 14.

		Every Day	eek				(a) (b)	(B)	® ⊕ '®	⊕	(B)	Ф Ф	(9) (8)	(B) (B)	9 0	(a)
CLASS #5	1	Eve	2-3 Times per Week	Once a Week	Month	ya.	. O O C		0 0	. O O O	. O O O	. O O O	O O	. O 8	. 0 8 9	. O O
7			2-3 Tin	Ouc	-2 Times a Month	Very Rarely										
	1	Day			-		⊕ 6	Ф Б	Э С.	Ф (б)	Э е	⊕ 6	Ф В	Ф (9)	Ф (6)	4 (6)
S #4		Every Day	per Week	Once a Week	outh	*	0 0 0	ම ල ල	ි ල ල	ම ල 0	000	ි ම ල	@ @ @	0 8 0	0 0 0 0 0	0 3 9
CLAS			2-3 Times	. ∴ Once	Times a Month	Very Rarely				Marie La Carlo						
L					1-2		(B)	. @	ပ (၅)	(9)		• •	9	ب	 ©	<u></u>
		Every Day	/eek				⊕ ⊕	⊚	⊕ (0)	(((a)	Э	9 9	9 (0	9 9 (0	(a) (b)
LASS #3		Ev	s per V	Once a Week	lonth	*	@ @	ම ල	0	ම ල	@ 	0	© (0		@ •	0
CLAS			2-3 Times per Week	Once	Times a Month	Very Rarely	:	:	:	:	:	:				
			2.		1-2 Tin	Š	:		: :	: :	:		: :	: :	: :	:
	T	Day	۷.				⊕	(4) (B)	⊚	(0)	(A)	(9)	(a)	.	• •	(A)
#2		Every Day	er Wee	a Week	£		ම ඔ	<u>ම</u> ®	ි ල	ිම ම	ි ම	<u>ම</u>	ිම ල	<u>ම</u> ම	© @	ල ම
CLASS			2-3 Times per Week	Once a	imes a Month	ery Rarely	@	© :::	<u>.</u> ම	. O	 : :	.	Θ. :	<u>ල</u>	, , , ,	Œ,
	İ		-2		1-2 Tin	, Ve	:		: :	; ;	: :		: :	: :	:	: :-
	t	Day					(B)	(B)		(a)	(0	- @ •	Ф (B)	 		Ф (6)
#		Every Day	er Weel	Veek	£		0 0 0	ි ල ම	ම	_ @ @ @	(0) (0)	ි <u>ම</u> ල	ි ල	(B)	ි ම ම	@ @
CLASS #			2-3 Times per Week	Once a Week	a Mon	Rarely	© :	ිල :	⊙ .:	ූ ල :	ිල් :	ූල :	. O	О, :	, , , (0) ∶	
0			2-3 T	0	1-2 Times a Month	Very Rarely	:	:		:	:	:	:	:	:	:
<u></u> ≻:	L			î î		6	e	<u>ف</u> :	ن :	- 6	a i	ý :	6	<u> </u>	:	<u>.</u>
RS ONLY		: د د ا <u>ح</u>	to you he n this	class? (MARK:ONE ON EACH LINE)		a. Allow students to choose		trips,		eports	_	Have students read novels, plays, essays, etc.	ite	to the ing	to	Have students write in styles that encourage their emotional and imaginative development
ACHE		If you are an English	undertake each of the following activities in this	ON EAC		ents to	materials	Show films, filmstrips or videotapes	Have students give oral reports	Require written reports on readings	Discuss assigned reading material.	Have students read plays, essays, etc.	Have students write impromptu essays .	Devote attention to the stages of the writing process	Devote attention to technical aspects and skills of writing	j. Have students write in styles that encourage their emotional and imaginative developme
ISH TE		are an	n, now ake ea ng acti	ONE		w stud	materials.	Show films, fil or videotapes.	Have studer oral reports	Require writ on readings	Discuss assigner reading material	e stude 's, essa	e stude romptu	Devote atte stages of ti process	Devote attention technical aspect skills of writing	e stude es that r emoti ginative
FOR ENGLISH TEACHERS		If you are an English	underta followia	class?		a. Allo	mat	b. Sho	c. Hav	d. Req	e. Disc read	f. Have play	g. Have impi	h. Deve stag proc	i. Deve tech skill	j. Hav style theii imag
FO		19.	- -									· · · · ·	·		· · · · · · · · · · · · · · · · · · ·	

П	
	(a) 000000000000000000000000000000000000
S #2	Moderate ®®®®®®®®®®®®®
CLASS	%
	100° 0000000000000000000000000000000000
	कर् _{० म} क्न क्न न म्ह न
	$\mathcal{L}_{\mathcal{U}}^{\mathcal{H}}$ accessos cos $\mathcal{L}_{\mathcal{U}}^{\mathcal{H}}$
#4	Moderale @@@@@@@@@@@@@@
CLASS	<mark>1000 1</mark>
/	Nove ⊕⊕⊕⊕⊕⊕⊕⊕⊕ ⊕⊕⊕
-	# # # # # # # # # # # # # # # # # # #
	// ₆ /1000000000000000000000000000000000000
£#3	Moderate a a a a a a a a a a a a a a a a a a
CLASS	\mathcal{L}_{M} oo
	100° 0000000000000000000000000000000000
_	थर २ म ० म म म म म म म
	166MEGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGGG
3 #2	Moderate @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @
CLASS	~
	1000 ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕
	450495475 - FC
Ŧ	Noderak @@@@@@@@@@@@@@
CLASS	Me 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
្រី	A
	No.,
<u> </u>	<u> </u>
SON	of Of Character
CHER	English hem hem hem hem hem hem hem hem hem he
TEA	If you teach an English class, how much emphasis do you give to each of this semester/term? MARK ONE ON EACH LIN a. Literature study b. Fiction c. Narrative fiction d. Mythology e. Poetry f. Drama g. Exposition h. Nonfiction i. Formal writing j. Grammatical skills k. Paragraph development l. Development of a thesis argument m. Analytical writing m. Avocabulary study
HSH	If you teach ar class, how mu do you give to this semester/ this semester/ this semester/ MARK ONE O a. Literature state. Narrative fic. Narrative fic. Anythology b. Fiction c. Narrative fic. Drama f. Drama g. Exposition h. Nonfiction i. Formal writ j. Grammatic: k. Paragraph c l. Developme thesis argun m. Analytical v n. Vocabulary n. Vocabulary
FOR FNGLISH TEACHERS ONLY	If you teach an English class, how much emphasis do you give to each of the following topics this semester/term? (MARK ONE ON EACH LINE) a. Literature study b. Fiction c. Narrative fiction d. Mythology e. Poetry f. Drama i. Formal writing j. Grammatical skills k. Paragraph development l. Grammatical skills k. Paragraph development l. Development of a thesis argument m. Analytical writing m. Analytical writing n. Vocabulary study
ű	9 , O

TO SEE THE SECOND CONTRACTOR OF THE SECOND CON

#5	Most of the Time	Sometimes	Rarely	.	9 0000	(a)	9	0	(d) (a) (g)	 		8 9 0	© 0 0 0			
CLASS #	Mosky	Sol	Ē	Never												
	e .					(a) (b)		· (4. @	9	െ			. <u>.</u>			
S #4	Most of the Time	Sometimes	Rarely	Never	 0 0) (0 (0	Æ	- · · · · · · · · · · · · · · · · · · ·	0 (1)	Θ	© • • •	@ @	. © 0			
CLASS #4	Mo	u)		ž			4									
	•				: roi		: :	: •	di di	<u>ئى</u> پ		: :	: 			
П	Jime Time	s G		100	0 0	, . @	Œ		Ø 9	CONTRACTOR SECTION		- @ @	. @ @			
#3	Nost of the Time	Sometimes	Rarely	Never	 0 0) (0 (0	, 7, C	Θ	 0	့့့ မွ		0 0	0 0			
CLASS	S NOS	S)	S	S	Ó	ø	Š	:								
					: :	: ف	ن	: : ਹ	ف	يب	: : :	Ē	; ;			
	Time	ues			0 0 0 0	ම ම	<u>@</u>	@	B B	<u>@</u>			ි ල ව			
SS #2	Most of the Time	Sometimes	Rarely	Never	@ ::	() () () () () () () () () ()	0	NAMES OF STREET OF STREET	0	Comment and the Comment	. 0 ::	. 0 :	0 0 ::			
CLASS	2				•								•			
Ц	28-22% 24 mon \$ 51 70	in account			ri in	: ف	ن	ਂ ਹ	oi		: 		: 			
	Time	S			0 0	@ @ @	ම	0 0 0	් ල ම		@ @	<u>ම</u> ම	@			
#1	Most of the Time	Sometimes	Rarely	ē	ූ ච ම	, O	(D) (0)	. O	0 0 0	© © ©	e - 0 0	0 0 0	(D) (O)			
CLASS	Most	S	4	Never	:		:			:	:	. :	•			
											:					
	As			(L)	rdi :	, , , , , , , ,	ن :	ö : ≥:		:	.	<u>.</u> .	<u></u> :			
ERS ON	Below are a number of ways in which teachers mark or dive written comments on	Ins.	iently 10d	(MARK ONE ON EACH LINE)	Assign a number, letter grade, judgment (e.g., good, excellent) without any comments	Assign separate numbers, grades or judgments to several aspects of the composition (e.g., content, mechanics, style)	Give a general comment at the end of the essay (written, broad informa- tion on the quality of the essay)	Give detailed comments, notes, in the margir. and/ or between the lines	Give comments on strengths and weaknesses and indicate different types of weak spots and mistakes.	f. Point out some aspects of strength in each student's writing	ve e end f make	Give comments and suggest corrections. After that, the students revise their compositions and write a "final draft"	rai			
ГЕАСН	numbe	positio	<i>n</i> frequ th mett iss.	ON E	numbe dgmen sellent) nents	parate r judgn spects ion (e.g	neral control of the properties of the propertie	iled co the ma	and we are different sols and	some th in ea writing	positives at the say and	ments orrection student position	arily o			
GLISH .	w are a sich tea written	student compositions.	Indicate how frequently you use each method with this class.	K ONE	a. Assign a number, letter grade, judgment (e.g., good, excellent) withou any comments	Assign separate numb grades or judgments t several aspects of the composition (e.g., cont mechanics, style)	Give a general commen at the end of the essay (written, broad informa- tion on the quality of the essay)	Give detailed comme notes, in the margir. or between the lines	Give comments on strengths and weakr and indicate differen of weak spots and mi with symbols and si	Point out some asp of strength in each student's writing	Give only positive comments at the end of the essay and make no corrections	Give comments and suggest corrections. Aff that, the students revise their compositions and write a "final draft"	Give primarily oral feedback			
FOR ENGLISH TEACHERS ONLY	21. Belov in wh	stude	Indic you t	(MAR	a. As gr go an	b. As gra se co co	Ça ¥ Şi Ço o £i € a t	ė ggb	e. Gir str. of o	f. Po of stu	g. Giv	h. Giv sug the wri	r. fee			
<u>_</u>																

GO ON TO PART III, PAGE 27

NOTE: So that the four independent teacher questionnaires--English, mathematics, science and history--could be optically scanned as a single document, pages 20 through 26, in the English teacher questionnaire booklet, were left blank intentionally. That is, these blank pages were reserved for the other specific subject matter items asked in the mathematics, science and history teacher questionnaires.

.

.

. ...

-

— **22** —

THE RESIDENCE OF THE PARTY OF T

file him Ather Ample

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)	5. Counting this year, how many years in total have you taught in this school?
Male	Years
2. Which best describes you? (MARK ONE) American Indian or Alaskan Native	(D)
3. What is the date of your birth?	
DATE Month Day Year	6. What is your employment status in this school or o school system? (MARK ONE)
① JAN ② FEB ③ MAR ② ② ② ② ④ APR ① ① ① ① ⑤ MAY ② ② ② ② ⑥ JUN ③ ③ ③ ③	a. Regular full-time position
⑦ JUL	7. What type of teaching certification do you hold from the state where you teach? (MARK ONE)
① NOV ② ③ ③ ①	a. I am not certified
·	b. Regular or standard certification (standard certification offered in your state)
4. Counting this year, how many years in total have you taught at either the elementary or secondary level? (IF ANSWER IS ZERO, WRITE "00")	c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period)
a. Number of years taught at the elementary level (K-6)	d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained)(3
b. Number of years taught at the secondary level (7-12)	8. For each of the following subjects, please indicate whether you are certified in the state where you teach. (MARK ALL THAT APPLY) a. Mathematics

(MARK ALL THAT APPLY)	affiliation? (MARK ALL THAT APPLY)	
a. No degree	a. Mathematics	
(SKIP TO QUESTION 12) ←	b. Science	
b. Associate degree	c. Humanitiesd. English	
c. Bachelor's	e. Foreign language	
	f. Social science/Social studies	
d. Education specialist or professional diploma based on at least one year of work	g. History	
(e.g., credential, 6-year certificate) ①	h. Vocational education	
e. Master's	i. Physical Education	
f. Doctorate	j. Guidance counseling	
g. First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	k. Special education	
What were your major and minor fields of study for your <u>bachelor's degree?</u>	13. Darken the oval beside the course you teach in the frequently.	most
(MARK ALL THAT APPLY) Minor	MATHEMATICS	
Major	① General Math ② Trigonom	etry
	② Pre-Algebra ② Pre-Calcu	lus
a. Education ① @	3 Algebra I B Calculus	
b. English 🗗 🗓	4 Algebra II	
c. History (or Social Studies/ Social Science)	© Geometry © Other Mat	n
d. Mathematics a a	SCIENCE	
e. Natural/Physical Sciences 🛈 🔯	General Science General Science	<i>'</i>
f. Foreign Language ①	① General Physical Science ~ ① Physics	
g. Other (PLEASE SPECIFY)	(3) Earth Science(3) Other Science(4) Principles of Technology	ance
MAJOR MINOR	(B) Biology	
	ENGLISH	
h. Not applicable; did not receive	Basic English Basic English Basic English	ne.
bachelor's degree (SKIP TO QUESTION 12) ←	Sophomore English Source Great Boo	
(Sill 10 dozonom in)	② American Literature ③ Honors E	
	② Comparitive Literature ② Other Eng	_
What were your major and minor fields of study	SOCIAL SCIENCE	
for your highest graduate degree?	World History Western C	
(MARK ALL THAT APPLY)	@ Economics	•
Major	② Sociology② Psycholog③ U.S. History③ Area Stud	
a. Education ගම් b. English ගම්	American Government/Civics	
c. History (or Social Studies/		
Social Science) ①	·	
d. Mathematics ① @	OTHER COURSES	
e. Natural/Physical Sciences	☐ Foreign Language ☐ Typing/W	
f. Foreign Language	Music Wocationa Art	i Educati
g. Other (PLEASE SPECIFY) ① (1) MAJOR MINOR	© Computer Science	
MINOR	Religious Education By Home Eco	onomics
	Physical Education	
h. Not applicable, did not receive	Family Life Studies	
a graduate degree		

14. How many undergraduate and graduate courses have you taken in this subject area you teach most frequently? A course is one that meets 2-5 classroom hours per	18. Are these jobs related to the field of education? (MARK ONE)
week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES.)	No① Yes②
Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN) A. B. Undergraduate Graduate None ① ① ② 2-4 courses ② ② ② 5-7 courses ③ ③ ④ 8 or more courses ④ ④	19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY) a. None
	e. Professional growth credits ⑤
15. During the current 1989-90 school year, how often do you feel satisfied with your teaching job? (MARK ONE)	Please indicate whether you have participated in any of the following activities during the past school year. (MARK ALL THAT APPLY)
Almost never	a. School-system-sponsored workshops during school year
16. Suppose you could go back to college and START OVER AGAIN: in view of your present knowledge, would you become a teacher? (MARK ONE)	e. Committee work or special assignment other than curriculum
Certainly would not become a teacher	h. College courses in subject fields OTHER THAN EDUCATION during school year
17. In addition to your duties at this school, do you hold any other paying jobs that are either full-time or part-time? (MARK ONE FOR EACH COLUMN)	k. Professional growth activities sponsored by professional association(s)① I. None of the above①
A. Full-Time Part-Time No	21. During the first semester of the current school year, how many days of teaching did you miss for any reason? (MARK ONE) No days absent

Not allowed to observe Never One time only Two to three times a semester/term At least once a month At least once a week 23. For the most recent full school week, plead on each of the following school-related and	②	how much time you sper write in "00") (WRITE IN	nt <u>outside regula</u> AMOUNT FOR	r school hours EACH LINE)
a. Planning and preparing for teaching b. Correcting papers/homework/tests c. Other record keeping/paperwork d. Meeting with other teachers on lesson planning, curriculum development, guidance			Hours Minutes	Hours Minutes OCCUPATION OCC
e. Coordinating a curriculum area or dep f. Supervising students (field trips, study g. Coaching or advising extracurricular a h. Communicating with parents/ parent conference	hall)ctivities	Hours Minutes	Hours Minutes	

22. How often did a supervisor or official from your school or district formally observe your teaching during the first semester of the current school year? (MARK ONE)

23. (Continued) For the most recent full school week, please indicat	e about how much time you spent <u>outside regular school hours</u>
on each of the following school-related activities: (if none, write	e in "00") (WRITE IN AMOUNT FOR EACH LINE)

		7.77		90.31.00				Hours	Minutes
						100			
I_Tutoring individual students.									
			Balmot Albari			Hours	Minutes	ெ	00
									00
j. Academic counseling with students	• • • • • • • • • • • • • • • • • • • •			• • • • • • • • • •	• • • • • • • • • • • •	1		@@	@ @
				Hours	Minutes	00	00	(a)	9 0
	- 10 T			100		00	00	(a)(a)	00
k. Personal counseling with students.	or entropy					@@	22	(G)(G)	(D)(D)
		Hours	Minutes	00	66	33	33	(B)(B)	(D)(D)
	ŗ			lo o		(4)	(4)	00	00
I. Informal student/teacher contact				@@	00	66			(D)
€ By Hours	Minutes	<u></u>	<u></u>	(D)(E)	00	66	66	00	(D)(D)
		00	00		@@	DD	0		
m Keeping up-to-date In my fleid		@@	22	66	mai	®	®		
00	00	33	33			99	99		
D O	00	4	4		8 6 6 6 6		ر فرق		
O O		6 6	66						
· · · · · · · · · · · · · · · · · · ·	9 0	00	66						
	4 6	00	00						
	66 .	®	B B						
	(a)	99	99						
් ග්රී	00 0								
96	(B)(B)								

24. Indicate the importance you give to each of the following in setting grades for students in your classes (exclude special education students). (MARK ONE ON EACH LINE)

	Not Important		Very Important	
a. Absolute level of achievement	D	②	③	(
b. Achievement relative to the rest of the class	Ф	②	③	Ф
c. Individual improvement or progress over past performance	o	②	③	©
d. Effort	'	②	③	
e. Class participation		②	③	
f. Completing homework assignments	o	Ø	③	
g. Consistently attending class		②	③	

PART IV. SCHOOL CLIMATE

1. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

(MARK ONE ON EACH LINE)

		Strongly Agree	STARTED STATES
	√	Agree Somewhat Disagree Somewhat	TANK TANK TANK
		Disagree Strongly Disagree	SECTION OF
		onongry orangee	SECTION AND PARTY AND
a.	I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area	നമ്മത്തെ	N. California (S. California)
,			
b.	You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment		A REPORTED TO
			T. Carlo
C.	Most of my departmental colleagues share my beliefs and values about the central mission of the school	on OMAGA	Section of the second
			Section 1
d.	My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability		S. No. of Street, or other street, or ot
e.	The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, student lounge) in this school interferes with my teaching	or COMMON	T. T. P. S. C. S.
	, ,		
f.	The principal does a poor job of getting resources for this school	················· ①②③④⑤⑥	A TOTAL DESIGNATION OF THE PERSON OF THE PER
g.	The principal deals effectively with pressures from outside the school that might interfere		engaria:
Ū	with my teaching	····· ପଢ଼ଓଡ଼େଡ଼	Terminal Control
h.	The principal sets priorities, makes plans, and sees that they are carried out	······ ①②③⑤⑤⑥	Philippine
i.	Many of the students I teach are not capable of learning the material I am supposed to		ASSLA-Mora
	teach them		
j.	Goals and priorities for the school are clear	······································	Section 2
k.	The staff seldom evaluates its programs and activities	······································	MARKET TALLERS
I.	Staff members are recognized for a job well done	······································	Kill markagean
m.	The amount of student tardiness and class cutting in this school interferes with my teach	ing ①②③④⑤⑤	CONTRACTOR OF
_	I make a conscious effect to according to the content of my severe with the		Section of
14.	I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area	നമമങ്ങ	Selection of the select
Ο.	The principal knows what kind of school he/she wants and has communicated it to the st	aff ①②③④⑤⑥	BRANKOROGENERA
p.	This school's administration knows the problems faced by the staff	0000000	ALTERNATION OF THE
q.	In this school I am encouraged to experiment with my teaching	OQ3 Q 6@	SATESTANCE.

2. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

(MARK ONE ON EACH LINE)

	SILO						
		Agree Disagree So Disa Strongly Disagre	mewh gree	wh	gre ni	E	
a.	Routine duties and paperwork interfere with my job of teaching		D©	മ	•	⑥	©
	•					1000	
b.	The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging		ගුග	ග	Θ	ூ	0
c.	Teachers in this school are continually learning and seeking new ideas		ග ල	③	Ð	ூ	Θ
d.	Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff		നമ	ദ	o	ூ	®
	There is a great deal of cooperative effort among staff members						
) <u> </u>	(a)	Ĭ	U	3
f.	There is broad agreement among the entire school faculty about the central mission of the school		(1) (1)	3	Θ	⑤	9
g.	I usually look forward to each working day at this school		വ മ	3	Θ	⑤	Θ
h.	This school seems like a big family; everyone is so close and cordial		വമ	3	Θ	©	Θ
i.	The principal lets staff members know what is expected of them		നമ	③	(ூ	@
·	I sometimes feel it is a waste of time to try to do my best as a teacher			9			
	The principal is interested in innovation and new ideas			9			
l.	Rules for student behavior are consistently enforced in this school		(T)	3	Θ	(5)	0
m.	The principal usually consults with staff members before he/she makes decisions that affect us		O C) (3)	0	G	9
n.	The attitudes and habits students bring to my class greatly reduce their chances for academic success		0 G) (1)	0	Œ	
ο.	The level of student drug or alcohol use in this school interferes with my teaching		O C	3	9	6) @
p.	I am familiar with the content and specific goals of the courses taught by other teachers in my department		വര) (I	Œ	Œ	@ (
q.	The teachers union (or education association) and the school administration work together to improve the achievement of students in this school	her				S. 188	

3.	indicate the degree to which each of the following is a problem with stemant (MARK ONE ON EACH LINE)	udents in your	school.		
		Not a Problem	Minor Problem	Moderate Problem	Serious Problem
	a. Tardiness				
	b. Absenteeism				
	c. Class cutting				
	d. Physical conflicts among students				
	e. Gang activities				
	f. Robbery or theft				
	g. Vandalism				
	h. Use of alcohol				
	i. Use of illegal drugs				
	j. Possession of weapons				
	k. Physical abuse of teachers				
-	/ I. Verbal abuse of teachers				
	m. Racial/ethnic conflict among students	①	②	③	④
	Student's home background	 t	• • • • • • • • • • • • • • • • • • • •		② ④ ⑤
5.	On the scale below, indicate the extent to which you agree or disagree (MARK ONE ON EACH LINE)	with each of th	e following sta		ngly Agree
					Agree
				Agree Some	PORT REPORT
			esses transferancement	lsagree Somewha Disagree	ıı
			Strone	ly Disagree	
			Strong	Jiy Disagree	
	r				
	a. If I try really hard, I can get through even to the most difficult or	unmativated at	udonto		
	b. I feel that it's part of my responsibility to keep students from dro				
	c. If some students in my class are not doing well, I feel that I shou	-			യയയ
	to the subject			വ മാ	തത്തെ അ
	d. By trying a different teaching method, I can significantly affect a				
	e. There is really very little I can do to insure that most of my studen				
	f. I am certain I am making a difference in the lives of my students			O O	ാധ ാധ
				MR29K-FR	Mercally DRASS
6.	How often does racial/ethnic conflict occur among students at your sch	ool? (MARK (ONE)		
	Never		Φ		-
	Rarely				
	Sometimes				
	Often				

_	_				_		_	_
7.	Amona	all	the	staff	in	this	scho	ol:

l don't se	eek advice from anyon	e at my school			(SKIP	TO QUESTION 8)
Principal					D	
	partment chair					
	a coordinator					
	lleagues in your depar				_	
Other sc	hool staff members		• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • •	⑤	
	Write	in department/	curricular area	1	· ·	
					<u> </u>	
					j	
						•
			•			
	•					
B. How often	do you seek advice fro	m this person i	in an average	month during t	he school year? (MARK ONE)
0-1 time	es a month		• • • • • • • • • • • • • • • •		D	
	es a month					
6-10 tim	es a month				③	
Over 10	times a month		• • • • • • • • • • • • • • • • • • • •			

8. 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? (MARK ONE ON EACH LINE)

	Did Not Receive Any Help	Not Helpful	Moderately Helpful	Extremely Helpful
a. Principal or school head	🛈	②	③ ④ ⑤	6
b. Department chair	①	②	③ ④ ⑤	<u>6</u>
c. Other school administrators	①	②	③ ④ ⑤	⑥
d. Department colleagues	①	②	③	6
e. Colleagues outside my department	①	②	③ ④ ⑤	⑥
f. Personnel group or committee				

		No Influence	Moderate Influence		Great Deal
	a. Determining discipline policy				
	b. Determining the content of inservice programs				
	c. Setting policy on grouping students in classes by ability. d. Establishing curriculum				
			•		
10.	How often does your department hold staff meetings? (MAF	RK ONE)			
,					
	a. Never				
	b. 1-3 times per semester				
	d. Once a week				
			⊕		
	e. 2-3 times per week		_		
			_		
			_		
			_		
			⑤	EACH LINE)	
	e. 2-3 times per week		⑤	EACH LINE)	
	e. 2-3 times per week		⑤	EACH LINE) Very	Extremely
	e. 2–3 times per week	lant teaching goals?(N Not Important	MARK ONE ON Somewhat Important	Very Important	Importan
	e. 2-3 times per week To what degree do the following represent your most impor a. I'm happy just to get through the day	tant teaching goals? (N Not Important	MARK ONE ON Somewhat Important ②	Very Important	Importan
	e. 2–3 times per week	tant teaching goals? (Mot Important	Somewhat Important	Very Important ③	Importan
	e. 2–3 times per week	tant teaching goals? (Mot Important	Somewhat Important	Very Important ③	Importan
	e. 2–3 times per week	Not Important	Somewhat Important	Very Important 3 3	Importan
	e. 2–3 times per week	Not Important	Somewhat Important	Very Important 3 3	Importan
	e. 2-3 times per week	Not Important	Somewhat Important ② ②	Very Important ③	Importan
	e. 2-3 times per week	Not Important ① ① ①	Somewhat Important ② ③ ④	Very Important ③	Importan
	e. 2-3 times per week	Not Important ① ① ①	Somewhat Important ② ③ ④	Very Important ③	Importan
	e. 2-3 times per week To what degree do the following represent your most impor a. I'm happy just to get through the day. b. I want to be sure to cover the curriculum c. I want my students to understand and be able to make sense of the subject matter d. I work to insure that as many students as possible perform well on tests. e. I want to maintain order and discipline in the classroom f. I work to create lessons so my students will enjoy learning and become independent learners.	Not Important ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① ① ①	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importani ④ ④ ④ ④

LAST NAME			FIRST	NAME] [M.I.	MAI	DEN NAME		
TELEPHONE NUM	MBER .			номі	=				BEST TIME OF DAY TO CALL:]
TELEPHONE NUM	/BER			OFFIC	CE (SC	нооі	-)		BEST TIME OF DAY TO CALL:	<u> </u>	
								1			
I F	DATE COMP				D.4	v			VEAD		
ļ	DATE COMF	ITH	①		D#	(Y	25	<u></u>	YEAR		
	МОМ		(D)	⑦ ⑧ ⑨			29 29 20	<u></u>	YEAR ○ 1989 ○ 1990		

THANK YOU FOR YOUR COOPERATION.

May

June

⊕ Nov

② Dec

⑤

1

12

17

13

23



NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4492 Form Approved OMB No. 1850-0593 App. Exp.: 1/91

FIRST FOLLOW-UP

TEACHER QUESTIONNAIRE

SCIENCE VERSION

Sponsored by:

U.S. Department of Education Center for Education Statistics

NORC
A Social Science Research Center
University of Chicago

USES OF THE DATA

The data from this survey will be used by educators and by Federal and State policy makers to address important issues facing the Nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

- 1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
- 2. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
- 3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

		i	D N	UN	IBE	R	1
•							
	0	0	0	0	0	0	@
	➀	Œ	Ф	0	Œ	Œ	⊚
	2	@	2	0	2	0	Œ
	③	3	(3)	3	3	③	Œ
	((4)	(4)	(4)	④	4	
	७	ூ	⑤	©	©	ⓓ	5
	©	©	6	©	©	©	
	Ø	Ø	Ø	Ø	Ø	Ø	Ř Ř
	ⓓ	0	®	0	®	@	ĺ
	1	©	9	9	(9)	ම	ት le ረ

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: 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, Washington, D.C., 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)

National Association of Secondary School Principals

National School Boards Association (NSBA)

The National Catholic Education Association (NCEA)

The National Association of Independent Schools (NAIS)

MARKING DIRECTIONS • Use only a soft lead pencil (No. 2 is best). • Make dark marks that fill the oval. • Erase cleanly any answer you wish to change. • Make no stray markings of any kind. CORRECT MARKS CORREC

INTRODUCTION

This questionnaire is part of a major longitudinal study designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Your school has agreed to participate in this study and has allowed us to resurvey those students who were selected as part of a random sample when they were in eighth grade. A list of these sampled students should be attached to the cover of this questionnaire. (If the list is missing, please report the problem to the study coordinator at your school — the person who distributed this questionnaire to you.) You have been identified as a teacher of one or more of the sampled students. We are seeking information from you to supplement other study data about these students.

This questionnaire has four very different sections:

- Part I asks you questions about the characteristics and behaviors of the sampled students whom you have in one of your classes this semester/term. Individual students are referred to by "Student Number," as shown in the List of Students attached to the cover of this questionnaire. Part I asks you to write the student's initials below the student's number. If you have more than sixteen students on your list of students, your packet should contain a "Continuation Booklet" for use in answering questions about students 17 and above.
- Part II asks a series of questions about specific, designated classes. The particular class or classes for which information is being requested is indicated on a Class List sheet attached to the cover page of this questionnaire. As you will see, Part II contains room for responses on a maximum of five classes. You may not need all five response columns. Use only as many columns as you need to respond separately for each of the classes listed on the attached class list. In the unlikely event that your class list contains more than five different classes, use your "Continuation Booklet" for answering questions about classes numbered 6 and above.
- Part III requests some general background information about you.
- Part IV asks a series of questions about your school's climate.

Please answer directly on the questionnaire by darkening the appropriate oval or by writing your response in the space provided.

We realize that you are very busy; however, we would appreciate it if you would complete the questionnaire and return it to your NELS:88 School Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose.

Thank you very much for your help.

PART I: STUDENT INFORMATION

1.00000000

100 Miles

30,

X

Please answer the questions in this section for each student listed on the attached Student List. Fill in the oval corresponding to the appropriate responses to Questions 1–23 in the first column for the first listed student. Continue until you have completed a column for each student listed on the Student List. Questions 2–23 apply only to students who are enrolled in the class listed next to their name on the Student List (a "Yes" response to Question 1.) NOTE: DK-Don't Know; NN-Not Necessary.

	· · · · · · · · · · · · · · · · · · ·	
Student 16	<u>©</u> ©®®©®©©®	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
Student 15	©©®®®®®®®	% % % % % % % % % % % % % % % % % % %
Student 14	<u> </u>	% % % % % % % % % % % % % % % % % % %
Student 13	<u> </u>	000 × × × 000
Student 12	<u> </u>	% % % % % % % % % % % % % % % % % % %
Student Student Student Stude	<u> </u>	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
Student 10	<u> </u>	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
Student 09	<u> </u>	% ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °
Student Student Studen Studen 06 07 08 09	<u> </u>	000 S & S & S & S & S & S & S & S & S &
Student 07	<u> </u>	00
Student 06	©©®®®®®®®®	% ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °
1 =	©©®®®®®®®®	% ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °
Student 04	<u> </u>	% ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °
Student 03	©©®®®®®®®®	% ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °
Student 02	©©®®®®®®®	% ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °
Student 01	©©®®®®®®®®	° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °
STUDENT NUMBER (from attached Student Student Student Student Student Iist) Please write the student's 01 02 03 04 05 initials below the number.	Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.	1. Is this student assigned to () the class shown on the fourth column of the Student List? IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN. Questions 2-22 apply only to students for whom your answer to Question 1 is yes. 2. Does this student usually work hard for good grades?

Student St. 01	udent St	s O	i 00	<u>k</u> 0	udent 07 Yes	udent 08 Yes	udent 09 Yes	udent 10 Yes	udent 11 7es	12 12 Yes	udent 13 Yes	14 Yes	1 00
D X C D X C C X C C X C C X C C X C C X C C X C C X C			2 4 8 8 8 6 000 000	8	8 % & & & & & & & & & & & & & & & & & &				2	2	2 X		
Yes DK	000 c	000				Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Z S S X	
000 % % N 000	Yes No N	% % Z OOO	Z Z 4es	N N K	Z % % OOO	N N N N N N N N N N N N N N N N N N N	. % % N	\$ ° Z 000	N V es	N N N N N N N N N N N N N N N N N N N	N N K	000 % % Z 000	No N
000 NN 000	2 3 5	Yes O Yes No O No O No	N X X	N N Ke	N N Kes	N N N	N N N	N N N N N N N N N N N N N N N N N N N	N N O O	OOO No	S o X .	000 % & Z Z 000	Yes O Yes
000 N N N N N N	~ ~ =	Yes O Yes No	S S X	N N N N N N N N N N N N N N N N N N N	N Ves	OO Yes	N N N N N N N N N N N N N N N N N N N	N V S	N No	N No	O Yes	000	Yes O Yes
O Yes O Yes O No O No O No	~ = =	Yes O Yes No O No O NN	OOO N % Ke	N % K	N % Kes	N X S	% % % N X X	N N N	O Yes	N ves	O Ves	000 ^N ^N ^N ^N ^N ^N ^N ^N ^N ^N	Yes O Yes
		<u>-000</u>	<u></u>		O 0 0 0	G@@@	0000	0000	0000	@@@	0000	@@@ @	

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
8. Has this student fallen behind in school work because of a health problem?	O Ves O DK	O Yes O DK	O Ves.	000 Ex %	O Ves O DK	O Ves	O Yes O No O DK	O Ves O DK	OO O O O	O Ves O D Ves	O Ves O D K	OOO OK	O No No DK	O Yes	O Yes O DK	O Ve O DK
 Do you feel this student has a learning disability that affects his or her school work? 	O Ves O D K	O Ves O D K	O Ves	OOO OK	O Yes O DK	OOO Xes	O Yes O No O DK	O Ves O D Xo	OOO SK	O O o o o o o o o o o o o o o o o o o o	O O A	N N N N N N N N N N N N N N N N N N N	O Yes O No O DK	O O Ves	O Yes	O Yes O No O DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	O O O	O O Aes	O Yes O No O DK	O Yes O DK	O Yes O DK	O O O	O Yes O DK	O Yes O No DK	O Yes O No O DK	O Yes O DK	O Yes O DK	O Ves O DK	O Yes O DK	O O O	OOO Ves	Ves O No DK
11. Is this student a Language Minority student? A Language Minority (LM) student is a student in whose home a non-English language is typically spoken.*	OOO X X OOO	o o o	O O O	O Yes O No DK	O Ves O DK	000 EX % 000	O Ves O DK	O Yes O DK	O Yes O No O DK	O Yes O DK	O O O	O Ves	O Ves O DK	O No O DK	O Ves O DK	0 Yes 0 DK
12. Is this student a Limited- Control English Proficient (LEP) Student? An LEP student is a Language Minority student who has limited English language skills.**	000 X % 000	OOO OOO	O O O	O O O O O O	O Ves O DK	OOO	O Ves O DK	O V es O D K	OOO DK	O Yes O DK	OO Ves	O O O	OOO ×es	O Yes O DK	OOO ×es	O Ves O Ves
13. Is this class										_						
Too difficult for this student?	0	Θ	Θ	6	©	©	0	Θ	©	Θ	©	©	0	©	0	Θ
Not challenging enough for this student?	@	@	®	®	@	®	®	®	®	®	®	®	®	®	®	@
The appropriate level for this student?	©	<u></u>	@	@	©	<u></u>	· @	©	©	©	@	®	@	<u></u>	0	©
				brack												

100 Sept. 100 Sept.

1. 18 Com

*A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

^{***} A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

•			
000	0.0000	- - - - - - - - - - - - - - - - - - -	
000	000000	00000	© 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
©@@ ,	- - - -	- - - - - - - - - - - - - - - - - - -	<u></u>
000	0.00000	0.00000	©@@@@
000	0.00000		©@@@@
@ @	<u></u>		60000
© ®®	<u> </u>	<u>-</u> @@@@	; D@@@@
· •@	00000	©@@@@	D00000
	-00000	60000	- - - - -
000	600000	00000	500000
000	- - - - - - - - - - - - - - - - - - -	0.00000	- - - - -
000	00000	-00000	P @ @ @ @
000	00000	00000	P. 10 10 10 10 10 10 10 10 10 10 10 10 10
- 	00000	000000	- - - - - - - - - - - - - - - - - - -
Ð@@	00000	000000	©®®®®
600	-000000	00000	
14. Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school	15. How often does this student complete homework assignments? Never Rarely Some of the time Most of the time All of the time Don't know	16. How often is this student absent? Never Rarely	17. How often is this student tardy? Never Rarely Some of the time Most of the time All of the time Don't know
	Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school B	Have you recommended this student cases at this school Not available at this school Not ava	they you recommended this student to readement of not a consistent of readement of not addressed placement, or advanced placement, or adv

Student 16	<u> </u>	O Ves O No DK	©®®®®	O Yes	N N O O
Student 15	<u></u>	OOO EX & &	00000	N N O O	N N N N N N N N N N N N N N N N N N N
Student 14	- - - - - - - - - - - - - - - - - - -	ooo	 	N N N N N N N N N N N N N N N N N N N	N V Kes
Student 13	- - - - - - - - - - - - - - - - - - -	O O O		OOO No	N N K
Student 12	<u></u>	OOO	-00000	N % & O O	000 NN NN NN
Student 11	00000	000 E % &	` 	O O Ves	N N Ke
Student 10	0.00000	OOO OOO		% % N N N N N N N N N N N N N N N N N N	OOO NA Y G
Student 09	000000	O V es	<u></u>	0 0 0 N	NN V K
Student 08	@@ @ @@	000 V % es		N N K K W	000 NN NN NN
Student 07	- - - - - - - - - - - - - - - - - - -	O V es	<u>-</u> @@@@	N N N N N N N N N N N N N N N N N N N	N N K
Student 06	- - - -	000 PK %	<u>- 600000</u>	N S K	OOO NN NN NN NN
Student 05	©@@@@@	OOO OX OX	©®®®®		000
Student 04	<u>-</u> @@@@@	OOO OK &	©®®®®	N N V V V V V V V V V V V V V V V V V V	N N Ke
Student 03	000000	O Ves DK %	©®®®®	O O Yes	NN % Ke
Student 02	©@@@@	O Ves O DK	60000	N N N N N N N N N N N N N N N N N N N	OOO NN NO
Student 01	- - - - - - - - - - - - - - - - - - -	0 Yes 0 DK	©@@@@	N N N N N N N N N N N N N N N N N N N	N V Kes
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	18. How often is this student attentive in class? Never Rarely Some of the time All of the time Don't know	19. Is this student exceptionally passive or withdrawn?	disruptive in class? Never Rarely Some of the time Most of the time All of the time Don't know	21. Have you spoken to a guidance counselor or a school services person this semester about the following? a. Student's academic performance	b. Student's behavior in school

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student Student Student Student Student Student Student Of 07 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student Student Student Student Student Student Student Office 10 11 12 13 14 15 16	Student 16
21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)																
c. Student's homework assignments	N N N N N N N N N N N N N N N N N N N	O O Ves	N N O O	N K	N N N	OOO Kes	O V es	N Ves	N Ves	N % Kes	N N O O	N NO O	N % Ke	N Yes	N % es	N N K
d. Student's absenteeism	N N Yes	N N OOO	N N N	N N K	N N N N N N N N N N N N N N N N N N N	N % N	OOO No	OOO No	% % X N O O O	O Yes	N No No	N N N N N N N N N N N N N N N N N N N	N N O O	N N N	N % & &	O Yes N N
22. Is this student at risk of	D V Kes	OOO Ves DK	000 % % 000	00 % 00 %	O Ves O D V	OO ves O DK	O O Ves O DK	OOO DK	OO Ves OO Ves	000 000	O Yes O Ves O O O Ves O O O O O O O O O O O O O O O O O O O	OO No	OOO E %	000 E & &	000 000	O O O O O O O O O O O O O O O O O O O

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL THE STUDENTS LISTED ON THE STUDENT LIST, GO TO QUESTION 1, PART II.

PART II: CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES.

4 CLASS #5	<u> </u>	TITLE	O Yes	······································		nors(1) Academic(1) Advanced or honors(2) Advanced or honors(3) General(3) General(3) Vocational/technical/business(6) Other(6)
CLASS #4	 	TITLE	O Yes			Academic Advanced or honors General Vocational/technical business
CLASS #3	©©®®®®®®®®®®®®®®®®®®	TITLE	O Ves		· .	Academic
CLASS #2	©C 00 00 00 00 00 00 00 00 00 00 00 00 00	TITLE	O Yes O No			Academic
CLASS #1	Class Number 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	TITLE	O Yes			Academic
	1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.	1B. Write the Class Title (column () two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)	2. Are you currently teaching this class?	IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.	AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.	3. Which of the following best O describes the "track" this class is considered to be? (MARK ONE)

CLASS #5	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(3) Lower achievement levels(3) Widely differing achievement levels(4)	Students Students	Students Students	My department chair or area coordinator assigned it to me
CLASS #4	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(4)	Students Students Students	© © © © © © © © © © © © © © © © © © ©	My department chair or area coordinator assigned it to me
CLASS #3	This class consists primarily of students with: Higher achievement levels Average achievement levels Lower achievement levels Widely differing achievement levels	Students Students	8tudents © © © © © © © © © © © © © © © © © © ©	My department chair or area coordinator assigned it to me
CLASS #2	This class consists primarily of students with: Higher achievement levels() Average achievement levels() Lower achievement levels() Widely differing achievement levels(4)	Students © © @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @	Students Students	My department chair or area coordinator assigned it to me
CLASS #1	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(4)	Students Students Students Students	8tudents © © © © © © © © © © © © © © © © © © ©	My department chair or area coordinator assigned it to me
	4. Which of the following best () describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)	5. How many students are () enrolled in this class?	6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)	7. How were you assigned to teach this class? (MARK ONE)

CLASS #5	LEP Students Students	Hours
CLASS #4	LEP LEP C C C C C C C C C	Hours plus Minules of the company of
CLASS #3	LEP Students Stu	Hours plus Minutes of the control of
CLASS #2	LEP Students Students © @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @	Hours Plus Minutes of the Company of
CLASS #1	1 LEP Students (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	Hours Plus Minutes of the Police of the Poli
	8. How many Limited-English- Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*	9. Approximately how much homework do you typically assign each day?

j.

*A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from instruction in English.

П	E (a) (b)	<u> </u>	ê ₂
	2 1 2 2 3 4 E	ents:	Primary Resource Used Frequently ry Resource quently Used 2 3 6 3 6 2 3 6
CLASS #5	An of the Till of	e nts nts nts ents .	Promary Used From Queently Que
CLA	All of the Time side of the Time sever 60 (0) (2) (2) (3) (4) (4) (5) (6) (6) (6) (6) (6) (6) (6) (6) (6) (6	applicable assignments assignments assignments assignments assignments	
	Mosi Moser Never 0	Not applicable None	Seconda Used Frr Barely Not Used
H		<u> </u>	(Fig. 1) (Fi
	8 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	en transfer of the transfer of	A Becounty of the control of the con
CLASS #4	All of the Time Wost of the Time ever 4 3 -2 0 6 6	Not applicable None	
CLA	Most of Most of Office Turner	applicable assignments assignments assignments assignments assignments	Detiments Secondary Reso Used Frequently Rafety Used 10 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
		Not applicable None	Seconda Used Frr Raicht
H		<u></u>	
	of the Time 2 2	ents	Primary Resource Used Frequently y Resource quently Used 2 3 6 2 3 6
CLASS #3		rt applicable	Primary Resource Used Frequently Ratelly Used Int Used 1 2 3 1 2 3
S	Most of Cofficient Mever (6)	Not applicable None	
	Most of the Some of the Never 6 6 6 6 6 6 6 6 6	Not ap None. 1-2 as: 3-4 as: 5-6 as: 7-8 as: 9-10 a	Seconda Used Fr Not Used (1
+		<u></u>	\$ @ @ @ @
	All of the Time The T	nents	Resolution (a)
CLASS #2	All of the time the Time for the Time for	plicable	Dear Frequently Naty Resource Frequently rely Used Sed O 2 3 4 O 2 3 4
CL		Not applicable None	o O O O
	Some of New	Not app None 1-2 ass 3-4 ass 5-6 ass 7-8 ass 9-10 as	Secol Used Not Us
		©@@@@@@@	18-18-17-04-14 Magazan 204
	All oth the Time the Time	Not applicable	Primary Resource Used Frequently dary Resource requently Ity Used 0 0 0 0 0 0 0 0
CLASS #1	All or the Time of the Time ever	ble rents . rents . rents . rents . rents . rents .	Primary Resurce Used Frequently Barely Used 1 2 3 1 2 3 1 2 3
5	Most o Never 0	Not applicable None	Primara Used I Secondary Rest Used Frequenti Marely Used O (0) (2) (2) (3) (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4
	Most of the Some of the Time Never 0 (7	Not a None 1-2 a; 3-4 a; 5-6 a; 7-8 a; 9-10 i	Sec Use Not 1
		Jn- age ed term? Iy	naal E
	ifth ments' ACHL signm nents v ctions mplete	g assigone proceed pro	make ruction FOUR
	ving w ving w sssign ords c the as ssignn corre he coi	writing least on the surrect of the	o you ig inst (MAR (INE) LINE) ks mater m sual sual
	How often do you do each of the following with homework assignments? (MARK ONE ON EACHLINE) a. Keep records of who turned in the assignment b. Return assignments with grades or corrections c. Discuss the completed assignment in class	How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE)	What use do you make of the following instructional materials? (MARK ONE ON EACH LINE) a. Textbooks c. Audio-visual materials d. Other d. Other
	How cof the homer (MARI (MARI turn turn turn gra		
	10.	;	15

1 1 1 1 1 1 1 1 1 1	
CLASS #2	
CLASS #2 CLASS #2 CLASS #3 CLASS #4 CLASS	
CLASS #2 CLASS #2 C. Departmental committee/colleagues G. Department head C. Department head C. Department head C. Department head d. Department head d. Department head d. A district-wide textbool adoption committee f. A state-wide textbool adoption committee O. Other Very unprepared Very well prepared Very well prepared Very well prepared Will () () () () () () () () () () () () ()	
a. I did b. The prin committee committee d. Departm committee d. Departm d. Departm adoption g. Other Very unpressore well prepared by the prepared prepared by the p	
13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY) 15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?	•

П		
CLASS #5	MINCT 0	150 160 160 160 160 160 160 160 160 160 16
CLASS #4	MINUTES 00000000000000000000000000000000000	
CLASS #3	MINCA 0	15. 14. 16 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
CLASS #2	MNC	15.10% © © © © © © © © © © © © © © © © © © ©
CLASS #1	WINUTES	12 101% © © C C C C C C C C C C C C C C C C C
	15b. Approximately how many minutes <u>per week</u> does this class have lab sessions (e.g., science, math)?	16. Indicate about what percent of your time is spent each week doing each of the following with this class? (MARK ONE ON EACHLINE) a. Providing instruction to the class as a whole b. Providing instruction to small groups of students c. Providing instruction to individual students d. Maintaining order/ disciplining students e. Administering tests or quizzes or quizzes f. Performing routine administrative tasks (e.g., taking attendance, making announce- ments, etc.) g. Conducting lab periods

_			
CLASS #5		Complete Control Con	######################################
CLASS #4	,	Complete Control of Good of Go	### Per Sement © © © © © © © © © © © © © © © © © © ©
CLASS #3		Complete Control of O O O O O O O O O O O O O O O O O O	### OF TIMES PER SOME OF O O O O O O O O O O O O O O O O O O
CLASS #2		omplete Ontrol	Minos Elery Lesson (10
CLASS #1		No Complete Control (1) (2) (3) (4) (6) (6) (7) (7) (7) (8) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9	Approximate Service (200 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
	17. How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching? (MARK ONE ON EACH LINE)	a. Selecting textbooks and other instructional materials	18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE) a. Lecture b. Film c. Whole-group discussion d. Have students respond orally to questions on subject matter e. Have student-led whole-group discussions f. Have students work in small groups. g. Have students complete individual written assignments or worksheets in class h. Have students give oral reports i. Other

The next series of questions for teachers of science classes should be completed for each class listed on the class list. The columns refer to the same classes that you identified on page 10, Question 1A.

		Heavy	@	Ð	e	@	ල	ச	Ð	•	.	•	
#5		. 4e.	ි. ල	<u>ල</u>	ത	ි ල	©	@	©	@	©	<u></u>	
CLASS #	9	Moderate Moderate	©	ල	ල	<u>®</u>	®	<u>@</u>	®	ര	®	<u>@</u>	
บ	Constant designation	Mous	S,	() ()	<u>.</u> О	O	ල	©	©	©	©	0	
	į į	<i>H</i> o	a.		: :		: :		Sh	: :		- :	
			75.74 F										
		Hean		•	•	. 	•	.	.	⊕	.	•	
SS #4	į	Moderate	@	<u></u>	<u> </u>	<u> </u>	@	<u> </u>	⊚	@	0	<u> </u>	
CLASS		ALIIII	യ .	<u> </u>	@	®	@,	®	0	@	. O	@	
		None	0	⊕ :	.	Θ :	© :	:	© :	© :	© :	© :	
_			di memora		ن سرون مورون	5	ø.	amaga sara	5	Ė	790/244252000224400		
		Hearl	9	•	G	Ð	Ð	· @	Ø	o	.	Ð	
#3		Moderate		@	@	<u></u>	©	@	@	<u>@</u>	®	<u></u>	
CLASS		Wo THIE	<u>@</u>	(ଜ	ල	@	@	ଡ	. 0	0	ଃଷ	0	
		Mou _e	- Address - Mary	Θ.	Θ.	Θ.	Θ.	Θ.		Θ.	Θ.	©	
	,	•	rd	۵	ن	0	aj					<u>.</u>	
ļ		Hearl	•	· G	•	Ð	•	· G	•	G	Ð	•	
#2		Moderate		ത	 ල	<u>@</u>	@	@	©	ඉ	©	<u></u>	
CLASS #	·	Mode, Ville	ි. ල	'@	®	®	<u>@</u>	<u>®</u>	<u>.</u>	യ	· @	ଉ	
ರ		Mous VC.	©	Θ	0	О		Θ	Θ	(C)	©	О	
		4 0	; ej		: :	-: 'G				_: خ	: . <u>-</u> :	: 	
-			35884138	 	ල	<u>.</u>	•	· •	· •	<u>-</u>	• •	· •	
		Heavy	• •			174.44						102-3	
SS #1		Moderate	ூ	(i)	ම **	©	.	<u>.</u>	(B)	©	<u> </u>	<u>(a)</u>	
CLASS		A Line		(Q)	<u>@</u>	<u> </u>	· @	(B)		(0	@		
		Nous	· @	© :	② :	Ð :	© :	O :	© :	© :	© ::	© :	
F	0.5		ei :	<u>.</u>	<u>ပံ</u> :	- 5	<u>~</u> :		 	<u>ئے</u> :		<u> </u>	
SONL	, how ou give	H	:	cts		or ience.	olving		s of	٠	ence ssues.		
CHEB	In your science class, how much emphasis do you give to the following objectives?	(MARK ONE ON EACH LINE)	increase students interest in science	b. Teach scientific facts and principles	tific	Prepare students for further study in science.	Develop problem solving/ inquiry skills	ls in es	g. Increase awareness of the importance of science in daily life	h. Develop systematic observation skills	Learning about applications of science to environmental issues	entific	
TEA	sience ohasis owing	NE O	a. increase students interest in science	Teach scientificand principles	Teach scientific methods	e stud study	Develop problen inquiry skills	Develop skills in lab techniques .	Increase awarene the importance of science in daily lif	Develop systemati observation skills	Learning about applications of storements	j. Develop scientific writing skills	
FNC	our so h emp ne foll	RK O	ncreas nterest	each nd pri	Teach scien methods	repar	evelo	evelo ab tec	ncreas ne imp cience	evelo	earnir pplica o envii	evelo	
FOR SCIENCE TEACHERS ONLY	19. In your science class, how much emphasis do you give to the following objectives?	MA.	ej ⊒.⊆	b. T	ن ت	ф <u>Т</u>	e G E	÷. □ 'ā	<u>-</u>	ج 0 <u>0</u>	 7. <u>9.</u> 5	. . . □ }	
<u> </u>	€ 0												

5# 88 Q 10	* CLASS	er Week 2-3 Times per Week	eek	h	2 3 4 5 a 0 2 9 4 8	2 9 0 0 P U 0 2 3 0 9			(A)) @) @) @) @) @) @	9 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	(a) (b) (c) (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	(a) (b) (c) (d) (d) (d) (d)		9 (9 (9 (9 (9 (9 (9 (9 (9 (9 (9 (9 (9 (9	9 9 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	9 8 8 m 0 3 3 6 6) 3 0 6 n 0 2 3 0 6	
CLASS #3 CLASS #4	Every Day	3 Times per 1	yek.	Times a Month 1-2 Times a Month Very Barely Very Barely		9 9 9 P	2 3 6	6 9 9 9 0	(2) (2) (3) (4) (4) (5) (6) (6) (7)) (1) (2) (3) (4) (4) (5) (6) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	6 6 4 0	(d)	(1) (2) (3) (4) (5)	• • • • • • • • • • • • • • • • • • •	8 9 6 K	8 (A)	0 0 0 m 0 0 0	(a) (b) (c) (c) (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	
CLASS #2	Every Day	2-3 Times pe	Once a Week	i-2 ilmes a Montin 1-2 (Very Rarely	a 0 2 0 4 6 a	ь. ООООО	9	900 000 000	(a) (b) (c) (c)	(a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c		9 0 0 D	- - - - - - - - - - - - - - - - - - -		9 0 0	 9 9 0 0	m (1) (2) (3) (4) (6) m.	n (Ö (Ö (Ö (Ö) n	
CLASS #1	Every Day	sek	1 2 Times Marik	Very Rarely	a	b	2 0 4 6	9968	e.	9 9 9 0 0 0 0	6 (B) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C	h	9 0 0 0 · · · · · · · · · · · · · · · ·	9 0 0 0 · · · · · · · · · · · · · · · ·	8 8 6 6	9 0 2 0	m	n (7) (9) (6) (6)	
FOR SCIENCE TEACHERS ONLY	20. How often do vou do each	of the following activities	Classic of Fig. 7	(MARK ONE ON EACH LINE)	a. Go on field trips	b. Show films, filmstrips, or videotapes	c. Have students do an experiment or systematic observation in class	d. Demonstrate an experiment or lead students in systematic observations	e. Require students to turn in written reports on experiments or systematic observations	f. Discuss current issues and events in science	g. Have students read supplementary materials	h. Have students give oral reports	i. Use computers for science or laboratory instruction	j. Discuss current magazine articles or books related to science	k. Discuss television programs about science		m. Require written reports on outside readings	n. Discuss career opportunities in scientific and technological fields	o. Discuss controversial

П					<u>ම</u> ම		@@@@@	
	Topic Not in School Curriculum No, It will be taught later		egespranske skantskeboures mannen om en skantskeboures	•••	⊕ ⊕	a a	@@@@	
	Topic No lool Curricul No, It will be taught later	z ≙					@@@@@	
¥		aug ious ev		000 000	® ® Θ Θ	ම ම . ල ල	@@@@@ @@@@@@	
CLASS #5	No ol	No. If was taught previously Yes, I review it only	er t					
히	Sci	S, 1	teach it content		: :	: :		
1 1		No, II Yes,		: : :	: :	: :		
			Yes, I teach it	: : :	: :	: :		
\vdash				<u>ങ്ക് ഗ്</u>	<u>ප් මේ</u> මේ ගි	— 	ند ند. ند ۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵۵ (۱۹۵	
	£Ę.			@@@	⊕ ⊕ ⊕ ⊕	⊕ ⊕ ⊕		·
	No.				ි ම ම	ം ത്ര		
#	Topic Not in School Curriculum No, It will be taught later	was taught previously I review it only	men	@@@	@ @	@ @	@@@@	
\$S	o, It	ras tau previou review it only	= =	ලමම	ၜၜ	. O O	වෙලවල	
CLASS	S Z	P P	l teach il conteni					
	U	No. It Yes,	# T					
		2	Yes, liteach l as new conten	: : :	: :	: :		
			9	ம் ப் ப்	- -	+: თ	<u> </u>	.1
П	SE.					ූ ම ම		
	Topic Not in School Curriculum No, It will be taught later				9 9	(a) (b)	00000	
	Topic Not nool Curricult No, It will be taught later	te s			ම ම	. 		
CLASS #3	ģζ ∓ ģ	was taugh previously review it only		OOO	G. G	୍ତ୍ର	60000	
AS	hod S ta	was tau previou I review it only	Yes, I teach II as new confent			iosenensistriisenen saan		
[리	. is	E S	COT					
		Ŷ	.28. L ₩		: :	: :		
			as X	 	 	 +	ب ند بد. <u>ب</u>	
H			100 ft 25 ft		<u>ම ම</u>		_ 	
1 1	Topic Not in School Curriculum No, it will be taught later			⊕ ⊕	a a	ම ම	@@@@	
	c N.C. Ticu	= ≥		ෙලල	ത ത	, ത ത		
#	Topic No bol Curricul lo, It will be taught later	aug S ≫ /c	200 20 0 10 10 10 10 10 10 10 10 10 10 10 10 10	@@@	® ®	0 0 0 0	00000	
CLASS #2	Topic No nool Curricul No, It will be taught later	was taught previously review it only	ent E	ဓဓဓ	ල ල	. O O	' මම්මමම	
딩	Sct	# . F. F. W.	l teach il w.conten					
		No. 11 Yes,	7, ₹	: : :	: :	: :		
		200	as n					
	(2000) (1		Ö	: : : : : : : : :	т ф Ф		÷	_
	E E		ď		® @		⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕ ⊕	
	Notin iculum I be		, a	@@@ @@@	6 6 © 0	(a) (a)		
#	Surriculum Surriculum t will be	ught uskV	 	@@@ @@@	6 6 © 0	(a) (a) (b) (a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	0 0 0 <th></th>	
SS #1	Topic Notin Sol Curriculum o, It will be taught later	staught exiously eview only			6 6 © 0	(a) (a) (b) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a	Მ ����� �������������������������������	
CLASS #1	School Curriculum No, It will be taught later	(was:Laught previously , I review it only		@@@ @@@	6 6 © 0	(a) (a) (b) (a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	0 0 0 <th></th>	
CLASS #1	School Curriculum No, it will be taught later	io, it was taught previously Yes, I review it only		@@@ @@@	6 6 © 0	(a) (a) (b) (a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	0 0 0 <th></th>	
CLASS #1	School Curriculum No, It will be taught later	No. It was raught previously Yes, I review It only			6 6 © 0	(a) (a) (b) (a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	0 0 0 <th></th>	
CLASS #1	School Curriculum No, It will be taught later	No. Itwas faught previously Yes, I review it only	Yes, I teach it sas new content	@@@ @@@	6 6 © 0	(a) (a) (b) (a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	0 0 0 <th></th>	
		No.11 we	Yes, i teach it as new content		(a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	@ @ @ @ @ @	99999 90000 90000 90000	
	pics	No.11 we	Yes, i teach it as new content	6 0 0 0 0 0 0 0 0 0 0 0	(a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	(a) (a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	99099 90909 90999 00009 1 k	
	pics	No.11 we	Yes, i teach it as new content	6 0 0 0 0 0 0 0 0 0 0 0	9 9 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1, 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	masts h. h. i. i. i. k. k. j.	
	pics	No.11 we	Yes, i teach it as new content	6 0 0 0 0 0 0 0 0 0 0 0	9 9 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1, 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	masts h. h. i. i. i. k. k. j.	
	pics	No.11 we	Yes, i teach it as new content	6 0 0 0 0 0 0 0 0 0 0 0	9 9 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1, 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	masts h. h. i. i. i. k. k. j.	
	pics	No.11 we	Yes, i teach it as new content	6 0 0 0 0 0 0 0 0 0 0 0	9 9 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1, 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	masts h. h. i. i. i. k. k. j.	
	pics	No.11 we	Yes, i teach it as new content	6 0 0 0 0 0 0 0 0 0 0 0	9 9 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1, 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	masts h. h. i. i. i. k. k. j.	
	pics	No.11 we	Yes, i teach it as new content	6 0 0 0 0 0 0 0 0 0 0 0	9 9 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1, 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	masts h. h. i. i. i. k. k. j.	
FOR SCIENCE TEACHERS ONLY CLASS #1		I do not teach Biology O	Yes, i teach it as new content	6. 7. 4 0.00 0.00 0.00 0.00	9 9 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	nd 1	Reproduction and development of animals h. 0 <th></th>	

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
22. Which of the following textbooks constitutes the	 This is not a Biology class. 	This is not a Biology class.	This is not a Biology class.	(a) This is not a Biology class.	This is not a Biology class.
primary source that you use in this Biology class?	Biology: Living Systems, Merrill, 1986	 Biology: Living Systems, Merrill, 1986 	6 Biology: Living Systems, Merrill, 1986	Biology: Living Systems, Merrill, 1986	Biology: Living Systems, Merrill, 1986
(MARK ONE FOR EACH CLASS)	© <u>Biology</u> , Harcourt Brace Jovanovich, 1986	© <u>Biology</u> , Harcourt Brace Jovanovich, 1986	© Biology, Harcourt Brace Jovanovich, 1986	© <u>Biology</u> , Harcourt Brace Jovanovich, 1986	© Biology, Harcourt Brace Jovanovich, 1986
	(d) Biology: An Everyday Experience, Merrill, 1985	d Biology: An Everyday Experience, Merrill, 1985	d Biology: An Everyday Experience, Merrill, 1985	d Biology: An Everyday Experience, Merrill, 1985	Biology: An Everyday Experience, Merrill, 1985
	© Biology, D.C. Heath Co., 1985	(e) Biology, D.C. Heath Co., 1985	(e) Biology, D.C. Heath Co., 1985	Biology, D.C. Heath Co., 1985	© Biology, D.C. Heath Co.,
	(f) Modern Biology, Holt, Rinehart, & Winston, 1985	(f) Modern Biology, Holt, Rinehart, & Winston, 1985	(f) Modern Biology, Holt, Rinehart, & Winston, 1985	Modern Biology, Holt, Rinehart, & Winston, 1985	(f) Modern Biology, Holt, Rinehart, & Winston, 1985
	 g) Other Textbook (Please specify below — Do not write outside box) 	 Other Textbook (Please specify below — Do not write outside box) 	 Other Textbook (Please specify below — Do not write outside box) 	 G) Other Textbook (Please specify below — Do not write outside box) 	Other Textbook (Please specify below — Do not write outside box)
	тіте	TITLE	TITLE	TITLE	TITLE
				*	
	АЛТНОВ	AUTHOR	АИТНОВ	АЛТНОВ	АЛТНОВ
	OJANJIIG	o libi isute	o libi		
				TODEISHER	TOBLISHER
	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION
,					

CLASS #5	Topic Not in School Curriculum No, It will be taught later	No, It was taught previously Yes, I review it only		6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		K. (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)
CLASS #4	Topic Not in School Curriculum No, It will be taught later	No./Itwas.taught previously Yes, I review it only		6 6 6 7 9 9		6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
CLASS #3	Topic Not in School Curriculum No, it will be taught later	No. If was taught previously Yes, I review it only	Yes, Teach II as new content	# 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		1. K.
CLASS #2	Topic Not in School Curriculum No, It will be taught later	No. It was taught previously Yes, I review It only	Yes, I teach II as new content	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		k029969
CLASS #1	Topic Not in School Curriculum No, It will be taught later	No. It was taught previously Yes, I review	"Yes, I teach it as new content	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9		0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
FOR SCIENCE TEACHERS ONLY	23. If you teach a Chemistry class, do you teach or review the following topics	this semester/term? I do not teach Chemistry	(MARK ONE ON EACH LINE)	a. Introductory chemistry b. Electro-chemistry c. Chemical laws d. Chemical processes e. Periodic system	f. Energy relationships in chemical systems g. Rate of reaction h. Inorganic chemistry i. Organic chemistry j. Environmental chemistry	k. Chemistry of life processes

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
24. Which of the following textbooks constitutes the	(a) This is not a Chemistry class.	(a) This is not a Chemistry class.	 This is not a Chemistry class. 	This is not a Chemistry class.	This is not a Chemistry class.
primary source that you use in this Chemistry class?	6 Chemistry: A Modern Approach, Merrill, 1987	6 Chemistry: A Modern Approach, Merrill, 1987	6 Chemistry: A Modern Approach, Merrill, 1987	6 Chemistry: A Modern Approach, Merrill, 1987	Chemistry: A Modern Approach, Merrill, 1987
(MARK ONE FOR EACH CLASS)	© Chemistry, Addison Wesley, 1987	© Chemistry, Addison Wesley, © 1987	© Chemistry, Addison Wesley, © 1987	© Chemistry, Addison Wesley, © 1987	© Chemistry, Addison Wesley, 1987
	(d) Modern Chemistry, Holt Rinehart Winston, 1982	d Modern Chemistry, Holt Rinehart Winston, 1982	Modern Chemistry, Holt Rinehart Winston, 1982	Modern Chemistry, Holt Rinehart Winston, 1982	Modern Chemistry, Holt Rinehart Winston, 1982
	© ChemCom: Chemistry in the Community, Kendall/Hunt, 1988	ChemCom: Chemistry in the Community, Kendall/ Hunt, 1988	© ChemCom: Chemistry in the Community, Kendall/Hunt, 1988	ChemCom: Chemistry in the Community, Kendall/Hunt, 1988	ChemCom: Chemistry in the Community, Kendall/ Hunt, 1988
	(f) Other Textbook (Please specify below — Do not write outside box)	(f) Other Textbook (Please specify below — Do not write outside box)	(f) Other Textbook (Please specify below — Do not write outside box)	 Other Textbook (Please specify below — Do not write outside box) 	Other Textbook (Please specify below — Do not write outside box)
	TITLE	TITLE	TITLE	TITLE	TITLE
	АИТНОВ	АИТНОЯ	АИТНОВ	АИТНОВ	АЛТНОВ
	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER
	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	· CLASS #4	CLASS #5
					:
25. Which of the following	I have little or no	I have little or no	I have little or no	2	I have little or no
best describes the science	equipment for		equipment for	equipment for	
the school to students	students to use	students to use	students to use	O esu oi sindenis	singelits to ase
in your class?	Each student usually	Each student usually	ally	ally	Each student usually
(MARK ONE)	Ē		has his/her own	has his/her own	nas nis/ner own
	equipment(2)	.(2) equipment(3)	equipment	 G	:
		One student usually	Œ	<u>@</u>	One student usually
	shares with another(3)	shares with another	shares with another		
	Groups of students	Groups of students	Groups of students	Groups of students	Groups of students
	(3 or more) usually		_		(3 or more) usually
	share equipment		share equipment	share equipment	share equipment
26. In general, is the condition					
of the science equipment	I have none	none	have none	have none	.0 I have none
you use in this class:			Poor	9	Poor
(MARK ONE)	B) Fair		air.	Fair	.9 Fair
	(4) Good		Ф	poot	(a) Good
			9	(a)	Excellent
	Excellent	Excellent)	

GO ON TO PART III, PAGE 27

NOTE: So that the four independent teacher questionnaires--English, mathematics, science and history--could be optically scanned as a single document, pages 24 through 26, in the science teacher questionnaire booklet, were left blank intentionally. That is, these blank pages were reserved for the other specific subject matter items asked in the mathematics, history and English teacher questionnaires.

d d

...

"我们是我们的一种,你们是一点我们的时候,我会会不断,我们是要有关。"

ting the state of
Let Tolk in the Art of
The state of the state of

And the second of the second o

.

— 26 —

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)	5. Counting this year, how many years in total have you taught in this school?
Male ①	Years
	l least
Female ②	
,	
•	
·	$ \Phi $
2. Which best describes you? (MARK ONE)	00
0	<u> </u>
American Indian or Alaskan Native ①	(a)
	66
Asian or Pacific Islander 2	
Hispanic, regardless of race 3	
Black, not of Hispanic origin	
White, not of Hispanic origin ©	[B]B
	(D)(D)
	,
0. What is the date of your high?	
3. What is the date of your birth?	a 14th at to your ampleyment status in this school or
DATE	6. What is your employment status in this school or
Month Day Year	school system? (MARK ONE)
(D)JAN	
ØFEB	a. Regular full-time position ①
3 MAR 0000	b. Regular part-time position 2
	c. Substitute teacher
6 MAY (2) (2) (2)	
	<u> </u>
(B) NN (33) (33)	
(2) Int (4) (4)	m san a da d
(3) AUG (5) (5) (5)	7. What type of teaching certification do you hold from
(3) SEP (6) (6) (6)	the state where you teach? (MARK ONE)
(фост ООО О	
© NOV ®	a. I am not certified
ODEC O O	(SKIP TO QUESTION 9) < − − − − − − − − − − − − − − − − − − −
(D) DCO (D) (D)	(0.1 / 0 4020113113)
	A Total Control of the Control of th
	b. Regular or standard certification (standard
•	certification offered in your state)
4. Counting this year, how many years in total have you	c. Probationary certification (the initial certification
taught at either the elementary or secondary level?	issued after satisfying all requirements except
(IF ANSWER IS ZERO, WRITE "00")	the completion of a probationary period)
Years	d. Temporary, provisional, or emergency
a. Number of years taught at the	certification (require additional coursework
elementary level (K-6)	before regular certification can be obtained) 1
©®	before regular certification can be obtained,
Years ①①	
b. Number of years taught at	
the secondary level (7-12)	8. For each of the following subjects, please indicate
	whether you are certified in the state where you
00 60	teach. (MARK ALL THAT APPLY)
	•
1 1 1 1 1 1	a. Mathematics ①
33 70	b. Science
	c. English ③
	d. History ④
®	
l i l	
③	

affiliation? (MARK ALL THAT APPLY)
a. Mathematics
13. Darken the oval beside the course you teach most frequently.
MATHEMATICS ① General Math ② Pre-Algebra ② Algebra I ③ Calculus ③ Algebra II ⑤ Consumer/Business Math ⑥ Geometry ⑥ Other Math SCIENCE ① General Science ② General Physical Science ② General Physical Science ② Frinciples of Technology ⑥ Biology ENGLISH ③ Basic English ② Sophomore English ② American Literature ② Other English ② Other English
SOCIAL SCIENCE World History Geography Sociology Sociology Survey U.S. History American Government/Civics Typing/Word Processing Music Music Computer Science Mart Mart Mart Mart Mart Mart Mart Mart

14. How many undergraduate and graduate courses have you taken in this subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES.)	18. Are these jobs related to the field of education? (MARK ONE) No
Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN) A. B. Undergraduate Graduate None ① ① ① 2-4 courses ② ② 5-7 courses ③ ③ 8 or more courses ④ ④ Don't remember ⑤ ⑤	19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY) a. None
15. During the current 1989-90 school year, how often do you feel satisfied with your teaching job? (MARK ONE)	20. Please indicate whether you have participated in any of the following activities during the past school year. (MARK ALL THAT APPLY)
Almost never	a. School-system-sponsored workshops during school year
OVER AGAIN: in view of your present knowledge, would you become a teacher? (MARK ONE)	f. University extension courses
Certainly would not become a teacher	h. College courses in subject fields OTHER THAN EDUCATION during school year
A. B. Full-Time Part-Time No	21. During the first semester of the current school year, how many days of teaching did you miss for any reason? (MARK ONE) No days absent

22.	How often did a supervisor or official from first semester of the current school year?	n your school or d (MARK ONE)	istrict formally observe	your teaching d	uring the
	Not allowed to observe Never One time only Two to three times a semester/term At least once a month At least once a week	2 3 6			
23.	For the most recent full school week, ples on each of the following school-related a	ase indicate about ctivities: (if none, v	how much time you spe write in "00") (WRITE IN	nt <u>outside regu</u> N AMOUNT FO	lar school hours R EACH LINE)
	a. Planning and preparing for teaching.			Hours Minu	Hours : Minutes
	b. Correcting papers/homework/tests			. Hours Minu	
	c. Other record keeping/paperwork d. Meeting with other teachers on lesson planning, curriculum development, guidance	Hours Minutes	Hours Minutes		1
		(4) (4) (5) (5) (5) (5) (5) (5) (5) (5) (5) (5	777 00 00 00 00 00 00 00 00 00 00 00 00		- -
	e. Coordinaling a curriculum area or dep	artment	en e		Hours Minutes
	f. Supervising students (field trips, study g. Coaching or advising extracurricular a h. Communicating with parents/ parent conference	Hours Minutes 000 000 000 000 000 000 000 000 00	Hours Minutes	Hours Minut	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
		99 99		Cont	inued on next page

STANDARD CONTRACTOR

i. Tutoring individual students							Hours	Min
j. Academic counseling with students			Hours	Minutes	Hours . OO	Minutes © © ① ①	<u> 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6</u>	99999
I. Informal student/teacher contact	Hours 00 00	Minutes 00 00	96999	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	@ @ @ @ @ @ @	@ @ @ @ @ @ @	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	99399
m. Kgeping up-to-date in my fleid のののののののののののののののののののののののののののののののののののの	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	2 3 3 4 6 6 6	06889	() () () () () () () () () () () () () (@@ @@	(9) (9) (9)		
9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	(A) (B) (B) (B) (B) (B) (B) (B) (B) (B) (B	(D) (D) (B) (B) (B) (B) (B) (B) (B) (B) (B) (B						

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Absolute level of achievément	D	ව	③	④
b. Achievement relative to the rest of the class	Ф	`②	®	④
c. Individual improvement or progress over past performance	മ	②	③	
d. Effort		മ	③	④
e. Class participation	Ф	②	③	
f. Completing homework assignments	D	②	③	
g. Consistently attending class				

PART IV. SCHOOL CLIMATE

1. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

(MARK ONE ON EACH LINE)

		S	trongly Agree.	í
		Agree So Disagree Some	mewhat	
		Disagre Strongly Disagree	le	
a.	I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area	O	2305 6	
!				
b.	You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment	O	23 3 66	
				-
C.	Most of my departmental colleagues share my beliefs and values about the central missio of the school		@3 @ 5 ©	
	1			- Market
d.	My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability	ന	2 3333	A King January
				- Services
е.	The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, student lounge) in this school interferes with my teaching		2305 6	friet is despaid in the second
f.	The principal does a poor job of getting resources for this school	ന		REGIONALINA
g.	The principal deals effectively with pressures from outside the school that might interfere with my teaching		2 395©	OR LAND OF FREEDRICK STREET
h.	The principal sets priorities, makes plans, and sees that they are carried out		@ 3@6@	ACM CONCOUNT MAGNETANA
i.	Many of the students I teach are not capable of learning the material I am supposed to			(Walkerson)
	teach them	①	Q3 G 56	William Commercial Com
j.	Goals and priorities for the school are clear	①	03966	W. C.
k.	The staff seldom evaluates its programs and activities	o	0306	AN ANTON CONTRACTOR
1.	Staff members are recognized for a job well done	ന	23050	Ziganjek nisaktora.
m.	The amount of student tardiness and class cutting in this school interferes with my teach	ing ①	2 3066	Chicago establish
n.	I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area	വ	2 3050	Philips and Find Specimen
0.	The principal knows what kind of school he/she wants and has communicated it to the st	taff ①	2 3966	Waterwater
p.	This school's administration knows the problems faced by the staff	ന	0 3966	NE SELECTION OF LAND
q.	In this school I am encouraged to experiment with my teaching	ന	@ @ @ @	Total Control

2. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. (MARK ONE ON EACH LINE)

		itrongly	Agree
	Agree So	Agı	25,270.35.5
	Disagree Some		
	Olsage		
	Strongly Disagree		
a.	Routine duties and paperwork interfere with my job of teaching ①		
b.	The department's chair or curricular area coordinator's behavior toward the staff is	© 3€	
	Supportive and choodingsing		
C.	Teachers in this school are continually learning and seeking new ideas ①	@) (D(C)
d.	Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as		
_,	needed by the staff ①	Ø00 6) (D) (D)
e.	There is a great deal of cooperative effort among staff members	Ø @@	® ©
,	There is broad agreement among the entire school faculty about the central mission		
Ι.	of the school	@ @@) (5 (G)
a.	I usually look forward to each working day at this school	© 30) © @
	This school seems like a big family; everyone is so close and cordial		
i.	The principal lets staff members know what is expected of them	0 000	00
j.	I sometimes feel it is a waste of time to try to do my best as a teacher	മുത) © ©
k	The principal is interested in innovation and new ideas ①) (20)	மை
l.	Rules for student behavior are consistently enforced in this school	യയ) (B) (B)
m.	The principal usually consults with staff members before he/she makes decisions that		
٠	affect us ①		ر في ها د
n.	The attitudes and habits students bring to my class greatly reduce their chances for academic success	തര	തെ
٥.	The level of student drug or alcohol use in this school interferes with my teaching ①	(a) (a)) (3 (3
p.	I am familiar with the content and specific goals of the courses taught by other teachers		
	in my department ①	യാ	വരെ
q.	The teachers union (or education association) and the school administration work together to improve the achievement of students in this school) @ @(D © 0

	Indicate the degree to which each of the following is a problem with standard ONE ON EACH LINE)	tudents in your s	school.		
		Not a Problem	Minor Problem	Moderate Problem	Serious Problem
	a. Tardiness	Ф	മ	③	®
	b. Absenteeism				
	c. Class cutting				
	d. Physical conflicts among students				
	e. Gang activities				
	g. Vandalism	O	©	യ	@
	h. Use of alcohol	ന	ල ල	@	•
	i. Use of illegal drugs				
	j. Possession of weapons				
	k. Physical abuse of teachers		②	③	©
	/l. Verbal abuse of teachers	(D	②	③	④
	m. Racial/ethnic conflict among students	①	②	③	④
		•		•	
4.	When students are successful in achieving intended goals or objectives Which do you believe is the most frequent source of <u>success</u> ? (MARK	s, it is often attri ONE)	buted to one (of the following	sources.
	Student's home background				
	Student's intellectual ability				
	Student's enthusiasm or perseverance				③
	Teacher's attention to the unique interests and abilities of the studer	nt	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	④
	Teacher's use of effective methods of teaching Teacher's enthusiasm or perseverance	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	⑤
	On the scale below, indicate the extent to which you agree or disagree (MARK ONE ON EACH LINE)	with each of the	e following sta	atements.	
				Stron	igly Agree
				Agree Somey	Agree Vhat
	•			isagree Somewha	t 💮
			No second contract to the second contract to	Pisagree gly Disagree	
	 a. If I try really hard, I can get through even to the most difficult or b. I feel that it's part of my responsibility to keep students from dro 				
	c. If some students in my class are not doing well, I feel that I should	ıld change my a	pproach		
	to the subject	student's achie	vement	D	3666
	e. There is really very little I can do to insure that most of my studer f. I am certain I am making a difference in the lives of my students	nts achieve at a l	nigh level	നമ്മ നമ്മ	3050 3050
					•
6.	How often does racial/ethnic conflict occur among students at your sci	hool? (MARK C	NE)		
	Never		O		
	Rarely		—		
	Sometimes				
	Often	• • • • • • • • • • • • • • • • • • • •	④		

CONTRACTOR OF THE STATE OF THE

A. To whom do you turn most often for information	n and advice about day to day instructional problems? (MARK ONE)
I don't seek advice from anyone at my schoo	@ (SKIP TO QUESTION 8)
Principal	①
Your department chair	
Your area coordinator	③
Other colleagues in your department	④
Other school staff members	⑤
Write in department	/curricular area
	•
,	
B. How often do you seek advice from this person	in an average month during the school year? (MARK ONE)
•	
0_1 times a month	The state of the s

 2-5 times a month
 ②

 6-10 times a month
 ③

 Over 10 times a month
 ④

8. To what extent has each of the following people at this school helped you improve your teaching or solve an instructional O or class management problem? (MARK ONE ON EACH LINE)

	Did Not Receive Any Help	Not Helpful	Moderately Helpful	Extremely Helpful
a. Principal or school head	① ,	②	③ ④ ⑤ .	©
b. Department chair	①	②	③ ④ ⑤ .	©
c. Other school administrators	①	②	③ ④ ⑤ .	©
d. Department colleagues	①	② ·····	③ ④ ⑤ .	6
e. Colleagues outside my department	①	[®] ②	③ ④ ⑤ .	©
f. Personnel group or committee	①	②	③ ④ ⑤ .	⑥

		No Influence	Moderate Influence		Great Deal
а	Determining discipline policy				
b	Determining the content of inservice programs	o	② ③	Ф	. 15
	Setting policy on grouping students in classes by ability				
d	Establishing curriculum	①	②③·	···· ④ ·····	. 15
		•			
	,				
. H	ow often does your department hold staff meetings? (MAR	K ONE)			
	on onen does your department noid stall meetings: (WAN	N ONE)			
!					
	Never				
	1-3 times per semester		_		
	. 1–3 times per month				
	2-3 times per week				
·	. 2 o unies per week		(Б)		
1. T	o what degree do the following represent your <u>most importa</u>	ant teaching goals?	(MARK ONE ON E	EACH LINE)	
1. T	o what degree do the following represent your <u>most imports</u>			·	Extremel
		Not Important	Somewhat Important	Very Important	Importan
а	. I'm happy just to get through the day	Not Important	Somewhat Important	Very Important ③	Importan
a b	. I'm happy just to get through the day	Not Important	Somewhat Important	Very Important ③	Importan
a b	. I'm happy just to get through the day	Not Important ①	Somewhat Important ②	Very Important ③	Importan
a b c	. I'm happy just to get through the day	Not Important ①	Somewhat Important ②	Very Important ③	Importan ④ ④
a b c	. I'm happy just to get through the day	Not Important ① ①	Somewhat Important ② · · · · · · ② · · · · · ·	Very Important ③ ③	Importan ④ ④ ④
a b c	. I'm happy just to get through the day	Not Important ① ①	Somewhat Important ②②②②②	Very Important ③	Importan ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom	Not Important ① ①	Somewhat Important ②②②②②	Very Important ③	Importan ④ ④ ④
a b c d	I'm happy just to get through the day	Not Important①①①①①①	Somewhat Important ② ② ② ②	Very Important ③ ③ ③ ③	Importan ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed	Not Important①①①①①①	Somewhat Important ② ② ② ②	Very Important ③ ③ ③ ③	Importan ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed for my students to become employable adults	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importan ④ ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importan ④ ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed for my students to become employable adults	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importan ④ ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed for my students to become employable adults	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importan ④ ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed for my students to become employable adults	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importan ④ ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed for my students to become employable adults	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importan ④ ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed for my students to become employable adults	Not Important①	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importan ④ ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed for my students to become employable adults	Not Important①	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importan ④ ④ ④ ④
a b c d	I'm happy just to get through the day I want to be sure to cover the curriculum I want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom. I work to create lessons so my students will enjoy learning and become independent learners I work toward developing the skills needed for my students to become employable adults	Not Important①	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	4) 4) 4)

LAST NAME			FIRST	NAME			1.I	MAI	DEN NAME	
	√									
TELEPHONE N	JMBER		<u> </u>	1			-			
()				ном	E				BEST TIME O DAY TO CALL	
			4							
relephone nu	JMBER			OFFI	CE (SC	нооі	.)		BEST TIME O	
]	L		(,		DAY'TO CALL	.: PI
									•	
		•								·
	DATE COMP	LETED								
					DA	Y			YEAR	
	MON	ITH	I							
	① Jan	⑦ July	0	Ø	13	139	25	<u></u>		
	① Jan ② Feb	⑦ July ® Aug	2	⑧	13	20	26	<u></u>	O 1989	
	① Jan	② July	1					<u></u>	○1989 ○1990 ○1991	

THANK YOU FOR YOUR COOPERATION.

⑤ June

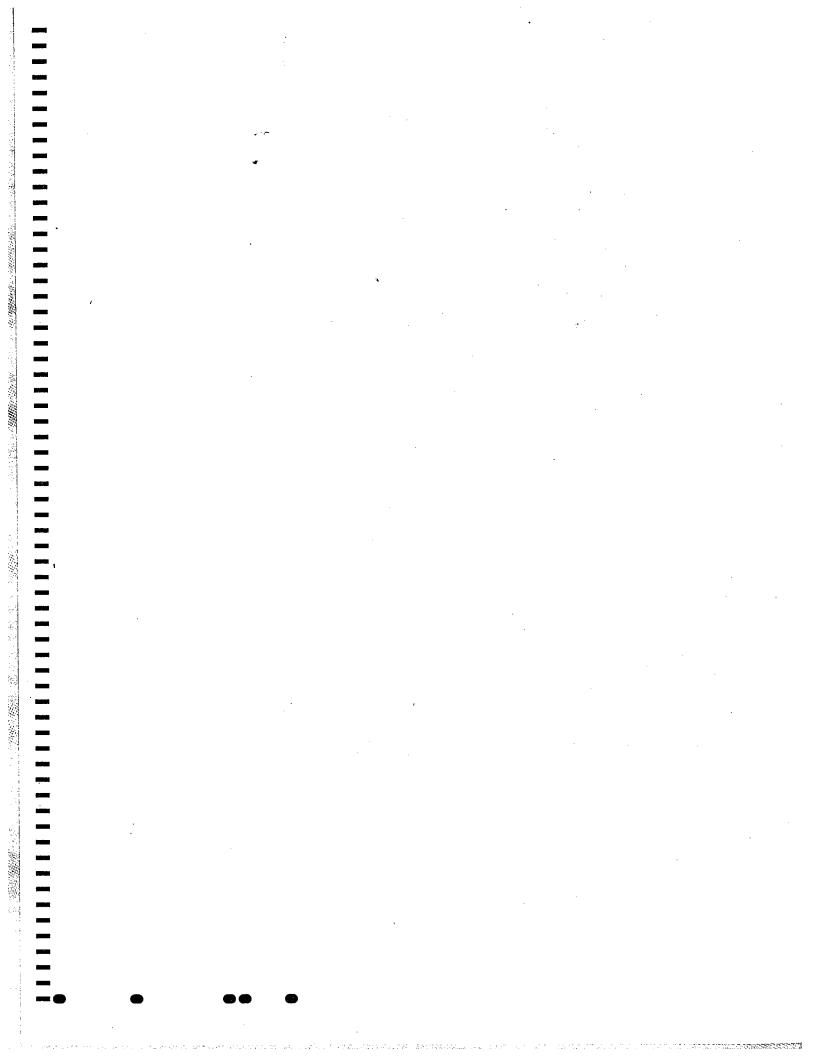
1 Dec

©

12

®

24)





NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4492 Form Approved OMB No. 1850-0593 App. Exp.: 1/91

FIRST FOLLOW-UP

TEACHER QUESTIONNAIRE

HISTORY VERSION

Sponsored by:

U.S. Department of Education Center for Education Statistics

NORC
A Social Science Research Center
University of Chicago

USES OF THE DATA

The data from this survey will be used by educators and by Federal and State policy makers to address important issues facing the Nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

- 1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
- 2. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
- 3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

		II	D N	UN	IBE	R	
•							
	0	(0)	0	0	0	0	8
	Φ	Ð	മ	D	Ð	Φ	©
	@	Ø	@	Ø	②	Ø	Œ
	3	9	③	0	മ	0	Θ
	④	Φ	④	Φ	Ð	Φ	
	ூ	O	ூ	0	ூ	Φ	
	⑥	9	➂	Φ	©	O	
	Ø	(2)	Ø	Ø	Ø	Ø	
	®	Ø	ⅎ	Φ	ഀ	P	
	9	9	®	(D)	®	0	

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: 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, Washington, D.C., 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)

National Association of Secondary School Principals

National School Boards Association (NSBA)

The National Catholic Education Association (NCEA)

The National Association of Independent Schools (NAIS)

MARKING DIE	IECTIONS
Use only a soft lead pen Make dark marks that file Erase cleanly any answer	lithe oval er you wish to change:
 • Make no stray markings CORRECT MARKS □ ● ○ ● 	Drany kind INCORRECT MARKS I ドダダンで
EXAMPLE: 1. Will marks made with be properly read? ☐ Yes	ballpoint or felt-tip pen ■No
Use Saft Lead P	encil Only

INTRODUCTION

This questionnaire is part of a major longitudinal study designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Your school has agreed to participate in this study and has allowed us to resurvey those students who were selected as part of a random sample when they were in eighth grade. A list of these sampled students should be attached to the cover of this questionnaire. (If the list is missing, please report the problem to the study coordinator at your school — the person who distributed this questionnaire to you.) You have been identified as a teacher of one or more of the sampled students. We are seeking information from you to supplement other study data about these students.

This questionnaire has four very different sections:

- Part I asks you questions about the characteristics and behaviors of the sampled students whom you have in one of your classes this semester/term. Individual students are referred to by "Student Number," as shown in the List of Students attached to the cover of this questionnaire. Part I asks you to write the student's initials below the student's number. If you have more than sixteen students on your list of students, your packet should contain a "Continuation Booklet" for use in answering questions about students 17 and above.
- Part II asks a series of questions about specific, designated classes. The particular class or classes for which information is being requested is indicated on a Class List sheet attached to the cover page of this questionnaire. As you will see, Part II contains room for responses on a maximum of five classes. You may not need all five response columns. Use only as many columns as you need to respond separately for each of the classes listed on the attached class list. In the unlikely event that your class list contains more than five different classes, use your "Continuation Booklet" for answering questions about classes numbered 6 and above.
- Part III requests some general background information about you.
- Part IV asks a series of questions about your school's climate.

Please answer directly on the questionnaire by darkening the appropriate oval or by writing your response in the space provided.

We realize that you are very busy; however, we would appreciate it if you would complete the questionnaire and return it to your NELS:88 School Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose.

Thank you very much for your help.

PART I: STUDENT INFORMATION

TO THE WORKS OF THE PROPERTY OF THE PROPERTY OF THE

The state of the s

新生物

Please answer the questions in this section for each student listed on the attached Student List. Fill in the oval corresponding to the appropriate responses to Questions 1-23 in the first column for the first column fo

Student 16	 	N N N O	0 0 × 6 0 0 0
Student 15	©©®®®®®®®®®	No Yes	O Yes D No D F No
Student 14	 	× 68 O 0	0 × es 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Student 13	©-00000000	N N N N N N N N N N N N N N N N N N N	0 × 0 × 0 × 0 × 0 × 0
Student 12	 	N N N N N N N N N N N N N N N N N N N	0 × 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Student 11	 	N N N N N N N N N N N N N N N N N N N	0 Yes 0 No 0 DK
t Student Student Student Studer	 	O Yes	0 Yes 0 No 0 DK
Student 09	<u> </u>	No No	0 Yes 0 No 0 DK
Student 08	 	O Yes	0 × es 0 D × 0
Student 07	<u> </u>	No Yes	0 Yes 0 DK 0 DK
Student 06	O-00000000	N N O	0 Yes 0 No 0 DK
Student 05	© D Q @ Q @ Q @ Q @ Q	× ° ° × ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °	0 Yes 0 No 0 DK
Student 04	000000000	% & & O	0 Yes 0 No 0 DK
Student 03	00000000	S S S	0 Yes 0 No 0 DK
Student 02	000000000	° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °	0 Yes 0 No 0 DK
Student 01	000000000	% % %	00 Yes 0 No 0 DX
STUDENT NUMBER (from attached Student	Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.	1. Is this student assigned to the class shown on the fourth column of the Student List? IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN.	Questions 2-22 apply only to students for whom your answer to Question 1 is yes. 2. Does this student usually work hard for good grades?

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
3. Does this student seem to relate well to other students?	O Ves O DK	OOO Aes	000 Yes	OO Ves OO Ves	O Yes O DK	OOO Aes	O Ves O No O DK	OO Yes	O Yes O DK	O Yes O DK	O Yes O No O DK	O Yes O No O DK	0 Yes 0 No 0 DK	O Yes O No O DK	0 Yes 0 No 0 DK	O Yes O No O DK
4. Will this student probably go to college?	O Yes O No O DK	O Yes O No O DK	O O Ves	OOO Ves	O V es	OO ves	O Ves	O Ves	OO Yes	OO ×es	OOO ×es	O O Ves O O O	O Yes	ø	Yes No DK	O Yes O No O DK
5. Does this student talk with you outside of class about school work, plans, or personal matters?	OOO DK DK	O Ves O DK	OOO Yes	OOO	O V es	O No O DX	000 X & 000	OOO	OOO	O Yes O DX	OO ×es	O Yes O DK	O Yes O D D V	OO Xes	~ % & X A X O O O	O Yes O DK
Have you spoken with the student's parents this semester about the following?																
a. Student's academic performance	N X es	N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N	OOO × es	N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N	OO ×es	O Ves N No	O V es	N N N N N N N N N N N N N N N N N N N	N Ves	N N N N N N N N N N N N N N N N N N N	S S Z N Z Z	N N N N N N N N N N N N N N N N N N N	O Ves N N N N
b. Student's behavior in school	N N N N N N N N N N N N N N N N N N N	% % X N X X	N % K	N V S	N V es	NN %	N N O O	N X S	S & K	N X es	N V es	N No	N N A	S N N N N N N N N N N N N N N N N N N N	000 N N N N N N N N N N N N N N N N N N	O O N O N O
c. Student's homework assignments	N N N N N N N N N N N N N N N N N N N	∑ % ₹ Σ % ₹	N N N N N N N N N N N N N N N N N N N	N Y es	N V S	N ve NN OOO	OOO Xes	N X S	N V es	N X es	N Ves	N N O O	N N N	N N O O	O O Yes	O Yes
d. Student's absenteeism	N N K	N No	% % % 000	% ° Z X X O O O	N N N	N N Ke	N N Ke	N Ves	N V es	N V S	N % Kes	N % Kes	N % Kes	N N Kes	N N N N N N N N N N N N N N N N N N N	O Yes
7. How involved are the parents of this student in his/her academic performance? Not involved	D@@@	D@@@	D @ @ @	© @@@	©@@@ <i>`</i>	0000	0000	© @ @ @	©®®®	©@@@	@@ @	- (© @ @	<u>-</u> @@@	@@@@	-000

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student Student Student 01 02 03	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student Student 14 15	Student 16
8. Has this student fallen behind in school work because of a health problem?	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O DK	O Yes O No O DK	0 Yes 0 No 0 DK	0 Yes 0 No 0 DK	O Yes O DK	O Yes	O Yes O No O DK	O Yes O No O DK	OOO OK	O O Ves	O Ves O DK	O Ves O DK	O Yes O DK
9. Do you feel this student has a learning disability that affects his or her school work?	O Yes O No O DK	OOO OK	O Ves O DK	O Yes	O Yes O DK	OOO No DK	OOO OK	O Yes	O Yes O DK	O Zes	O Yes O DK	O O O	OOO Aes	OOO OK OOO	O Yes O No O DK	0 Ves
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	Ves O No DK	O O o o o o o o o o o o o o o o o o o o	O Ves O DK	O Ves O DK	O Yes	OOO OK	O O Ves	000 E & &	0 × es	O Yes	O Yes O DK	Yes O DK	O O Aes	OOO OK	O Ves	O O O O O O O O O O O O O O O O O O O
11. Is this student a Language Minority student? A Language Minority (LM) student is a student in whose home a non-English language is typically spoken.*	Ves O No D D K	Ves O No O DK	O Yes O DK	O Yes O DK	O No DK	O Ves O DK	O Yes O No D K	O Yes	O Yes O DK	O Yes O DK	O Yes O No O DK	O Ves O DK	O Ves O Ves	O Ves O DK	O Ves O Ves	O O Ves
12. Is this student a Limited- Control English Proficient (LEP) student? An LEP student is a Language Minority student who has limited English language skills.**	O Yes O DK	O O O O O O O O O O O O O O O O O O O	000 000	O V es	O N O DK	O O O	OOO OOO	OO ×es	S S A	O N O O O O O O O O O O O O O O O O O O	O Yes O No O DK	O O O O O O O O O O O O O O O O O O O	O O O	O O O O O O O O O O O O O O O O O O O	ooo	O V ve O DK
13. Is this class			•													
Too difficult for this student?	0	0	6	©	©	0	0	Θ	Θ	6	Θ	0	0	Θ	Θ	Θ
Not challenging enough for this student?	®	0	®	®	®	@	8	®	®	®	@	©	@	®	(8)	@
The appropriate level for this student?	6	<u></u>	©	<u></u>	0	©	6	©	0	6	<u></u>	©	@	©	©	@

CONTRACTOR OF THE SECOND SECONDS

*A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

^{**}A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

c -				
Student 16	@@	-00000	©®®®®	©®®®®
Student 15	000	©@@@@	00000	00000
Student 14	0001	<u>-</u> @@@@@	00000	00000
Student 13	000	C00000	00000	00000
Student 12	000		00000	00000
Student 11	000		000000	00000
Student 10	000	-00000.	00000	00000
Student 09	000	- - - - - - - - - - - - - - - - - - -	000000	00000
Student 08	000	- - - - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - - - -	D@@@@@
Student 07	000	C@@@@@	- - - - - - - - - - - - - - - - - - -	 ©@@@@@
Student 06	000			O@@@@@
Student 05	000	<u></u>		©@@@@
Student 04	000	C00000	000000	0.00000
Student 03	000	C@@@@	00000	00000
Student 02	000	C00000	00000	0.00000
Student 01	000	00000	000000	0.00000
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	14. Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school	15. How often does this student complete homework assignments? Never Rarely Some of the time Most of the time All of the time Don't know	16. How often is this student absent? Never Rarely Some of the time Most of the time All of the time Don't know	tardy? Never Rarely Some of the time Most of the time All of the time Don't know

Student 16	000000	000 2 % % 000	00000		N N O	N N N N N N N N N N N N N N N N N N N
Student 15	<u></u>	O Ves	00000		N N O O	N N N N N N N N N N N N N N N N N N N
Student 14	<u></u>	O Ves	00000		N N N	N N N
Student 13	00000	0 0 Ves		· · ·	N N O O	N N N N N N N N N N N N N N N N N N N
Student 12	00000	000 % % O	- - - - - -		V ves	N N N N N N N N N N N N N N N N N N N
Student 11	00000	O O Ves	00000	;	N N O O	N N N N N N N N N N N N N N N N N N N
Student 10	00000	0 Ves	-00000		N N N N N N N N N N N N N N N N N N N	N N A
Student 09	00000	O O O	00000		V Kes	N N N N N N N N N N N N N N N N N N N
Student 08	00000	O O O	<u>-</u> 000000		N V es	N N K
Student 07	00000	O O O O Kes			N V O O	NN V K
Student 06	00000	O O Ves			V es	NN NO OOO
Student 05		O O o o o o o o o o o o o o o o o o o o			N N O O	NN NO OOO
Student 04	00000	OOO OK OO	 		V Yes	S O O
Student 03	<u>-</u> 00000	OOO Ves			N Y es	NN No S
Student 02	00000	O O O D X	C00000		V Kes	N N A
Student 01	00000	O O O O O O O O O O O O O O O O O O O	<u></u>		N X & X	N N N N N N N N N N N N N N N N N N N
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	attentive in class? Never Rarely Most of the time All of the time Don't know	9. Is this student exceptionally passive or withdrawn?	disruptive in class? Never Rarely Some of the time Most of the time All of the time Don't know	 Have you spoken to a guidance counselor or a school services person this semester about the following? 	a. Student's academic performance	b. Student's behavior in school
	18.	19.	50.	27.		

list) Please write the student's initials below the number.	Student 01	Student 02	Student Studen	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
	N N N	No N	% × × × × × × × × × × × × × × × × × × ×	N N N N N N N N N N N N N N N N N N N	N N N	O Yes	O Yes O No NN	S o N N N N N	N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N	N No No OOO	Ves NN OON NN	N v o	000 x x es	N N N N	Ves OO No NN
<u> </u>	% % % N N N N N N N N N N N N N N N N N	N N N	% × × × × × × × × × × × × × × × × × × ×	N v es	N % Kes	N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N	N N O O	N % Kes	N No NN NN	O Yes	N No	N N O O	000 N N X	N N K	N N N
	000 000	O V cs.	000 000 000	0 V es 0 DK	O Ves O DK	OOO Ve DK %	O Ves O No	O Ves O No D K	O O O EX	OOO C	000 P % %	Ves O No D K	OO Ves OO No	000 E %	000 % % &	000 PK % DK %

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL THE STUDENTS LISTED ON THE STUDENT LIST, GO TO QUESTION 1, PART II.

PART II: CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES.

CLASS #5	©	TITLE	O Yes			Academic
CLASS #4	©0000000000000000000000000000000000000	TITLE	O Yes			Academic
CLASS #3	©D@@@@©@@ ©D@@@@©@©	TITLE	O Yes			Academic
CLASS #2	© © ® ® ® ® ® ® ® ® ® ® ® ® ® ® ® ® ® ®	TITLE	O Yes O No			Academic
CLASS #1	Class Number Good Good Good Good Good Good Good Goo	TITLE	O Yes			Academic
	1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.	1B. Write the Class Title (column) two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)	2. Are you currently teaching this class?	IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.	AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.	3. Which of the following best) describes the "track" this class is considered to be? (MARK ONE)

CLASS #5	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(4)	\$1000000000000000000000000000000000000	Students Students	My department chair or area coordinator assigned it to me
CLASS #4	This class consists primarily of students with: Higher achievement levels (1) Average achievement levels (2) Lower achievement levels (3) Widely differing achievement levels	Students © © © © © © © © © © © © © © © © © © ©	Students Students	My department chair or area coordinator assigned it to me(1) Another school administrator assigned it to me(2) I decided to teach it(3) It was my turn to teach it(4)
CLASS #3	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(6)	Students © © © © © © © © © © © © © © © © © © ©	Students Students Students	My department chair or area coordinator assigned it to me
CLASS #2	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(4)	Students Students	Students © © © © © © © © © © © © © © © © © © ©	My department chair or area coordinator assigned it to me
CLASS #1	This class consists primarily of students with: Higher achievement levels(1) Average achievement levels(2) Lower achievement levels(3) Widely differing achievement levels(4)	Students Students Students	Students Students	My department chair or area coordinator assigned it to me
	4. Which of the following best () describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)	5. How many students are () enrolled in this class?	6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)	7. How were you assigned to teach this class? (MARK ONE)

CLASS #5	LEP Students Students	Hours plus Minutes 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
CLASS #4	LEP Students Stu	Hours plus Minutes 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
CLASS #3	LEP Students Students Students	Hours Plus Minutes o
CLASS #2	LEP CO	Hours Ho
CLASS #1	LEP LEP OB	Hours Ho
	8. How many Limited-English- Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*	9. Approximately how much homework do you typically assign each day?

*A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from instruction in English.

П	(1) (i) (i) (i) (i) (i) (i) (i) (i) (i) (i	D @@@@©@	8 Q Q Q Q	Ð
#5	All of the Time the Time and $\frac{3}{100}$ 2 1	ments.	Primary Resource Used Frequently quently Used 2 3 6 2 3 6	D
CLASS #	All of the of the Time Time	Not applicable None	Primary Rec Used Frequents Secondary Resource Used Frequently Rarely Used () (2) (3) (3) (4) (4) (5) (5) (6) (6) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	D.
디디		Not applicable None	Prima Used Frequent Used Frequent Rarely Used () (2) (2) (2) (3) (4) (5) (5) (5) (6) (6) (6) (6) (6) (6) (6) (6) (6) (6	
	Some	Not ap None. 1-2 as 3-4 as 5-6 as 7-8 as 9-10 a		
	Tige (9)	© © © © © © © © © © © © © © © © © © ©	Primary Resource Used Frequently y Resource quently Used a a a a b a a b a a	D
#4	All of the Time he Time le	(2) (2) (3) (4) (4) (5) (6) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	Primary Resource Used Frequently Y Resource quently Used 3 3 9 3	Lmo
CLASS	All of the of the Time	Not applicable None	Secondary Resource Used Freque Secondary Resource Used Frequently Rarely Used Ot Use	9
,	Most of the Some of the Time Never 6 (6	Not applicable None	Secondar Used Free Rarely Not Used	∍
	256254522	N N 1 2 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		
		6 000000000000000000000000000000000000	Primary Resource. Used Frequently y Resource quently Used	915-04
#3	of the Time	t applicable 2 assignments 4 assignments 5 assignments 8 assignments 10 assignments	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used 1 8 9 1 8 9	57.54
CLASS #3	All Most of the of the rever 6 0 0	Not applicable None		e-, 24l
	Most of the Some of the Time Never 0 6	Not applicable None	Seconda Used Fre Rarely ()	
		(a) (b) (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	2	5
	Ē		0.4	200.3
3 #2		S S	Primary, Resource Used Frequently y Resource quently Used (2) (3) (3) (4) (4) (4) (5) (4) (5) (5) (6) (6) (6) (6) (6) (6) (6) (6) (6) (6	7.4
CLASS	All lost of the the Time ver	by the special control of the special control	Primary Used F Ondary Reso d Frequently arely Used 10 (2) (1) (2) (3) (4)	
	Mos Some of the Never	lo (1) (2) (2) (2) (3) (4) (5) (5) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	Primary Resource Secondary Resource Used Freque Not Used Not Used 10 8 8	
	450 500 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<u></u>	-	Ð
	F	(a) (b) (c) (c) (d) (d) (d) (d) (d) (e) (e) (e) (e) (e) (e) (e) (e) (e) (e	oonic O	
S #1	All of the Time of the Time of the Time of the Time ever	its .	Primary Results Secondary Resource Used Frequently Rarely Used 1 8 8	5]
CLASS #1	All Most of the Most of the Some of the Never 4 3	Not applicable None	Primary Dised Fi Secondary Reso Used Frequently Rarely Used () (2)	∋
	Most Most Some of the	(9) Not applicable None 1-2 assignmer 3-4 assignmer 5-6 assignmer 7-8 assignmer 9-10 assignmer	Seconda Seconda Used Fre Not Used	
		: ¿:		
	w often do you do each the following with mework assignments? ARK ONE ON EACHLINE) Keep records of who turned in the assignment Return assignments with grades or corrections	assign ne pag quired his ter nately CONE	ctiona ONE	
	you controlled your controlled your controlled your controlled your controlled your controlled your your your your your your your your	t in clk riting a sast or be re class t proxin (MAR)	you m instru MARK NE) Insteria	
	w often do you do eac the following with mework assignments? ARK ONE ON EACH LIP Keep records of who turned in the assignmer Return assignments wi grades or corrections	assignment in class w many writing assints of at least one F a student be requifue in your class this page is approximate of words.) (MARK O	nat use do you mal terials? (MARK O WEACH LINE) Textbooks Textbooks Audio-visual materials	<u>.</u>
	How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE) a. Keep records of who turned in the assignment b. Return assignments with grades or corrections	assignment in class How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE)		d. Other
	0, 10te & d 0	<u> </u>	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	

CLASS #5	a. I did	Very unprepared(1) Somewhat prepared(2) Adequately prepared(3) Well prepared(4)	
CLASS #4	a. I did	Very unprepared(1) Somewhat prepared(2) Adequately prepared(3) Well prepared(6)	00000000000000000000000000000000000000
CLASS #3	a. I did	Very unprepared(1) Somewhat prepared(2) Adequately prepared(3) Well prepared(4) Very well prepared(6)	
CLASS #2	a. I did	Very unprepared(1) Somewhat prepared(8) Adequately prepared(9) Well prepared(6)	
CLASS #1	a. I did	Very unprepared(1) Somewhat prepared(8) Adequately prepared(8) Well prepared(4) Very well prepared(6)	
	13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)	14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)	15a. Approximately how many minutes <u>per week</u> does this class meet regularly (exclude lab periods)?

CLASS #5	MINUTES	16 100% @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @
CLASS #4		100% @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @
CLASS #3	MINUTES (1997) (15 140 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
CLASS #2	MINUTES 00000000000000000000000000000000000	15:100% © © © © © © © © 0 0 0 0 0 0 0 0 0 0
CLASS #1		15: 100 @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @
	15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	16. Indicate about what percent week doing each of the following with this class? (MARK ONE ON EACH LINE) a. Providing instruction to the class as a whole

CLASS #5		No Complete Control	9 9 9 0 7 .		0 0 0 0 0 0	Almos 2.3.1 1.3.11 1.3.11	EVERY LESS EVERY WE One Per Mor nos Per Mor nos Per Mor Per Semes Per Semes	000 000 000 000 000 000)	0 0 0 0 0	0 9 9 9 9			9 0 0 0 0 0 0 0	0 U 0 0 0 0 0 U 0 0 0 0
CLASS #4		No Complete Control	© © © © U	99 99 99 90 88 00	. @		Cely .ue	*@@ %@@)	99 9 60 0 0	(a) (b) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	0000		9 6 8 6 0 0 0	0 0 8 8 8 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0
CLASS #3		No Complete Control	0 0 0 0 0 0 0 0	.00 00 00 00 00 00	©		Energ Ne	У•Э•€ У•Э•€) (9) () (e)	9 9 0 0 0	(a) (b) (c) (d) (d)	⊕		9 6 8 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
CLASS #2		No Complete Control	9 0 0 0 0 0			4,3 Tmes				9 9 0 0 0	(a) (c) (c) (d) (o)	@ 0 0 0 0		9 0 0 0 0 0 0 0	99 00 00 00 00 00
CLASS #1		No Complete Control	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Almos	ાં હેંદ્રવે	*@@ *@@	8 9 6 8 4 6	© © © © ©	(9) (0) (0) (0)	ଞ୍ଚିତ ପ୍ର ଉ		9 0 0 0 0	99 90 00 00 00
17. How much control do you	feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching? (MARK ONE ON EACH LINE)	a. Selecting textbooks and other instructional materials	b. Selecting content, topics, and skills to be taught	c. Selecting teaching techniques	e. Determining the amount of homework	199	18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE)	a. Lecture b. Film	c. Whole-group discussion	d. Have students respond orally to questions on subject matter	e. Have student-led whole-group discussions	f. Have students work in small groups	g. Have students complete individual written assionments or	worksheets in class	

The next series of questions for teachers of history classes should be completed for each class listed on the class list. The columns refer to the same classes that you identified on page 10, Question 1A.

CLASS #5	Every Day 2-3 Times per Week	Once a Week	Very Rarety	a	P 13 13 14 18	.	e 0 8 0 0p	e	f n 0 9 0 0 0	
CLASS #4	Every Day 2-3 Times per Week	Once a Week	Very Rarely	a ① ② ③ ④ ⑥	b n 2 3 0 6	c	d n 2 3 4 6	9 9 9 · · · · · · · · · · · · · · · · ·	f 6 8 9 6 9	
CLASS #3	Every Day 2-3 Times per Week	Once a Week	Wery Rarely	a 0 8 6 6	b 17 3 3 4 9	c (i) (a) (a) (b)	d 6 8 8 8 8	e	f (1) 3 (8) 4 (5)	
CLASS #2	Eyery Day 2-3 Times per Week	Once a Week		a 10 2 2 0 6	b @ 8 9 9 6	c n e e e	d Ö 2 9 0 6	e (0 2 3 0 6		
FRS ONLY CLASS #1 CLASS #2 CLASS #3	Every Day	Önce a Week	Very Rarely	a 📆 Q 📵 😉	р (0 2 3 0 6	c (1) (2) (3) (4) (6)	d 6 2 3 4 6	e (0 (3 (9 (9)	f © 3 9 6	
I he colum	19. If you are a History teacher, how often do you do each of the following activities	in this class? (MARK ONE ON EACH LINE)		a. Go on field trips	b. Show films, filmstrips, or videotapes	c. Have students read supplementary materials	d. Have students give oral reports	e. Discuss current magazine articles or books related to social studies	f. Require written reports on outside readings	

								· · · · · ·		
CLASS #5			oderate (<u></u>	. 	.) @ @	© @@) ()	. 0
5			Nous (©€ :) (G) (G) (F)	©@© ::: ¥ ∴) () () ()	.
Н										Photo: Nearona
			Heavy	⊕ ⊕	.			THE PERSON NAMED IN	- martin committee (CI)	@
S #4		\$## •	Noderale (ച ത	<u>(m) (m)</u>	(10) (10)	ത്ര		തെ	@
CLASS			A Little (<u>®</u> @	<u>.</u>	(B) (B)	(මල)	300	000	0
			Hous (Ð⊙ : :	© ©	Θ	(O) (O)	3 9 9		Θ.
	·			<u>م</u> نه	ن ت	٠.	<u> </u>	 ند خه د	 - E	<u>.</u>
	-		Heavy	⋑ .©		⊕ ⊕	@ @(900	.	θ
#3		Ø	Noderate (<u></u>	<u>@</u> @	<u>@</u> @	@ @	999	<u></u>	©
CLASS		,	A Lille (.00	<u>@</u> @	000	900	@ @	0
			Nous (⋑.©	©.©	⊕.⊝.	<u> </u>	9.O.O.	(G) (G)	Θ.
				е е 	 	ب نه		 احدیث است	 : =:	E
			Hearl (⋑ ⊕	.	.	ම ම(9 00	- 00	Ð
#2									1000.00.48101300	®
		N	oderate (
CLASS	•		A Line C	<u>ത</u> ര	@@	@@	@@(900	@@	. @
				э ©			000		0 0	©
			None (: :	: :	: :	: :	: : :	: :	:
		·····	, surgranse e	<u> </u>	ਂ ਰ	oi ⊷ menemen	<u>ந்ட்</u>	<u> </u>	<u>- E</u>	<u> </u>
			Heavy C	Ð © .		⊕ ⊕ _		ච ଡ଼	© @	0
S #1			oderale (മ	@@	<u></u>	@ @@	900	<u></u>	@
CLASS		7	A Line G	.	.00	@ @	@@ <i>(</i>	9 (D) (B)	@@	. .
			Nous G	⊙ : :	⊕ : :	@@ ::::	@@@ :::	Ð.⊝.⊝.	@ (O	O:
Ц	· .			ட் க	ΰ	ei +-	ъ.	<u></u>	E	ċ
Σ	ĭis Sis	0:	(E)	: : :	: :	Ę :		: : :	: :	
38 0	listo ipha	:	품:	zatik	: :	'uctir	: :			
뜅	h em he he	÷	EA(olon.	ō : :	onsti iiny	: :	\vdots \vdots		. : af
FOR HISTORY TEACHERS ONLY	If you teach a U.S. History class, how much emphasis do you give to the following topics?	ch '	(MARK ONE ON EACH LINE)	a. seulement/Colonization. b. Independence	Development of democracy	Civil War/Reconstruction Manifest Destiny	lism ır I .	 =	. : :	n. Detente (Globa Democracy)
Ä.	each ow r give ig to	t tea story	ONE	smer	lopn ocrac titut	War/ fest	strial 1 Wa	essic Deal 1 Wa	War am.	ocrai
ISTC	'ou t ss, h you owin	l do not teach U.S. History .	ARK	udel	Deve demc Sons	Civil Manil	g. Industrialism h. World War I .	t. Depression .j. New Deafk. World War II	I. Cold War m. Vietnam	Detente (Glok Democracy) .
HH		ا م 5.0	Š (. d	9 G	9 -	9 4	r. 	- E	<u>.</u>
띨	% O									

_						COMMUNICATION WAS AND	
		Heavy	.	ම ල	.	· •	
#2		Moderate	<u></u> _	@ @		(1)	
CLASS		A Lillie	@@ 	00	@@	<u>@</u>	
		None	© © 	ΘΘ	© ©	0	
		•	49 - 2 9	i i	 تباره		
		્રિંહોરો	e e	.	⊕ø:	O	
#4		Moderale	<u></u>	<u></u>		@	
CLASS #		Mode.	@@	@@	'ଭୂତ	.	;
		Noue	© ©	00	© ©	©	
		•	: : do do	:: ::-i	ن ن	: 51	
		(Can'	.	ЭЭ		Φ	
		Moderate	. @ @	@ @	@ @	0	
CLASS #3		Modera	(a) (b)	@@ [:]	@ @.	(9	
١		Lone	· © ©	<u></u>	ලල	· •	
		35° , 140		: :	: :	:	
\vdash		A	<u>à</u>	್ರರ	હાં '	5	
	<u> </u>	Hear	1@@	90		0	
\$ #2		Moderat	മ (ത) (ത)	<u>@@</u>	<u></u>	@	
CLASS		P CHI		8	. e e .	©	
		Non	⊕⊕ : :	(E)	: :	:	
			<u>.</u>	ਹ ਚ	ø ÷	<u>.</u>	
ļ		(Jea/	1 @ @	.	ФØ	O i	
 #		Moderal	<u>, (()</u>	00	<u>@</u> @	©	
CLASS #1			@@ .	@@	0.0	©	
		Non	@ (@ @	ΘΘ 	© .	
		•	: : ضے ت	: : ਹਰ	: : a; +-	: 5 1	
1	کا ده ده	O. Ē	::	: :	: :	:	
NO S	If you teach a Western Civilization or World Historn class, how much emphasis do you give to each of the following topics?	I do not teach Western CivilizationC (MARK ONE ON EACH LINE)		is of	e. Early modern European history	Political, economic, religious, and social aspects of comparative cultures	
HH	orld em	tion EAC	an.	atior come	Eur : : :	l soc	
EAC	a W or W nuch to e	ch /iliza ON	mar ric n	civiliz Ind R hist	dern	ecol , and of co	
MY T	If you teach a We Civilization or Wo class, how much do you give to ea following topics?	I do not teach Western Civilization MARK ONE ON EAC	a. Origin of man b. Pre-historic man	c. Ancient civilizations of Greece and Romed. Medieval history	Early mode history Non-wester	g. Political, economic, religious, and social aspects of comparal cultures	
ISTO	rou te rilizat ss, h you owin	lo no ssteri	Orig Pre-	Anci Gree Medi	Earl hist Non	Polii relig aspe culti	
FOR HISTORY TEACHERS ONLY	21. If you teach a Western Civilization or World History class, how much emphasis do you give to each of the following topics?	W, W	ம் ம்	i t	e; ←;	တ်	
ű	1 ½ O		_:				

GO ON TO PART III, PAGE 27

NOTE: So that the four independent teacher questionnaires--English, mathematics, science and history--could be optically scanned as a single document, pages 20 through 26, in the history teacher questionnaire booklet, were left blank intentionally. That is, these blank pages were reserved for the other specific subject matter items asked in the mathematics, science and English teacher questionnaires.

. -.-

A PARTICULAR SECURIOR
THE STATE OF THE STATE OF

سيء پ

- 40

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)	5. Counting this year, how many years in total have you taught in this school?
Male	Years (D) (D)
2. Which best describes you? (MARK ONE)	(1) (1) (2) (2) (3) (3)
American Indian or Alaskan Native ① Asian or Pacific Islander ②	(4)(4) (5)(5)
Hispanic, regardless of race 3	©©
Black, not of Hispanic origin	(7) (7) (8) (8) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9
3. What is the date of your birth?	
DATE	6. What is your employment status in this school or
Month Day Year	oschool system? (MARK ONE)
① JAN	a. Regular full-time position
3MAR 0000	b. Regular part-time position ②
(BAPR (D)(D)(D)	c. Substitute teacher 3
(5) MAY (2) (2) (2)	
@1NN @@@@	
	7. What type of teaching certification do you hold from
(the state where you teach? (MARK ONE)
GOCT DOD	
(D) NOV (D)	a. I am not certified
1 DEC 9 9	(SKIP TO QUESTION 9) <
	b. Regular or standard certification (standard certification offered in your state)
4. Counting this year, how many years in total have you taught at either the elementary or secondary level? (IF ANSWER IS ZERO, WRITE "00")	c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period)
a. Number of years taught at the elementary level (K-6)	d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained)
Years (1) (1)	,
b. Number of years taught at the secondary level (7-12)	8. For each of the following subjects, please indicate whether you are certified in the state where you teach. (MARK ALL THAT APPLY)
(2) (3) (3) (5) (7)	a. Mathematics ①
(4) (B) (B)	b. Science
66 99	c. English 3
(a) (a)	d. History
<u>ග</u> ුත	·
00	,
(9)	1

9. What academic degree do you hold? (MARK ALL THAT APPLY)	12. What is your current departmen affiliation? (MARK ALL THAT	
a. No degree	a. Mathematicsb. Science	
b. Associate degree	c. Humanitiesd. English	* * * * * * * * * * * * * * * * * * *
c. Bachelor's	e. Foreign language	
d. Education specialist or professional diploma based on at least one year of work	f. Social science/Social studies	G ①
(e.g., credential, 6-year certificate) ①	h. Vocational education	
e. Master's ①	i. Physical Education	
f. Doctorate	j. Guidance counseling k. Special education	
g. First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	I. Other	
,		•
10. What were your major and minor fields of study for your bachelor's degree?	13. Darken the oval beside the cou	rse you teach <u>most</u>
(MARK ALL THAT APPLY)	MATHEMATICS	
Major Major	① General Math	© Trigonometry
	② Pre-Algebra	7 Pre-Calculus
a. Education ①	3 Algebra I	Calculus
b. English ①	Algebra II	Consumer/Business Math
c. History (or Social Studies/ Social Science) ① 4	Geometry	① Other Math
d. Mathematics	SCIENCE	
e. Natural/Physical Sciences	General Science	© Chemistry
f. Foreign Language ① @	General Physical Science	1 Physics
g. Other (PLEASE SPECIFY) 🛈	3 Earth Science	Other Science
MAJOR MINOR	Principles of Technology	
	® Biology	
h. Ned and the later that a share a transfer	ENGLISH	
h. Not applicable; did not receive bachelor's degree	Basic English	2 Humanities
(SKIP TO QUESTION 12) ←	Sophomore English	② Great Books
	American Literature	Honors English
	Comparitive Literature	Other English
11. What were your major and minor fields of study	SOCIAL SCIENCE	
for your <u>highest</u> graduate degree? (MARK ALL THAT APPLY)	World History	Western Civilization
(WARK ALL ITIAL APPLY) Major	© Economics	3 Geography
a. Education	Sociology U.S. History	Psychology Area Studies
b. English ①	American Government/Civics	-
c. History (or Social Studies/		
Social Science)	OTHER COURSES	÷
e. Natural/Physical Sciences		Typing/Word Processing
f. Foreign Language ①	3 Music	Vocational Education
g. Other (PLEASE SPECIFY) ①	Computer Science	⋘ Art
MAJOR MINOR	Industrial Arts	① Drama
	Religious Education	Home Economics
	Physical Education Family Life Charlies	Other Course
h. Not applicable, did not receive a graduate degree ①	Samily Life Studies	·
	1	

14. How many undergraduate and graduate courses have you taken in this subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING	18. Are these jobs related to the field of education? (MARK ONE)
STATE HISTORY, INCLUDE HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES.)	No
Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)	19. What type(s) of support have you received in the last
A. B. Undergraduate Graduate	12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY)
None ① ① ② ②	a. None ①
5-7 courses ③ ③	b. Released time from teaching ②
8 or more courses	c. Travel and/or per diem expenses
, Don't remember	d. Stipend(s)
,	e. Professional growth credits
·	#
t in the second	
15. During the current 1989-90 school year, how often	
do you feel satisfied with your teaching job? (MARK ONE)	Please indicate whether you have participated in any of the following activities during the past school year. (MARK ALL THAT APPLY)
Almost never ① Some of the time ②	a. School-system-sponsored workshops during school year
Most of the time 3	b. School-system-sponsored workshops during
All of the time ④	summer ①
	c. School-wide curriculum committee ① d. Department curriculum committee ①
	e. Committee work or special assignment other
16. Suppose you could go back to college and START OVER AGAIN: in view of your present knowledge,	than curriculum ①
would you become a teacher?	f. University extension courses
(MARK ONE)	g. College courses in EDUCATION during school year
Certainly would not become a teacher ①	h. College courses in subject fields OTHER
Probably would not become a teacher ②	THAN EDUCATION during school year ①
Chances about even for and against 3	i. College courses in EDUCATION during
Probably would become a teacher	the summer ①
Certainly would become a teacher (5)	j. College courses in subjects OTHER THAN EDUCATION during the summer
	k. Professional growth activities sponsored
17. In addition to your duties at this school, do you hold any other paying jobs that are either full-time or	by professional association(s)
part-time? (MARK ONE FOR EACH COLUMN)	
A. B.	Od Burden the fluid according to the comment achieves
No(4,	21. During the first semester of the current school year, how many days of teaching did you miss for any reason? (MARK ONE)
(IF NO TO BOTH, SKIP TO QUESTION 19)	
	No days absent
Yes, summer only(1)(1)	3-4 days absent
Yes, school year only(2)(2)	5-7 days absent
Yes, during the entire year (3) (3)	8–11 days absent
	12 or more days absent
•	1

Not allowed to observe				
23. For the most recent full school week, pon each of the following school-related	lease indicate about i activities: (if none, w	now much time you spe rrite in "00") (WRITE IN	nt <u>outside</u> I AMOUNT	regular school hours FOR EACH LINE)
A. Planning and preparing for seaching b. Correcting papers/homework/tests		Hours ∴ Minutes	Hours I	Hours Minutes Winutes Winute
c. Other record keeping/paperwork. d. Meeting with other teachers on lesson planning, curriculum development, guidance	Hours Minutes 00 00 00 00 00 00 00 00 00 00 00 00 00	9 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	000000000000000000000000000000000000000	000 000 000 000 000 000 000 000 000 00
e. Coordinating a curriculum area or d f. Supervising students (field trips, students) g. Coaching or advising extracurricular h. Communicating with parents/ parent conference	dy hall)	Hours Minutes 99999999999999999999999999999999999	00 00 00 00 00 00 00 00 00 00 00 00 00	Hours Minutes Hours Minutes Hours Hours
	99 99		С	ontinued on next page

22. How often did a supervisor or official from your school or district formally observe your teaching during the

first semester of the current school year? (MARK ONE)

23.	(Continued) For the most recent full school week, please indicate	about how much	time you spe	nt outside regula	r school houre
	on each of the following school-related activities: (if none, write in a student students). Tutoring individual students	n "00") (WRITE	IN AMOUNT	FOR EACH LIN	E) Hours Minules OO OO
	000 000 0 0 0 0 0 0 0 0 0 0 0 0 0	utes 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	Minute	00 00 00 00 00 00 00 00 00 00 00 00 00	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
24.	Indicate the importance you give to each of the following in settin (exclude special education students). (MARK ONE ON EACH LII	Not Important	Somewhat Important ②	Very Important	
	c. Individual improvement or progress over past performance		②	③	

e. Class participation...... ① ② ③ ④

PART IV. SCHOOL CLIMATE

1. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

(MARK ONE ON EACH LINE)

	√		******************	-	
	·			gree	
		Disagree Some			
		and the same of the same of			
		Strongly Disagree			
a.	I make a conscious effort to coordinate the content of my courses with teachers in my	ľ			
	department/curricular area	①	3 3	D C) (
1					
b.	You can count on most staff members to help out anywhere, anytime — even though it				
	may not be part of their official assignment		D 3	₩.	,
		······································			
C.	Most of my departmental colleagues share my beliefs and values about the central mission	ļ			
	of the school	①	© 3	D (E)
d.	My success or failure in teaching students is due primarily to factors beyond my control	ļ			
•	rather than to my own effort and ability		മ ദ	W.	、躑
		·············			
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	OD	2 00	ÐŒ) (0
f.	The principal does a poor job of getting resources for this school	ന	തത	a c	\ F
_	The principal deals offertively with supervise from sub-ide the set of the se	•			
y.	The principal deals effectively with pressures from outside the school that might interfere	_			
	with my teaching	①	@ @(D) 🖀
h.	The principal sets priorities, makes plans, and sees that they are carried out	ന	@ @	D (5	(200
		•			
i.	Many of the students I teach are not capable of learning the material I am supposed to				
	teach them			3 .	, W
	touch thom:	······································		9 3 (5	
J.	Goals and priorities for the school are clear	Œ	@ ③(D)(0)
k.	The staff seldom evaluates its programs and activities	①	a a (3) (E	3
	,	_			
I.	Staff members are recognized for a job well done			.	、爨
		Ф			
	The course of the state of the	_			
m.	The amount of student tardiness and class cutting in this school interferes with my teaching	O	മാദ്യ	3) G) (D)
n.	I make a conscious effort to coordinate the content of my course with teachers outside				
	my department/curricular area	ന	2	DG)
0	The principal knows what kind of school he/she wants and has communicated it to the staff			W _	, J
٠.		D		37.0	
_	This police of minimum transmit the number of the state o	_			
ρ.	This school's administration knows the problems faced by the staff	①	2	4) (5))
q.	In this school I am encouraged to experiment with my teaching	വ	2 03	D C	ه د

2. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

(MARK ONE ON EACH LINE)

Stron	gly Agr
	Agree
Agree Somew	hat
Disagree Somewhat	
Disagree	
Strongly Disagree	

			#			
a.	Routine duties and paperwork interfere with my job of teaching	O (90	ນດ	වල	6
b.	The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging	① (000	ව. ව	D ©	6
c.	Teachers in this school are continually learning and seeking new ideas	O (DC	ව (DO	Œ
d.	Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff	നം	200	ക	D (B)	e
e.	There is a great deal of cooperative effort among staff members					
f.	There is broad agreement among the entire school faculty about the central mission					
	of the school					
	I usually look forward to each working day at this school					
h.	This school seems like a big family; everyone is so close and cordial	O C	D C	න ්	D (I	0
i.	The principal lets staff members know what is expected of them	O C	DC	ЭQ	D ©	0
j.	I sometimes feel it is a waste of time to try to do my best as a teacher	O (D C	ЭC	D ©	0
k.	The principal is interested in innovation and new ideas	Ф	D C	D.C	9 ල	Œ
1.	Rules for student behavior are consistently enforced in this school	O C	D C	D C	D ©	0
m.	The principal usually consults with staff members before he/she makes decisions that affect us	О О	5 (3 C	D (S)	Œ
n	The attitudes and habits students bring to my class greatly reduce their chances for					
•••	academic success	വ വ	5 c	D C	DO	6
o.	The level of student drug or alcohol use in this school interferes with my teaching	Oς	o c	D C	D (B)	0
p.	I am familiar with the content and specific goals of the courses taught by other teachers in my department	O 0	200	D C	D (I	O.
q.	The teachers union (or education association) and the school administration work together					
-	to improve the achievement of students in this school	O Ç	D C	ЭÇ) ©	Œ

·	Not a Problem	Minor Problem	Moderate Problem	Seriou Proble
a. Tardiness		②	③	(
b. Absenteeism				
c. Class cutting				
d. Physical conflicts among students				
e. Gang activities				
f. Robbery or theft				
g. Vandalism				
h. Use of alcoholi. Use of illegal drugs				
j. Possession of weapons				
k. Physical abuse of teachers	 ന	ල ව	3	 മ
I. Verbal abuse of teachers				
n. Racial/ethnic conflict among students				
When students are successful in achieving intended goals or objective	•	ibuted to one	of the following	sources.
Which do you believe is the most frequent source of success? (MAF Student's home background				
Student's intellectual ability				
Student's enthusiasm or perseverance				
	lent			
Teacher's attention to the unique interests and abilities of the stud				
Teacher's use of effective methods of teaching				
Teacher's use of effective methods of teaching		he following st	atements.	ogly Agr Agree
Teacher's use of effective methods of teaching		ne following st	atements.	oogly Agre Agree what
Teacher's use of effective methods of teaching		ne following st	atements. Stro Agree Some Isagree Somewh Disagree	oogly Agr Agree what
Teacher's use of effective methods of teaching	ee with each of the control of the c	ne following sta	Agree Some lisagree Somewh Disagree gly Disagree	ongly Agr Agree what at
Teacher's use of effective methods of teaching	or unmotivated stropping out of second change my	ne following standard process of the fol	Agree Some isagree Somewh Disagree gly Disagree Go T Q	ongly Agree what at 3 4 6
Teacher's use of effective methods of teaching	or unmotivated s dropping out of so ould change my t a student's achi	strong st	Agree Some isagree Some Qly Disagree 10 2 10 2 10 2 10 2 10 2 10 2 10 2 10	ongly Agree what at
Teacher's use of effective methods of teaching	or unmotivated stropping out of second change my	Strong tudents chool	Agree Some isagree Some Qly Disagree 10 2 10 2 10 2 10 2 10 2 10 2 10 2 10	ongly Agrical Agree what at a a a a a a a a a a a a a a a a a
Teacher's use of effective methods of teaching Teacher's enthusiasm or perseverance On the scale below, indicate the extent to which you agree or disagr (MARK ONE ON EACH LINE) a. If I try really hard, I can get through even to the most difficult b. I feel that it's part of my responsibility to keep students from a c. If some students in my class are not doing well, I feel that I sh to the subject	or unmotivated stropping out of strould change my tastudent's achieve at ants	strong state of the following state of the fo	Agree Some isagree Some Qly Disagree 10 2 10 2 10 2 10 2 10 2 10 2 10 2 10	ongly Agrical Agree what at a a a a a a a a a a a a a a a a a
Teacher's use of effective methods of teaching Teacher's enthusiasm or perseverance On the scale below, indicate the extent to which you agree or disagr (MARK ONE ON EACH LINE) a. If I try really hard, I can get through even to the most difficult b. I feel that it's part of my responsibility to keep students from c. If some students in my class are not doing well, I feel that I sh to the subject d. By trying a different teaching method, I can significantly affect e. There is really very little I can do to insure that most of my students. I am certain I am making a difference in the lives of my students. How often does racial/ethnic conflict occur among students at your	or unmotivated stropping out of solution of strong and change my tastudent's achidents achieve at ants	Strong tudents	Agree Some isagree Some Qly Disagree 10 2 10 2 10 2 10 2 10 2 10 2 10 2 10	ongly Agree what at
Teacher's use of effective methods of teaching Teacher's enthusiasm or perseverance On the scale below, indicate the extent to which you agree or disagr (MARK ONE ON EACH LINE) a. If I try really hard, I can get through even to the most difficult b. I feel that it's part of my responsibility to keep students from a c. If some students in my class are not doing well, I feel that I she to the subject	or unmotivated stropping out of solution of stropping out of solution of stropping out of solution of stropping and change my tastudent's achieve at ants	strong st	Agree Some isagree Some Qly Disagree 10 2 10 2 10 2 10 2 10 2 10 2 10 2 10	ongly Agree what at

7. Among all the staff in th	is school:
A. To whom do you turn	most often for information and advice about day to day instructional problems? (MARK ONE)
Principal Your department c Your area coordina	from anyone at my school
	members
٠	Write in department/curricular area
B. How often do you see	ek advice from this person in an average month during the school year? (MARK ONE)
2-5 times a month 6-10 times a mont	

8. 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? (MARK ONE ON EACH LINE)

	Did Not Receive Any Help	Not Helpful	Moderately Helpful	Extremely Helpful
a. Principal or school head		②	③ ④ ⑤	6
b. Department chair				
c. Other school administrators				
d. Department colleagues				
e. Colleagues outside my department				
f. Personnel group or committee				

		No Influence	Moderate Influence		Great Deal
b. c.	Determining discipline policy	: (D (2) (D (2)	③ ③		⑤ ⑤
d.	Establishing curriculum	• • • • • • • • • • • • • • • • •	······ ③ ····	····· ④ ·····	⑤
		. •			
Λ Н,	ow often does your department hold staff meetings? (MAR	RK ONE)			
o. 110	w often does your department flord stain meetings. (MAI	iit Oive)			
	Navan		•		
	Never				
	1–3 times per month	•	_		
d.	Once a week		④	•	
e.	2-3 times per week		⑤		
1. To	what degree do the following represent your <u>most impor</u>	tant teaching goals?(I	MARK ONE ON	EACH LINE)	
1. To	what degree do the following represent your <u>most impor</u>	t <u>ant</u> teaching goals?(I Not	MARK ONE ON Somewhat	EACH LINE) Very	Êxtreme
		Not Important	Somewhat Important	Very Important	Importar
a.	what degree do the following represent your most import I'm happy just to get through the day	Not Important	Somewhat Important	Very Important	Importar
a. b.	I'm happy just to get through the day I want to be sure to cover the curriculum	Not Important ①	Somewhat Important ②	Very Important ③	Importar ④ ④
a. b. c.	I'm happy just to get through the day I want to be sure to cover the curriculum i want my students to understand and be able to make sense of the subject matter	Not Important ①	Somewhat Important ②	Very Important ③	Importar ④ ④
a. b. c.	I'm happy just to get through the day I want to be sure to cover the curriculum	Not Important ① ①	Somewhat Important ② ②	Very Important ③ ④	④
a. b. c. d.	I'm happy just to get through the day I want to be sure to cover the curriculum i want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ③ ③	Importar444
a. b. c. d.	I'm happy just to get through the day I want to be sure to cover the curriculum i want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④ ④ ④ ④ ④ ④ ④ ④	Importar4444
a. b. c. d. e.	I'm happy just to get through the day	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④ ④ ④ ④ ④ ④ ④ ④	Importar4444
a. b. c. d. e.	I'm happy just to get through the day I want to be sure to cover the curriculum i want my students to understand and be able to make sense of the subject matter I work to insure that as many students as possible perform well on tests I want to maintain order and discipline in the classroom I work to create lessons so my students will enjoy learning and become independent learners	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importar44444
a. b. c. d. e.	I'm happy just to get through the day	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importar44444
a. b. c. d. e.	I'm happy just to get through the day	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importar44444
a. b. c. d. e.	I'm happy just to get through the day	Not Important	Somewhat Important ② ② ② ②	Very Important ③ ④ ④ ④ ④	Importar4444

LAST NAME			FIRST	NAME	.		M.1.	MA	IDEN NAME		
TELEPHONE N	UMBER			ном	IE				BEST TIME (AM PM
TELEPHONE NI	UMBER			OFFI	CE (S(СНОО	L)		BEST TIME (Day to cal		AM PM
	DATE COM	LETED									
	MON					AY			YEAR]	
	① Jan ② Feb	⑦ July ⑧ Aug	① ②	7 • ®	13 13	① ②	25 26	3	O 1000	1	
	3 Mar	② Aug ③ Sep	3	(9)	(E)	20	20		○ 1989 ○ 1990		
	Apr	1 Oct	(0	6	2	23		O 1991		

THANK YOU FOR YOUR COOPERATION.

May

June

① Nov

1 Dec

⑤

©

1

7

29

· 🚳



NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4492 Form Approved OMB No. 1850-0593 App. Exp.: 1/91

FIRST FOLLOW-UP

TEACHER QUESTIONNAIRE

MATHEMATICS VERSION

Sponsored by:

U.S. Department of Education Center for Education Statistics

NORC

A Social Science Research Center University of Chicago

USES OF THE DATA

The data from this survey will be used by educators and by Federal and State policy makers to address important issues facing the Nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

- 1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
- 2. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
- 3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

		II	D N	UN	IBE	R	•
_							
	0	6	0	<u>@</u>	0	0	(B)
	ത	Φ	D	0	D	Φ	ලා
	@	2	(2)	2	2	②	Œ
	③	3	3	3	3	3	Œ
	④	(1)	4	①	(4)	Ø	
	ூ	©	(5)	ூ	6	©	
	➂	◐	6	⊚	6	©	
	Ø	Ø	7	0	Ø	Ø	
	➂	®	®	ഀ	®	➂	
	9	o	9	9	9	9	

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: 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, Washington, D.C., 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)

National Association of Secondary School Principals

National School Boards Association (NSBA)

The National Catholic Education Association (NCEA)

The National Association of Independent Schools (NAIS)

MARKING DIRECTIONS • Use only a soft lead pencil (Np. 2 is best) • Make dark marks that fill the oval • Erase cleanly any answer you wish to change. • Make no stray markings of any kind CORRECT MARKS CORRECT M

INTRODUCTION

This questionnaire is part of a major longitudinal study designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Your school has agreed to participate in this study and has allowed us to resurvey those students who were selected as part of a random sample when they were in eighth grade. A list of these sampled students should be attached to the cover of this questionnaire. (If the list is missing, please report the problem to the study coordinator at your school — the person who distributed this questionnaire to you.) You have been identified as a teacher of one or more of the sampled students. We are seeking information from you to supplement other study data about these students.

This questionnaire has four very different sections:

- Part I asks you questions about the characteristics and behaviors of the sampled students whom you have in one of your classes this semester/term. Individual students are referred to by "Student Number," as shown in the List of Students attached to the cover of this questionnaire. Part I asks you to write the student's initials below the student's number. If you have more than sixteen students on your list of students, your packet should contain a "Continuation Booklet" for use in answering questions about students 17 and above.
- Part II asks a series of questions about specific, designated classes. The particular class or classes for which information is being requested is indicated on a Class List sheet attached to the cover page of this questionnaire. As you will see, Part II contains room for responses on a maximum of five classes. You may not need all five response columns. Use only as many columns as you need to respond separately for each of the classes listed on the attached class list. In the unlikely event that your class list contains more than five different classes, use your "Continuation Booklet" for answering questions about classes numbered 6 and above.
- Part III requests some general background information about you.
- Part IV asks a series of questions about your school's climate.

Please answer directly on the questionnaire by darkening the appropriate oval or by writing your response in the space provided.

We realize that you are very busy; however, we would appreciate it if you would complete the questionnaire and return it to your NELS:88 School Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose.

Thank you very much for your help.

PART I: STUDENT INFORMATION

20.28

Please answer the questions in this section for each student listed on the attached Student List. Fill in the oval corresponding to the appropriate responses to Questions 1-23 in the first column for the first column for the first column for the first listed student. Continue until you have completed a column for each student listed on the Student List. Questions 2-23 apply only to students who are enrolled in the class listed next to their name on the Student List (a "Yes" response to Question 1.) NOTE: DK-Don't Know; NN-Not Necessary.

Student 16	<u> </u>	Ves 0 ∨ №	0 % 0 % 0 DK
Student 15	<u> </u>	S & OO	00 Yes
Student 14	<u> </u>	S & X	0 V és 0 No 0 K
Student 13	<u> </u>	Š Š O	OOO DK %
Student 12	<u> </u>	No No O	000 DX % DX %
Student Student Studen 11 12 13	<u> </u>	No Ves	000 Ex % CX
Student 10	<u> </u>	No Xes	000 PK % PK %
	<u> </u> ©©®®®®®®®	S × S	000 V & D & V &
dent Student Student Studen	<u> </u>	S × e	000 DX % DX %
Student 07	<u> </u> ©⊡®®®®®®®®	O Y es	000 % % Q % S
	©©®®®®®®®®	° × es	000 0 % % 0 % 0
tudent Student Stu	<u> </u>	N N N N N N N N N N N N N N N N N N N	000 0 % % 0 % %
	<u> </u>	° × es	000 \$ % \$ 0
Student 03	<u> </u>	No Ke	000 5 % 0 0 % 0
Student 02	<u> </u>	S × S	000 0 %
Student 01	 	No No O	000 Z & K
STUDENT NUMBER (from attached list) Please write the student's 01 02 03 initials below the number.	Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.	1. Is this student assigned to () the class shown on the fourth column of the Student List? IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN.	Questions 2-22 apply only to students for whom your answer to Question 1 is yes. 2. Does this student usually work hard for good grades?

1	STUDENT NUMBER (from attached Silist) Please write the student's initials below the number.	Student Student 01 02	Student 03	Student 9	Student 9	Student S 06	Student S 07	Student 9 08	Student 9	Student 10	Student 9	Student 12	Student 13	Student 14	Student 15	Student 16
Will this student probably O ves O	3.5	000	OOO PK OOO	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes DX DX	Yes No DK	O Ves O No DX	OO ×es	OO Ves	O V es	O Yes O No O DK
Does this student talk with your outside of class about section and talk with your outside of class about section with the student's parents this semester about the following? O ves () v		000 No Ses	OOO DK	Yes No DK	Yes No DK	Yes DK	Yes No DK	Yes No DK	Yes DX	Yes No DK	Y es No DX	O Yes	O Ves O No O Ves	V es	O Yes	O Yes O No O DK
0 Yes 0 O No 0			O O O DX	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	Yes No DK	% % X	O V es	O Yes	Yes No DK	Ves O No DK
0 Yes 0 Yes <td< th=""><th>ave you spoken with the udent's parents this mester about the following?</th><th>· · · ·</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th>_</th><th></th><th></th><th></th><th></th></td<>	ave you spoken with the udent's parents this mester about the following?	· · · ·										_				
0 Yes 0 Yes <td< th=""><th></th><th></th><th>N % & X</th><th>Yes No NN</th><th>Yes No NN</th><th>Yes No No</th><th>Yes No NN</th><th>Yes No NN</th><th>X es N N N N</th><th>Yes No NN</th><th>Yes No NN</th><th>% × × × × × × × × × × × × × × × × × × ×</th><th>N N N N N N N N N N N N N N N N N N N</th><th>N N N</th><th>% % X N % X</th><th>N N O O</th></td<>			N % & X	Yes No NN	Yes No NN	Yes No No	Yes No NN	Yes No NN	X es N N N N	Yes No NN	Yes No NN	% × × × × × × × × × × × × × × × × × × ×	N N N N N N N N N N N N N N N N N N N	N N N	% % X N % X	N N O O
0 Yes 0 No			N N N	Yes No NN	Yes N N N	Yes No NN	Yes No NN	X Kes	Yes NN NN	Yes No NN	X ves	O Ves O No	N N O	N N N	OOO NN O	N N N
0 Yes 0 No	Student's homework assignments	000	N % Ke	Yes No NN	Yes No NN	N Kes	Yes No NN	N Y es	X kes	Yes No NN	Z Z Z	N N O	N N N N N N N N N N N N N N N N N N N	N N O O	Ves OO No NN	N N O
		000 % % Z	N % Ke	X × es	X es No NN	X No	Yes No NN	X No	Yes No NN	Yes No NN	X X No	OOO Xes	N No	OOO Z S S	N N N	N N O O
-0000 -0000 -0000 -0000 -0000 -0000 -0000	How involved are the parents of this student in his/her academic performance? Not involved				0000	0000	- @@@	-000	0000	0 @@@	@@@	0000	G@@@	0000	-000	© 00 0 0

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student Student Student 01 02 03	Student 04	Student 05	Student 06	Student 07	Student Student 08 09		Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
8. Has this student fallen behind in school work because of a health problem?	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	0 V es	O Ves O DK	OOO AE	O Yes O DK	O Ves O DK	O V es	O O O	O Ves O No O Ves	OOO OX OOO	O Yes	O Ves O No O K	O Yes O No O DK	O Yes
9. Do you feel this student has a learning disability that affects his or her school work?	O Ves O DK	O Ves O D K	OOO DK %	OOO PK	O Ves O D X	S S S S S S S S S S S S S S S S S S S	O O O O DK	OO Ves OO DX	O Yes	OOO OK	OOO Aes	O Ves O D K	O Yes O No O DK	O Yes O DK	O No DK	OO Ves O No Ves
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	O Ves O DK	Ves OOO	O O O	7 Yes	O Yes O DK	OOO OK	O O O DK	000 E & &	OOO Aes	Ves O O No O D¥	O Ves O DK	O O Ves	OOO Ke	Yes OOO	, Yes	O Ves O DK
11. Is this student a Language () Minority student? A Language Minority (LM) student is a student in whose home a non-English language is typically spoken.*	O Yes O DK O DK	O Ves O D X	000	O Ves O DK	OOO Ves	OOO Xes	OOO DK	000 000 000	OO × cs	OOO X OOO	DY % COO	OOO	OOO EX OOO	OOO EX %	000 × % × %	O % % O D K
12. Is this student a Limited- English Proficient (LEP) student? An LEP student is a Language Minority student who has limited English language skills.**	O Ves D No D No	O Ves O O No	O O O O K	OO % OO O	O Ves O No D K	O O Ves	oo oo	OO X X X X X X X X X X X X X X X X X X	O Yes O Do	O O O	OOO PK	OO Å	S & Kes	o o o	S × es	0 % % O
13. Is this class					. — <u>——</u>											* ***
Too difficult for this student?	0	0	6	©	Θ	Θ	Θ	©	0	0	©	Θ	Θ	0	6	©
Not challenging enough for this student?	®	®	@	0	®	(B)	®	@	®	®	®	®	®	®	@	@
The appropriate level for this student?	0	©	<u></u>	6	0	0	6	0	©	0	0	0	0	©	6	0

*A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

^{**}A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

	 			
Student 16	-00	-00000	© N O O O	-00000
Student 15	000	00000	00000	00000
Student 14	@ @ ·	60000		00000
Student 13	000	<u></u>		00000
Student 12	© @ @	60000	00000	00000
Student 11	000		000000	00000
Student 10	600	00000	000000	00000
Student 09	000		00000	00000
Student 08	000	C00000	00000	0.00000
Student 07	000	<u></u>	00000	©@@@@
Student 06	©@@		00000	0.00000
Student 05	000	- - - - -	00000	0.00000
Student 04	000		00000	©@@@@
Student 03	000	C.00000	000000	- - - -
Student 02	- - 	-00000	000000	0.0000
Student 01	600	000000	00000	00000
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	14. Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school Yes	complete homework assignments? Never Rarely Some of the time Most of the time All of the time Don't know	16. How often is this student absent? Never Rarely Some of the time All of the time Don't know	17. How often is this student tardy? Never Rarely

Student 16	©@@@@	O Yes O DK	ତଉଚ୍ଚଉ		O Ves O No O No	N N N N N N N N N N N N N N N N N N N
Student 15	00000	O O O	00000		N N O	S S Z Z Z OOO
Student 14	<u> </u>	OOO Ke			N N OOO	Z v Z Z V Z
Student 13	<u> ଅଷ୍ଟ୍ର</u>	000 E & K	<u></u>		N N OOO	N N N N N N N N N N N N N N N N N N N
Student 12	©®®®®	000 E & K	<u></u>	-	N N N	N N N N N N N N N N N N N N N N N N N
Student 11	 	000 E & K			N N N	N N N N N N N N N N N N N N N N N N N
Student 10	<u>-00000</u>	000 000	- - - - - - - - - - - - - - - - - - -	<i>†</i>	N N N	S S Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z
Student 09		OOO OX	00000		N N O O	N N N N N N N N N N N N N N N N N N N
Student 08	0.00000	0 0 Ves			N N O O	°° 2 2 2 000
Student 07		000 000 000	00000	·	N N O O	N N N N N N N N N N N N N N N N N N N
Student 06		O Ves			N N N	N N N N N N N N N N N N N N N N N N N
Student 05		0 Ves	000000		N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N
Student 04	@@@@@	0 Ves	00000		N N N	N N N N N N N N N N N N N N N N N N N
Student 03	00000	000 6 % &	000000		N N N	N No Yes
Student 02	00000	000 6 % &	000000		N N O N	N V V V V V V V V V V V V V V V V V V V
Student 01		O Ves O No O K	000000		N N N	N v v v v v v v v v v v v v v v v v v v
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	18. How often is this student attentive in class? Never Rarely Some of the time Most of the time All of the time Don't know	19. Is this student exceptionally passive or withdrawn?	disruptive in class? Never Rarely Some of the time All of the time Don't know	21. Have you spoken to a guidance counselor or a school services person this semester about the following?	a. Student's academic performance	b. Student's behavior in school

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student Studen	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)			·													**************************************
c. Student's homework assignments	N N N	N N O O	N No	N N N N N N N N N N N N N N N N N N N	S S N	O Ves	N N O O	N N Ke	N No OOO	O Ves O No	OOO No	NN O	V Ves	OOO S & Z Z	N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N
d. Student's absenteeism	% % % 000	N N N	S o N N N OOO	N N N N N N N N N N N N N N N N N N N	OO Yes	NN No O	N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N	N N N N N N N N N N N N N N N N N N N	N NO O	N N N	NN OO	X o N o N o	N N O O	N N K	N N N N N N N N N N N N N N N N N N N
22. Is this student at risk of Uropping out of high school?	0 Ves 0 DK	O Yes O DK	000 PK 000	O Yes O DK	000 X 0 X 0 X 0	S & K	O ves O DK	OOO	OOO Ves	O Yes O No O DK	O Yes ' O No O DK	0 Yes 0 No 0 DK	0 Yes 0 No 0 DK	00 Yes	O Yes O DK O DK	O Yes O DK

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL THE STUDENTS LISTED ON THE STUDENT LIST, GO TO QUESTION 1, PART II.

PART II: CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES.

Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.	CLASS #1 CLA	CLASS #2 CLASS #2 CLA	CLASS #3 CLASS #3 © © © © © © © © © © © © © © © © © © ©	CLASS #4 CLASS #4 © © © © © © © © © © © © © © © © © © ©	CLASS #5 CLASS #5 CLASS #5 CLASS #5
Write the Class Title (column two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)	TITLE	TITLE	TITLE	ттт.	тите
2. Are you currently teaching this class?	O Yes	O Yes	O Yes	O Yes	O Yes
IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.					,
AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.					
3. Which of the following best O describes the "track" this class is considered to be? (MARK ONE)	Academic	Academic	Academic (1) Advanced or honors (2) General (3) Vocational/technical/ business (6) Other (6)	Academic	Academic

My department chair or area coordinator or area coordinator assigned it to me Another school administrator assigned it to me Trator assigned it to me I decided to teach it It was my turn to teach it	Students Students Students Students Students Students Students Students	Students Students Students Students Students Students Students Students Students	This class consists primarily of students with: of	CLASS #2 CLASS #3
My department chair or area coordinator assigned it to me	How many students in this class are from minority racial/ ethnic groups (e.g., Black, blippenic, Asian)? (If unsure give your best estimate.) give your best estimate.) give 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	Students Students	This class consists primarily of students the achievement levels This class consists primarily of students with: Higher achievement levels Higher achievement levels Lower achievement levels Lower achievement levels	CLASS #1
© :	8	Students Students Students Students Students	This class consists primarily of students with: Higher achievement levels Average achievement levels Lower achievement levels Lower achievement levels Lower achievement levels	CLASS

CLASS #5	LEP Students Students O O O O O O O O O O O O O O O O O O O	Hours Ho
CLASS #4	LEP Students Students Students	Hours plus Minutes of the company of
CLASS #3	LEP Students Students OGOGOGOGOGOGOGOGOGOGOGOGOGOGOGOGOGOGO	Hours plus Minutes of the Company of
CLASS #2	LEP Students Students	Hours Hours Go
CLASS #1	LEP Students Students Students	Hours plus Minutes of the police of the poli
	8. How many Limited-English- Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*	9. Approximately how much homework do you typically assign each day?

TO THE SECOND STREET, THE SECOND SECO

100000

*A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from instruction in English.

П	g .				Z ⊢Z	©	(<u> </u>	<u>@</u> @	<u>ම ල ල</u>	<u>. </u>	8 🔊				©	ି କ	.
	All of the Time	ā			7	@	®				ints	Primary Resourc Used Frequently	9			<u>@</u>	©	@
S #5	7 O	he Tin	· o		m (.	Θ	ts :::	its	its	ignme	mary I ad Fre	tesour ently	2		@ <i>:</i>	. o .	@@
CLASS		Most of the Time	Some of the Time	5	·4)	0	©	Not applicable None	assignments assignments	7-8 assignments . 9-10 assignments	11 or more assignments		Secondary Resource Used Frequently	Rarely Used	þ	0	· •	66
		M	me of I	Never	4			Not app None… 1-2 assi	3-4 assi 5-6 assi	7-8 assi 9-10 ass	e E		Secon	Bar	Not Used			}
	ů.		8		. H	ි	@	Z Z - © ® ©				3-05/100 S-07/20			_	@ {	' @	@@ <u> </u>
	of the Time	<u>o</u>	#252/T.V (AVA		7	®	@ @				nts	esour	9			®	@	@ @
S #4	All of	Most of the Time	•		· ·	0	·©i	. st	ts	its	or more assignments	Primary Resource Used Frequently	Secondary Resource Used Frequently	2		<u>@</u> .	. e	<u>@@</u>
CLASS		st of tl	Some of the Time	di di	4	0	<u> </u>	Not applicable None	assignments assignments	7-8 assignments . 9-10 assignments	ore ass	Prir	Secondary Reso Used Frequently	Barely Used	70	©	Θ	60
		M	meof	Never				Not app None…	3-4 assi 5-6 assi	-8 assi -10 ass	l or m		Secon Used I	Rac	Not Used			
			å		ZIH.	ം	<u></u>	Z Z /			<u>s</u>	60			- Z	.	`் ⊕	<u></u>
	All of the Time	U		,us mowant 72/AV	. 2	@	@				nts	Pomary Resource Used Frequently	9			@	· @	@@
S #3	il of th	Most of the Time	u.		n	(G)	.	¥	ts	its	11 or more assignments	nary F ed Fre	Secondary Resource Used Frequently	2		@ :	· [@	@@
CLASS #3		st of th	E TIM	-	4	0	<u> </u>	applicable	assignments assignments	assignments) assignment	ore ass	E C	Secondary Reso Used Frequently	Rarely Used	þ	©	Θ	@@
		Ψo	Some of the Time	Never		•		Not applicable.	3-4 assi 5-6 assi	7-8 assignments . 9-10 assignments	1 or m		Secon Used	Rar	Not Used			
-			S.		10 m	. O	@	Z Z 7			<u>®</u>	8.	40	7,	_	•	- •	- .
	All of the Time	9	THE STATE SECTIONS SHOWN SHOWN		2	®	@				nts	Primary Resource Used Frequently	ə			@	@	<u>@</u> @
S #2	II ot II	Most of the Time	ů.		m.	· ©:	Ø	: :	its its	nts	ignme	mary F ed Fre	ndary Resource Frequently	e e		@ ·	(e)	@@
CLASS #2		st of tl	the Time	er	4	©	©	plicable	signments	gnmer signme	ore ass	E S	ndary Resor	rely Used	pes	0	Θ	66
		Mo	Some of t					Not applicable	3-4 assignments 5-6 assignments	7-8 assignments . 9-10 assignments	11 or more assignments		Secon	Яa	Not Us			
\vdash			S.		. H	∦ © (.	©.@.@	.			1977 124 1246				· •		(P)
	he Time)e			7	@	@				ints	Resour quenti	e .			@	©	<u></u>
iS #1	All of the Time	Most of the Time	2		Ω	(e)	/ @ (nts	7-8 assignments	11 or more assignments圆	Primary Resource "Used Frequently	Secondary Resource	p.		©	\$ O	- @ @
CLASS #1		ost of t	the Tin	er	4	0	0	olicable	gnmer	ignmei Ignmei signm	ore ass	P.	Secondary Resor	Rarely Used	pe	Θ	Θ	© Ø
		Ž	Some of the Time	Never				Not applicable	1-2 assignments 3-4 assignments 5-6 assignments	7-8 assignments 9-10 assignments	11 or m		Seco	Rarel	Not Used			
	Constitution	<u> </u>	49941790000			.	:			-					<u> </u>	:	:	: :
	How often do you do each of the following with	homework assignments? (MABK ONE ON EACH LINE)			Keep records of who turned in the assignment.	Return assignments with grades or corrections	oleted ISS	How many writing assign- ments of at least one page will a student be required	to do in your class this term? (A page is approximately	ZSU WORDS.) (MANN CIVE)		What use do you make of the following instructional	ONE			:	<u>s</u>	Audio-visual materials
	you d	signme N EA(Keep records of who turned in the assignment	Return assignments w grades or corrections.	Discuss the completed assignment in class	riting a ast on be rec	class t			you m instru	MARK NE)			:	Reading materials other than textbooks	led : :
	en do Howin	ork ass			recor d in th	rn ass	uss the nment	any wr of at le	your is ap	Cso.)		se do owing	IIS? () CH LII			Textbooks	Reading mother than textbooks.	Audio-visual materials Other
	How often do you do of the following with	homework assignments? (MARK ONE ON EACH LI						ow ma ents o	to do in your class this ter (A page is approximately	OM OC		/hat u: re folk	materials? (MARK ONE ON EACH LINE)			a. Text	b. Reac othe textt	c. Audi mate d. Othe
	10. H	ĕ ≥	-		Ġ	نه	ပ်	Ë. IE≽	¥ 3.6	NÍ		12. ¥	_ 0					0 0

— 13 —

CLASS #4 CLASS #5	did	e. A district-wide textbook adoption committee f. A state-wide textbook adoption committee g. Other	ared	NANUTES
CL/	.0 b. The principal c. Departmental committee/colleag d. Department head	adoption committee f. A state-wide textboo adoption committee g. Other	Somewhat prepared Somewhat prepared Adequately prepared Well prepared	MINUT
CLASS #3	a. I did	e. A district-wide textbook adoption committee f. A state-wide textbook adoption committee g. Other	Very unprepared Somewhat prepared Adequately prepared Well prepared	
CLASS #2	a. I did	e. A district-wide textbook adoption committee f. A state-wide textbook adoption committee g. Other	Very unprepared(1) Somewhat prepared(2) Adequately prepared(3) Well prepared(4)	
CLASS #1	a. I did	e. A district-wide textbook adoption committee (1) f. A state-wide textbook adoption committee (1) g. Other (1)	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	NINUTES NINU
	13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)		14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)	15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?

CLASS #5	00000000000000000000000000000000000000	
CLASS #4		
CLASS #3		
CLASS #2	MINUTES DESCRIPTION DESCRI	
CLASS #1	MINUTES	
:	15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	16. Indicate about what percent week doing each of the following with this class? (MARK ONE ON EACH LINE) a. Providing instruction to the class as a whole b. Providing instruction to small groups of students c. Providing instruction to individual students d. Maintaining order/ disciplining students e. Administering tests or quizzes t. Performing routine administrative tasks (e.g., taking attendance, making announce- ments, etc.) g. Conducting lab periods

CLASS #1	How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?	a. Selecting textbooks and other instructional materials. b. Selecting content, topics, and skills to be taught	How often do you use the following teaching methods? A. Lecture a. Lecture b. Film c. Whole-group discussions a. Have students work in small groups g. Have students complete individual worksheets in class i. Other collowing teaching methods? A. Lecture b. Film c. Whole-group discussions discussions g. Have students complete individual worksheets in class i. Other collowing teaching methods? A. Lecture b. Other c. Whole-group c. Whole-group discussions discussions complete individual written assignments or worksheets in class contained the correction of the correc
CLASS #2			Annos Eservices de la
CLASS #3	,	Complete Good Good Good Good Good Good Good Goo	######################################
CLASS #4		Complete Control of Co	4.3 Times per Server © © © © © © © © © © © © © © © © © © ©
CLASS #5		Complete Control Contr	### Per Senter O O O O O O O O

FOR MATH TEACHERS ONLY CLASS #1	How much emphasis do you give to each of the following objectives?	ACH LINE)) ©	Memorizing facts, c. (1)	Becoming interested in mathematics d. (1)	Knowing mathematical facts, principles, and algorithms	Developing an awareness of the importance of mathematics in everyday life	Thinking about what a problem means and ways it might be solved g. (i)	Performing computations with speed and accuracy	Developing an awareness of the importance of mathematics in the basic and applied i. ①	Understanding mathematical concepts j. (j	k. Learning about the application of mathematics in business and industry k. (1)	Having students talk
CLASS #1		Heavy & Moderate ©) @	(a) (a)	0 0	6 6	9	. 0 . 0	0	(P)	9 8	0 0	
CLASS #2	OZZINIAZER, VIJACETO post	Heave (. 0 . 0	. O O O	d. (1) (2) (9) (4)	e. (1) (2) (8)	f 0 0 0	9. 0 g 0.6	р. О . В . О .	. O O	© 0 8 0 · 0 · 1	. O. G	
CLASS #3	CHACASIDESIA HARMANA	Hearl® Moderate @ Moderate @	@	9 0 0 ·	9 0 O	e. (1)	. 0 8 9	9 9 0 s	ъ. О В	99 (D) (I) (I)	j. 0 <u>g</u> 0 4	69 69 69 7	100
CLASS #4		Heavige Moderate (1) A Little (1) A None (1)	© Ø	c. 0 (8) 0 c	d. (i) (g) (b)	e. ① , ② .	. 0 . 0 . 1	6 G C . 6	н. О В О	. O O	. O . E . O .i	99 00 00 10 10 10	
CLASS #5		Heavy @	(a)	(a) (b) (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	© . © . © . • •	(0) (0) (0) (0)	. O	@ @ •	ю Ю О	© • • • • • • • • • • • • • • • • • • •	e e e	© © • • •	

	C C	7. S.S.S.	Section .		<u> </u>		ූල	േ	<u> </u>	(B)	്യ	്കുട) (a) (a)				 :
	Topic not in school curriculum	be er	astonici i			④	✐	ⅎ	@	•	@	@ @	@ @	•			
	opic urns	will ht la	ght			ීම	ි ල ම	ිම ල			(0)	ිමම) 				
S #5) 10 10	No, it will be taught later	was taught previously	review it only		@ 	O	ල ල	©		<u>.</u>	® ® കുക) (D) (D)	1			
CLASS	SCP	Z-	No, If was taught previously	Yes, I review it only	Yes, I teach it as new content	kod Bibliotherio											
			- 9	Yes	# 5 - ≱		:	:		:							
			∇		Yes	:	:	:		:	:						
\dashv	Tre-					o .	ف	ن	ö	ف	+	ந் ச	_				
	Topic not in school curriculum	• <u>+</u>	Arsania (ି (ଜ ଡ	ු ම ම	ු ම ම		⊕ (€)	. ම ල		(4) (4) (4)				
); 	No, it will be taught later	Ξà			් ම	ිම	ිම					00				
2 #4	<u> </u>	, it v augh	was taught previously	review it only	849438	®	@	0	<u>@</u>	@	®	@ @	@ @	-			
CLASS	cho	S 13	No, it was taught previously	ž —	Yes, I teach it s new content	. ල :	. Θ :	. О :		. 9	, O	<u> </u>	ලල				
ਹ				Yes,		:	:	:	*	:							
	,		Z		Yes, I as new	:	:	:	:	:							
					Ö	ri	نه	ပ	ਚ	ď	نب	நட்					
	£ 5.	6. Z				 9	⊕	(0		<u> </u>			@ @				
	opic not in curriculum	il be	žΣ				୍ଲ (ଭ) କ	ම ම	• •	ූ ම ම	(e)		(D)	ł			
#3	Topic not in school curriculum	No, it will be taught later	if was taught previously	ew	23 (21 Mark 1949) 20 Mark 1941	@	®	®	@	⊗	@	@@	@ @			:	
CLASS #3	cho	S a	was prev	Yes, I review it only	Yes, I teach it as new content		ි.ල	Э	,	. O		. O O	99				
히	9		÷.	es,	8 O		:	i	÷	:	:	: :					
			No,		fes,		:	i	:	:	:	: :					
					S S	ej.		ن	o	dj	-	 					
	£ §					ු ල	<u>ි</u> ම.	ෙල	, <u> </u>	and the second	െ	. യ യ	@ @				
	Topic not in school curriculum	No, it will be taught later	* ≥			Ф (9)	ම ම		ө ©	⊕ (⊕)	ම ් ම		(9) (9) (9)				
#5	9 J	it w ught	augl	¥ کر	MANUAL COLO	@	@	©	@	<u>@</u>	® (0		@ @				
CLASS	of C	N ta	if was taught previously	Yes, I review it only	l teach it w content	ෑ ල	. O	. 0.		'nО	့်မ	့ဝဝ	ලම				
리	ō.		, E	es, I	l teach it r content	:	:	:	:	:	:						
			ž	>	Yes, I as new	÷	:	÷	:	:	:						
					88	, ei	D	ن	.	di	: غيب	: : க்.ச்	 	•			
	J.S.E.		5 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 /				െ	ൂയ		ூற		ACCESSES CONTRACTOR OF THE	© @,		· · · · · · · · · · · · · · · · · · ·		
	Topic not in school curriculum	i be ater				<u>ම</u>	⊕	⊕	ම	⊕	⊕	⊕ ⊕					
#	opic	No, it will be taught later	No. It was taught previously			ි ම ම	© ©	ිම ම	. @			@ @ @ @	@ @ @				
CLASS #1		No,	as ta revi	Yes, I review it only	E E	Θ	့စ	ၙၜၟႜ	, Q	9	. 9	. 66	$\Theta\Theta$				
引	8.		3 1	18,	Yes, I teach il as new content		i	÷	- :	i	:						
			2	چ	ss.	. :	i	÷	:	Ė	:						
					> .	: rdi	: e	: :	: 0	: di	:	: :	: :				
-+	\$10 Mile 10 Mile 20 Cale 20 Mile 20 Mi				也是明显的智	:	:	- :	:	:	- 4 :	; ; 9					
ا بر	at divi		0	€ C					~	:	:	ં જ	<u>ن</u> :				
ONLY	_ ra	opics	0	LINE)		: :	<u> </u>	٠ :	s iive	ည္ :	. :	<u> </u>	ö :				
ERS ONLY	lgebra I ch or	ng topics n?		CH LINE)		gative	action	ivision	erties egers ive, ributive	in the	ulae s of	lae or	juation				
ACHERS ONLY	in Algebra I teach or	lowing topics /term?		N EACH LINE)		d negative	ubtraction	on/Division	oroperties f integers outative, distributive	ons in the ers	formulae	rmulae or	ar equation				
TEACHERS ONLY	ch an Algebra I you teach or	e tollowing topics		E ON EACH LINE)		e and negative	n/Subtraction pers	ication/Division jers	ral properties et of integers ommutative, tive, distributive	elations in the	ling formulae in values of ables	g formulae or ns	linear equations				
ATH TEACHERS ONLY	u teach an Algebra I , do you teach or	w the following topics semester/term?		ONE ON EACH LINE)		sitive and negative	dition/Subtraction integers	Iltiplication/Division integers	uctural properties the set of integers 3., commutative, ociative, distributive	der relations in the of integers	aluating formulae given values of variables	riving formulae or rations	ving linear equation rd problems				
FOR MATH TEACHERS ONLY	f you teach an Algebra I lass, do you teach or	eview the following topics his semester/term?		ARK ONE ON EACH LINE)		. Positive and negative integers	. Addition/Subtraction of integers	. Multiplication/Division of integers	. Structural properties of the set of integers (e.g., commutative, associative, distributive)	Order relations in the set of integers	Evaluating formulae for given values of the variables	Deriving formulae or equations					
FOR MATH TEACHERS ONLY	20. If you teach an Algebra I	review the following topics this semester/term?	I do not teach Algebra I O	(MARK ONE ON EACH LINE)		a. Positive and negative integers	b. Addition/Subtraction of integers	c. Multiplication/Division of integers	d. Structural properties of the set of integers (e.g., commutative, associative, distributive	e. Order relations in the set of integers	f. Evaluating formulae for given values of the variables	g. Deriving formulae or equations	i. Solving linear equation j. Word problems		,		

21. Which of the following class constitutes the class constitutes and view constitutes		CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
Co., 1897 Co.,	21. Which of the following textbooks constitutes the	(a) This is not an Algebra I class.	(a) This is not an Algebra I class.	This is not an Algebra I class.	This is not an Algebra I class.	This is not an Algebra I class.
October Wernit, 1980 October Wernit, 1	primary source that you use in this Algebra I class?	6 Algebra I, D.C. Heath and Co., 1987	(b) Algebra I, D.C. Heath and Co., 1987	6 Algebra I, D.C. Heath and Co., 1987		(b) Algebra I, D.C. Heath and Co., 1987
Method, @ Algebra Structure and Method, @ Algebra Structure and Method, @ Algebra Structure and Method, @ Houghton Mifflin, 1986 Houghton Mifflin, 1986 Houghton Mifflin, 1983 Hough	(MARK ONE FOR EACH CLASS)	© <u>Algebra I</u> , Merrill, 1980 © <u>HBJ Algebra I</u> , Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987		6 Algebra I, Merrill, 1980 d HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987	Algebra I, Merrill, 1980 HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987	
O Elementary Algebra O Elementary Algebra		Algebra Structure and Method, Houghton Mifflin, 1986		Algebra Structure and Method, Houghton Mifflin, 1986	Algebra Structure and Method, Houghton Mifflin, 1986	
9 Other Textbook (Please specify below — Please do not write outside box) TITLE AUTHOR PUBLISHER PUBLISHER PUBLISHER PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION AUTHOR PUBLISHER PUBLISHER PUBLISHER PUBLISHER PUBLISHER PUBLISHER PUBLICATION DATE/EDITION PUB		(i) Elementary Algebra, Houghton Mifflin, 1983	() Elementary Algebra, Houghton Mifflin, 1983	ш,	(f) Elementary Algebra, Houghton Mifflin, 1983	983
TITLE		Other Textbook (Please specify below — Please do not write outside box)	g) Other Textbook (Please specify below — Please do not write outside box)	Unter Textbook (Please specify below — Please do not write outside box)	Other Textbook (Please specify below — Please do not write outside box)	@Other Textbook (Please specify below — Please do not write outside box)
AUTHOR AUTHOR PUBLISHER PUBLICATION DATE/EDITION		TITLE	TITLE	TITLE	TITLE	TITLE
PUBLISHER PUBLICATION DATE/EDITION					•	
PUBLISHER PUBLICATION DATE/EDITION		AUTHOR	AUTHOR	AUTHOR	AUTHOR	AUTHOR
PUBLISHER PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION						
PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION		PUBLISHER		PUBLISHER	PUBLISHER	PUBLISHER
PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION PUBLICATION DATE/EDITION						
		PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION
				,		•

—	1000	26.54				6654		· ·				
	55	12.00			() ()	. @@@ 	LONDON MAN TARINGS TO SELECT THE PROPERTY OF	୍ତ ପ ଡ	ଡ ଼			
	Topic not in school control	No, it will be taught later			් ම		മ . ഇള	ര	_ 			
£	9 2	i ¥ ght		≩ ≧	@	@@@@		@	@@			
CLASS #5	် <u>ခ</u> ြ	S, ag	was taught previously	review it only h it	. 0.	- 0000		. Θ.	මම			
CL	9		it was taught previously	Yes, I review it only Yes I teach It	new.content	: : :		:				
			9	, Ke	*							
			7	Ş	E . :	: : :	: ::	:	: :		,	
⊢∔-					<u></u>		ம் ⊷ ப்	Ė		·		
	55				୍ତ ଡ			ି (ଭ ତ	@@ •	•		
	Topic not in of curriculum	lo, it will be taught later			- E				(0)	•	•	
#4	5 6	t wi	93	3 ≥	. 🔞	@@@@	<u>@</u> @	@	<u>@@</u>			
CLASS	Topic notification of the section of	No, it will be taught later	If was laught previously	I review It only	, 0)	ÇΘ	@ @			
7	9	_	3 0	Yes, I revi it or Xes. I teach it	Content							
,			S.	Yes, "I lea	3			:				
		4		چ		: : :	: ::	:	: :			·
Н-					0		ல் ∸ ந்	Ė				
	SE			2.4.2	<u>ම</u> ල	@@@ ••••		@	⊕ ⊕ ⊕ ⊕			
	Topic not in school curriculum	No, it will be taught later			<u> </u>) - (O) (O)		90			
#3	Šē	lo, it will be taught later	was taught previously	3 ≥	®	@@@@	® @	(0)	<u>@@</u>			
CLASS	7 8	fo, i	2	Yes, I review it only I teach If	E ©	 	9 00	Θ	,00			
징	90	_	3 C	es, I revi it ol teach II	Content			:				
			ġ	, es	0 3			:		•		
			- T	ž		: : :	: ::	:	: :	•		
-				je.			oi + 5	Ė				
	5 5			201	: ∶		ALTERIORISTICS COMPANYS OF	. ©	@@ @@			
	Topic not in school or school or school our	No, it will be taught later			ි <u>ම</u>	·			. 00			
#2	8	ï ¥i ght	98	₹ ≧	<u>®</u>	@@@@	D 00 00	@	@ @			
CLASS #2	9	å. E	was faught previously	review It only		် စစ်စ):	. · · · · · · · ·	. 99			
징	8		3 1	- 500	Scontent			:	: :			
			2	Yes,				:				
				۶	38 Te	: : :	: ::	:	: :	•		
	1 () () () () () () () () () (64.35		35			i - 6 D @ @	خ (آن ا		•		
	Fopic noting choose control of the c				.)	(4)	⊕ ⊕ ⊕		•	
	Topic not in school curriculum	No, it will be taught later			ි ල	· ,	9 @@					
#	8 5	it w	Vo. It was taught previously	≹ ≧ ###	0 4		9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	0.0	0 8 8 0 8 9	· •		
CLASS #1	2	az Sau	8 t	Yes, I review it only Teach it	. 9	* OOO	9.00	(Q	99			
히	2		3 1	Yes, I revi it o				:				
			ĝ	γ Z	3							
				Ž	8. 49 98	: : :	: ::	:	: :			
		1			. di	ن ن ن 	<u>ச்</u> ம்	<u></u>			:	
	=	oics	I do not teach Algebra II., O	(MARK ONE ON EACH LINE)	:			:	: : : :			
	ebra or	ţ	ora l	HO	: <u>sa</u>	ons ions ions	ation at ion ics	_ se :	res fiel			
	Alge	wing rm?	lget	EA(nd : set	rnin notii inct	mut mut ijon: atist	nea itric	and ns			•
	an u te	ollo r/te	ř. A	O	S,a∥ son	and al fu iic fu	nun per iinat //St	ry li · ma mine	stru ngs, blen			
	ach you	ne fr este	teac	NE	set	s co ons ons ons ons thm thm	ing, omb	intai a – sterr	raic s, rir prol			
	u te	w th	not i	ž	Logic, sets, and operations on sets .	Topics concerning functions and polynomial functions. Logarithmic functions Exponential functions	Complex numbers Counting, permutations, and combinations Probability/Statistics	Elementary linear algebra — matrices and determinents	Algebraic structures — groups, rings, and fields Word problems			
	If you teach an <u>Algebra II</u> class, do you teach or	review the following topics this semester/term?	9	MAF	a. Logic, sets, and operations on s				i. Alg gre j. We		• ,	
	%;○	. ≠		=	a	တ် ပဲ	ங்⊶∺ ஞ்	호 .		•		
L	<u> </u>	· 									· · · · · · · · · · · · · · · · · · ·	

CLASS #5			O Algebra II, Saxon, 1984 (CHBS Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	@Other Textbook (Please specify below — Please do not write outside box)	TITLE	АЛТНОВ	PUBLISHER	PUBLICATION DATE/EDITION			
CLASS #4			(e) Algebra II, Saxon, 1984 (f) HBJ Algebra 2 with Trigo- nometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	@Other Textbook (Please specify below — Please do not write outside box)	TITLE	АИТНОВ	PUBLISHER	PUBLICATION DATE/EDITION			
CLASS #3	This is not an Algebra II class. Algebra II with Trigonometry, Holt, 1982.	(c) Algebra with Trigonometry. Addison Wesley, 1984 (d) Algebra II and Trigonometry, Houghton Mifflin, 1986	(a) Algebra II, Saxon, 1984 (b) HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	gOther Textbook (Please specify below — Please do not write outside box)	тт.е	АЛТНОЯ	PUBLISHER	PUBLICATION DATE/EDITION			·
CLASS #2		(a) Algebra with Trigonometry, Addison Wesley, 1984 (a) Algebra II and Trigonometry, Houghton Mifflin, 1986	(a) Algebra II, Saxon, 1984 (b) HBJ Algebra 2 with Trigo- nometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	Other Textbook (Please specify below — Please do not write outside box)	TITLE	АПТНОВ	PUBLISHER	PUBLICATION DATE/EDITION	·		
CLASS #1		etry,	(hBJ Algebra I, Saxon, 1984) (hBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	Other Textbook (Please specify below — Please do not write outside box)	TITLE	АОТНОВ	PUBLISHER	PUBLICATION DATE/EDITION		,	
	23. Which of the following textbooks constitutes the primary source that you use in this Algebra II class?	(MARK ONE FOR EACH CLASS)									

П	ZE E					(6)	(m)(m	(0)	(60)		D G) (a)		n : (b)	ெ	් ගම
		e 9				Ð	@ @		ⅎ		a	CONTRACTOR OF THE CONTRACTOR O			(.
	Topic no school curricul	No, it will be taught later	建全			©	: ⊙;©	NAME OF STREET		40.00	0 6)		ඉ ිල	. .	@@
#2	5 5	i de		₹	E JESSE STEED VIEW	<u>@</u>	<u>®</u> ®	7700W0000000	<u>@</u>		<u> </u>		@@	® @	<u>a</u>	<u>@@</u>
CLASS #5	2	S, E		review it only	Ē 5	(O)	, OG	9	- O		Đ, C	Θ	(((((((((((Ð' , Ø	Θ.	-00
딩	3			e —	\$ 8	- :	:	:	:		:				:	
			2	Yes,		:		:			:	: :	: :	: :	:	: :
					e E ,	:	: :	:	:		:	: :	: :	: :	:	: :
						ej	ن نم	ų.	مة		- - 6	ה ב		ت ند	Ė	≓ ó
П	SE					(0)		@	- 0	an Est	(0) · · · · · · · · · · · · · ·		® √ @	ு இ	. @@
11	i cui	a p	HERRICAN PROPERTY.	nindrokou esnadiopsiki.	Alore recognise en compo	a	@ @		(4)		<u>a</u>		@@ (ℯ	⊕⊕
	i a E	W iii	語言			0	(n) (n)	3233395	, O		D 6		- . @@(用的数据的主席子公司		ඉඉ
# 4	2 0	No, it will be taught later	· Hiệ	review It only		@ (6)	@ @ @ @				® @		@@(<u>@</u>	@ @ O O
CLASS	٠, ١	8 ≈	2 8	i review It only	25						<i>-</i> 244.45		. 90		· • •	- 66
리	7 7 6			Yes, I		:			` ;		•		. : :	: :	:	: :
	1		2	7		:					:					
						:	:	: :	:		:	: :		: :	:	: :
Ш						ď	ن ئو		ď		- - •	<u> </u>		<u>- بد</u>	Ė	≓ o
	SE					0		a Boyesta	- / · · · · · · ·		(a) (a)		- 99		" (G)	ුමුම
	ic not	be t				•	@ @		•		<u>a</u> (4		@ @(ⅎ	⊕⊕
	S E	No, it will be	5.5			© ©			.	CONTRACTOR CONTRACTOR	9 (c		000	Secretary Control of the Control of	. O	_ തര
#3	Top chool cu	i, ia		I review it only		6			@ •		3 G		000 000		(N)	® ® © © :
CLASS	ĝ	5 ₽	2 5	i e	- E			X 4				(Juliana) (
리	, ō			Yes, I	8 8	:					:			: :	:	
			2	×		:					:					
					8 E	:	:	: :	:		:	: :	: :	: :	:	: :
	100					ಡೆ .	ى ف	CONTRACTOR OF	ن			<u> </u>		ت ند	Ë	= 0
	ES	31.1				9	SA TENEDO BER SAN	@	φ.		D . G			Contraction of the second	. ©	ි මෙම
		No, it will be taught later				• •	⊕ ⊕		ම		3 4		• • • • • • • • • • • • • • • • • • •		(ⅎ
	Ē	₹ 5	Saugh Agai	> >		<u>@</u>	<u>.</u>	7.00100026	@	Company of the Compan	බ ූල ව ල	Contract Carried Contract		C 20 20 20 20 20 20 20 20 20 20 20 20 20	ිම ම	ര ഉര
S #2	Τē	o, it	s taug evious	review it only		S G)) (e				() ()	G
CLASS	Ę	Z T	3 5	- 2 =	5 2	·										
디디		Section 2		es,	8.						:		: :	: :	:	: :
H			Ž		8 2	•									•	
											•		: :	: :		
H						ci + (D)	ى ئە © (0) ئەلە						 	એ <u>-</u>	Ė	e o
	ξĘ	0				a	9 G	AND VALUE OF	(e) (e)	The Park of the Pa	⊕)			் இ ச	_ ଡ ଡ
	, , , <u>, , , , , , , , , , , , , , , , , </u>	II be				.	 				න ල න ල				୍ତ	
=	d in	i W	99	≯ ≥		<u>@</u>	00	第3条化分段	. <u>@</u>	BOOK AND THE RESERVE TO BE	<u>ම</u> ල			ം മ ര	@	ි මෙ මෙ
CLASS #1	Topic not in school in school in school currection	No, it will be	No if was faught previously	Yes, I review it only	45	Ö	### (G) (#		0		Ð. 6			D : C	- Θ	ිමම
ΙŠ	5	Z	, Ç	-	THE STATE OF	:	:	:	:					www.echmorculosidologia	THE MALE AT THE PARTY.	SA TO BOX COMMAND
ျပ			6	Υes,	20	:	:								:	
			7			:	:	:	:		:	: :				
	4.4				2.00	ri in	ط ط		•i	•		 	: : 	: : - &	:	_ o
H		1		<u> </u>					•		- 				Ë	<u> </u>
Įζ	~1	ics	I do not teach Geometry 0	(MARK ONE ON EACH LINE)		:	•	The Pythagorean Theorem	:		:	Congruence of geometric figures (including congruent triangles)	, ::	: :	ns S:	ive :::
6	or letr	top	etry	Ϊ		ĘΩ	ns)	je i	r ing is)	다 Ig to Fi	:	 оте s)	Similarity of geometric figures (including similar triangles)	Due :	Geometric constructions with ruler and compass.	Proofs (formal deductive demonstrations)
ERS	틹등	ing m?	Ε̈́ο	ĒAC		rig et s	<u> </u>	æ	thei lud	in fed	: ;	: gening	ing s).	ns . ds :	stru	dec s)
[됤	2 2	low terı	g	N N		ute, ary,	ition is,	ore	nd exc trian	exc (exc elat	÷ <u>*</u>	e of Indian	f ge flud igle	tior soli rties	ng C	nal ion: gec
M	t, ou	fol ter,	ach	ĒC		(acı Jent	rme tion s, re	hag	es (es (es (es r	is). and	inc inc	iy o (inc rian line	rela ric	ric (forr trat ate
ᆵ	eac lo y	the	t te	Ö		les lem	islations	Pyt	ngle erti prue	gor erti rue	gon	grue es (larit es (ar t	ial i met pro	met. rule	fs (onsi din
₩ A	ou t s, d	ew	2	뜻		Angles (acute, right, supplementary, etc.)	Transformations (translations, rotations, reflections)	ē	Triangles and their properties (excluding congruent triangles)	Polygons and their properties (excluding properties related to congruent or similar	polygons) Circles and their	Congruence of geor figures (including congruent triangles)	Similarity of geom figures (including similar triangles). Parallel lines	Spatial relations Geometric solids and their properties	ij eo	Proofs (formal deductive demonstrations)
FOR MATH TEACHERS ONLY	If you teach a Geometry class, do you teach or	review the following topics this semester/term?	유_	(AA		ei S	4 5 5 7 Y		e E G O	+- 		ت. 7. O ≄ و	.: .: ⊗ := <u>.</u> ≊ .⊤	સ	Ę. S. ≥	- 0 - 0
	24.		_	_			_	-			-			_	=	_
	GA															

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
25. Which of the following	This is not a Geometry	® This is not a Geometry	B This is not a Geometry	Unthis is not a Geometry	This is not a Geometry
primary source that you	Geometry, Addison-Wesley,		etry, Addison-Wesley,	etry, Addison-Wesley,	(B.Geometry, Addison-Wesley,
use in this Geometry class?	1984	1984		_	1984
(MARK ONE FOR EACH CLASS)	© Geometry, Merrill, 1980 © Geometry, McDougal, Littell & Co., 1984	© Geometry, Merrill, 1980 © Geometry, McDougal, Littell & Co., 1984	© Geometry, Merrill, 1980 © Geometry, McDougal, Littell & Co., 1984	© Geometry, Merrill, 1980 © Geometry, McDougal, Littell & Co., 1984	6 Geometry, Merrill, 1980 Geometry, McDougal, Littell & Co., 1984
	© Geometry, Houghton Mifflin, 1985	© Geometry, Houghton Mifflin, 1985	© Geometry, Houghton Mifflin, 1985	© Geometry, Houghton Mifflin, © Geometry, Houghton Mifflin, © Geometry, Houghton Mifflin, © Geometry, Houghton Mifflin, 1985 1985 1985	© Geometry, Houghton Mifflin, 1985
	(f) HBJ Geometry, Harcourt Brace Jovanovich, 1984	(f) <u>HBJ Geometry</u> , Harcourt Brace Jovanovich, 1984	(f) HBJ Geometry, Harcourt Brace Jovanovich, 1984	(f) HBJ Geometry, Harcourt Brace Jovanovich, 1984	(f) HBJk Geometry, Harcourt Brace Jovanovich, 1984
	 Other Textbook (Please specify below — Please do not write outside box) 	(a) Other Textbook (Please specify below — Please do not write outside box)	(a) Other Textbook (Please specify below — Please do not write outside box)	@ Other Textbook (Please specify below — Please do not write outside box)	Other Textbook (Please specify below — Please do not write outside box)
	TITLE	ТІТСЕ	тте	TITLE	TITLE
	AUTHOR	АОТНОВ	АОТНОВ	AUTHOR	АОТНОЯ
	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER
	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION
			,		
:					
				•	
-				·	
			-		
	,				

Questions 1-25. Do not be concerned if this period was not typical of instruction in this class. If you gave a test during the for the most recent period you taught the mathematics class described Please answer the following questions

THE WAY WAY

most recent period, answer for the next most recent period. (ENTER "00" IF NO TIME WAS SPENT ON AN ACTIVITY.) How many minutes were allocated for that mathematics period? 26a.

Of these, how many were spent on the following?

 Θ

 Θ

OCO0000D00

၁၉಄**၈၉**಄**಄**಄಄

... 26c.

 \bigcirc

00000000000

. 26a.

26c. The teacher working with small groups of students Students working on individual activities

.. 26e. 26e. Students working together in small groups

MINUTES ENTERED FOR 26b-26f EQUALS THE NUMBER OF MINUTES ENTERED IN 26a. PLEASE VERIFY THAT THE TOTAL NUMBER OF

27. Indicate the activities that took place during the class described in Question 26 (MARK ALL THAT APPLY)

Potenta		
ن م		
"		

٠	•
:	:
:	:
:	:
:	:
:	:
:	:
:	•
:	÷
:	:
:	:
:	:
:	:
:	•
÷	:
:	:
:	:
:	:
:	:
:	:
•	•
:	:
:	:
:	:
:	:
:	:
:	:
:	·
:	:
:	:
:	:
:	•
:	Ë
d)	Š
a. Lecture	o. Discussion
Ħ	ច្ច
. Lec	ë
_	_
æ	ن

Students using hands-on or manipulative materials/handouts Students using computers ø **-**:

Students using calculators

Test or quiz

ပ

σ

would you emphasize most for each of the student ability levels listed below? 28. Which one of the following skills or instructional techniques/practices (MARK ONE TECHNIQUE/PRACTICE FOR EACH OF THE ABILITY LEVELS LISTED.)

nde Northe Market Halle & Austria or a financiar for					6.13Fr.4170#
2	Θ	℗	<u>@</u>	➂	9 9 9
High Ability Students Average Ability Students Low Ability Students	Ѿ	<u>@</u>	ල	(4)	©
High Ability Students Average Ability Students Low Ability Students	ر م	<u>~</u>	ക	(a)	ത്
High Ability Studer Low Ability Students	1000	To be designed	. Indiana	entro	ionnes!
≩ ਲੋ €	:	:	:	:	:
3 ≥ 3	:	:	:	:	:
*	:	:	:	:	:
5 7 =	:	:	:	:	:
T 8 2	:	:	:	:	:
e e	:	:	:	:	:
\$ 0	:	:	:	:	:
* *	:	Ś	:	:	:
	:	eb	:	:	:
	:	st	:	:	:
	•	þ	:	į.	:
	:	ਕ	:	ğ	.:
	:	Š,	:	ၓၟ	υţε
	:	Ť	:	Ö	qe
	:		:	9	Ž
	:	당	:	Ĕ	S
	Ś	fa		st	\$
	₩	ā	:	ē	Ξ
	Ö	끍	:	≧	7
	5	ъ	:	2	SS
	ati	ĕ	g	벁	믕
	Ħ	aŧ	·≥	æ	<u>-</u>
	_ d	Ε	SO	끂	ā
	ŏ	ρ	E	CD CD	_
	0	.₹	<u>ē</u>	Ë	5
	Šį	ó	qo	녚	폱
	В	궃	P	Ĭ	ž
	a. Basic computation skills	b. Knowing mathematical facts, rules, and steps	c. Problem solving	d. Helping students understand concepts	e. Making math class fun for students
		_	_	_	_

29. Your students have been learning how to write math statements expressing proportions. Last night you assigned the following: A one pound bag contains 50 percent more tan M&Ms than green ones. Write a mathematical statement that represents the relationship between the tan (t) and green (g) M&Ms, using t and g to stand for the number of tan and green M&Ms.

Here are some responses you get from students:

1.5t = g	.50t = g	.5 g = t	$g + \frac{1}{2}g =$
-	1	.1	1
Kelly	Lee	Pat	Sandy

(ii)	©	®	ල	(4)	®	©
Ž	:	:	:	:	:	:
0	:	:	:	:	:	:
쏬	:	:	:	:	:	:
₹	:	:		•	: Г	
≥	:	:	:	:	:	
٥.	:	:	:	:	:	
ş	:	:	:		- :1	
ؿ	:	•	:	:	:1	
.₫	:	:	:	:	:	
1S	:	:	:	:	:	
0	:	•	:	:	:1	-
ati	:	:	:	:	:	
핃	:	:	:	:	:	
ē	:	:	:	:	: 1	
=	:	:	:	:	:	
ē	:	:	:	:	:	
Ē	:	:	:	:	- :1	
S.	÷	:			; L	
ğ	:	:	:	:	:	e.
5	:	:	:	:	:	- 10
as	:	:	:	:	:	Ħ
<u> </u>		:		:	:	2
ž	:	:	:	:	:	S S
e	:	:	:	:	:	_
3		:	:	;	:	Ë
a) CO	Ε	:	:	:	:	je.
Ę	þe	:	:	:	:	£
ō	<u>+</u>	į	•	:	À	9
Which of the students has represented the relationship best? (MARK ONE)	All of them	Kelly	Lee	Ħ	Sandy	None of them. It should be:
Ĕ	₹	ᇫ	Ľ	Pat	Š	Ž
2						

A For each item below, indicate what you think by marking one of the numeric codes. (MARK ONE ON EACH LINE)

- 1 = It is possible to explain why.
- mathematics that you have to remember. 2 = It is just "one of those things" in
 - 3 = I'm not sure.

ø			- G	ð (D	ල
	7	**************************************	G	9 (3	<u></u>
	Remember	Explain	a. When you multiply two negatives together, you always	get a positiveg	b. The slope of a vertical line is undefined	c. Any nonzero number to the zero power is 1. $(x^0 = 1)$

NOTE: So that the four independent teacher questionnaires--English, mathematics, science and history--could be optically scanned as a single document, page 26, in the mathematics teacher questionnaire booklet, was left blank intentionally. That is, this blank page was reserved for the other specific subject matter items asked in the science, history and English teacher questionnaires.

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)	5. Counting this year, how many years in total have you taught in this school?
Male	Years (I) (I) (I)
2. Which best describes you? (MARK ONE) American Indian or Alaskan Native	(1) (1) (2) (2) (3) (3) (4) (4) (6) (6) (6) (7) (7) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9
3. What is the date of your birth? DATE	6. What is your employment status in this school or
Month Day Year ① JAN ② FEB ③ MAR ② Ø Ø Ø Ø ④ APR ① ① ① ① ① ⑤ MAY ② ② ② ② ② ⑥ JUN ③ ③ ③ ③ ⑦ JÜL ④ ④ ④ ⑥ AUG ⑥ AUG ⑥ SEP ⑥ ⑥ ⑥ ⑥ SEP ⑥ ⑥ ⑥ ⑥ OCT ⑦ ⑦ ⑦ ① NOV ⑥ Ø ② Ø ③ Ø ② Ø ③ Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø	a. Regular full-time position
4. Counting this year, how many years in total have you taught at either the elementary or secondary level? (IF ANSWER IS ZERO, WRITE "00")	 b. Regular or standard certification (standard certification offered in your state)
a. Number of years taught at the elementary level (K-6)	d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained)
b. Number of years taught at the secondary level (7-12)	8. For each of the following subjects, please indicate whether you are certified in the state where you teach. (MARK ALL THAT APPLY) a. Mathematics b. Science c. English d. History 4

(MARK ALL THAT APPLY)	affiliation? (MARK ALL THAT A	rruij
a. No degree	a. Mathematicsb. Science	①
O. Associate degree	c. Humanitiesd. English	
c. Bachelor's ①	e. Foreign language	
lucation specialist or professional diploma sed on at least one year of work	f. Social science/Social studies g. History	Œ
e.g., credential, 6-year certificate) ①	h. Vocational education	
Master's ①	i. Physical Education j. Guidance counseling	
Doctorate ① First professional degree (e.g., M.D.,	k. Special education	
L.L.B., J.D., D.D.S.)	I. Other	
,	·	
Vhat were your major and minor fields of study or your bachelor's degree?	13. Darken the oval beside the cours frequently.	se you teach <u>most</u>
MARK ALL THAT APPLY)	MATHEMATICS	
Mino. Major		Trigonometry
major .	1	Pre-Calculus
Education ① 5		Calculus
English ① ②		Consumer/Business Math
istory (or Social Studies/	© Geometry	① Other Math
Mathematics ① @	SCIENCE	
tural/Physical Sciences	1	© Chemistry
eign Language O D		Physics Other Science
ner (PLEASE SPECIFY) ① ②	(3) Earth Science(4) Principles of Technology	W Other Science
JOR MINOR	(B) Biology	
Not opplied by did not receive	ENGLISH	
Not applicable; did not receive bachelor's degree Φ	Basic English	Humanities
(SKIP TO QUESTION 12) ←	Sophomore English	Great Books
	② American Literature	Honors English
	Comparitive Literature	Other English
hat were your major and minor fields of study	SOCIAL SCIENCE	
our highest graduate degree?	World History	Western Civilization Congression
RK ALL THAT APPLY) Minor Major	@ Economics	33 Geography29 Psychology
Education	SociologyU.S. History	35 Area Studies
nglish ① ②	American Government/Civics	
History (or Social Studies/ Social Science)		
Mathematics	OTHER COURSES	
Natural/Physical Sciences ① ②	Toreign Language	⊕ Typing/Word Processing
Foreign Language ① ②	3 Music	Vocational Education
Other (PLEASE SPECIFY) ① 🔯	Computer Science	⊕ Art
MAJOR MINOR	4 Industrial Arts	① Drama
1	Religious Education	Home EconomicsOther Course
		Mai 1 111107 1 .CH (790
	Physical Education Family Life Studies	S Other Course
Not applicable, did not receive a graduate degree	Family Life Studies	Office Course

TO THE PROPERTY OF THE PROPERT

14. How many undergraduate and graduate courses have you taken in this subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES.)	18. Are these jobs related to the field of education? (MARK ONE) No
Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN) A. B. Undergraduate Graduate None ① ① ① ② 2-4 courses ② ② ② 5-7 courses ③ ③ ③ 8 or more courses ④ ④ ④ Don't remember ⑤ ⑤	19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY) a. None
15. During the current 1989-90 school year, how often do you feel satisfied with your teaching job? (MARK ONE)	Please indicate whether you have participated in any of the following activities during the past school year. (MARK ALL THAT APPLY)
Almost never	a. School-system-sponsored workshops during school year
16. Suppose you could go back to college and START OVER AGAIN: in view of your present knowledge, would you become a teacher? (MARK ONE)	e. Committee work or special assignment other than curriculum
Certainly would not become a teacher	h. College courses in subject fields OTHER THAN EDUCATION during school year i. College courses in EDUCATION during the summer
17. In addition to your duties at this school, do you hold any other paying jobs that are either full-time or part-time? (MARK ONE FOR EACH COLUMN)	by professional association(s)① I. None of the above
A. B. Full-Time Part-Time No	21. During the first semester of the current school year, how many days of teaching did you miss for any reason? (MARK ONE) No days absent 11 1-2 days absent 21 3-4 days absent 31 5-7 days absent 44 8-11 days absent (5) 12 or more days absent (6)

first semester of the current school year?	(MARK ONE)			
Not allowed to observe				
23. For the most recent full school week, plea on each of the following school-related a	use indicate about h ctivities: (if none, w	ow much time you spen rite in "00") (WRITE IN	it <u>outside regular</u> AMOUNT FOR E	school hours EACH LINE)
a⇔Planning and preparing, for teaching.		W.C.		Hours Minutes
b. Correcting papers/homework/tests			Hours Minutes	
d. Meeting with other teachers on lesson planning, curriculum development, guidance	Hours Minutes	Hours Minutes	00 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
e :Coordinaling a curriculum area of del	partment 1.		Hours Minutes	Hours Minutes
f. Supervising students (field trips, study	/ hall)	.'	\cdot	() () () () () () () () () ()
g. Coaching or advising extracurricular. h. Communicating with parents/ parent conference	Hours Minutes	Hours Minutes	00 00 00 00 00 00 00 00 00 00 00 00 00	99999999999999999999999999999999999999
·	99 99		Contii	nued on next page

22. How often did a supervisor or official from your school or district formally observe your teaching during the

23. (Continued) For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities: (If none, write in "00") (WRITE IN AMOUNT FOR EACH LINE)

i.: Tutoring individual students							Hours	Minutes
j. Academic counseling with students					Hours	Minutes	(H)	<u>800</u>
k. Personal counseling with students	Hours	Minutes	Hours (D) (D)	Minutes ©©	(A)	(0) (0) (0) (0) (0) (0) (0)	9999 999	0 0 0 0 0 0 0 0 0 0
I. Informal student/teacher contact	0 0 0	000	0.0.0.0	6 6 6 6 6 6 6 6	(4) (5) (5) (6) (6) (7) (7)	(4) (5) (6) (6) (7)	0 0 0 0	() () () () () () () () () () () () () (
Main my field のの。のの (内の)	@ @ @ @	② ③ ③ ④ ④	6 6 6 6	(B)	3 3 9 9	(B)		
(20) (20) (30) (30) (40) (40) (40) (50)	(B)	(B) (B) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C		8 6				
60 66 707 700 800 60 800 90	99	9						

24. Indicate the importance you give to each of the following in setting grades for students in your classes (exclude special education students). (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Absolute level of achievement	D	②	③	④
b. Achievement relative to the rest of the class	Ф	②	③	④
c. Individual improvement or progress over past performance	.	②		©
d. Effort	@	_. ②	③	4
e. Class participation		②	③	©
f. Completing homework assignments	Ф	②	③	4
g. Consistently attending class		②	③	④

PART IV. SCHOOL CLIMATE

1. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

(MARK ONE ON EACH LINE)

			Siro		
				Agr	ee
			ree Some e Somewha		
		Disagre		••	
		CHECKNESS CONTRACTOR CONTRACTOR	SECTION OF THE PROPERTY OF THE PERSONS ASSESSED.		
		Strongly Dis	agree		
	•				
a.	I make a conscious effort to coordinate the content of my courses with teachers in my				
	department/curricular area		നമ	③ 🕰	(D
′					
b.	You can count on most staff members to help out anywhere, anytime - even though it				
	may not be part of their official assignment		നമ	③€	G
	18				
c	Most of my departmental colleagues share my beliefs and values about the central mission				
٠.	of the school		നമ	3 4	1 (
	My success or failure in teaching students is due primarily to factors beyond my control				
u.	rather than to my own effort and ability		നമ	ര	ര
	Taking than to my own enort and ability		J	~ 7	
	The level of charles with the right of a major becaused as finishing in the fellower for the control of				
e.	The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, of student lounge) in this school interferes with my teaching		~ ~	~ 🌋	
	student rounge) in this school interferes with my teaching		വദ	ى ق	و
t.	The principal does a poor job of getting resources for this school		വമ	യ(4) (5)
g.	The principal deals effectively with pressures from outside the school that might interfere				
	with my teaching		… വമ	@ @) (B)
h.	The principal sets priorities, makes plans, and sees that they are carried out		\cdots \mathbf{Q}	③₫) (5)
	·				
i.	Many of the students I teach are not capable of learning the material I am supposed to				8
	teach them		നമ	@	Œ
		-			
i.	Goals and priorities for the school are clear		നമ	3 4	(
,					100 P
k	The staff seldom evaluates its programs and activities		നമ	3 4	5
٠	1				
ı	Staff members are recognized for a job well done		വര	ത്ര	്ര
١.	out members are recognized for a job was done in the first the fir		ري ب		٧
_	The annual of the depth touching and along quiting in this ask adjustantary with any transfer		<u></u>		·
m.	The amount of student tardiness and class cutting in this school interferes with my teaching	ıg	ധമ	<u>و</u> ب	روي
n.	I make a conscious effort to coordinate the content of my course with teachers outside				_
	my department/curricular area	• • • • • • • • • • • • • • • • • • • •	നമ	@ ₫	Œ
٥.	The principal knows what kind of school he/she wants and has communicated it to the sta	ıff	നമ	യൂ	Œ
p.	This school's administration knows the problems faced by the staff		നമ	@	Œ
a	In this school I am encouraged to experiment with my teaching		നമ	ന്ദ്ര ദ	ര

2. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. (MARK ONE ON EACH LINE)

Strongly Agree

	•	Agree	
	Agrae Somew	~3452,£38	
	Disagree Somewhat		
	Disagree Strongly Disagree		
a.	Routine duties and paperwork interfere with my job of teaching	(D) (E	
h	The department's chair or curricular area coordinator's behavior toward the staff is		
υ.	supportive and encouraging	@ ©	
C.	Teachers in this school are continually learning and seeking new ideas	(D) (E	D)(
	Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as		
u.	needed by the staff	© ©	O
е.	There is a great deal of cooperative effort among staff members	(CO)(G	O
f	There is broad agreement among the entire school faculty about the central mission		
٠.	of the school Deg	O	CC
g.	I usually look forward to each working day at this school) (3) (5	D C
h.	This school seems like a big family; everyone is so close and cordial	(D) (5	מכ
i.	The principal lets staff members know what is expected of them	(മ) ഭ	0
i	I sometimes feel it is a waste of time to try to do my best as a teacher	ര ം ദ) <i>(</i>
,.			
k.	The principal is interested in innovation and new ideas	(ത്ര	o
	Rules for student behavior are consistently enforced in this school		
1.	Hules for student benavior are consistently emorced in this school		
m.	The principal usually consults with staff members before he/she makes decisions that		
	affect us O @ G	O OG	O
n.	The attitudes and habits students bring to my class greatly reduce their chances for academic success	@ @	0
0.	The level of student drug or alcohol use in this school interferes with my teaching	ത ്ര	
_	I am familiar with the content and specific goals of the courses taught by other teachers		
μ.	in my department	0 0 (5	Q Q
q.	The teachers union (or education association) and the school administration work together to improve the achievement of students in this school		
	to improve the achievement of students in this school	ی پیس	ىرر

	en e	Not a Problem	Minor Problem	Moderate Problem	
	a. Tardiness				
	b. Absenteeism				
	c. Class cutting				
	d. Physical conflicts among students				
	e. Gang activities				
	g. Vandalism		•		
	h. Use of alcohol				
	i. Use of illegal drugs				
	j. Possession of weapons				
,	k. Physical abuse of teachers	①	②	③	
	I. Verbal abuse of teachers				
	m. Racial/ethnic conflict among students	①	②		•••
	When students are successful in achieving intended goals or objective Which do you believe is the most frequent source of <u>succes</u> s? (MAR		ibuted to one	of the following	j so
	· · · · · · · · · · · · · · · · · · ·	-			
	Student's home backgroundStudent's intellectual ability				
	Student's interiectual ability				
	Teacher's attention to the unique interests and abilities of the stude				
	Teacher's use of effective methods of teaching				
	Teacher's enthusiasm or perseverance				
	On the scale below, indicate the extent to which you agree or disagre (MARK ONE ON EACH LINE)	ee with each of th	#1866T20231466 (#18 ⁶⁴⁴ 458)	atements. S tro	
		ee with each of th	:	Stro Agree Some	A dwe
		ee with each of th	·	Siro	ewh nat
	(MARK ONE ON EACH LINE)		Stron	Stro Agree Some Disagree Somewh Disagree gly Disagree	ewin nat
		or unmotivated s	Stron	Agree Some Agree Somewh Disagree gly Disagree	awh nat
	a. If I try really hard, I can get through even to the most difficult of b. I feel that it's part of my responsibility to keep students from d. c. If some students in my class are not doing well, I feel that I she to the subject	or unmotivated s ropping out of so ould change my	Stron tudents	Agree Some lisagree Somewh Disagree gly Disagree	A wh hat (3)
	a. If I try really hard, I can get through even to the most difficult ob. I feel that it's part of my responsibility to keep students from d. c. If some students in my class are not doing well, I feel that I shot to the subject	or unmotivated s ropping out of so ould change my a student's achie	Stron tudents chool approach evement	Agree Some lisagree Somewh Disagree gly Disagree 1 2 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	white and the second se
	a. If I try really hard, I can get through even to the most difficult of b. I feel that it's part of my responsibility to keep students from d. c. If some students in my class are not doing well, I feel that I she to the subject	or unmotivated s ropping out of so ould change my a student's achie	Stron tudents chool approach evement	Agree Some lisagree Somewh Disagree gly Disagree 1 2 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	ewith the state of
•	a. If I try really hard, I can get through even to the most difficult ob. I feel that it's part of my responsibility to keep students from d. c. If some students in my class are not doing well, I feel that I shot to the subject	or unmotivated s ropping out of so ould change my a student's achi lents achieve at a	Stron tudents chool approach evement high level	Agree Some lisagree Somewh Disagree gly Disagree 1 2 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	white and the second se
•	a. If I try really hard, I can get through even to the most difficult of b. I feel that it's part of my responsibility to keep students from d. c. If some students in my class are not doing well, I feel that I shot to the subject	or unmotivated s ropping out of so ould change my 	Stron tudents chool approach evement high level	Agree Some lisagree Somewh Disagree gly Disagree 1 2 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	white and the second se
•	a. If I try really hard, I can get through even to the most difficult ob. I feel that it's part of my responsibility to keep students from doc. If some students in my class are not doing well, I feel that I show to the subject	or unmotivated s ropping out of so ould change my 	Stron tudents chool approach evement high level ONE)	Agree Some lisagree Somewh Disagree gly Disagree 1 2 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	white and the second se
•	a. If I try really hard, I can get through even to the most difficult ob. I feel that it's part of my responsibility to keep students from doc. If some students in my class are not doing well, I feel that I show to the subject	or unmotivated s ropping out of so ould change my 	Stron tudents chool approach evement high level ONE)	Agree Some lisagree Somewh Disagree gly Disagree 1 2 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	swhiat 3 3 3 3

7. Among all the staff in this school:	
A. To whom do you turn most often for information and advice about day to day	instructional problems? (MARK ONE)
I don't seek advice from anyone at my school	
Principal	
Your department chair	②
Your area coordinator	③
Other colleagues in your department	
Other school staff members	⑤
Write in department/curricular area	
	·

B. How often do you seek advice from this person in an average month during the school year? (MARK ONE)

0-1 times a month	മ
2-5 times a month	@
6-10 times a month	③
Over 10 times a month	④

8. 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? (MARK ONE ON EACH LINE)

	Did Not Receive Any Help	Not Helpful		Moderately Helpful		Extremely Helpful
a. Principal or school head		②	③	④	📵	⑥
b. Department chair		②	③	④	⑤	©
c. Other school administrators	①	②	③	④	⑤	©
d. Department colleagues	①	②	③	🗗	🖲	©
e. Colleagues outside my department		②	③	④	(5)	©
f. Personnel group or committee	(1)	②	@	🗗	⑤	©

9.	. At this school, how much actual influence do y (MARK ONE ON EACH LINE)	you think teachers have over scl	hool policy in each o	f the areas below?
		No Influence	Moderate Influence	
	a. Determining discipline policy b. Determining the content of inservice prograc. Setting policy on grouping students in class d. Establishing curriculum	ams ①	② ③ ② ③	② ⑤ ⑤
10.	. How often does your department hold staff me	eetings? (MARK ONE)		
,			•	
	a. Never b. 1-3 times per semester c. 1-3 times per month d. Once a week e. 2-3 times per week		② ③ ④	
			·	
11.	. To what degree do the following represent you	Not Import	Somewhat ant Important	Very Extremely Important Important
	a. I'm happy just to get through the dayb. I want to be sure to cover the curriculum .	①		
	 c. I want my students to understand and be a to make sense of the subject matter 		②	③ ④
	d. I work to insure that as many students as possible perform well on tests	O	②	③④
	e. I want to maintain order and discipline in the classroom	①	②	③ ④
	f. I work to create lessons so my students will learning and become independent learners	• •	······ ② ······	······ ③ ········ ④ ·
	g. I work toward developing the skills needed for my students to become employable aduland responsible citizens	ults	······· ② ······	③ ④
	•			

LAST NAME			FIRST	NAME		W.I	MAI	DEN NAME	
· .	,				_] [<u>.</u>
TELEPHONE N	UMBER			•					
()				HOME				BEST TIME O	
TELEPHONE N	UMBER		, 	OFFICE	echoo			BEST TIME O	
TELEPHONE N	UMBER			OFFICE	sсноо	L)		BEST TIME O	
()	UMBER			OFFICE (sсноо	L)			
TELEPHONE N		PLETED		OFFICE (sсноо	L)			
TELEPHONE N	DATE COMP	ІТН			DAY				
TELEPHONE N	DATE COMP MON ① Jan	TH ② July	0	70 0	DAY) ③	2 3	3	DAY TO CALL	
TELEPHONE N	DATE COMP	ІТН			DAY) (3)) 20			DAY TO CALL	

THANK YOU FOR YOUR COOPERATION.

① Dec

June

Appendix E

Record Layout for NELS:88

First Follow-Up Teacher Data Tape

* •

TEACHER QUESTIONNAIRE FIRST FOLLOW-UP

STU_ID TCH_ID	1-7 8-15 8-12 15-15 16-17
STU_ID TCH_ID	8-15 8-12 15-15 16-17
TCH_ID	8-15 8-12 15-15 16-17
-	8-12 15-15 16-17
-	8-12 15-15 16-17
F1SCH ID	15-15 16-17
F1SUBJCT	16-17
CLS ID	
$F1T\overline{1}$ 2	18-18
F1T1 3	19-19
F1T1 4	20-20
F1T1 5	21-21
F1T1 6A	22-22
F1T1 6B	23-23
FlT1 6C	24-24
F1T1 6D	25-25
F1T1 7	26-26
F1T1 8	27-27
F1T1 9	28-28
F1T1 10	29-29
F1T1 11	30-30
F1T1_12	31-31
F1T1_13	32-32
F1T1 14	33-33
F1T1 15	34-35
F1T1 16	36-37
F1T1_17	38-39
F1T1 18	40-41
F1T1_19	42-42
F1T1 20	43-44
F1T1_21A	45-45
F1T1_21B	46-46
F1T1_21C	47-47
F1T1_21D	48-48
F1T1_22	49-49
F1T2_3	50-50
F1T2_4	51-51
F1T2_5	52-53
F1T2_6	54-55
F1T2_7	56-56
F1T2_8	57-58
F1T2_9H	59-60
F1T2_9M	61-62
F1T2_10A	63-63
F1T2_10B	64-64
F1T2_10C	65-65
F1T2_11	66-67
F1T2_12A	68-68
F1T2_12B	69-69
F1T2_12C	70-70

Variable	.
Name	<u>Position</u>
F1T2 12D	71-71
F1T2_12D F1T2_13A	72-72
F1T2 13B	73-73
F1T2 13C	74-74
F1T2 13D	75-75
F1T2 13E	76-76
F1T2 13F	77-77
F1T2 13G	78-78
F1T2 14	79-79
F1T2 15A	80-82
F1T2 15B	83-85
F1T2_16A	86-87
F1T2_16B	88-89
F1T2_16C	90-91
F1T2_16D	92-93
F1T2_16E	94-95
F1T2 16F	96-97
F1T2_16G	98-99
F1T2_17A	100-101
F1T2_17B	102-103
F1T2_17C	104-105
F1T2_17D	106-107
F1T2_17E F1T2_18A	108-109
F1T2_18A F1T2_18B	110-110 111-111
F1T2_18B F1T2_18C	111-111
F1T2_18C F1T2_18D	112-112
F1T2_18D F1T2_18E	114-114
F1T2_18E F1T2_18F	115-115
F1T2_18G	116-116
F1T2_18H	117-117
F1T2_18I	118-118
F1T2E19A	119-119
F1T2E19B	120-120
F1T2E19C	121-121
F1T2E19D	122-122
F1T2E19E	123-123
F1T2E19F	124-124
F1T2E19G	125-125
F1T2E19H	126-126
F1T2E19I	127-127
F1T2E19J	128-128
F1T2E2OA	129-129
F1T2E2OB	130-130
F1T2E2OC	131-131
F1T2E2OD	132-132
F1T2E2OE	133-133
F1T2E2OF	134-134
F1T2E2OG	135-135
F1T2E2OH	136-136

Variable	
Name	<u>Position</u>
	4 - 5
F1T2E20I	137-137
F1T2E2OJ	138-138
F1T2E20K	139-139
F1T2E20L	140-140
F1T2E2OM	141-141
F1T2E2ON	142-142
F1T2E21A	143-143
F1T2E21B	144-144
F1T2E21C	145-145
F1T2E21D	146-146
F1T2E21E	147-147
F1T2E21F	148-148
F1T2E21G	149-149
F1T2E21H	150-150
F1T2E21I	151-151
F1T2H19A	152-152
F1T2H19B	153-153
F1T2H19C	154-154
F1T2H19D	155-155
F1T2H19E	156-156
F1T2H19F	157-157
F1T2H20	158-158
F1T2H2OA	159-159
F1T2H2OB	160-160
F1T2H2OC	161-161
F1T2H2OD	162-162
F1T2H2OE	163-163
F1T2H2OF	164-164
F1T2H2OG	165-165
F1T2H2OH	166-166
F1T2H20I	167-167
F1T2H2OJ	168-168
F1T2H20K	169-169
F1T2H2OL	170-170
F1T2H20M	171-171
F1T2H2ON	172-172
F1T2H21	173-173
F1T2H21A	174-174
F1T2H21B	175-175
F1T2H21C	176-176
F1T2H21D	177-177
F1T2H21E	178-178
F1T2H21F	179-179
F1T2H21G	180-180
F1T2M19A	181-181
F1T2M19B	182-182
F1T2M19C	183-183
F1T2M19D	184-184
F1T2M19E	185-185
F1T2M19F	186-186

Variable	
Name	Dogition
Maille	Position
F1T2M19G	187-187
F1T2M19H	188-188
F1T2M19I	189-189
F1T2M19J	190-190
F1T2M19K	191-191
F1T2M19L	192-192
F1T2M20	193-193
F1T2M2OA	194-194
F1T2M2OB	194-194
F1T2M20B	196-196
F1T2M20C	196-196
F1T2M20E	
*	198-198
F1T2M2OF	199-199
F1T2M2OG	200-200
F1T2M2OH	201-201
F1T2M20I	202-202
F1T2M2OJ	203-203
F1T2M21	204-205
F1T2M22	206-206
F1T2M22A	207-207
F1T2M22B	208-208
F1T2M22C	209-209
F1T2M22D	210-210
F1T2M22E	211-211
F1T2M22F	212-212
F1T2M22G	213-213
F1T2M22H	214-214
F1T2M22I	215-215
F1T2M22J	216-216
F1T2M23	217-218
F1T2M24	219-219
F1T2M24A	220-220
F1T2M24B	221-221
F1T2M24C	222-222
F1T2M24D	223-223
F1T2M24E	224-224
F1T2M24F	225-225
F1T2M24G	226-226
F1T2M24H	227-227
F1T2M24I	228-228
F1T2M24J	229-229
F1T2M24K	230-230
F1T2M24L	231-231
F1T2M24M	232-232
F1T2M24N	233-233
F1T2M240	234-234
F1T2M25	235-236
F1T2M26A	237-238
F1T2M26B	239-240
F1T2M26C	241-242

Variable	
Name	<u>Position</u>
F1T2M26D	243-244
F1T2M26E	245-246
F1T2M26F	247-248
F1T2M27A	249-249
F1T2M27B	250-250
F1T2M27C	251-251
F1T2M27D	252-252
F1T2M27E	253-253
F1T2M27F	254-254
F1T2M27G	255-255
F1T2M27H	256-256
F1T2M27H	257-257
F1T2M28L	258-258
F1T2M28A	259-259
F1T2M28H	260-260
F1T2M28H	261-262
F1T2M29 F1T2M30A	263-263
F1T2M30A F1T2M30B	264-264
F1T2M30B F1T2M30C	265-265
F1T2S19A	266-266
F1T2S19A F1T2S19B	267-267
F1T2S19B F1T2S19C	268-268
F1T2S190 F1T2S19D	269-269
F1T2S19D F1T2S19E	270-270
F1T2S19E F1T2S19F	271-271
F1T2S19F	272-272
F1T2S19H	273-273
F1T2S19I	274-274
F1T2S19J	275-275
F1T2S20A	276-276
F1T2S20B	277-277
F1T2S20C	278-278
F1T2S20D	279-279
F1T2S20E	280-280
F1T2S20F	281-281
F1T2S20G	282-282
F1T2S20H	283-283
F1T2S20I	284-284
F1T2S20J	285-285
F1T2S20K	286-286
F1T2S20L	287-287
F1T2S20M	288-288
F1T2S20N	289-289
F1T2S200	290-290
F1T2S21	291-291
F1T2S21A	292-292
F1T2S21B	293-293
F1T2S21C	294-294
F1T2S21D	295-295
F1T2S21E	296-296
	•

A STATE OF THE PROPERTY OF THE

Variable	
Name	Position
<u>Mame</u>	TOSTCION
F1T2S21F	297-297
F1T2S21G	298-298
F1T2S21H	299-299
F1T2S21I	300-300
F1T2S21J	301-301
F1T2S21K	302-302
F1T2S21L	303-303
F1T2S22	304-305
F1T2S23	306-306
F1T2S23A	307-307
F1T2S23B	308-308
F1T2S23C	309-309
F1T2S23D	310-310
F1T2S23E	311-311
F1T2S23F	312-312
F1T2S23G	313-313
F1T2S23H	314-314
F1T2S23I	315-315
F1T2S23J	316-316
F1T2S23K	317-317
F1T2S23L	318-318
F1T2S24	319-320 321-321
F1T2S25 F1T2S26	321-321
F112526 F1T3 1	322-322
F1T3_1 F1T3_2	323-323
F1T3_2 F1T3_3Y	325-326
F1T3_51 F1T3_4A	327-328
	329-330
F1T3_4B	331-332
F1T3 6	333-333
F1T3_7	334-334
F1T3_8A	335-335
F1T3_8B	336-336
F1T3 8C	337-337
F1T3 ⁸ D	338-338
F1T3_9A	339-339
F1T3_9B	340-340
F1T3_9C	341-341
F1T3_9D	342-342
F1T3_9E	343-343
F1T3_9F	344-344
F1T3_9G	345-345
F1T310A1	346-346
F1T310B1	347-347
F1T310C1	348-348
F1T310D1	349-349
F1T310E1	350-350
F1T310F1	351-351
F1T310G1	352-352

Variable	
Name	<u>Position</u>
	yes a
F1T310A2	353-353
F1T310B2	354-354
F1T310C2	355-355
F1T310D2	356-356
F1T310E2	357-357
F1T310F2	358-358
F1T310G2	359-359
F1T3_10H	360-360
F1T311A1	361-361
F1T311B1	362-362
F1T311C1	363-363
F1T311D1	364-364
F1T311E1	365-365
F1T311F1	366-366
F1T311G1	367-367
F1T311A2	368-368
F1T311B2	369-369
F1T311C2	370-370
F1T311D2	371-371
F1T311E2	372-372
F1T311F2	373-373
F1T311G2	374-374
F1T3_11H	375-375
F1T3 12∆	376-376
F1T3_12B	377-377
P113 126	378-378
F1T3_12D	379-379
F1T3_12E	380-380
F1T3_12F	381-381
F1T3_12G	382-382
F1T3_12H	383-383
F1T3_12I	384-384
F1T3_12J	385-385
F1T3_12K	386-386 387-387
F1T3_12L	388-389
F1T3_13 F1T3_14A	390-390
F1T3_14A F1T3_14B	391-391
F1T3_14B	392-392
F1T3 16	393-393
F1T3 17A	394-394
F1T3 17B	395-395
F1T3 18	396-396
F1T3_19A	397-397
F1T3_19B	398-398
F1T3 19C	399-399
F1T3 19D	400-400
F1T3 19E	401-401
F1T3_20A	402-402
F1T3_20B	403-403

Variable	
<u>Name</u>	<u>Position</u>
F1T3 20C	404-404
F1T3 20D	405-495
F1T3 20E	406-406
F1T3 20F	407-407
F1T3 20G	408-408
F1T3 20H	409-409
F1T3 20I	410-410
F1T3 20J	411-411
F1T3_20K	412-412
F1T3 20L	413-413
F1T3_21	414-415
F1T3_22	416-417
$F1T3\overline{2}3AH$	418-419
F1T323AM	420-421
F1T323BH	422-423
F1T323BM	424-425
F1T323CH	426-427
F1T323CM	428-429
F1T323DH	430-431
F1T323DM	432-433
F1T323EH	434-435
F1T323EM	436-437
F1T323FH	438-439
F1T323FM	440-441
F1T323GH	442-443
F1T323GM	444-445
F1T323HH	446-447
F1T323HM	448-449
F1T323IH	450-451
F1T323IM	452-453
F1T323JH	454-455
F1T323JM	456-457
F1T323KH	458-459
F1T323KM	460-461
F1T323LH	462-463
F1T323LM	464-465
F1T323MH	466-467
F1T323MM	468-469
F1T3_24A	470-470
F1T3_24B	471-471
F1T3_24C	472-472
F1T3_24D	473-473
F1T3_24E	474-474
F1T3_24F	475-475
F1T3_24G	476-476
F1T4_1A	477-478
F1T4_1B	479-480
F1T4_1C	481-482
F1T4_1D	483-484
F1T4_1E	485-486

Variable		
Name		<u>Position</u>
		
F1T4_1F		487-488
F1T4_1G		489-490
F1T4_1H		491-492
F1T4_1I		493-494
F1T4_1J		495-496
F1T4_1K		497-498
$F1T4_1L$		499-500
F1T4_1M		501-502
$F1T4_1N$		503-504
F1T4_10		505-506
F1T4_1P		507-508
F1T4_1Q		509-510
F1T4_2A	1	511-512
F1T4_2B		513-514
F1T4_2C		515-516
$F1T4_2D$		517-518
F1T4_2E		519-520
F1T4_2F		521-522
F1T4_2G		523-524
FlT4 2H		525-526
F1T4_2I		527-528
F1T4_2J		529-530
F1T4_2K		531-532
F1T4_2L		533-534
F1T4_2M		535-536
F1T4_2N		537-538
F1T4_20		539-540
F1T4_2P		541-542
F1T4_2Q		543-544
F1T4_3A		545-545 546-546
F1T4_3B		547 <i>-</i> 547
F1T4_3C F1T4 3D		548-548
F1T4_3E		549-549
F114_3E F1T4 3F		550-550
F1T4_3G		551-551
F1T4_3H		552-552
F1T4_3H		553-553
F1T4_3J		554-554
F1T4_3K		555-555
F1T4 3L		556-556
F1T4 3M		557-557
F1T4 4		558-559
F1T4 5A		560-561
F1T4 5B		562-563
F1T4_5C		564-565
F1T4_5D		566-567
F1T4_5E		568-569
F1T4_5F		570-571
F1T4_6		572-572

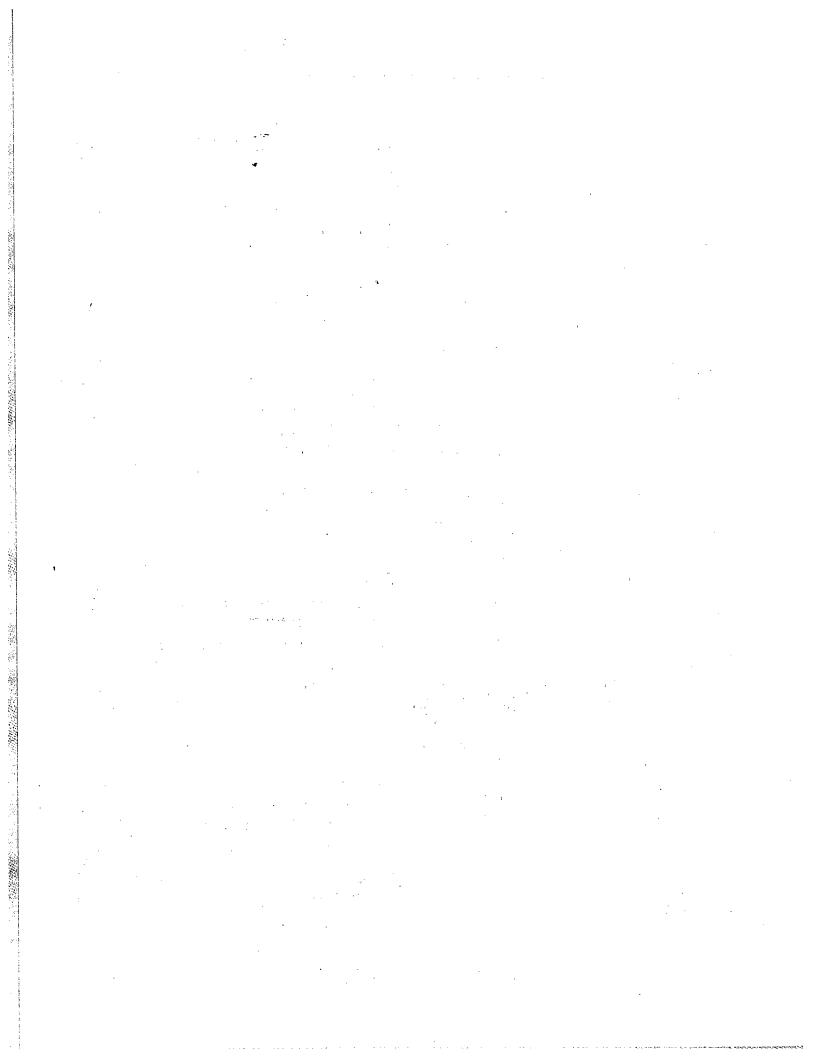
Variable	
Name	<u>Position</u>
F1T4_7A	573-573
F1T4_7B	574-574
F1T4_8A	575-576
F1T4_8B	577 - 578
F1T4_8C	579-580
F1T4_8D	581-582
F1T4_8E	583-584
F1T4_8F	585 - 586
F1T4_9A	587-587
F1T4_9B	588-588
F1T4_9C	589-589
F1T4_9D	590-590
F1T4_10	591-591
F1T4_11A	592-592
F1T4_11B	593-593
F1T4_11C	594-594
F1T4_11D	595-595
F1T4_11E	596-596
$F1T4_11F$	597-597
F1T4 11G	598-598

Appendix F

NELS:88 Teacher Codebook

Note: Because the teacher component is a contextual data source for first follow-up students, the frequencies appearing in this codebook are reported at the student level. That is, the teacher data file has been structured to reflect the number of first follow-up student participants for whom teacher questionnaire data are available (N = 15,908). Weighted frequencies reflect the use of the first follow-up student questionnaire weight (F1QWT).

All variables are included in both public and restricted versions of the data file; however, some variables which were modified or suppressed as a result of confidentiality analyses are so noted in this codebook.



NELS:88 FFU TEACHER QUESTIONNAIRE

		PART 1. STUDENT INFORMATION		
Question STU_ID	Tape Pos. 1-7 Format: 17	Questions 2-22 apply only to st answer to Question 1 is "yes".	tudents for whom	your
STU_ID = STUDENT ID NUMBER .		ended to question i is yes,		
-		Question 1_2		• Pos. 18~18
		F1T1_2 STUDENT USUALLY WORKS		mat: I1
		Does this student usually work		rades?
	· 0-15			PER- WGTD
Question TCH_ID	Tape Pos. 8-15 Format: A8	RESPONSE	CODES FRE	
TCH_ID = TEACHER ID NUMBER	3	YES NO DON'T KNOW RESERVED CODES:	1 1713 2 989 3 74	3 35.3% 37.1%
		RESERVED CODES: MULTIPLE RESPONSE	6 8 22	4 .0% (MISS) 2 .8% (MISS)
<i>'</i>		TOTALS:		4 100.0% 100.0%
Question FiscH_ID	Tape Pos. 8-12 Format: 16			
F1SCH_ID = SCHOOL ID NUMBER				•
		Question 1_3	Tap For	s Pos. 19-19 mat: Ii
		FIT1_3 STUDENT RELATES WELL	TO OTHERS	
	•	Does this student seem to relate	te well to other	students?
		RESPONSE	CODES FRE	PER- WGTD Q CENT PCT
Question F1SUBJCT	Tape Pos. 15-15 Format: Ai	YES	1 2383	5 85,1% 85,2%
F1SUBJCT CLASS SUBJECT		NO DON'T KNOW. RESERVED CODES: MISSING	3 101	4 3.6% 3.8%
RESPONSE . COD		TOTALS:	2799	
ENGLISHHISTORY	E 9256 33.1% 33.1% H 4775 17.1% 17.3% M 7571 27.0% 26.4%	1		
SCIENCE	\$ 6392 22.8% 23.2% 27994 100.0% 100.0%	•		
		Question 1_4		e Pos. 20-20 mat: If
	•	F1T1_4 STUDENT WILL PROBABL	Y GO TO COLLEGE	
*		Will this student probably go	to college?	
Question CLS_ID	Tape Pos. 16-17 Format: I2	RESPONSE	CODES FRE	PER- WGTD Q CENT PCT
CLS_ID CLASS ID NUMBER		YES	1 1539	2 55.0% 52.8%
	. DED WATE	NO. T KNOW.	2 812 3 430	
RESPONSE COD	ES FREQ CENT PCT	MULTIPLE RESPONSE	6	1 .0% (MISS)
	1 15072 53.8% 57.6% 2 7714 27.6% 25.4%		8 17 2799	
	3 3550 12.7% 11.49 4 1295 4.6% 4.3%		2733	- 100.0x 100.0x
	5 327 1.2% 1,1% 6 34 .1% .1%			
	7 20%	i		
TOTALS:	27994 100.0% 100.0%			
		Question 1_5	Tap	e Pós. 21-21 mat: Ii
		FIT1_5 STUDENT TALKS WITH R		
		Does this student talk with yo school work, plans, or persona		ss about
		RESPONSE	CODES FRE	PER- WGTD
		YES	1 1016	8 36.3% 35.9%
		DON'T KNOW	. 2 1747	
		MULTIPLE RESPONSE	6	1 .0% (MISS)
		MISSING	8 26 2799	
		IVIALS;	2/99	- 100,000 100.000

Question 1_6	V-=		Question 1_6D		Tape ! Format	Pos. 25-25 t: I1
	•		F1T1_6D SPOKEN TO PARENTS ABT	STUDNT AB	SENTEE	SM
Have you spoken with the student	l's parents thi	s semester	Student's absenteeism			
about the following?	. · parents the		RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
	•		YESNONONOT NECESSARY	1 2 3	1646 20960 4995	5.9% 6.3% 74.9% 76.8% 17.8% 16.9%
	•		MULTIPLE RESPONSE	6 8	15 378	.1% (MISS) 1.4% (MISS)
Question 1_6A		e Pos. 22-22 mat: I1	TOTALS:		27994	100.0% 100.0%
F1T1_6A SPOKEN TO PARENTS ABT	STUDNT PERFORM	ANCE				
Student's academic performance						
RESPONSE	CODES FRE		:			
YESNOT NECESSARY	735 2 1810 3 239	1 26.3% 27.4% 7 64.7% 64.6%	Question 1_7		Tape Forms	Pos. 26-26 t: I1
RESERVED CODES: MULTIPLE RESPONSE	_	9 .0% (MISS)	F1T1_7 PARENTS LEVEL OF INVO	LVEMENT		
MISSING	8 12	9 ,5% (MISS)	How involved are the parents of academic performance?	thi's stud	dent in	his/her
	,		RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
			NOT INVOLVED	1 2	3854 6628	13.8% 14.4% 23.7% 24.2%
			VERY INVOLVED	3	4649 12712	16.6% 15.8% 45.4% 45.5%
			RESERVED CODES: MULTIPLE RESPONSE	6	5	OR (MISS)
Question 1_6B	Tep For	e Pos. 23-23 mat: I1	MISSING	8	146	.5% (MISS)
F1T1_6B SPOKEN TO PARENTS ABO		·	TOTALS:		27994	100.0% 100.0%
Student's behavior in school						
		PER- WGTD				
	CODES FRE					
YES	1 365 2 1990	8 71.1% 71.4%			_	
NOT NECESSARY	3 418		Question 1_8		Taps Forms	Pos. 27-27 t: I1
MULTIPLE RESPONSE	6 1 8 23		FIT1_8 STUDENT BEHIND DUE TO	HEALTH P	ROBLEM	
TOTALS:		4 100.0% 100.0%	Has this student fallen behind of a health problem?	in school	work be	CRUSE
			RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
			YES	1	1362	4.9% 4.9%
			DON'T KNOW	2 3	25377 1080	90.7% 90.6% 3,9% 4.5%
Question 1_6C		e Pos. 24-24	RESERVED CODES: MULTIPLE RESPONSE	ē	2	.OH (MISS)
5/T/ 00		mat: I1	MISSING	. 8	173	.6% (MISS)
F1T1_6C SPOKEN TO PARENTS ABO	UT STUDENT HOME	WORK	TOTALS:		27994	100.0% 100.0%
Student's homework assignments		PER- WGTD				
RESPONSE	CODES FRE	Q CENT PCT				
YES	1 515 2 1916	3 18.4% 19.9%				2
NO NOT NECESSARY RESERVED CODES:	3 343		Question 1_8		Tabe	Pos. 28-28
MULTIPLE RESPONSE	6 8 24	11 .0% (MISS) 18 .9% (MISS)			Forms	t: 11
TOTALS:	2799		F1T1_9 STUDENT HAS A LEARNIN	-		
			Do you feel this student has a affects his or her school work?		disabili	ty that
		•	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
•			YES	1 2	1890 24645	6.8% 7.1% 88.0% 88.1%
			DON'T KNOW	ž	1202	4.3% 4.8%
			MISSING	8	257	(821M) #e.
			TOTALS:		27994	100.0% 100.0%

257 .9% (MISS) 27994 100.0% 100.0%

Question 1_13

Is this class, , ,

Tape Pos. 32-32 Format: 11

Question 1_10 Tape Pos. 28-28 Format: I1

Do you feel this student has a physical or emotional handicap that affects his or her school work?

 RESPONSE
 CODES
 FREQ
 PER-CENT
 WGTD PCT

 YES
 1
 2 1266
 7.6%
 8.0%

 NO
 2
 24302
 86.8%
 86.8%

 DON'T KNOW
 3
 1310
 4.7%
 5.1%

 RESERVED CODES:
 8
 256
 .9%
 (MISS)

 TOTALS:
 27994
 100.0%
 100.0%
 100.0%

FIT1_14 STUDENT RECOMMENDED FOR ACADEMIC HONORS

Have you recommended this student for academic honors, advanced placement, or honor classes?

F1T1_13 DIFFICULTY OF CLASS FOR STUDENT

Question 1_11

Tape Pos. 30-30 Format: Ii

FIT1_11 STUDENT IS LANGUAGE MINORITY

Is this student a Language Minority (LM) student? A Language Minority student is a student in whose home a non-English language is typically spoken. (See NOTE,)

RESPONSE	CODES	FREQ	PER-	WGTD PCT
YES	1.	1631	5.8% 87.3%	4.8%
DON'T KNOW	3	1695	6.1 1.	4.9%
MISSING	8	227	.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

NOTE: A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

Question 1_15

TOTALS:

Question 1_14

RESPONSE

> Tape Pos. 34-35 Format: 12

Tape Pos. 36-37 Format: I2

Tape Pos. 33-33 Format: I1

> PER-CENT

9.1% 14.1% 76.0%

100.0% 100.0%

9.3% 13.1% 77.6%

FREQ

2543 3946 21262

226

27994

F1T1_15 HOW OFTEN STUDENT DOES HOMEWORK

How often does this student complete homework assignments?

RESPONSE	CODES	FREQ	PER-	PCT
NEVER. RARELY. SOME OF THE TIME. MOST OF THE TIME. ALL OF THE TIME.	1 2 3 4 5	533 2120 5096 10632 9279	1.9% 7.6% 18.2% 38.0% 33.1%	2.0% 7.9% 19.2% 38.4% 32.0%
DON'T KNOW	ĕ	116	.4%	.5%
MULTIPLE RESPONSE	96 98	210		(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_12 Tape Pos. 31-31
Format: I1

F1T1_12 STUDENT IS LIMITED ENGLISH PROFICIENT

Is this student a Limited Engish Proficient (LEP) student? An LEP student is a Language Minority student who has limited English language skills. (See NOTE.)

RESPONSE	CODES	FREQ	PER- CENT	WGTD.
YES	1 2 3	496 26770 492	1.8% 95.6% 1.8%	
RESERVED CODES:	8	236	8%	(MISS)
TOTALS:		27994	100.0%	100.0%

NOTE: A Limited English Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

FIT1_16 HOW OFTEN STUDENT IS ABSENT
How often is this student absent?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
MENER			40.00	
NEVER		2851	10.2%	9.2%
RARELY	2	16438	58.7%	59.1%
SOME OF THE TIME	3	7458	26.6%	27.9%
MOST OF THE TIME	. 4	821	2.9%	3.1%
ALL OF THE TIME	5	168	.6%	. 6%
DON'T KNOW	ě	40	. 1%	. 1%
RESERVED CODES:	•			
MULTIPLE RESPONSE	96	3	OH	(MISS)
		245		
MISSING	98	215	. 8%	(MISS)
TOTALS:		27994	100.0%	100.0%

	property.								
Question 1_17		Tape Forms	Pos. 38 t: 12	-39	Question 1_21				
F1T1_17 HOW OFTEN STUDENT IS	TARDY								
How often is this student tard	y?				Have you spoken to a guidance co services person this semester at	ounselor	or a sch followin	.00 l	
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT					
NEVER. RARELY. SOME OF THE TIME. MOST OF THE TIME. ALL OF THE TIME. DON'T KNOW. RESERVED CODES:	1 2 3 4 5 6	14559 9021 3151 485 76 515	52.0% 32.2% 11.3% 1.7% .3% 1.8%	51.9% 32.3% 11.8% 1.8% .3% 2.0%	Question 1_21A		Тара	Pos. 45-	-45
MULTIPLE RESPONSE	96 . 98	. 3 184	. 7₩	(MISS)			Forma	t: I1	70
TOTALS:		27994	100.0%		F1T1_21A SPOKE TO STUDNT'S COUN	1SELOR-PE	RFORMANO	E	
					Student's academic performance				
	·				RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
						1	3892 20619 3268	13.9% 73.7%	14.6% 74.2% 11.2%
Question 1_18	•	Tape Forms	Pos. 40 [.] t: 12	-41	MILL TIDLE DECRONER	6 8	10 205		(MISS)
F1T1_18 HOW OFTEN STUDENT IS	ATTENTIVE	IN CLAS	s		TOTALS:	-		100.0%	
How often is this student atte	ntive in cl	as:?							
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT					
NEVER	1 2 3	265 1637 5947	.9% 5.8% 21,2%	1.0% 6.3% 22.4%					
SOME OF THE TIME	4 5	13416 6474		22.0%	Question 1_21B	•	Tape Forms	Pos. 46-	-46
DON'T KNOW	6 96	79 3	.3%	.2% (MISS)	F1T1_21B SPOKE TO STUDNT'S COUN	SELOR RE	BEHAVIO	R	
MISSING	98	173	. 6%	(MISS)	Student's behavior in school				
TOTALS:		27994	100.0%	100.0%	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
					YES		2258	8.1%	
					NOT NECESSARYRESERVED CODES:			75.0% 15.0%	76.6% 14.7% (MISS)
				_	MISSING	8	514	1.8%	(MISS)
Question 1_18	•	Tape Forms	Pos. 42. t: I1	-42	TOTALS:		27994	100.0%	100.0%
F1T1_19 STUDENT IS EXCEPTION	ALLY PASSIV	E							
Is this student exceptionally	passive or	withdra	wn?		•				
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT					
YES	1	2417	8.6%		Question 1_21C		Tape	Pos. 47-	-47
NO DON'T KNOW RESERVED CODES:	3	24808 403	88.6% 1.4%					t: I1	
MULTIPLE RESPONSE	6 8	2 364	1.3%	(MISS)	FIT1_21C SPOKE TO STUDNT'S COUN Student's homework assignments	ISELUR RE	HOMEWOR	ĸ	
TOTALS:		27994	100.0%	100.04				PER-	WGTD
					RESPONSE	CODES	FREQ	CENT	PCT
					YESNONOT NECESSARY	1 2	2185 21827	7.8% 78.0%	
					MULTIPLE RESPONSE	3 6	3710	.0%	12.7% (MISS)
Question 1_20		Tape	Pos. 43-	-44	MISSING	8	266 27994	100.0%	(MISS)
F1T1_20 HOW OFTEN STUDENT IS	DISRUPTIVE	Forms IN CLA		•					
How often is this student disri				i					
			PER-	WGTD					
RESPONSE	CODES	FREQ 15775	CENT	PCT					
NEVER. RARELY SOME OF THE TIME. MOST OF THE TIME. ALL OF THE TIME.	1 2 3 4 5	6848 4250 808 123	56.4% 24.5% 15.2% 2.9%	25.2% 15.7% 3.2% .5%					
DON'T KNOW	6	37	. 1%	. 1%					

3 .0% (MISS) 150 .5% (MISS) 27994 100.0% 100.0% Question 1_21D

Tape Pos. 48-48 Formst: 11

F1T1_21D SPOKE TO STUDNT'S COUNTSELOR-ABSENTEE!SM

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	
YES	1	1564	5.6%	5.9%	
NO		21499	76.8%		
NOT NECESSARY	3	4542	16.2%	15.5%	
RESERVED CODES:					
MULTIPLE RESPONSE	. 6	10	.0%	(MISS)	
MISSING	ē.	379	1.4%	(MISS)	
	_				
TOTALS:		27994	100.0%	100.0%	
			4		

Question 2_4

Tape Pos. 51-51 Format: I1

ACHIEVEMENT LEVEL OF CLASS VS AVERAGE

Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE) This class consists primarily of students with:

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
HIGHER ACHIEVEMENT LEVELS	1 2	6962 11030		26.1% 41.7%
LOWER ACHIEVEMENT LEVELS WIDELY DIFFERING ACHIEVEMENT	3	4729	16.9%	18.7%
RESERVED CODES:	4	3477	12.4%	13.5%
MISSING	8	1796	6.4%	(MISS)
TOTAL S+		27004	100 06	100.0%

F1T1_22 STUDENT IS AT RISK OF DROPPING OUT H.S

Is this student at risk of dropping out of high school?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	
YES	1 2	2604 23223	9.3%	9.9%	
DON'T KNOW		1853	6.6%	7.5%	
MULTIPLE RESPONSE	6 8	1 313		(MISS)	
TOTALS:		27994	100.0%	100.0%	

Question 2_5

NUMBER OF STUDENTS ENROLLED IN CLASS

How many students are enrolled in this class?

RESPONSE	CODES	FREQ	CENT	PCT
O TO 95	1	26428	94.4%	100.0%
MULTIPLE RESPONSE	96	4	. 0%	(MISS)
MISSING	98	1562	5.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

PART II. CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to Spring 1990 classes.

Question 2_3

Tape Pos. 50-50 Format: 11

F1T2_3 "TRACK" CLASS IS CONSIDERED TO BE

Which of the following bast describes the "track" this class is considered to be? (MARK ONE)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
ACADEMIC	1	11634	41.6%	42,1%
ADVANCED OR HONORS	2	3793	13.5%	13.6%
GENERAL	. 3	9703	34.7%	38.5₩
VOCATIONAL/TECHNICAL/BUSINESS.	4	508	1.8%	2.2%
OTHERRESERVED CODES:	5	894	3.2%	3.6%
MULTIPLE RESPONSE	6	15	. 1%	(MISS)
MISSING		1447	5.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_6

NUMBER OF MINORITY STUDENTS IN CLASS

How many students in this class are from minority racial/ethnic gfoups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
O TO 95	1	26358	94.2%	100.0%
MULTIPLE RESPONSE	96 98	1634		(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_7

HOW TEACHER WAS ASSIGNED TO CLASS

How were you assigned to teach this class? (MARK ONE)

		-	PER-	WGTD	
RESPONSE	CODES	FREQ	CENT	PCT	
MY DEPARTMENT CHAIR OR AREA					
COORDINATOR ASSIGNED IT TO ME.	. 1	10119	36.1%	37.0%	
ANOTHER SCHOOL ADMINISTRATOR	-	•			
ASSIGNED IT TO ME	2	11649	41.6%	46.4%	
I DECIDED TO TEACH IT	3	4235		15.9%	
IT WAS MY TURN TO TEACH IT	Ā	191	. 7%	. 7%	
RESERVED CODES:	-		• • • •		
MULTIPLE RESPONSE	6	67	2%	(MISS)	
MISSING	. 8	1733		(MISS)	
missing		1/33	0.4W	(MI22)	
TOTALS:		27994	100 04	100.0%	

Response	Question 2_8	سوء ر	Tape Pos. 57-58 Format: I2	Question 2_10A	•	Tape Forms	Pos. 63-63 t: I1
RESPONSE CODE FREQ CENT FORT CENT CEN	F1T2_8 NUMBER OF LEP STUDE	NTS IN CLASS	•	_			
### MESPONSE CODES FREQ CENT PCT CODES CODES FREQ CENT PCT CODES COD	How many Limitied-English-Pro	ficient (LEP) students are	Keep records of who turned in t	he assign	nents	
RESPONSE CODE FREE CONT FOT COLVE FOT COLVE FOT COLVE CO	Minority student who has limit	led English	Isnguage	RESPONSE	CODES		CENT PCT
CODE PRES CODE PRES CODE PRES CODE PRES CODE PRES CODE				MUS) OF THE LIME		19447	69.5% 74.0
### ### ### ### ### ### ### ### ### ##				SOME OF THE TIME		1774	6.3% 6.9
Agustion 2_8	RESERVED CODES;			RESERVED CODES: MULTIPLE RESPONSE			O% (MIS
Question 2_108		. 98		MISSING	8		
### ADDRESS Question 2_108 Tape Pes. 64-64 ### ADDRESS FITZ_108 R RETURNS ASSIGNMENTS WITH CRADES ### ADDRESS Return assignments with grades or corrections ### ADDRESS Return assignment with grades or corr	1014231			TOTALS:		27994	100.0% 100.0
Question 2_108 Tape Pos. 64-64	,						
Question 2.98				:			•
### PIT2_IOB R RETURNS ASSIGNMENTS WITH GRADES Return assignments with grades or corrections RESPONSE CODES FREQ CENT Question 2_8					Tape Forme	Pos. 64-64 t: I1	
RESPONSE CODES FREQ CENT FCT CENT			F1T2_10B R RETURNS ASSIGNMENTS	WITH GRAD	DES		
RESPONSE CODES FREQ CENT FOTO FO	Approximately how much homewo	rk do you ty	pically assign	Return assignments with grades	or correct	tions	
ALL OF THE TIME 2 128-6 43.5 W 49.5 W				RESPONSE	CODES	FREO	
MOST OF THE TIME				ALL OF THE TIME			
Never Neve				MOST OF THE TIME	-	6848 4586	24.5% 27.
### NOW NOTE TO A CODE STREED OF THE TIME 12 STREET OF THE TIME 12				RESERVED CODES:	4		
### ### ### ### ### ### ### ### ### ##	Question 2_9H			MISSING		2135	7.6% (MIS
### RESPONSE CODES	F1T2 9H AMOUNT OF HOMEWORK	(HOURS)	10111121112	TOTALS:			100.0% 100.0
RESPONSE CODES FREQ CENT PCT	Hours						
D TO SERVED CODES MILTIPLE RESPONSE. 96 2071 7.4% (MISS) TOTALS: 27894 100.0% 100.0% FIT2_10C R DISCUSSES COMPLETED ASSIGNMENTS POTALS: RESPONSE CODES FREQ CENT PCT ALL OF THE TIME 1 13163 47.0% 50.9% 100.0% MEVER RESPONSE 6 203 8.3% MISSING 100.0% 100.0% MEVER RESPONSE 6 203 8.3% MISSING 100.0% 100.0% 100.0% MISSING 100.0% 100.0% 100.0% MISSING 100.0% 100.0% 100.0% 100.0% MISSING 100.0% 10	DESDONOF						
### ### ### ### ### ### ### ### ### ##							
MISSING	RESERVED CODES: MULTIPLE RESPONSE	. 96				Tana	Da. 65-65
Discuss the completed assignment in class RESPONSE CODES FREQ CENT PCT	MISSING	. 98	2071 7.4% (MISS)	444414			
RESPONSE	TOTALS:		27994 100.0% 100.0%	- : - -			
RESPONSE Tape Pos. 61-82 FREQ CENT PCT ALL OF THE TIME 1 13163 47.04 50.98				Discuss the completed assignmen	t in class	•	DED_ WOT
Question 2_BM				RESPONSE	CODES	FREQ	
Tape Pos. 61-62 SUMEDINE 1				MOST OF THE TIME			
### MULTIPLE RESPONSE	Question 2_9M		Tape Pos. 61-62	NEVER			11.4% 12. .9% 1.
Minutes RESPONSE CODES FREQ CENT PCT O TO 55	F1T2 9M AMOUNT OF HOMEWORK	(MINUTES)	rormat: 12	MULTIPLE RESPONSE			.0% (MIS
RESPONSE CODES FREQ CENT PCT O TO 55	Minutes	(
0 TO 55							1001011 10011
MULTIPLE RESPONSE							
MISSING							
Format: I2 FiT2_11 # OF WRITING ASSIGNMENTS THIS TERM How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE) RESPONSE CODES FREQ CENT PCT NOT APPLICABLE	MISSING	. 98	2071 7.4% (MISS)				
How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE) RESPONSE CODES FREQ CENT PCT	TOTALS:		27994 100.0% 100.0%			Tape Forms	Pos. 66-67 t: 12
Student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE) PER				F1T2_11 # OF WRITING ASSIGNME	NTS THIS	TERM	
Question 2_10 RESPONSE CODES FREQ CENT PCT NOT APPLICABLE		•		How many writing assignments of student be required to do in you is approximately 250 words.)	at least ur class MARK ONE)	one pag this ter	e will a m? (A page
NOT APPLICABLE							PER- WGT
NONE							
Tow often do you do each of the following with homework 3-4 ASSIGNMENTS				NONE	ż	1789 3037	6.4% 7.
7-8 ASSIGNMENTS	How often do you do each of t assignments? (MARK ONE ON EA	he following CH LINE)	with homework	3-4 ASSIGNMENTS	5	3213 2928	11.5% 12. 10.5% 11.
MULTIPLE RESPONSE 96 8 .OM (MISS) MISSING 98 1474 5.3% (MISS)				7-8 ASSIGNMENTS	7	2107	7.5% 7. 7.5% 7.
MISSING 98 1474 5.3% (MISS)				RESERVED CODES:			
			•	MISSING.		1474	5.3% (MIS
				TOTALS:			100.0% 100.

*************					Question 2_12D		Tapa	Pos. 71-	-71
Question 2_12	,			. * *			Forma	t: 11	
					F1T2_12D USE OTHER INSTRUCTIONA	L MATERIA	LS		
What use do you make of the follo materials? (MARK ONE EACH)	owing inst	ruștion	, افد		Other instructional materials			550	WOTD
materials? (mark One Each)						CODES	FREQ	PER- CENT	WGTD PCT
					NOT USED	1 2	3548 7729		17.9% 38.9%
					FREQUENTLY	. 3	6736		34.8%
					FREQUENTLY	4	1536		8.4%
Question 2_12A		Tape F	os 68-	68	MULTIPLE RESPONSE	6	1		(MISS)
		Formst	t: I1		MISSING	8	8444		
F1T2_12A USE OF TEXTBOOKS Textbooks			•		TOTALS:		27994	100.0%	100.0%
/ ·			PER-	WGTD					
RESPONSE	CODES	FREQ	CENT	PCT					
NOT USED	1 2	566 1007	2.0% 3.6%	1.8% 3.7%	·				
FREQUENTLY	3	3755		14.2%	Question 2_13				
FREQUENTLY	4 :	21261.	75.9%	80.2%					
MULTIPLE RESPONSE	6	22	. 1%	(MISS)					
MISSING		1383	100.0%	(MISS)	Indicate the person or groups when particular textbook/workbook you	o helped Luse in a	determi :lass.	ne which	1
TOTALS:	•	2/334	100.0%	100.0%	(CIRCLE ALL THAT APPLY)				
•			•						
Question 2_12B		Tape F	Pos. 69- t: I1	69	Question 2_13A		Tape Forma	Pos. 72- t: I1	-72
F1T2_12B USE OF OTHER READING M	ATERIALS				F1T2_13A R HELPED CHOOSE TEXTED	ок			
Reading materials other than tex	t book s				I did				
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ	PER~ CENT	WGTD PCT
NOT USED		3287		12,3%	YES		7839		29,1%
SECONDARY RESOURCE USED	2	7850		30.5%	NORESERVED CODES:	2	18530		70.9%
PRIMARY RESOLUCE LISED	∵ .3	11900		46.5%	MISSING	8	1625	5.8%	(MISS)
RESERVED CODES:	4 .	. 2929		10.7%	TOTALS:		27994	100.0%	100.0%
MULTIPLE RESPONSE	6 8	7 2021	7,2%	(MISS)					
TOTALS:		27994	100.0%	100.0%					
			•						
					Question 2_13B		Taba	Pos. 73-	-73
					135		Forma	t: 11	-,,
				`	F1T2_13B PRINCIPAL HELPED CHOOS	SE TEXTBO	OK		
Question 2_12C		Tape ! Forms	Pos. 70- t: I1	-70 ,	The principal				
F1T2_12C USE OF AUDIO-VISUAL MA	TERIALS				RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Audio-visual materials					YES	1 2	1045	3.7%	4.0%
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	NORESERVED CODES: MISSING	2 8	25324 1625		(MISS)
NOT USED	1	2095		7.8%	TOTALS:	•		100.0%	
RARELY USEDSECONDARY RESOURCE USED	2	9974	35.6%	38.0%				.00.0%	.55,0%
FREQUENTLYPRIMARY RESOURCE USED	_	12228		47.7%					
RESERVED CODES:		1707		6.6%					
MULTIPLE RESPONSE	6 8	5 1985	. O% 7 , 1%	(MISS)	•				
TOTALS:		27994	100.0%		Question 2_13C		Tape	Pos. 74-	-74
							Forms	t: I1	
**					F1T2_13C DEPT COMMITTEE HELPED		FYIROOK		
			•		Departmental committee/colleague			DER	Woth
					RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
					YES	1 2	14470	51.7%	53.2% 46.8%
•				J.	RESERVED CODES:	8	1625		(MISS)
					MISSING	•		100.0%	
								. 50.0%	.50,00

Question 2_13D	V (#	Tape Forma	Pos. 75-75 t: I1	Question 2_14 F1T2_14 HOW WELL R PREPARED TO 1	Form	Pos. 79-79 at: I1
F1T2_13D DEPT HEAD HELPED CHOO	SE TEXTBOO	K		How prepared do you feel to teach	the subject m	atter
Department head			PER- WGTD	covered in this course? (MARK OF	NE)	D*D
RESPONSE	CODES	FREQ	CENT PCT		ODES FREQ	PER- WGTD CENT PCT
YES NO RESERVED CODES:	1 2	4645 21724	16.6% 17.2% 77.6% 82.8%	VERY WELL PREPARED	2 5231	56.3% 59.4% 18.7% 20.1%
MISSING	, 8	1625	5.8% (MISS)	ADEQUATELY PREPAREDSOMEWHAT UNPREPAREDVERY UNPREPARED	3 1641 4 477 5 3288	5.9% 5.9% 1.7% 2.0% 11.7% 12.5%
TOTALS:		27994	100.0% 100.0%	MULTIPLE RESPONSE	6 6	.0% (MISS)
			4	MISSING	8 1585 27994	5.7% (MISS)
,					27554	100.0% 100.0%
***********					•	
Question 2_13E			Pos. 76-76 t: I1	ť		
F1T2_13E DISTRICT COMMITTEE HE	ELPED CHOOS	E TEXTE	к	Dungtin 2 154		
A district-wide textbook adopti	ion committ	. 0 0		Question 2_15A	lape Form	Pos. 80-82 at: 13
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT	F1T2_15A MINUTES PER WEEK CLASS N		
YES	1 2	8733 17636	31.2% 35.0% 63.0% 65.0%	How many minutes per week does the (exclude lab periods)?	is class meet	regularly
RESERVED CODES:	8	1625	5.8% (MISS)		CODES FREQ	PER- WGTD CENT PCT
TOTALS:		27994	100.0% 100.0%	O TO 995RESERVED CODES:	1 26395	94.3% 100.0%
				MULTIPLE RESPONSE	996 4 998 1595	.0% (MISS) 5.7% (MISS)
				TOTALS:	27994	100.0% 100.0%
\$4 \$4 \$3 \$4 \$5 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1						
Question 2_13F			Pos. 77-77 t: I1			
F1T2_13F STATE COMMITTEE HELPE						
	ED CHOOSE	ЕХТВООК				
A state-wide textbook adoption		ЕХТВООК		Question 2_15B		Pos. 83-86
A state-wide textbook adoption RESPONSE	committee	FREQ		Question 2_15B	Form	Pos. 83-85 at: I3
A state-wide textbook adoption RESPONSE YES	CODES1	FREQ 2634	PER- WGTD CENT PCT 9.4% 10.0%	Question 2_15B	Form MEETS FOR LAB r week does th	at: 13
A state-wide textbook adoption RESPONSE YES	CODES	FREQ	PER- WGTD CENT PCT	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS P	Form MEETS FOR LAB r week does th	at: I3
A state-wide textbook adoption RESPONSE YES	CODES1	FREQ 2634 23735	PER- WGTD CENT PCT 9.4% 10.0% 84.8% 90.0%	Question 2_15B FIT2_15B MINUTES PER WEEK CLASS a Approximately how many minutes per have lab sessions (e.g., science,	Form MEETS FOR LAB week does th math)?	is class PER- WGTD CENT PCT
A state-wide textbook adoption RESPONSE YES	CODES1	FREQ 2634 23735 1625	PER- WGTD CENT PCT- 9.4% 10.0% 84.8% 90.0% 5.8% (MISS)	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS a Approximately how many minutes per have lab sessions (e.g., science, RESPONSE O TO 975	Form MEETS FOR LAB week does th math)? CODES FREQ 1 25900	PER- WGTD CENT PCT 92.5% 100.0%
A state-wide textbook adoption RESPONSE YES	CODES1	FREQ 2634 23735	PER- WGTD CENT PCT- 9.4% 10.0% 84.8% 90.0% 5.8% (MISS)	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS approximately how many minutes per have lab sessions (e.g., science, RESPONSE (O. TO 975	Form MEETS FOR LAB week does th math)?	is class PER- WGTD CENT PCT
A state-wide textbook adoption RESPONSE YES	CODES1	FREQ 2634 23735	PER- WGTD CENT PCT- 9.4% 10.0% 84.8% 90.0% 5.8% (MISS)	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS a Approximately how many minutes per have lab sessions (e.g., science, RESPONSE (Company) O TO 975	Form MEETS FOR LAB wask does th math)? CODES FREQ 1 25900 998 2094	PER- WGTD CENT PCT 92.5% 100.0%
A state-wide textbook adoption RESPONSE YES	CODES1	FREQ 2634 23735 1625 27994	PER- WGTD CENT PCT 9.4% 10.0% 84.8% 90.0% 5.8% (MISS) 100.0% 100.0%	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS a Approximately how many minutes per have lab sessions (e.g., science, RESPONSE (Company) O TO 975	Form MEETS FOR LAB wask does th math)? CODES FREQ 1 25900 998 2094	PER- WGTD CENT PCT 92.5% 100.0%
A state-wide textbook adoption RESPONSE YES	CODES 2 8	FREQ 2634 23735 1625 27994	PER- WGTD CENT PCT 9.4% 10.0% 84.8% 90.0% 5.8% (MISS) 100.0% 100.0%	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS a Approximately how many minutes per have lab sessions (e.g., science, RESPONSE (Company) O TO 975	Form MEETS FOR LAB wask does th math)? CODES FREQ 1 25900 998 2094	PER- WGTD CENT PCT 92.5% 100.0%
A state-wide textbook adoption RESPONSE YES	CODES 2 8	FREQ 2634 23735 1625 27994	PER- WGTD CENT PCT 9.4% 10.0% 84.8% 90.0% 5.8% (MISS) 100.0% 100.0%	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS B Approximately how many minutes per have lab sessions (e.g., science, RESPONSE (C.g., SCIENCE, ST.G.) O TO 975	Form MEETS FOR LAB wask does th math)? CODES FREQ 1 25900 998 2094	PER- WGTD CENT PCT 92.5% 100.0%
A state-wide textbook adoption RESPONSE YES	CODES 1 2 8	FREQ 2634 23735 1625 27994	PER- WGTD CENT PCT 9.4% 10.0% 84.8% 90.0% 5.8% (MISS) 100.0% 100.0%	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS a Approximately how many minutes per have lab sessions (e.g., science, RESPONSE O TO 975	Form MEETS FOR LAB wask does th math)? CODES FREQ 1 25900 998 2094	PER- WGTD CENT PCT 92.5% 100.0%
A state-wide textbook adoption RESPONSE YES	CODES CODES	FREQ 2634 23735 1625 27994 Tape Forms	PER- WGTD CENT PCT 9.4% 10.0% 84.8% 90.0% 5.8% (MISS) 100.0% 100.0% Pos. 78-78 1: I1 PER- WGTD CENT PCT	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS approximately how many minutes per have lab sessions (e.g., science, RESPONSE (OTO 975	Form MEETS FOR LAB week does th math)? CODES FREQ 1 25900 998 2094 27994	PER- WGTD CENT PCT 92.5% 100.0% 100.0%
A state-wide textbook adoption RESPONSE YES	CODES	FREQ 2634 23735 1625 27994 Tape Forms	PER- WGTD CENT PCT 9.4% 10.0% 84.8% 90.0% 5.8% (MISS) 100.0% 100.0% Pos. 78-78 t: 11 PER- WGTD CENT PCT 2.5% 2.8% 91.7% 97.2%	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS approximately how many minutes per have lab sessions (e.g., science, RESPONSE (OTO 975	Form MEETS FOR LAB week does th math)? CODES FREQ 1 25900 998 2094 27994	PER- WGTD CENT PCT 92.5% 100.0% 100.0%
A state-wide textbook adoption RESPONSE YES	CODES 1 2 8 8 TEXTBOOK	FREQ 2634 23735 1625 27994 Tape Forms	PER- WGTD CENT PCT 9.4% 10.0% 84.8% 90.0% 5.8% (MISS) 100.0% 100.0% Pos. 78-78 1: 11 PER- WGTD CENT PCT 2.5% 2.8%	Question 2_15B F1T2_15B MINUTES PER WEEK CLASS a Approximately how many minutes per have lab sessions (e.g., science, RESPONSE (CODES: MISSING	Form MEETS FOR LAB week does th math)? CODES FREQ 1 25900 998 2094 27994	PER- WGTD CENT PCT 92.5% 100.0% 100.0%

Question 2_16E Tape Pot. 94-95 Format: I2 Tape Pos. 86-87 Format: I2 Question 2_16A F1T2_16E TIME SPENT ADMINISTERING TEST/QUIZZES F1T2_16A TIME SPENT INSTRUCTING WHOLE CLASS Administering tests or quizzes Providing instruction to the class as a whole PER-CENT WGTD PCT PER-CENT CODES WGTD PCT FREQ CODES FREQ 213 12062 12197 1403 247 50 . 8% 43. 1% 43. 6% 5. 0% . 9% . 2% NONE.... .8% 46.4% 46.2% 5.4% 1.1% 51 557 2135 5871 11733 5866 VONE <10% 10-24% 25-49% 50-74% 75-100% RESERVED CODES; MULTIPLE RESPONSE. NONE .2% 2.3% 8.5% 22.6% .2% 2.0% 7.6% 21.0% 41.9% 21.0% 10-24%. 25-49%. 50-74%. 75-100%. RESERVED CODES; MULTIPLE RESPONSE. 56 1817 .0% (MISS) 6.5% (MISS) .0% (MISS) 6.3% (MISS) MISSING..... 1775 TOTALS: 27994 100.0% 100.0% TOTALS: 27994 100.0% 100.0% Question 2_16F Question 2_16B Tape Pos. 88-89 Format: I2 F1T2_16F TIME SPENT ON ADMINISTRATIVE TASKS F1T2 16B TIME SPENT INSTRUCTING SMALL GROUPS Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.) Providing instruction to small groups of students CODES RESPONSE FREQ 14,9% 39,3% 26,2% 9,4% 2,2% 15.7% 42.2% 28.4% 10.5% 2.6% 4180 10996 7325 2618 6.7% 79.7% 5.6% 6.3% 85.5% 1867 22298 NONE.
<10%.
10-24%.
25-49%.
50-74%.
75-100%.
RESERVED CODES:
MULTIPLE RESPONSE.
MISSING. 1234 1581 6.3% 619 19 2128 .1% (MISS) 7.6% (MISS) .0% (MISS) 6.4% (MISS) 6 1794 TOTALS: 27994 100.0% 100.0% TOTALS: 27994 100.0% 100.0% Question 2_160 Tape Pos. : Format: 12 90-91 Question 2_16G Tape Pos. 98-99 Format: 12 F1T2_16C TIME SPENT INSTRUCTING INDIVIDUALS F1T2_16G TIME SPENT CONDUCTING LAB PERIODS Providing instruction to individual students Conducting lab periods WCTD PCT PER-CENT PER-CENT CODES FREQ FREQ CODES NONE...
<10%.
10-24%.
25-49%.
50-74%.
75-100%.
RESERVED CODES:
MULTIPLE RESPONSE.
MISSING 71.8% 6.8% 12.8% 7.3% 1.1% 4.9% 51.4% 30.7% 8.9% 3.0% 18256 1766 3257 1795 220 56 1295 4.6% 47.8% 65.2% 6.3% 11.6% 6.4% .8% 1295 13383 8043 2317 741 282 4.5% 47.8% 28.7% 8.3% 2.6% 1.0% .O% (MISS) 6.9% (MISS) MISSING..... .0% (MISS) 9.4% (MISS) 1929 2640 TOTALS: 27994 100.0% 100.0% TOTALS: 27994 100,0% 100,0% Question 2_16D Tape Pos. 92-93 Format: I2 Question 2_17 F1T2_16D . TIME SPENT MAINTAINING ORDER Maintaining order/disciplining students How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching? (MARK ONE ON EACH LINE) WGTD PCT PER-CENT FREQ 23.8% 54.7% 9.0% 2.6% 1.3% 1.9% 6667 15301 2515 732 371 523 23.8% 59.5% NONE.
<10%...
10-24%...
25-49%...
50-74%...
75-100%...
RESERVED CODES:
MISSING... 9.9% 3.2% 1.6% 2.1%

.0% (MISS) 6.7% (MISS)

100.0% 100.0%

1877

27994

Question 2_17A		Pos. 100-101 t: I2	Question 2_17E		Forms	Pos. 108-109 t: I2
F1T2_17A R'S CONTROL OVER TEXTS/MATER	IALS		F1T2_17E R'S CONTROL OVER AMOU		WORK	
Selecting textbooks and other instruct	ional mate	rials	Determining the amount of homew	OFK		PER- WGTD
RESPONSE CODES		PER- WGTD CENT PCT		CODES	FREQ	CENT PCT
NO CONTROL	1 1727 2 2773	6.2% 7.2% 9.9% 11.3%	NO CONTROL	1 2 3	69 162 396	.2% .2% .% .5% 1.4% 1.3%
	3 3281 4 5658	11.7% 12.7% 20.2% 21.0%		4 5	1149 5368	4.1% 4.3% 19.2% 20.0%
COMPLETE CONTROL	5 8187 6 4802	29.2% 30.7% 17.2% 17.0%	COMPLETE CONTROL	6	19096	68.2% 73.7%
MULTIPLE RESPONSE	6 2 8 1564	.0% (MISS) 5.6% (MISS)	MISSING	98	1754 27994	6.3% (MISS)
TOTALS:	27994					
<i>!</i>						
Question 2_17B	Tapa	Pos. 102-103	Question 2_18			
	Forms	iti iz				
F1T2_17B R'S CONTROL OVER CONTENT TAI Selecting content, topics and skills			How often do you use the follow (MARK ONE ON EACH LINE)	ing teach	ing meth	ods?
. ,	Ţ	PER- WGTD				
RESPONSE CODE		CENT PCT				
NO CONTROL	1 1283 2 2066 3 2602	4.6% 5.0% 7.4% 8.1% 9.3% 10.1%				
	4 4581 5 8712	16.4% 16.9% 31.1% 33.4%	Question 2_18A		Tape	Pos. 110-110
COMPLETE CONTROL	6 7096 36 1	25.3% 26.4% .0% (MISS)	F1T2_18A R'S USE OF LECTURE		Forms	t: 11
MISSING	1653	5.9% (MISS)	Lecture			
TOTALS:	27994	100.0% 100.0%	2502005			PER- WGTD
			RESPONSE NEVER	CODES	FREQ 612	2.2% 2.3%
			1-3 TIMES PER SEMESTER 1-3 TIMES/MONTH	1 2	850 1158	3.0% 3.2% 4.1% 4.5%
· 			2-3 TIMES/WEEK	3 4 5	2929 10660 9983	10.5% 11.0% 38.1% 41.6%
Question 2_17C	Tape Forma	Pos. 104-105 it: I2	ALMOST EVERY LESSON RESERVED CODES: MULTIPLE RESPONSE	6	19	35.7% 37.3%
F1T2_17C R'S CONTROL OVER TEACHING T	CHN I QUES		MISSING	B	1783	6.4% (MISS)
Selecting teaching techniques			TOTALS:		27994	100.0% 100.0%
RESPONSE CODE		PER- WGTD CENT PCT	•			
NO CONTROL	1 110 2 141	.4% .4% .5% .5%				
	3 406 4 1149	1.5% 1.6% 4.1% 4.6%				
COMPLETE CONTROL	5 6514 6 18015	23.3% 25.1% 64.4% 67.7%	Question 2_188		Tape Forma	Pos. 111-111 t: I1
	96 4 98 1655	.0% (MISS) 5.9% (MISS)	F1T2_18B R'S USE OF FILM			
TOTALS:	27994	100.0% 100.0%	Film			
			RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
			NEVER	0	6842 9471	24.4% 25.7% 33.8% 36.7%
			1-3 TIMES/MONTH	2 3	6793 2334	24.3% 26.9% 8.3% 9.0%
Question 2_17D	Tana	Pos. 106-107	2-3 TIMES/WEEKALMOST EVERY LESSONRESERVED CODES:	5	380 46	1.4% 1.5%
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	Form	t: 12	MULTIPLE RESPONSE	6 8	14 2114	.1% (MISS) 7,6% (MISS)
F1T2_17D R'S CONTROL OVER DISCIPLINI	NG		TOTALS:		27994	100.0% 100.0%
Disciplining students		PER- WGTD				
RESPONSE CODE		CENT PCT				
NO CONTROL	1 186 2 883 3 1852	.7% .9% 3.2% 3.3% 6.6% 7.4%	<i>;</i>			
	4 4110 5 8741	14.7% 15.9% 31.2% 33.3%				
COMPLETE CONTROL	6 10441 96 2	37.3% 39.2% .0% (MISS)				
	98 1779	6.4% (MISS)				
TOTALS:	27994	100.0% 100.0%				

Question 2_18G Tape Pos. 116-116 Format: I1 Question 2_18C Taps Pos. 112-112 Formst: I1 F1T2_18G R'S USE OF WRITTEN ASSIGNMENTS F1T2_18C R'S USE OF WHOLE-GROUP DISCUSSION Have students complete individual written assignments or worksheets in class Whole-group discussion PER-CENT WGTD PCT CODES FREQ RESPONSE . CODES FREQ CENT NEVER...
1-3 TIMES PER SEMESTER...
1-3 TIMES/MONTH...
ONCE A WEEK...
2-3 TIMES/WEEK...
ALMOST EVERY LESSON...
RESERVED CODES:
MULTIPLE RESPONSE...
MISSING... NEVER....
1-3 TIMES PER SEMESTER...
1-3 TIMES/MONTH...
ONCE A WEEK...
2-3 TIMES/WEEK...
ALMOST EVERY LESSON.
RESERVED CODES:
MULTIPLE RESPONSE...
MISSING. 5.5% 6.4% 9.8% 16.3% 28.9% 25.8% 3.5% 7.2% 14.2% 23.9% 29.1% 15.8% 975 2019 3978 1531 5.8% 6.9% 0 0 2740 4572 8094 7235 10.6% 17.9% 31.9% 26.8% 6693 8145 4433 .0% (MISS) 7.3% (MISS) .0% (MISS) 6.2% (MISS) 6 1745 2042 TOTALS: 27994 100.0% 100.0% TOTALS: 27994 100.0% 100.0% Question 2_18D Tape Pos. 113-113 Format: 11 Question 2_18H Tape Pos. 117-117 Format: I1 F1T2_18D R'S USE OF ORAL QUESTION RESPONSE F1T2_18H R'S USE OF ORAL REPORTS Have students respond orally to questions on subject matter Have students give oral reports PER-CENT WGTD PCT CODES FREQ FREQ CODES NEVER...
1-3 TIMES PER SEMESTER.
1-3 TIMES/MONTH.
ONCE A WEEK.
2-3 TIMES/WEEK.
ALMOST EVERY LESSON.
RESERVED CODES:
MULTIPLE RESPONSE.
MISSING. NEVER...
1-3 TIMES PER SEMESTER.
1-3 TIMES PER SEMESTER.
1-3 TIMES PER SEMESTER.
2-3 TIMES WEEK.
2-3 TIMES WEEK.
ALMOST EVERY LESSON.
RESERVED CODES:
MULTIPLE RESPONSE.
MISSING. 161 267 666 2244 6169 16798 .6% 1.0% 2.4% 8.0% 22.0% .6% .9% 2.5% 8.9% 24.3% 62.8% 42.7% 43.0% 9.4% 3.1% 1.1% 11199 11045 2464 806 258 157 40.0% 39.5% 8.8% 2.9% .9% ٥ 4 60.0% .O% (MISS) .0% (MISS) 7,4% (MISS) 1684 2061 TOTALS: 27994 100.0% 100.0% TOTALS: 27994 100.0% 100.0% Question 2_18E Tape Pos. 114-114 Format: 11 Question 2_18I Tape Pos. 118-118 Format: I1 F1T2_18E R'S USE OF STUDENT-LED DISCUSSIONS F1T2_181 R'S USE OF OTHER TEACHING METHOD Have student-led whole-group discussions Other PER-CENT WGTD PCT WGTD PCT FREQ CODES FREQ CENT RESPONSE NEVER...
1-3 TIMES PER SEMESTER...
1-3 TIMES/MONTH...
ONCE A WEEK...
2-3 TIMES/WEEK...
ALMOST EVERY LESSON.
RESERVED CODES:
MULTIPLE RESPONSE...
MISSING. 10593 7670 4160 1934 1313 436 37.8% 27.4% 14.9% 6.9% 4.7% 1.6% NEVER.
1-3 TIMES PER SEMESTER
1-3 TIMES/MONTH.
ONCE A WEEK.
2-3 TIMES/WEEK.
ALMOST EVERY LESSON.
RESERVED CODES:
MULTIPLE RESPONSE.
MISSING 39.3% 30.0% 16.4% 7.5% 5.2% 1.7% 0 21.6% 15.0% 7.7% 5.2% 2.2% 1.7% 40.3% 27.9% 14.9% 9.7% 3.8% 3.3% 6041 4186 2144 1464 615 469 .0% (MISS) 6.7% (MISS) 1882 .0% (MISS) 46.7% (MISS) MISSING..... 13073 TOTALS: 27994 100.0% 100.0% TOTALS: 100.0% 100.0% The remainder of Part II consists of questions that apply to specific subjects. Tape Pos. 115-115 Format: I1 Question 2_18F PART II. CLASS INFORMATION: FNGLISH F1T2_18F R'S USE OF WORKING IN SMALL GROUPS Have students work in small groups PER-CENT WGTD PCT RESPONSE FREQ Question 2E19 NEVER...
1-3 TIMES PER SEMESTER.
1-3 TIMES/MONTH.
ONCE A WEEK.
2-3 TIMES/WEEK.
ALMOST EVERY LESSON.
RESERVED CODES:
MULTIPLE RESPONSE.
MISSING. 2365 5752 6925 5555 4168 1343 8.4% 20.5% 24.7% 19.8% 14.9% 4.8% 8.6% 21.8% 26.9% 21.5% 16.3% 4.9% If you are an English teacher, how often do you undertake each of the following activities in this class? (MARK ONE ON EACH LINE)

.0% (MISS) 6.7% (MISS)

100.0% 100.0%

1883

27994

		•							
Question 2E19A	, · · ·		Pos. 119-	119	Question 2E19E	٠	Tape I Forma	Pos. 123 t: I1	-123
5.775.404 ALL ON OTUDUTO TO 01000	- 5-101UC	Format			F1T2E19E HOW FREQ DISCUSS ASSI	GNED READ!	NG		
F1T2E19A ALLOW STUDNTS TO CHOOS					Discuss assigned reading materi	als			
Allow students to choose their of	own reading	g mater		WGTD	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
RESPONSE	CODES	FREQ	CENT	PCT	VERY RARELY	1	109	.4%	1.2%
VERY RARELY	1 2	4760 2746	9.8%	54.9 <del>%</del> 32.2%	ONCE A WEEK	2 3	248 828	.9% 3.0%	3.0% 9.6%
ONCE A WEEK	3 4	641 164	2.3% .6%	8.24	2-3 TIMES PER WEEK	4 5	3654 3720		44.4%
EVERY DAY	. 5 B	218 727	.8% 2.6% (	2.5% M155)	RESERVED CODES: MULTIPLE RESPONSE	6 8	695	.0%	(MISS) (MISS)
MISSING LEGITIMATE SKIP	9	18738	66.9% (		LEGITIMATE SKIP	9	18738		(MISS)
TOTALS:		27994	100.0% 1	00.0%	TOTALS:		27994	100.0%	100.0%
<i>!</i>						:			
Question 2E19B		Tape   Forma	Pos. 120- t: I1	120	Question 2E19F		Tape Forms	Pos. 124 t: I1	I-124
F1T2E19B HOW FREQ SHOW FILMS/V	IDEOTAPES				FITZE19F HOW FREQ READ NOVELS	, PLAYS, ES			
Show films, filmstrips, or vide	otapes				Have students read novels, play	,, essays,	etc.		
RESPONSE	CODES	FREQ		WGTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
	1	4107		48.3%	VERY RARELY	1	473	1.79	5.6%
1-2 TIMES A MONTH	2 3	4061 361	1.3%	47.0% 4.0%	1-2 TIMES A MONTH	2 3	1783 947	6.4% 3.4%	21:7% 11.8%
RESERVED CODES:	4	43 684	.2% 2.4% (	.7%	2-3 TIMES PER WEEK	4 5	3038 2248	10.9% 8.0%	35.7% 25.3%
MISSING LEGITIMATE SKIP	8 9	18738	66.9% (		RESERVED CODES: MULTIPLE RESPONSE	6 8	5 762	. 0% 2. 7%	(MISS)
TOTALS:		27994	100.0%	00.0 <del>%</del>	LEGITIMATE SKIP	9	18738		(MISS)
Question 2E19C		Forme	Pos. 121- t: I1	-121	Question 2E19G		Tape	Pos. 121	5-125
F1T2E19C HOW FREQ STUDENTS GIV		PORTS						t: I1	
Have students give oral reports			PER-	WGTD	F1T2E19G HOW FREQ WRITE IMPRO		•		
RESPONSE	CODES	FREQ	CENT	PCT	Trave students write imprompts			PER-	WGTD
VERY RARELY	1 2	4637 3246	16.6% 11.6%	54.7% 37.5%	RESPONSE	CODES	FREQ	CENT	PCT
ONCE A WEEK	3	482 137	1.7% .5% .1%	5.6% 1.8% .3%	VERY RARELY	1 2 3	2149 3187 2123	7.7% 11.4%	26.3% 36.3% 23.8%
EVERY DAYRESERVED CODES: MULTIPLE RESPONSE	5 6	26		MISS)	ONCE A WEEK	3 4 5	810 228		10.1%
MISSINGLEGITIMATE SKIP	9	727 18738	2.6% ( 66.9% (	(MISS)	RESERVED CODES: ' MULTIPLE RESPONSE	6	4	.0%	(MISS)
TOTALS:		27994	100.0%	100.0%	MISSINGLEGITIMATE SKIP	8 9	755 18738	2.7% 66.9%	(MISS)
					TOTALS:	٠	27994	100.0%	100.0%
Question 2E19D			Pos. 122- it: I1	-122					
F1T2E19D HOW FREQ REQUIRE WRIT	TTEN REPOR	тѕ			Question 2E19H		Tape Forms	Pos. 12 t: I1	6-126
Require written reports on read	ding				F1T2E19H HOW FREQ DEVOTE TIME	TO WRITING	PROCES	ss	
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	Devote attention to the stages	of the wr	iting pr		
VERY RARELY	1	1132	4.0%	12.8%	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
1-2 TIMES A MONTHONCE A WEEK	2 3 4	3630 2406 1144		43.3% 28.1% 13.6%	VERY RARELY	1 2	359 2827	1.3%	4.2%
EVERY DAY	5	208	.7%	2.2%	ONCE A WEEK	3 4	2717 1870	9.7% 6.7%	30.0% 21.8%
MISSINGLEGITIMATE SKIP	8 9	736 18738	2.6% 66.9%	(MISS)	EVERY DAY	5	790	2.8%	10.1%
TOTALS:		27994	100.0%	100.0%	MULTIPLE RESPONSE	8	688 483	2.5%	(MISS)
					LEGITIMATE SKIP	9	18738	66.9%	(MISS)

688 2.5% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%

THE REPORT OF THE PARTY OF THE

e e e e e e e e e e e e e e e e e e e			
QUESTION 2E19I	TApe Pos. 127-127 FOrmat: 11	Question 2E20B	Tape Pos. 130-130 Format: I1
F1T2E191 HOW FREQ WORK ON WRITING SK		F1T2E20B EMPHASIS ON FICTION	
Devote attention to technical aspects		Fiction .	
RESPONSE CODE	PER- WGTD S FREQ CENT PCT	RESPONSE . CODES	PER- WGTD FREQ CENT PCT
VERY RARELY 1-2 TIMES A MONTH ONCE A WEEK 2-3 TIMES PER WEEK EVERY DAY RESERVED CODES: MISSING LEGITIMATE SKIP  TOTALS:	1 379 1.4% 4.9% 2 2529 9.0% 29.0% 3 2857 10.2% 32.7% 4 1964 7.0% 24.0% 5 838 3.0% 9.4% 8 669 2.5% (MISS) 9 18738 66.9% (MISS) 27994 100.0% 100.0%	NONE	275 1.0% 3.5% 575 2.1% 7.3%
		Question 2E20C	Tape Pos. 131-131
Question 2E19J	Tape Pos. 128-128 Format: I1	EITZEZOC EMBHASIS ON NARRATIVE EICTION	Format: 11
F1T2E19J HOW FREQ WORK ON WRITING ST	YLE	F1T2E2OC EMPHASIS ON NARRATIVE FICTION Narrative fiction	·
Have students write in styles that en emotional and imaginative development	courage their		PER- WGTD
RESPONSE CODE	PER- WGTD S FREQ CENT PCT	RESPONSE CODES	FREQ CENT PCT
VERY RARELY		NONE 1 A LITTLE 2 MODERATE 3	453 1.6% 5.7% 1409 5.0% 16.7% 3844 13.7% 46.8%
1-2 TIMES A MONTH	2 2838 10.1% 32.8% 3 2326 8.3% 26.9%	RESERVED CODES:	2618 9.4% 30.8%
2-3 TIMES PER WEEK EVERY DAY RESERVED CODES:	4 1505 5.4% 17.8% 5 742 2.7% 9.3%	MULTIPLE RESPONSE	5 .0% (MISS) 927 3.3% (MISS)
MULTIPLE RESPONSE	6 5 .0% (MISS) 8 704 2.5% (MISS)	LEGITIMATE SKIP	
LEGITIMATE SKIP	9 18738 66.9% (MISS)	,	27994 100.0% 100.0%
TOTALS:	27994 100.0% 100.0%		
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A	ics this semester/ Tape Pos. 129-129	Question 2E20D	Tape Pos. 132-132 Format: I1  PER- WCTD CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 884 3.2% 11.2% 312 1.1% 3.7% 2 .0% (MISS) 808 2.9% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A	ics this semester/ Tape Pos. 129-129 Format: I1	### F1T2E2OD EMPHASIS ON MYTHOLOGY    Mythology	FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 884 3.2% 11.2% 312 1.1% 3.7% 2 .0% (MISS) 18738 66.9% (MISS)
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A	ics this semester/ Tape Pos. 129-129 Format: I1	### F1T2E2OD EMPHASIS ON MYTHOLOGY    Mythology	FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 884 3.2% 11.2% 312 1.1% 3.7% 2 .0% (MISS) 18738 66.9% (MISS)
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  F1T2E20A EMPHASIS ON LITERATURE STUD	Tape Pos. 129-129 Format: 11 Y	### F1T2E2OD EMPHASIS ON MYTHOLOGY    Mythology	FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 884 3.2% 11.2% 312 1.1% 3.7% 2 .0% (MISS) 18738 66.9% (MISS)
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  F1T2E20A EMPHASIS ON LITERATURE STUD Literature study  RESPONSE CODE	Tape Pos. 129-129 Format: 11  Y  PER- WGTD  S FREQ CENT PCT	### F1T2E2OD EMPHASIS ON MYTHOLOGY    Mythology	Format: I1  FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 684 3.2% 11.2% 312 1:1% 3.7% 2 .0% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%
Question 2E20  If you teach an English class, how manyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  F1T2E20A EMPHASIS ON LITERATURE STUD Literature study  RESPONSE CODE  NONE	Tape Pos. 129-129 Format: 11  Y  S FREQ CENT PCT 1 228 .8% 2.8% 2.8% 2.38% 2.39. 1.4% 4.7%	### F1T2E2OD EMPHASIS ON MYTHOLOGY    Mythology	FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 884 3.2% 11.2% 312 1.1% 3.7% 2 .0% (MISS) 808 2.9% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%
Question 2E20  If you teach an English class, how manyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  FiT2E20A EMPHASIS ON LITERATURE STUD Literature study  RESPONSE CODE NONE CODES:	Tape Pos. 129-129 Format: 11  Y  S FREQ CENT PCT 1 228 .8% 2.8% 2 392 1.4% 4.7% 3 2157 7.7% 24.9% 4 5779 20.6% 67.5%	### F1T2E2OD EMPHASIS ON MYTHOLOGY    Mythology	Format: I1  FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 684 3.2% 11.2% 312 1:1% 3.7% 2 .0% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  Fitzezoa Emphasis on Literature Studies and the second of the following top term? (MARK ONE ON EACH LINE)  RESPONSE CODE  NONE	Tape Pos. 129-129 Format: 11  Y  S FREQ CENT PCT 1 228 .8% 2 .392 1.4% 4.7% 3 2157 7.7% 24.9% 4 5779 20.6% 67.5% 6 2 .0% (MISS) 8 698 2.5% (MISS)	### F1T2E2OD EMPHASIS ON MYTHOLOGY    Mythology	Format: I1  FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 884 3.2% 11.2% 312 1.1% 3.7%  2 .0% (MISS) 18738 66.9% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%  Tape Pos. 133-133 Format: I1
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  F1T2E20A EMPHASIS ON LITERATURE STUDIEST CODE  NONE	Tape Pos. 129-129 Format: 11  Y  S FREQ CENT PCT  1 228 84 2.84 2.392 1.44 4.74 3 2157 7.74 24.94 4 5779 20.64 67.54 6 2 .04 (MISS) 9 18738 66.94 (MISS)	### FITZE2OD EMPHASIS ON MYTHOLOGY    Mythology	Format: I1  FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 684 3.2% 11.2% 312 1.1% 3.7%  2 .0% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%  Tape Pos. 133-133 Format: I1
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  Fitzezoa Emphasis on Literature Studies and the second of the following top term? (MARK ONE ON EACH LINE)  RESPONSE CODE  NONE	Tape Pos. 129-129 Format: 11  Y  S	### F1T2E2OD EMPHASIS ON MYTHOLOGY    Mythology	FREQ PER- WGTD PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 684 3.2% 11.2% 312 1.1% 3.7% 686 2.9% (MISS) 66.9% (MIS
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  F1T2E20A EMPHASIS ON LITERATURE STUDIEST CODE  NONE	Tape Pos. 129-129 Format: 11  Y  S FREQ CENT PCT  1 228 84 2.84 2.392 1.44 4.74 3 2157 7.74 24.94 4 5779 20.64 67.54 6 2 .04 (MISS) 9 18738 66.94 (MISS)	### F1T2E2OD EMPHASIS ON MYTHOLOGY    Mythology	FREQ PER- WGTD  FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 884 3.2% 11.2% 312 1.1% 3.7% 2 .0% (MISS) 18738 66.9% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%  Tape Pos. 133-133  Format: 11  FREQ PER- WGTD PCT 909 3.2% 11.0%
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  F1T2E20A EMPHASIS ON LITERATURE STUDIEST CODE  NONE	Tape Pos. 129-129 Format: 11  Y  S FREQ CENT PCT  1 228 84 2.84 2.392 1.44 4.74 3 2157 7.74 24.94 4 5779 20.64 67.54 6 2 .04 (MISS) 9 18738 66.94 (MISS)	### F1T2E20D EMPHASIS ON MYTHOLOGY    Mythology	Format: I1  FREQ CENT PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 884 3.2% 11.2% 312 1.1% 3.7%  2 .0% (MISS) 18738 66.9% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%  Tape Pos. 133-133 Format: I1  FREQ CENT PCT  908 3.2% 11.0% 3016 10.8% 34.2% 3521 12.6% 43.5% 1043 3.7% (MISS)  5 6 .0% (MISS)
Question 2E20  If you teach an English class, how muyou give to each of the following top term? (MARK ONE ON EACH LINE)  Question 2E20A  F1T2E20A EMPHASIS ON LITERATURE STUDIEST CODE  NONE	Tape Pos. 129-129 Format: 11  Y  S FREQ CENT PCT  1 228 84 2.84 2.392 1.44 4.74 3 2157 7.74 24.94 4 5779 20.64 67.54 6 2 .04 (MISS) 9 18738 66.94 (MISS)	### FITZE2OD EMPHASIS ON MYTHOLOGY    Mythology	FREQ PER- WCTD PCT  3878 13.9% 47.1% 3372 12.0% 38.1% 884 3.2% 11.2% 312 1.1% 3.7% 12.6% MISS)  2

## NELS:88 FFU TEACHER QUESTIONNAIRE

Page 14

					Question 2E20J		Tana "		( 3 B
Question 2E20F	<b>.</b>	Tape P Format	os. 134	-134			Format	os. 138. : I1	-130
F1T2E2OF EMPHASIS ON DRAMA	•				F1T2E20J EMPHASIS ON GRAMMATICA	AL SKILLS			
Drama					Grammatical skills			PER-	WCTD
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ  225	CENT .8%	PCT  2.7%
NONEA LITTLE	1 2	615 1584	2.2% 5.7%	7.6% 18.5%	NONEA LITT.E	2 3	2041 3526	7.3% 12.6%	24.2% 40.1%
MODERATE	. 3	4593 1681		54.5% 19.4%	HEAVYRESERVED CODES: MULTIPLE RESPONSE	4 6	2723 2	9.7%	33.0% (MISS)
RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	6 8	775	2,8%	(MISS)	MISSINGLEGITIMATE SKIP		739 18738	2.6% 66.9%	(MISS)
TOTALS;	9	18738 27994	100.0%		TOTALS:		27994	100.0%	100.0%
101,423,		27554			·				
					•	•			
Question 2E20G		Tape F	0 . 135	5-135	Question 2E20K		Tape f	Pos. 139	-139
F1T2E2OG EMPHASIS ON EXPOSITION		Formst	11 11		F1T2E20K EMPHASIS ON PARAGRAPH	DEVELOPME	NT		
Exposition	•				Paragraph devalopment				
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE	1 2	628	2,2%		NONE	1 2 3	248 1540	.9% 5.5% 12.2%	3.1% 18.2% 38.9%
MODERATEHEAVY	3 4	2688 3568 1492	12,7%	42,4%	MODERATE HEAVY RESERVED CODES:	4	3419 3278	11.7%	39.7%
RESERVED CODES: MISSING	8 9	880 18738		(MISS)	MISSING LEGITIMATE SKIP	8 9	771 18738	66.9%	(MISS)
TOTALS:	3	27994			TOTALS:		27994	100.0%	
							Tana	Pos. 140	)=140
Question 2E20H		Tape   Forma	Pos. 13	6-136	Question 2E20L		Tape Forms	Pos. 140 t: I1	) <del>-</del> 140
	N			6-136	Question 2E20L F1T2E20L EMPHASIS ON THESIS AR				0-140
Question 2E20H	N		t: I1		FITZEZOL EMPHASIS ON THESIS AR  Development of a thesis argumen	t	Forms	t: I1	WGTD
Question 2E20H F1T2E20H EMPHASIS ON NONFICTION	N CODES			6-136 WGTD PCT	PITZEZOL EMPHASIS ON THESIS AR Development of a thesis argumen			<b>t: I1</b>	WGTD PCT
Question 2E20H  FITZE20H EMPHASIS ON NONFICTION  Nonfiction  RÉSPONSE  NONE	CODES	FREQ	PER- CENT	WGTD PCT  12.3% 43.1%	PITZEZOL EMPHASIS ON THESIS AR Development of a thesis argumen  RESPONSE  NONE  A LITTLE  MODERATE	CODES	FREQ 	PER- CENT  2.9% 6.6% 10.7%	WGTD PCT  10.1% 22.0% 35.6%
Question 2E20H  FIT2E2OH EMPHASIS ON NONFICTION  RÉSPONSE  NONE	CODES	FREQ	PER- CENT  3.8% 13.2% 10.9% 2.3%	WGTD PCT  12.3% 43.1% 36.3% 8.3%	Question 2E20L  FIT2E20L EMPHASIS ON THESIS AR  Development of a thesis argumen  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES; MULTIPLE RESPONSE	CODES	FREQ 	PER- CENT- 2.9% 6.6% 10.7% 10.0%	WGTD PCT 10.1% 22.0% 35.6% 32.4% (MISS)
Question 2E20H  FIT2E20H EMPHASIS ON NONFICTION  RÉSPONSE  NONE	CODES 1 2 3 4 6 8	FREQ  1062 3701 3040 643 2 808	PER- CENT  3.8% 13.2% 10.9% 2.3% 2.9%	WGTD PCT 12.34 43.14 36.34 (MISS)	Question 2E20L  FIT2E20L EMPHASIS ON THESIS AR  Development of a thesis argumen  RESPONSE  NONE A LITTLE MODERATE HEAVY	CODES	FREQ 	PER- CENT	WGTD PCT 10.1% 22.0% 35.6% 32.4%
PITZEZOH EMPHASIS ON NONFICTION Nonfiction  RESPONSE NONE A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE.	CODES 1 2 3 4	FREQ  1062 3701 3040 643	PER- CENT -3.8% 13.2% 10.9% 2.3% .0% 66.9%	WGTD PCT  12.3% 43.1% 36.3% 8.3% (MISS) (MISS)	Question 2E20L  FIT2E20L EMPHASIS ON THESIS AR  Development of a thesis argumen  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES; MULTIPLE RESPONSE	CODES 1 2 3 4 6 8	FREQ 	PER- CENT 2.9% 6.6% 10.7% 10.0% 2.8% 66.9%	WGTD PCT 
Question 2E20H  FIT2E20H EMPHASIS ON NONFICTION  Nonfiction  RESPONSE  NONE	CODES 1 2 3 4 6 8	FREQ 	PER- CENT -3.8% 13.2% 10.9% 2.3% .0% 66.9%	WGTD PCT 12.3% 43.1% 36.3% (MISS) (MISS)	Question 2E20L  FIT2E20L EMPHASIS ON THESIS AR  Development of a thesis argument  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES; MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	CODES 1 2 3 4 6 8	FREQ 818 18603 3003 2801 1773 18738	PER- CENT 2.9% 6.6% 10.7% 10.0% 2.8% 66.9%	WGTD PCT 10.1% 22.0% 35.6% 32.4% (MISS) (MISS)
Question 2E20H  FIT2E20H EMPHASIS ON NONFICTION  Nonfiction  RESPONSE  NONE	CODES 1 2 3 4 6 8	FREQ 	PER- CENT -3.8% 13.2% 10.9% 2.3% .0% 66.9%	WGTD PCT 12.3% 43.1% 36.3% (MISS) (MISS)	Question 2E20L  FIT2E20L EMPHASIS ON THESIS AR  Development of a thesis argument  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES; MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	CODES 1 2 3 4 6 8	FREQ 818 18603 3003 2801 1773 18738	PER- CENT 2.9% 6.6% 10.7% 10.0% 2.8% 66.9%	WGTD PCT 10.1% 22.0% 35.6% 32.4% (MISS) (MISS) (MISS)
Question 2E20H  FIT2E20H EMPHASIS ON NONFICTION  Nonfiction  RESPONSE  NONE	CODES 1 2 3 4 6 8	FREQ 	PER- CENT -3.8% 13.2% 10.9% 2.3% .0% 66.9%	WGTD PCT 12.3% 43.1% 36.3% (MISS) (MISS)	Question 2E20L  FiT2E20L EMPHASIS ON THESIS AR  Development of a thesis argument of a thesis	CODES 1 2 3 4 6 8	FREQ -818 1860 3003 2801 1773 18738 27994	PER- CENT -2.9% 6.6% 10.7% 10.0% 2.8% 66.9%	WGTD PCT 10. 1% 35. 6% 32. 4% (MISS) (MISS)
Question 2E20H  FIT2E20H EMPHASIS ON NONFICTION  Nonfiction  RESPONSE  NONE	CODES 1 2 3 4 6 8	FREQ	PER- CENT 3.8 % 13.2 % 10.9 % 2.9 % 66.9 % 100.0 %	WGTD PCT 12.3% 43.1% 36.3% 8.3% (MISS) (MISS) 100,0%	Question 2E20L  FIT2E20L EMPHASIS ON THESIS AR  Development of a thesis argument  RESPONSE  NONE  A LITTLE  MODERATE HEAVY  RESERVED CODES; MULTIPLE RESPONSE  MISSING LEGITIMATE SKIP.  TOTALS:	CODES 1 2 3 4 6 8	FREQ 818 8186 3003 2801 1 773 18738 27994	PER- CENT 2.9% 6.6% 10.7% 10.0% 2.8% 66.9%	WGTD PCT 10. 1% 35. 6% 32. 4% (MISS) (MISS)
Question 2E20H  FiT2E20H EMPHASIS ON NONFICTION Nonfiction  RÉSPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP  TOTALS:	CODES 1 2 3 4 6 8 9	FREQ	PER- CENT 	WGTD PCT 12.3% 43.1% 36.3% 8.3% (MISS) (MISS) 100,0%	PITZEZOL EMPHASIS ON THESIS AR  Development of a thesis argument  RESPONSE  NONE	CODES 1 2 3 4 6 8 9	FREQ 818 8186 3003 2801 1 773 18738 27994	PER- CENT 2.9% 10.7% 10.7% 10.0% 2.8% 66.9% 100.0%	WGTD PCT 10. 1% 35. 6% 32. 4% (MISS) (MISS)
PITZEZOH EMPHASIS ON NONFICTION Nonfiction  RÉSPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP  TOTALS:	CODES 1 2 3 4 6 8 9	FREQ	PER- CENT 3.8 % 13.2 % 10.9 % 2.9 % 66.9 % 100.0 %	WGTD PCT 12.3% 43.1% 36.3% 8.3% (MISS) (MISS) 100,0%	PITZEZOL EMPHASIS ON THESIS AR Development of a thesis argumen  RESPONSE  NONE  A LITTLE  MODERATE  HEAVY  RESERVED CODES:  MULTIPLE RESPONSE  MISSING  LEGITIMATE SKIP  TOTALS:	CODES 1 2 3 4 6 8 9	FREQ 818 1860 3003 2801 173 18738 27994	PER- CENT 	WGTD PCT 10.1% 22.0% 35.6% 32.4% (MISS) (MISS) 100.0%
PITZEZOH EMPHASIS ON NONFICTION Nonfiction  RESPONSE NONE	CODES 1 2 3 4 6 8 9	FREQ	PER- CENT 3.84 13.29 10.39 2.39 2.99 100.0% Pos. 13 t: Ii	WGTD PCT 12.3% 43.1% 36.3% 8.3% (MISS) (MISS) 100,0%	Question 2E20L  FiT2E20L EMPHASIS ON THESIS AR  Development of a thesis argument of a thesis	CODES  1 2 3 4 6 8 9 9	FREQ 818 81860 3003 2801 1 773 18738 27994	PER- CENT 2.9% 6.6% 10.7% 10.0% .0% 2.8% 66.9% 100.0% Pos. 14: 11	WGTD PCT 10. 194 22. 094 35. 694 32. 494 (MISS) (MISS) 100. 096
Pitzezoh Emphasis on Nonfiction  Résponse  Nonfiction  Résponse  NONE A Little MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE. MISSING LEGITIMATE SKIP  TOTALS:  Question 2E201  Fitzezoi Emphasis on Formal WR Formal writing  RESPONSE NONE.	CODES 1 2 3 4 4 6 8 9 9	FREQ	PER-CENT 3.89: 13.29: 10.39: 2.39: 66.99: 100.09: 100.09: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.90: 2.	WGTD PCT 12.3% 43.1% 36.3% 8.3% (MISS) (MISS) 100,0%	Question 2E20L  FiT2E20L EMPHASIS ON THESIS AR  Development of a thesis argument of a thesis	CODES  1 2 3 4 6 8 9 9	FREQ 818 8186 03003 2801 1773 18738 27994 Tape Forms	PER-CENT	WGTD PCT 10.1% 22.0% 35.6% 35.6% (MISS) (MISS) 100.0%
Question 2E20H  FiT2E2OH EMPHASIS ON NONFICTION  Nonfiction  RÉSPONSE  NONE	CODES  1 2 3 4 6 8 9 9	FREQ	PER- CENT 3.8 % 13.2 % 10.9 % 2.3 % 56.9 % 100.0 %	WGTD PCT 12.34 43.14 36.34 8.38 (MISS) (MISS) 100.04	Question 2E20L  FiT2E20L EMPHASIS ON THESIS AR  Development of a thesis argument of a tittle of a thesis argument of a thesis argument of a tittle of a thesis argument of a thesis argument of a tittle of a thesis argument of a tittle of a thesis argument of a thesis	CODES  1 2 3 4 6 8 9 9 STANDERS  CODES  1 2 3 4 4 6 8 8 9 9 STANDERS	FREQ - 927 27886 1863	PER- CENT 2.9% 6.6% 10.7% 10.0% 2.8% 66.9% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0%	WGTD PCT
PITZEZOH EMPHASIS ON NONFICTION Nonfiction  RESPONSE  NONE	CODES 1 2 3 4 6 8 9 9 1 1 2 2 3 4 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	FREQ	PER- CENT 3.8 % 13.2 % 10.9 % 2.9 % 66.9 % 100.0 % Pos. 13 t: I1  PER- CENT 95.0 % 13.2 % 11.0 %	WGTD PCT 12.34 43.14 36.34 8.34 (MISS) (MISS) 100.04 77-137 WGTD PCT PCT 16.84 44.04 35.84 6 (MISS)	Question 2E20L  FiT2E2OL EMPHASIS ON THESIS AR  Development of a thesis argument of a thesis	CODES  1 2 3 4 6 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 8 9 9 1 1 2 3 4 4 6 8 9 9 1 1 2 3 4 4 6 8 9 9 1 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 1 2 3 4 6 8 9 9 9 1 2 3 4 6 8 9 9 9 1 2 3 4 6 8 9 9 9 1 2 3 4 6 8 9 9 9 1 2 3 4 6 8 9 9 9 1 2 3 4 6 8 9 9 9 1 2 3 4 6 8 9 9 9 9 1 2 3 4 6 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	FREQ	PER- CENT 2.9% 6.6% 10.7% 10.0% 2.8% 66.9% 100.0% 100.0% 100.0% 100.0% 6.7%	WGTD PCT 10.1% 22.0% 35.6% 32.4% (MISS) (MISS) (MISS) 100.0% 11-141 WGTD PCT 11.0% 33.7% 34.5% 20.9% (MISS) (MISS)
Question 2E20H  FiT2E2OH EMPHASIS ON NONFICTION  Nonfiction  RÉSPONSE  NONE	CODES  1 2 3 4 6 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	FREQ	PER- CENT 3.8 % 13.2 % 10.9 % 2.9 % 66.9 % 100.0 %	WGTD PCT 12.3% 43.1% 36.3% 8.3% (MISS) (MISS) 100,0% WGTD PCT 3.3% 16.8% 44.0%	Question 2E20L  FiT2E20L EMPHASIS ON THESIS AR  Development of a thesis argument  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.  TOTALS:  Question 2E20M  FIT2E20M EMPHASIS ON ANALYTICA Analytical writing  RESPONSE NONE A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE.	CODES  1 2 3 4 6 8 9 9	FREQ 818 818 1860 3003 2801 1 773 18738 27994 Tape Forms	PER- CENT 2.9% 6.6% 10.7% 10.0% 2.8% 66.9% 100.0% Pos. 14 t: 11	WGTD PCT 10.1% 35.6% 35.6% 35.6% (MISS) (MISS) 100.0%

725 2.6% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%

Question 2E20N	¥ 150		Pos., 142-142	Question 2E21C		Tape Forms	Pos. 14	5-145
FITZEZON EMPHASIS ON VOCABULAR	T EV STUDV	rorma	t: 11	F1T2E21C HOW FREQ COMMENT AT	END OF THE	ESSAY		
Vocabulary study	., 0.05.			Give a general comment at the (written, broad information on of the essay)	end of the the quali	essay Ly		
	CODES	FREQ	PER- WGTD CENT PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE A LITTLE MODERATE HEAVY	1 2 3 4	187 1197 3571 3549	.7% 2.0% 4.3% 13.9% 12.8% 40.6% 12.7% 43.5%	NEVER	2	204 673 3012	.7% 2.4% 10.8%	2.59
RESERVED CODES: MISSING LEGITIMATE SKIP	8 9	752 18738	2.7% (MISS) 66.9% (MISS)	MOST OF THE TIME. RESERVED CODES: MULTIPLE RESPONSE. MISSING.	6	4632 1 734	16.5%	53.89 (MISS)
TOTALS:	•	27994	100.0% 100.0%	LEGITIMATE SKIP	9	18738		(MISS)
				g.			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Question 2E21				~~======				
•	-			Question 2E21D		Tape Forms	Pos. 14 t: 11	6-146
Below are a number of ways in w give written comments on studer how frequently you use each met (MARK ONE ON EACH LINE)	t composit	ions, I	ndicate	F1T2E21D HOW FREQ GIVE DETAIL! Give detailed comments, notes,				
(MARK ONE ON EACH LINE)				RESPONSE			PER-	WCTD
				NEVER	CODES	FREQ 146	CENT 	PCT 1,99
·			•	RARELY. SOMETIMES. MOST OF THE TIME. RESERVED CODES:	1 2	712 2799 4896	2.5% 10.0%	8.29 33.39 56.69
Question 2E21A			Pos. 143-143 t: I1	RESERVED CODES: MISSING	В.	703 18738	2.5%	(MISS)
F1T2E21A HOW FREQ GIVE GRADE W	// NO COMME	NTS		TOTALS:		27994	100.0%	100.09
Assign a number, letter grade, excellent) without any comments	judgment (	e.g., g	ood,					
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT					
NEVER. RARELY. SOMETIMES.	0 1 2	2780 2945 2049	9.9% 30.8% 10.5% 35.6% 7.3% 24.6%	Question 2E21E		T	B 44	7_4.49
RESERVED CODES:	3	792	2.8% 9.1%			Forma	Pos. 14	/-14/
MULTIPLE RESPONSE	6 8 9	687 18738	.O% (MISS) 2.5% (MISS) 66.9% (MISS)	F1T2E21E HOW FREQ COMMENT ON S Give comments on strengths and different types of weak spots	weaknesse	and in	dicate	
TOTALS:		27994	100.0% 100.0%	and signs RESPONSE	CODES	FREQ	PER-	WGTD PCT
				NEVER	0	339	CENT 1.2%	
				SOMETIMES	2	783 2619	2.8% 9.4%	8.99
Question 2E21B		Tape	Pos. 144-144	MOST OF THE TIME	3 8	4802 713		55.39 (MISS)
		Forms	it: I1	LEGITIMATE SKIP	ğ	18738	66.9%	(MISS)
F1T2E218 HOW FREQ GIVE SEP GRA Assign separate numbers, grades aspects of the composition (e.g.	or judame	ints to	several	TOTALS:		27994	100.0%	100.09
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT					
NEVER	0	1370	4.9% 15.3%					
SOMETIMES. MOST OF THE TIME	1 2 3	1687 3059 2431	6.0% 19.5% 10.9% 35.1% 8.7% 30.2%	Question 2E21F		Tape Forms	Pos. 14 ti Ii	8-148
RESERVED CODES: MISSINGLEGITIMATE SKIP	8	709	2.5% (MISS)	F1T2E21F HOW FREQ POINT OUT S	TRENGTH IN	WRITING	i	
TOTALS:	9	18738 27994	66.9% (MISS)	Point out some aspects of strewriting	ngth in ea	ch stude	int's	
				RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
· .				NEVERRARELYSOMETIMES	1 2	54 245 2517	. 2% . 9% 9. 0%	2.69
				MOST OF THE TIMERESERVED CODES: MISSINGLEGITIMATE SKIP	3 8	5715 725 18738		(MISS)
				TOTALS:	3	27994		100.0

Question 2E21G	Tape Pos. 149-149 Format: I1	Question 2H19A  F1T2H19A HOW FREQ GO ON FIELD	TRIPS	Tape P Format	los. 152-152 :: I1
F1T2E21G HOW FREQ POSITIVE ONLY COMMENTS		Go on field trips.			
Give only positive comments at the end of make no corrections	f the essay and	·			PER~ WGTD
RESPONSE	FREQ CENT PCT  3514 12.6% 40.8% 3359 12.0% 38.3% 1531 5.5% 19.0% 140 .5% 1.9% 1.9% 1.9% (MISS) 1.9% (MISS) 1.8738 66.9% (MISS) 27994 100.0% 100.0%	RESPONSE  VERY RARELY.  1-2 TIMES A MONTH	CODES 1 2 3 5 8 9	725 23219 27994	CENT PCT  14.2% 99.0% .2% .9% .0% .1% .0% .0% 2.6% (MISS) 82.9% (MISS) 100.0% 100.0%
		•	:		
		Question 2H19B		Tape P Format	Pos. 153-153
Question 2E21H	Tape Pos. 150-150 Format: I1	F1T2H19B HOW FREQ SHOW FILMS,	FILMSTRIPS	, VIDEOS	<b>S</b>
		Show films, filmstrips, or vide	otapes.		
F1T2E21H HOW FREQ OFFER CORRECTIONS & S Give comments and suggest corrections. A		RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
students revise their compositions and w		VERY RARELY	1	580	2.1% 14.3%
RESPONSE CODES	PER- WGTD	1-2 TIMES A MONTH ONCE A WEEK 2-3 TIMES PER WEEK EVERY DAY	2 3 4 5	2102 1208 171 14	7.5% 51.1% 4.3% 30.4% 6% 3.9%
NEVER	343 1.2% 4.4% 1464 5.2% 16.6% 4045 14.4% 47.0%	RESERVED CODES: MULTIPLE RESPONSE	6 8	4 696	.0% (MISS) 2.5% (MISS)
MOST OF THE TIME	2663 9.5% 32.1% 741 2.6% (MISS)	MISSINGLEGITIMATE SKIPTOTALS:	9		82.9% (MISS)
LEGITIMATE SKIP9 TOTALS:	18738 66.9% (MISS) 27994 100.0% 100.0%				
Question 2E211	Tape Pos. 151-151 Format: I1	Question 2H19C  F1T2H19C HOW FREQ READ SUPPLEM  Have students read supplementar		Format ERIALS	Pos. 154-154 :: Ii
Question 2E211 F1T2E211 HOW FREQ GIVE PRIMARILY ORAL F	Format: I1	F1T2H19C HOW FREQ READ SUPPLEM	y material	Format ERIALS	PER- WGTD
Question 2E21I	Format: I1	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar RESPONSE	y material	Format ERIALS :. FREQ	PER- WGTD
Question 2E211 F1T2E211 HOW FREQ GIVE PRIMARILY ORAL F	Format: I1	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE VERY RARELY	y material CODES	Format ERIALS s. FREQ  653 1266	PER- WGTD CENT PCT 2.3% 16.0% 4.5% 32.7%
Guestion 2E211  F1T2E211 HOW FREQ GIVE PRIMARILY ORAL F Give primarily oral feedback  RESPONSE CODES  NEVER	Format: I1  EEDBACK  FREQ CENT PCT  2212 7.9% 24.2% 4037 14.4% 47.3% 47.3%	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE VERY RARELY	y material  CODES	Format ERIALS s. FREQ 653	PER- WCTD CENT PCT 2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4%
Question 2E211  F1T2E211 HOW FREQ GIVE PRIMARILY ORAL F Give primarily oral feedback  RESPONSE CODES  NEVER	Format: I1  EEDBACK  PER- WGTD FREQ CENT PCT 2212 7.9% 24.2%	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE VERY RARELY 1-2 TIMES A MONTH ONCE A WEEK 2-3 TIMES PER WEEK EVERY DAY RESERVED CODES; MISSING	y material  CODES  2 3 4 5	FREQ	PER- WGTD CENT PCT 2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% .4% 2.1% 2.6% (MISS)
Question 2E211  F1T2E211 HOW FREQ GIVE PRIMARILY ORAL F Give primarily oral feedback  RESPONSE CODES  NEVER	Format: 11  EEDBACK  FREQ CENT PCT  2212 7.9% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9%	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY. 1-2 TIMES A MONTH. ONCE A WEEK. 2-3 TIMES PER WEEK. EVERY DAY. RESERVED CODES: MISSING LEGITIMATE SKIP.	y materia!  CODES  1 2 3 4 5	FREQ	PER- WCTD CENT PCT 2.3% 32.7% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS)
Question 2E211	Format: 11  EEDBACK  FREQ CENT PCT  2212 7.9% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9%	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE VERY RARELY 1-2 TIMES A MONTH ONCE A WEEK 2-3 TIMES PER WEEK EVERY DAY RESERVED CODES; MISSING	y material  CODES  2 3 4 5	FREQ	PER- WGTD CENT PCT- 2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% .4% 2.1% 2.6% (MISS) 82.9% (MISS)
Question 2E211	Format: 11  EEDBACK  FREQ CENT PCT  2212 7.9% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 23.6% 378 1.4% 4.9%  1 .O% (MISS) 1730 2.6% (MISS) 18738 66.9% (MISS)	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY. 1-2 TIMES A MONTH. ONCE A WEEK. 2-3 TIMES PER WEEK. EVERY DAY. RESERVED CODES: MISSING LEGITIMATE SKIP.	y material  CODES  2 3 4 5	FREQ	PER- WCTD CENT PCT 2.3% 32.7% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS)
RESPONSE	Format: 11  EEDBACK  FREQ CENT PCT  2212 7 79% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.4% 4.9% 1.730 2.6% (MISS) 18738 66.9% (MISS)	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY. 1-2 TIMES A MONTH. ONCE A WEEK. 2-3 TIMES PER WEEK. EVERY DAY. RESERVED CODES: MISSING LEGITIMATE SKIP.	y material  CODES  2 3 4 5	FREQ	PER- WCTD CENT PCT 2.3% 32.7% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS)
RESPONSE	Format: 11  EEDBACK  FREQ CENT PCT  2212 7 79% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.4% 4.9% 1.730 2.6% (MISS) 18738 66.9% (MISS)	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY. 1-2 TIMES A MONTH. ONCE A WEEK. 2-3 TIMES PER WEEK. EVERY DAY. RESERVED CODES: MISSING LEGITIMATE SKIP.	y material  CODES  2 3 4 5	FREQ	PER- WCTD CENT PCT 2.3% 32.7% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS)
RESPONSE	Format: 11  EEDBACK  FREQ CENT PCT  2212 7 79% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.4% 4.9% 1.730 2.6% (MISS) 18738 66.9% (MISS)	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY	y material  CODES  2 3 4 5	FREQ- 65. 65. 1266 1186 833 114 723 23219 27994	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS) 100.0% 100.0%
RESPONSE	Format: 11  EEDBACK  FREQ CENT PCT  2212 7 79% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.4% 4.9% 1.730 2.6% (MISS) 18738 66.9% (MISS)	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY	y material  CODES  1 2 3 4 5 8 9	FREQ- 65. 1266 1186 833 114 723 23219 27994	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS) 100.0% 100.0%
Question 2E211           F1T2E21I How FREQ GIVE PRIMARILY ORAL F           Give primarily oral feedback           RESPONSE         CODES           NEVER         0           RARELY         1           SOMETIMES         2           MOST OF THE TIME         3           RESERVED CODES;         6           MULTIPLE RESPONSE         6           MISSING         8           LEGITIMATE SKIP         9           TOTALS;	Format: 11  EEDBACK  FREQ CENT PCT  2212 7 79% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.4% 4.9% 1.730 2.6% (MISS) 18738 66.9% (MISS)	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY	CODES  CODES  1 2 3 4 5 8 9	FREQ- 65. 1266 1186 833 114 723 23219 27994	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS) 100.0% 100.0%
Question 2E211  F1T2E211 HOW FREQ GIVE PRIMARILY ORAL F Give primarily oral feedback  RESPONSE CODES  NEVER. 0 RARELY. 1 SOMETIMES. 2 MOST OF THE TIME 3 RESERVED CODES: MULTIPLE RESPONSE 6 MISSING 8 LEGITIMATE SKIP. 9  TOTALS:  PART II. CLASS INFORMATION: HISTORY	Format: 11  EEDBACK  FREQ CENT PCT  2212 7 79% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.0% (MISS) 18738 66.9% (MISS)	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY. 1-2 TIMES A MONTH. ONCE A WEEK. 2-3 TIMES PER WEEK. EVERY DAY. RESERVED CODES: MISSING LEGITIMATE SKIP.  TOTALS:  Question 2H19D  F1T2H19D HOW FREQ STUDENTS GIV Have students give oral reports	y material  CODES  1 2 3 4 5 8 9	FREQ	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS) 100.0% 100.0%
Question 2E211  F1T2E211 HOW FREQ GIVE PRIMARILY ORAL F Give primarily oral feedback  RESPONSE CODES  NEVER	Format: 11  EEDBACK  FREQ CENT PCT  2212 7 79% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.0% (MISS) 18738 66.9% (MISS)	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY	y material  CODES  1 2 3 4 5 5 8 9 9	FREQ- 653 1266 1186 833 114 723 23219 27994  Tape F Format  ORTS	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS) 100.0% 100.0%
Question 2E211  F1T2E211 HOW FREQ GIVE PRIMARILY ORAL F  Give primarily oral feedback  RESPONSE CODES  NEVER	Format: 11  EEDBACK  FREQ CENT PCT  2212 7 79% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.0% (MISS) 18738 66.9% (MISS)	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY	y material  CODES  1 2 3 4 5 5 8 9 9	FREQ - 27994  Tape F Format  ORTS	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS) 100.0% 100.0%  Pos. 155-155 ti I1.  PER- WGTD CENT PCT  9.7% 66.0% 3.9% 28.3%
Question 2E211  F1T2E211 How FREQ GIVE PRIMARILY ORAL F Give primarily oral feedback  RESPONSE CODES  NEVER	Format: 11  EEDBACK  FREQ CENT PCT  2212 7.9% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.0% (MISS) 18738 66.9% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY	y material  CODES  1 2 3 4 5 5 8 9 9	FREQ - 27994  Tape F Format  ORTS	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1%  2.6% (MISS) 82.9% (MISS) 100.0% 100.0%  PER- WGTD CENT PCT  9.7% 66.0% 3.9% 26.3% .7% 4.7% .2% 99%
Question 2E211  F1T2E211 HOW FREQ GIVE PRIMARILY ORAL F Give primarily oral feedback  RESPONSE CODES  NEVER. 0 RARELY. 1 SOMETIMES 2 MOST OF THE TIME 3 RESERVED CODES: 6 MULTIPLE RESPONSE 6 MISSING 8 LEGITIMATE SKIP. 9  TOTALS:  PART II. CLASS INFORMATION: HISTORY	Format: 11  EEDBACK  FREQ CENT PCT  2212 7.9% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.0% (MISS) 18738 66.9% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY.  1-2 TIMES A MONTH.  ONCE A WEEK.  2-3 TIMES PER WEEK.  RESPONSE  WESTING  LEGITIMATE SKIP.  TOTALS:  PARTICLE OF THE STATE	CODES 1 2 3 4 5 5 8 9 9 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	FREQ	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3% 28.3
Question 2E211  F1T2E211 How FREQ GIVE PRIMARILY ORAL F Give primarily oral feedback  RESPONSE CODES  NEVER	Format: 11  EEDBACK  FREQ CENT PCT  2212 7.9% 24.2% 4037 14.4% 47.3% 1898 6.8% 23.6% 378 1.4% 4.9% 1.0% (MISS) 18738 66.9% (MISS) 18738 66.9% (MISS) 27994 100.0% 100.0%	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY	y material  CODES  1 2 3 4 5 8 9 9	FREQ - 23 1 1 2 3 2 3 2 1 9 2 7 9 9 4	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS) 100.0% 100.0%  Per- WGTD CENT PCT  9.7% 66.0% 3.9% 28.3% .7% 4.7% .2% 99%
Question 2E211  F1T2E211 How FREQ GIVE PRIMARILY ORAL F Give primarily oral feedback  RESPONSE CODES  NEVER	Format: 11  EEDBACK  FREQ CENT PCT  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117  2117	F1T2H19C HOW FREQ READ SUPPLEM Have students read supplementar  RESPONSE  VERY RARELY	y material  CODES  1 2 3 4 5 5 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	FREQ	PER- WGTD CENT PCT  2.3% 16.0% 4.5% 32.7% 4.2% 29.7% 3.0% 19.4% 2.1% 2.6% (MISS) 82.9% (MISS) 100.0% 100.0%  PER- WGTD CENT PCT  9.7% 66.0% 3.9% 28.3% 7% 4.7% 2.1% 2.6% (MISS) 2.6% (MISS)

Question 2H19E	Tape	Pos. 156-156	Question 2H2OA		Tape	Pos. 159-159 t: I1
	Forma	t: I1	F1T2H2OA EMPHASIS ON SETTLEME	IT/COLONIT		
F1T2H19E HOW FREQ DISCUSS CURRENT	S.S. MEDIA		Settlement/Colonization.	1170000112	AT TON	
Discuss current magazine articles to social studies,	or books relat	<b>e</b> d	orterament, coronization.			DED WOTE
		PER- WGTD	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
RESPONSE . C	ODES FREQ	CENT PCT	NONE	1	319	1.1% 21.8%
VERY RARELY	1 394 2 1178	1.4% 9.7% 4.2% 28.6%	A LITTLE	2	376 535	1.3% 27.3% 1.9% 37.7%
ONCE A WEEK	3 1335 4 869	4.8% 32.7% 3.1% 21.0%	RESERVED CODES:	4	159	.6% 13.2%
EVERY DAYRESERVED CODES:	5 305	1.1% 8.0%	MULTIPLE RESPONSE	8	931	.0% (MISS) 3.3% (MISS)
MULTIPLE RESPONSE	6 1 8 693	.0% (MISS) 2.5% (MISS)	LEGITIMATE SKIP	9	25669	91.7% (MISS)
LEGITIMATE SKIP	9 23219	82.9% (MISS)	TOTALS:		27994	100.0% 100.0%
/ TOTALS:	27994	100.0% 100.0%				
			·			
			Question 2H2OB		_	
			QUESTION 2N20B		lape Forma	Pos. 160-160 t: I1
Question 2H19F	Tape	Pos. 157-157 t: I1	F1T2H2OB EMPHASIS ON INDEPENDE	ENCE		
F1T2H19F HOW FREQ WRITE RPTS ON O			Independence.			•
Require written reports on outside			RESPONSE	CODES	FREQ	PER- WGTD
		PER- WGTD	NONE		226	CENT PCT
	ODES FREQ	CENT PCT	A LITTLE	2	231 525	.8% 15.2% .8% 17.2% 1.9% 37.6%
VERY RARELY	1 1732 2 1700	6.2% 45.3% 6.1% 40.8%	HEAVY RESERVED CODES:	4	404	1.4% 30.0%
ONCE A WEEK	3 480 4 114	1.7% 10.9% .4% 2.6%	MISSINGLEGITIMATE SKIP	8 9	939 25669	3.44 (MISS)
RESERVED CODES:	5 26	. 1% . 5%	TOTALS:		27994	91.7% (MISS) 100.0% 100.0%
MULTIPLE RESPONSE	6 2 8 721	.0% (MISS) 2.5% (MISS)				100.0% 100.0%
LEGITIMATE SKIP	9 23219	82.9% (MISS)				
TOTALS:	27994	100.0% 100.0%	•			
			Question 2H2OC		Tape i	Pos. 161-161
			Question 2H2OC		Forms	Pos. 161-161 t: 11
			Question 2H2OC FIT2H2OC EMPHASIS ON DEVELOPME	ENT OF DEMO	Forms	Pos. 161-161 t: 11
Question 2H2O			Question 2H2OC	ENT OF DEMO	Forms	t: 11
Question 2H2O			Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPME  Development of democracy.  RESPONSE	CODES	Forms DCRACY FREQ	PER- WGTD
Question 2H20   If you teach a U.S. History class,	, how much emph	asis do you	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPME  Development of democracy.  RESPONSE  NONE	CODES	FREQ	PER- WGTD CENT PCT
Question 2H20	, how much emph	asis do you	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPME Development of democracy.  RESPONSE NONE A LITTLE	CODES	FREQ	PER- WGTD CENT PCT .4% 8.6% .8% 15.6% 2.1% 40.2%
Question 2H20   If you teach a U.S. History class,	, how much emph	asis do you	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPME  Development of democracy.  RESPONSE  NONE  A LITTLE  MODERATE  HEAVY.  RESERVED CODES:	CODES 1 2 3 4	FREQ 	PER- WGTD CENT PCT 
Question 2H20   If you teach a U.S. History class,	, how much emph	asis do you	Question 2H2OC  F1T2H2OC EMPHASIS ON DEVELOPM  Development of democracy.  RESPONSE  NONE A LITTLE MODERATE HEAVY. RESERVED CODES: MULTIPLE RESPONSE. MISSING.	CODES 1 2 3 . 4 6 8	FREQ  119 218 577 491 3	PER- WGTD CENT PCT 
Question 2H20  If you teach a U.S. History class,	, how much emph	asis do you	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPME  Development of democracy.  RESPONSE  NONE	CODES 1 2 3 . 4 6	FREQ 	PER- WCTD CENT PCT -44 8.6% -84 15.6% 2.14 40.2% 1.8% 35.6% -0% (MISS) 91.7% (MISS)
Question 2H20  If you teach a U.S. History class,			Question 2H2OC  F1T2H2OC EMPHASIS ON DEVELOPM  Development of democracy.  RESPONSE  NONE A LITTLE MODERATE HEAVY. RESERVED CODES: MULTIPLE RESPONSE. MISSING.	CODES 1 2 3 . 4 6 8	FREQ  119 218 577 491 3	PER- WGTD CENT PCT 
Question 2H20  If you teach a U.S. History class, give to the following topics?	Tape	asis do you Pos. 158-158 t: I1	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPME  Development of democracy.  RESPONSE  NONE	CODES 1 2 3 . 4 6 8	FREQ 	PER- WCTD CENT PCT -44 8.6 6.6 .84 15.6% 2.14 40.2% 1.8% 35.6% .0% (MISS) 91.7% (MISS)
Question 2H20  If you teach a U.S. History class, give to the following topics?	Tape Forma	Pos. 158-158	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPME  Development of democracy.  RESPONSE  NONE	CODES 1 2 3 . 4 6 8	FREQ 	PER- WCTD CENT PCT -44 8.6% -84 15.6% 2.14 40.2% 1.8% 35.6% -0% (MISS) 91.7% (MISS)
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20	Tape Forma	Pos. 158-158 t: I1	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPME  Development of democracy.  RESPONSE  NONE	CODES 1 2 3 . 4 6 8	FREQ 	PER- WCTD CENT PCT -44 8.6% -84 15.6% 2.14 40.2% 1.8% 35.6% -0% (MISS) 91.7% (MISS)
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. HI I do not teach U.S. History.	Tape Forma STORY CODES - FREQ	Pos. 158-158	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF DEVELOPMENT OF DEVELO	CODES 1 2 3 . 4 6 8	FREQ	PER- WGTD CENT PCT
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. HI I do not teach U.S. History.  RESPONSE C	Tape Forma STORY	Pos. 158-158 t: I1  PER- WGTD CENT PCT	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF A CONTROL	CODES 1 2 3 4 6 8 9 9	FREQ	PER- WCTD CENT PCT 44 8.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6% 45 6.6%
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. HI I do not teach U.S. History.  RESPONSE C  APPLIES	Tape Forma STORY CODES - FREQ 1 2450 2 2068	Pos. 158-158 t: I1 PER- WGTD CENT PCT 8.8% 52.7% 7.4% 47.3%	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPM  Development of democracy.  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP  TOTALS:	CODES 1 2 3 4 6 8 9 9	FREQ 	PER- WCTD CENT PCT -44 8 8.6% -84 15.6% 2.1% 40.2% 1.35.6% 0% (MISS) 3.3% (MISS) 91.7% (MISS) 100.0% 100.0%
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. HI I do not teach U.S. History.  RESPONSE C  APPLIES	Tape Forma STORY CODES FREQ 1 2450 2 2068 8 257 9 23219	Pos. 158-158 t: I1  PER- WCTD CENT PCT 8.8% 52.7% 7.4% 47.3% .9% (MISS)	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF A CONTROL	CODES 1 2 3 4 6 8 9 9	FREQ 	PER- WGTD CENT PCT
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. HI I do not teach U.S. History.  RESPONSE C  APPLIES	Tape Forma STORY CODES FREQ 1 2450 2 2068 8 257	Pos. 158-158 t: I1 PER- WGTD CENT PCT 8.8% 52.7% 7.4% 47.3%	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF A CONTROL	CODES 1 2 3 4 6 8 9 9	FREQ	PER- WCTD CENT PCT  -44 8.6% -84 15.6% 2.1% 40.2% 1.8% 35.6% -0% (MISS) 91.7% (MISS) 100.0% 100.0%
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. H1  I do not teach U.S. History.  RESPONSE C APPLIES	Tape Forma STORY CODES FREQ 1 2450 2 2068 8 257 9 23219	Pos. 158-158 t: I1  PER- WCTD CENT PCT 8.8% 52.7% 7.4% 47.3% .9% (MISS) 82.9% (MISS)	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF DEVELOPMENT OF DEVELO	CODES 1 2 3 4 6 8 9 9	FREQ 218 577 491 3 917 25669 27994	PER- WCTD CENT PCT  -44 8 8.6% -36 15.6% 2.1% 40.2% 1.8% 35.6% -0% (MISS) 3.3% (MISS) 91.7% (MISS) 100.0% 100.0%  Pos. 162-162 t: 11  PER- WGTD CENT PCT
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. H1  I do not teach U.S. History.  RESPONSE C APPLIES	Tape Forma STORY CODES FREQ 1 2450 2 2068 8 257 9 23219	Pos. 158-158 t: I1  PER- WCTD CENT PCT 8.8% 52.7% 7.4% 47.3% .9% (MISS) 82.9% (MISS)	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF DEVELOPMENT OF DEVELO	CODES	FREQ 218 577 491 3 917 25669 27994 Tape Ferma	PER- WCTD CENT PCT  .4% 8.6% .8% 15.6% 2.1% 40.2% 1.8% 35.6% .0% (MISS) 3.3% (MISS) 91.7% (MISS) 100.0% 100.0%  Pos. 162-162 t: I1  PER- WCTD CENT PCT .4% 8.1% .7% 14.0%
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. H1  I do not teach U.S. History.  RESPONSE C APPLIES	Tape Forma STORY CODES FREQ 1 2450 2 2068 8 257 9 23219	Pos. 158-158 t: I1  PER- WCTD CENT PCT 8.8% 52.7% 7.4% 47.3% .9% (MISS) 82.9% (MISS)	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF THE PROPERTY OF TH	CODES  1 2 3 . 4 6 8 9	FREQ	PER- WGTD CENT PCT
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. H1  I do not teach U.S. History.  RESPONSE C APPLIES	Tape Forma STORY CODES FREQ 1 2450 2 2068 8 257 9 23219	Pos. 158-158 t: I1  PER- WCTD CENT PCT 8.8% 52.7% 7.4% 47.3% .9% (MISS) 82.9% (MISS)	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF DEVELOPMENT OF DEVELO	CODES	FREQ 118 577 491 3917 25669 27994 Tape   FREQ 114 200 515 515 515 515 515 515 515 515 515 5	PER- WGTD CENT PCT4% 8.6%
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. H1  I do not teach U.S. History.  RESPONSE C APPLIES	Tape Forma STORY CODES FREQ 1 2450 2 2068 8 257 9 23219	Pos. 158-158 t: I1  PER- WCTD CENT PCT 8.8% 52.7% 7.4% 47.3% .9% (MISS) 82.9% (MISS)	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF DEVELOPMENT OF DEVELO	CODES 1 2 3 4 6 8 9 9	FREQ	PER- WGTD CENT PCT  .4% 8.6% .8% 15.6% 2.1% 40.2% 1.8% 35.6% .0% (MISS) 91.7% (MISS) 91.7% (MISS) 1100.0% 100.0%  Per- WGTD CENT PCT  .4% 8.1% .7% 14.0% 1.8% 37.7% 2.1% 40.2%
Question 2H20  If you teach a U.S. History class, give to the following topics?  Question 2H20  F1T2H2O R DOES NOT TEACH U.S. H1  I do not teach U.S. History.  RESPONSE C APPLIES	Tape Forma STORY CODES FREQ 1 2450 2 2068 8 257 9 23219	Pos. 158-158 t: I1  PER- WCTD CENT PCT 8.8% 52.7% 7.4% 47.3% .9% (MISS) 82.9% (MISS)	Question 2H2OC  FIT2H2OC EMPHASIS ON DEVELOPMED PROPERTY OF DEVELOPMENT OF DEVELO	CODES 1 2 3 4 6 8 9 9 1 2 3 4 6 8 8 9 1 2 3 4 6 8 8 9 1 2 3 4 6 8 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1	FREQ	PER- WGTD CENT PCT  .4% 8.6% 2.1% 40.2% 1.6% 35.6% .0% (MISS) 91.7% (MISS) 91.7% (MISS) 1100.0% 100.0%  Per- WGTD CENT PCT  .4% 8.1% .7% 14.0% 1.8% 37.7% 2.1% 40.2% .0% (MISS) 3.3% (MISS)

Guestion 2H2OE  F1T2H2OE EMPHASIS ON CIVIL WAR  Civil War/Reconstruction.  RESPONSE  NONE. A LITTLE MODERATE HEAVY. RESERVED CODES: MISSING. LEGITIMATE SKIP.  TOTALS:	CODES 1 2 3 4 4 8 9	FREQ CENT P 164 .6% 1 138 .5% 521 1.9% 3	WGTD PCT	Question 2H20I  F1T2H20I EMPHASIS ON DEPRESSION  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES: MISSING LEGITIMATE SKIP  TOTALS:	CODES 1 2 3 4 4 8 9	FREQ 143 123 471 652 936 25669 27994	PER- WGTD CENT PCT  .5% 9.2% .4% 9.2% 1.7% 34.5% 2.3% 47.2% 3.3% (MISS) 91.7% (MISS)
Question 2H20F  F1T2H20F EMPHASIS ON MANIFEST  Manifest Destiny.		Tape Pos. 164-1 Format: 11	1 <b>64</b> WGTD	Question 2H2OJ  F1T2H2OJ EMPHASIS ON NEW DEAL  New Deal .  RESPONSE	CODES	Tape ! Forms	Pos. 168-168 t: I1 PER- WGTD CENT PCT
RESPONSE  NONE A LITTLE MODERATE HEAVY. RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP  TOTALS:	CODES	111 .4% 386 1.4% 2	MISS) MISS) MISS)	NONE A LITTLE MODERATE HEAVY. RESERVED CODES; MISSING. LEGITIMATE SKIP  TOTALS:	1 2 3	148 147 495 588 947 25669 27994	. 5% 9.6% . 5% 10.7% 1.8% 38.5% 2.1% 41.2% 3.4% (MISS) 91.7% (MISS)
Question 2H2OG F1T2H2OG EMPHASIS ON INDUSTRIA	LISM	Tape Pos. 165-1 Format: I1	165	Question 2H2OK  F1T2H2OK EMPHASIS ON WORLD WAR	3 11	Tape ! Forma	Pos. 169-169 t: Ii
Industrialism.  RESPONSE  NONE	CODES	PER- W		RESPONSE	CODES	FREQ	PER- WGTD
A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP TOTALS:	1 2 3 4 6 8 9	FREQ CENT P 74 .3% 248 .9% 1 632 2.3% 4 443 1.6% 3 925 3.3% (M 25669 91.7% (M 25669 91.7% (M	MISS)	NONE. A LITTLE MODERATE HEAVY. RESERVED CODES: MISSING. LEGITIMATE SKIP. TOTALS:	1 2 3 4 8 9	146 72 411 760 936 25669 	25% 8.8% .3% 4.27.9% 1.5% 27.9% 2.7% 58.7% 3.3% (MISS) 91.7% (MISS)
MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.	1234 689	74 .3% 248 .9% 1 632 2.3% 4 443 1.6% 3 925 3.3% (M 25669 91.7% (M	PCT	NONEA LITTLE A LITTLE MODERATE HEAVY RESERVED CODES: MISSING. LEGITIMATE SKIP	1 2 3 4	146 72 411 760 936 25669 27994	CENT PCT  .5% 8.8% .3% 4.79 1.5% 27.9% 2.7% 58.7% 3.3% (MISS) 91.7% (MISS) 100.0% 100.0%

Question 2H2OM  F1T2H2OM EMPHASIS ON VIETNAM  Vietnam.  RESPONSE CODES  NONE. 1 A LITTLE 2 MODERATE 3 HEAVY. 4 RESERVED CODES: MULTIPLE RESPONSE 6 MISSING 8 LEGITIMATE SKIP 9  TOTALS:	Tape Pos. 171-171 Format: I1  PERQ CENT PCT  165	Question 2H21A  FiT2H21A EMPHASIS ON ORIGIN OF MAN  Origin of man.  RESPONSE CODES  NONE. 1 A LITTLE 2 MODERATE 3 HEAVY 4 RESERVED CODES: MISSING. 8 LEGITIMATE SKIP. 9  TOTALS:	Tape Pos. 174-174 Format: I1  PER CENT PCT  687 2.5% 23.2% 1216 4.3% 46.4% 619 2.2% 25.9% 107 .4% 4.5% 85.14 87.6% (MISS) 2451 87.6% (MISS) 27994 100.0% 100.0%
Question 2H2ON   Fit2H2ON   EMPHASIS ON DETENTE   Detente (Global Democracy)     RESPONSE   CODES	Tape Pos. 172-172 Format: I1  PER Q CENT PCT  149 .5% 12.1% 384 1.4% 26.6% 518 1.9% 34.6% 295 1.1% 26.6% 1.9% 34.6% 295 1.1% (MISS) 25669 91.7% (MISS) 27994 100.0% 100.0%	Question 2H21B	Tape Pos. 175-175 Format: I1  PER WGTD FREQ CENT PCT  593 2.1% 20.5% 1228 4.4% 46.8% 728 2.6% 29.4% 72 3% 3.4% 859 3.1% (MISS) 24514 87.6% (MISS) 27994 100.0% 100.0%
Question 2H21  If you teach a Western Civilization or W class, how much emphasis do you give to following topics?  Question 2H21  F1T2H21 R DOES NOT TEACH WESTERN CIVIL	Tape Pos. 173-173 Format: I1	Question 2H21C  F1T2H21C EMPHASIS ON ANCIENT GREECE/RO Ancient civilizations of Greece and Rom  RESPONSE CODES  NONE. 1 A LITTLE 2 MODERATE 3 HEAVY 4 RESERVED CODES: MULTIPLE RESPONSE 6 MISSING 8 LEGITIMATE SKIP 9 TOTALS:	PER- WGTD PCT
RESPONSE CODES  APPLIES. 1 DOES NOT APPLY 2 RESERVED CODES: MISSING. 8 LEGITIMATE SKIP. 9 TOTALS:	FREQ CENT PCT  1295 4.6% 29.8% 3223 11.5% 70.2% 29.8% (MISS) 23219 82.9% (MISS) 27994 100.0% 100.0%	HEAVY. RESERVED CODES: MULTIPLE RESPONSE	191 .7% 8.5%

			•				
Question 2H21E		Pos. 178-178	Question 2M19A			Pos. 181: t: I1	-181
F1T2H21E EMPHASIS ON EARLY MODERN E		at: I1	F1T2M19A EMPHASIS ON LOGICAL S	TRUCTURE			
Early modern European history.			Understanding the logical struc	ture of m	athemati	C S	
RESPONSE COD	S FREQ	PER- WGTD CENT PCT	RESPONSE	. CODES	FREQ	PER- CENT	WGTD PCT
NONE	1 68	.2% 3.3%	NONE	1 2	33 603	. 1%	.6% 8.0%
MODERATE	2 175 3 1191 4 1195	4.3% 44.9%	MODERATEHEAVYRESERVED CODES:	3 4	2618 3941	9.4%	37.3%
HEAVY RESERVED CODES: MULTIPLE RESPONSE	6 1	.O% (MISS)	MULTIPLE RESPONSE	6 8	2 374	.0%	(MISS)
MISSINGLEGITIMATE SKIP	8 850 9 24514	3.0% (MISS) 87.6% (MISS)	LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:	27994	100.0% 100.0%	TOTALS:		27994	100.0%	100.0%
			•				
•			:				
Question 2H21F	Tape	Pos. 179-179 at: 11	Question 2M19B		Tape Forma	Pos. 182 [.] t: I1	-182
FIT2H21F EMPHASIS ON NON-WESTERN CI			FIT2M19B EMPHASIS ON NATURE OF	PROOF			
Non-western civilization.			Understanding the nature of pro	of			wa===
RESPONSE COD			RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONEA LITTLE	1 137 2 820	.5% 4.8% 2.9% 30.4%	NONEA LITTLE	1 2	1216 2024	7.24	17.2% 28.5%
HEAVY	3 1163 4 471	4.2% 45.7%	MODERATEHEAVYRESERVED CODES:	3 4	2304 1659	8.2 <del>%</del> 5.9 <del>%</del>	32.1% 22.2%
RESERVED CODES: MISSING	8 889	3.2% (MISS)	MULTIPLE RESPONSE	6 8	366	1.3%	(MISS) (MISS)
LEGITIMATE SKIP	9 24514  27994	87.6% (MISS)	LEGITIMATE SKIP TOTALS:	9	20423	73.0%	
Question 2H21G		Pos. 180-180 at: I1	Question 2M19C		Tape Forma	Pos. 183 [.] t: I1	-183
F1T2H21G EMPHASIS ON COMPARATIVE CU	TURES		F1T2M19C EMPHASIS ON MEMORIZIN	G FACTS			
Political, economic, religious, and of comparative cultures.	ocial aspe		Memorizing facts, rules and ste	ps		PER-	WGTD
RESPONSE COD		PER- WGTD CENT PCT	RESPONSE	CODES	FREQ	CENT	PCT
NONE	1 64 2 304	.2% 2.3% 1.1% 10.0%	NONE. A LITTLE. MODERATE.	2 3	113 1614 3544		1.4% 21.1% 49.8%
MODERATE HEAVY RESERVED CODES:	3 966 4 1313	3.5% 35.5% 4.7% 52.2%	RESERVED CODES:	4	1930	6.9%	27.7%
MISSINGLEGITIMATE SKIP	8 833 9 24514		MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	6 8 9	368 20423		(MISS) (MISS) (MISS)
TOTALS:	27994	100.0% 100.0%				100.0%	
PART II - CLASS INFORMATION: MATH			Question 2M19D			Pos. 184	-184
				IN MATH		Pos. 184 [,] ti I1	-184
PART II - CLASS INFORMATION: MATH			Question 2M19D				-184
 Question 2M19			Question 2M19D F172M19D EMPHASIS ON INTEREST	ics	Forma	t: I1	WGTD
Question 2M19  How much emphasis do you give to eac	of the fo	llowing	Question 2M19D F1T2M19D EMPHASIS ON INTEREST Becoming interested in mathemat RESPONSE NONE		FREQ	PER- CENT	WGTD PCT 
Question 2M19	of the fo	llowing	Question 2M19D  F1T2M19D EMPHASIS ON INTEREST  Becoming interested in mathemat  RESPONSE  NONE  A LITTLE  MODERATE	CODES	FREQ 76 1175 3557	PER- CENT 	WGTD PCT .9% 16.6% 49.3%
Question 2M19  How much emphasis do you give to eac	of the fo	llowing	Question 2M19D  F1T2M19D EMPHASIS ON INTEREST  Becoming interested in mathemat  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE	CODES 1 2 3 4 6	FREQ 76 1175 3557 2397	PER- CENT 	WGTD PCT 
Question 2M19  How much emphasis do you give to eac	of the fo	llowing	Question 2M19D  F1T2M19D EMPHASIS ON INTEREST  Becoming interested in mathemat  RESPONSE  NONE	CODES	FREQ 76 1175 3557 2397	PER- CENT .3% 4.2% 12.7% 8.6%	WGTD PCT 

Question 2M19E  FIT2M19E EMPHASIS ON KNOWING F  Knowing mathematical facts, print  RESPONSE	CODES 1 2 3 4 6.8	Format	PER- CENT 	WGTD PCT 1.2% 10.7% 40.7% 47.3% MISS) MISS) MISS)	Question 2M19I  F1T2M191 EMPHASIS ON MATH IN S Developing an awareness of the the basic and applied sciences  RESPONSE  NONE		FREQ 260 2100 3299 1564 2346 20423	PER- CENT 	WGTD PCT 3.6% 28.6% 45.8% 42.0% MISS) MISS) MISS)
					•				
Question 2M19F  FIT2M19F EMPHASIS ON IMPORTANCE  Developing an awareness of the		Format		186	Question 2M19J FIT2M19J EMPHASIS ON MATH CONC		Tape P Format	os. 190- :: I1	-190
RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES: MISSING LEGITIMATE SKIP  TOTALS:	CODES	FREQ 1080 3160 2948 334 20423 27994	.2% 3.9%	MISS)	RESPONSE	4 6 8	FREQ 15 367 2168 4639 2 380 20423 27994	. 1% 1 . 3% 7 . 7% 16 . 6%	
Question 2M19G F1T2M19G EMPHASIS ON PROBLEM S		Forms			Question 2M19K F1T2M19K EMPHASIS ON MATH IN		Format		
Thinking about what a problem made solved	neans and w	ays it			Learning about the application and industry	of mathema	ities in		
RESPONSE	CODES	FREQ		WGTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE. A LITTLE. MODERATE. HEAVY. RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.	1 2 3 4 6 8 9	395 2366 4467 2 336 20423  27994	.0%	(MISS) (MISS) (MISS)	NONE A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP TOTALS:	3 4 6 8	331 2765 2872 1260 4 339 20423  27994	1.2% 9.9% 10.3% 4.5% .0% 1.2% 73.0%	
Question 2M19H  F1T2M19H EMPHASIS ON SPEEDY Corporations with s		Forma	Pos. 188		Question 2M19L  F1T2M19L EMPHASIS ON Q'S ABOUT  Having students talk about or		Forma	t math	
RESPONSE	CODES	FREQ		WGTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE		246	. 94	2.9%	MONE	1	111	. 4%	1.3%
A LITTLE MODERATE HEAVY RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	1 2 3 4 6 8 9	1782 3431 1765 3 344 20423	6.4% 12.3% 6.3%	23.3% 48.3% 25.5% (MISS) (MISS)	NONE. A LITTLE. MODERATE. HEAVY. RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.	2 3 4 6 8	1471 2861 2777 3 348 20423	5.3% 10.2% 9.9% .0%	20.4% 40.1%

TO THE PROPERTY OF THE PROPERT

	, · · <del>· ·</del>			Question 2M2DC		Taba	Pos. 19	6-19E
Question 2M20				E4724200 44 0FFR4 1 TE404 499		Forms	t: 11	
	<b>▼</b> .			F1T2M2OC ALGEBRA I: TEACH MULT Multiplication/Division of inte		NTEGERS		
If you teach an Algebra I class the following topics this semes	do you ter/term?	teach or	review				PER-	WGTD
				RESPONSE	CODES	FREQ	CENT	PCT
		•		YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	1 2 3 4 5	638 761 262 10 5	2.3% 2.7% .9% .0%	45.1% 16.0% .4%
Question 2M20			Pos. 193-193 t: I1	MULTIPLE RESPONSE	6 8 9	3 632 25683	2.3%	(MISS) (MISS) (MISS)
F1T2M2O R DOES NOT TEACH ALGE	BRA I		*	TOTALS:		27994		100.0%
I, do not teach Algebra I.								
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT					
APPLIES DOES NOT APPLY RESERVED CODES:	1 2	5260 2112	18.8% 69.6% 7.5% 30.4%					
MISSINGLEGITIMATE SKIP	8 9	199 20423	.7% (MISS) 73.0% (MISS)	Question 2M2OD		Твре	Pos. 19	7-197
TOTALS:		27994	100.0% 100.0%	F1T2M20D ALGEBRA 1: TEACH STRU	JCTURAL PR	Forma OPERTIES		
				Structural properties of the se (e.g., commutative, associative	t of inte	oers.		
				RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
				YES, I TEACH AS NEW CONTENT	1	766	2.7%	47,1%
Question 2M2OA			Pos. 194-194 t: I1	YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO. IT WILL BE TAUGHT LATER	2 3	649 244 21	2.3% .9% .1%	14.9%
F1T2M2OA ALGEBRA 1: TEACH POS	NEG INTEG	ERS		NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	5	îó	.0%	1.1% .6%
Positive and negative integers			•	MULTIPLE RESPONSE	6 8	618	2.2%	(MISS)
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT	LEGITIMATE SKIP	9	25683		(MISS)
YES, I TEACH AS NEW CONTENT	1	678	2.44 40.14		•	27994	100.0%	100.0%
YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER	2 3 4	757 263 9	2,7% 44.0% .9% 15.3% .0% .3%					
RESERVED CODES:	5	4	.0% .3%					
MULTIPLE RESPONSE	6 8	597	.O% (MISS) 2.1% (MISS)	**				
TOTALS:	9	25683 27994	91.7% (MISS)	Question 2M2OE		Tape Forma	Pos. 198 t: I1	3-198
, , , , , , , , , , , , , , , , , , , ,		2/354	100.0% 100.0%	F1T2M20E ALGEBRA I: TEACH ORDE	R RELATIO	NS		
£		•		Order relations in the set of i	ntegers			
				RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
				YES, I TEACH AS NEW CONTENT	1	800	2.9%	49.8%
Question 2M2OB		Tape Forms	Pos. 195-195 t: I1	YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM	2 3 4	624 227 17	2.2% .8% .1%	35.2% 13.3% .9%
F1T2M2OB ALGEBRA 1: TEACH ADD	SUB OF IN	TEGERS	,	RESERVED CODES:	5	11	.0%	. 7%
Addition/Subtraction of integer	•			MISSINGLEGITIMATE SKIP	8 9	632 25683		(MISS)
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT	TOTALS:		27994	100.0%	100.0%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY	1 2	654	2.3% 38.8%	•				
NO, IT WAS TAUGHT PREVIOUSLY	3 4	752 271 10	2.7% 44.1% 1.0% 16.3% .0% ,4%					
TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	5	5	.0% .4%	•				
MULTIPLE RESPONSE	6 8 9	616 616	.0% (MISS) 2.2% (MISS)	Question 2M2OF		Tape	Pos. 199	1-199
LEGITIMATE SKIP	9	25683  27994	91.7% (MISS)	ETTANGE MORDA I. TEACH EVAL		Forms		
		_, 554		F1T2M2OF ALGEBRA I: TEACH EVAL  Evaluating formulae for given v			able-	
						the vari	PER-	WGTD
	•			RESPONSE	CODES	FREQ	CENT	PCT
				YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY	1 2 3	1128 402 140	4.0%	66.6% 23.7%
				NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	3 4 5	22	. 5% . 1% . 0%	8.0% 1.3% .4%
				RESERVED CODES: MULTIPLE RESPONSE	6	3	.0%	(MISS)
				MISSING LEGITIMATE SKIP	8 9	610 25683	2,2%	(MISS)
				TOTALS:		27994	100.0%	100.0%

3 .0% (MISS) 610 2.2% (MISS) 25683 91.7% (MISS) 27994 100.0% 100.0%

Quastion 2M2OG	Tape Pos. 200-200 Format: I1	Question 2M21	Tape Pos. 204-205 Format: 12
F1T2M2OG ALGEBRA I: TEACH DERIVING FORM	ULAE	F1T2M21 ALGEBRA I: PRIMARY TEXTBOOK	tutas the asimosu
Deriving formulae or equations		Which of the following textbooks consti source that you use in this Algebra I of	
RESPONSE CODES	PER- WGTD FREQ CENT PCT	RESPONSE CODES ALGEBRA I, D.C. HEATH AND CO.,	PER- WGTD FREQ CENT PCT
YES, I EVIEW IT ONLY 2 NO, IT WAS TAUGHT PREVIOUSLY 3 NO, IT WILL BE TAUGHT LATER 4	239 .9% 12.4% 44 .2% 3.0% 142 .5% 8.8%	ALGEBRA I, MERRILL, 1980 HBJ ALGEBRA I, HOLT, RINEHART	
TOPIC NOT IN SCHOOL CURRICULUM 5 RESERVED CODES: MULTIPLE RESPONSE	4 .0% (MISS)	AND WINSTON AND HARCOURT BRACE JOVANOVICH, 1987	
MISSING	638 2.3% (MISS) 25683 91.7% (MISS)	FI EMENTARY ALCERRA HOLICHTON	5 401 1.4% 32.2% 5 36 .1% 3.4%
, TOTALS:	27994 100.0% 100.0%		496 1.8% 37.1%
		MULTIPLE RESPONSE	3 1036 3.7% (MISS)
		TOTALS:	27994 100.0% 100.0%
Question 2M2OH	Tape Pos. 201-201 Format: I1		
F1T2M2OH ALGEBRA I: TEACH LITERAL EQUAT	IONS		
Solving literal equations		Question 2M22	
RESPONSE CODES	PER- WGTD		
YES, I TEACH AS NEW CONTENT 1 YES, I REVIEW IT ONLY 2 NO, IT WAS TAUGHT PREVIOUSY 3 NO, IT WILL BE TAUGHT LATER 4 TOPIC NOT IN SCHOOL CURRICULUM 5	1287 4.6% 77.5% 235 .8% 13.7% 57 .2% 4.0% 44 .2% 2.5% 39 .1% 2.2%	If you teach an Algebra II class, do yo the following topics this semester/term	ou teach or review m?
RESERVED CODES:   MULTIPLE RESPONSE.   6   MISSING.   8   LEGITIMATE SKIP.   9	2 .0% (MISS) 647 2.3% (MISS) 25683 91.7% (MISS)		
TOTALS:	27994 100.0% 100.0%	·	
		Question 2M22	Tape Pos. 206-206 Format: I1
•		F1T2M22 R DOES NOT TEACH ALGEBRA II	
		I do not teach Algebra II.	
Question 2M20I	Tape Pos. 202-202 Format: I1	RESPONSE CODES	PER- WGTD FREQ CENT PCT
F1T2M201 ALGEBRA I: TEACH LINEAR EQUAT	IONS		1 5134 18.3% 70.5% 2 2238 8.0% 29.5%
Solving linear equations			8 199 .7% (MISS) 9 20423 73.0% (MISS)
RESPONSE CODES	PER- WGTD FREQ CENT PCT	TOTALS:	27994 100.0% 100.0%
YES, I TEACH AS NEW CONTENT 1 YES, I REVIEW IT ONLY 2 NO, IT WAS TAUGHT PREVIOUSLY 3	1356 4.8% 80.1% 258 .9% 15.0% 55 .2% 3.2%		
NO, IT WILL BE TAUGHT LATER 4 TOPIC NOT IN SCHOOL CURRICULUM 5	23 .1% 1.3% 7 .0% .5%		
RESERVED CODES:         6           MULTIPLE RESPONSE	3 .0% (MISS) 609 2.2% (MISS) 25683 91.7% (MISS)	Question 2M22A	Tape Pos. 207-207
TOTALS:	27994 100.0% 100.0%	F1T2M22A ALGEBRA II: TEACH LOGIC & SE	Format: I1 .
		Logic, sets and operations on sets	
		RESPONSE CODES	PER- WGTD FREQ CENT PCT
		YES, I TEACH AS NEW CONTENT	1 364 1,3% 24.3%
Question 2M2OJ	Tape Pos. 203-203 Format: I1	YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY	2 565 2.0% 35.7% 3 326 1.2% 18.4% 4 131 .5% 7.0%
F1T2M2OJ ALGEBRA I: TEACH WORD PROBLEM		TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	5 216 .8% 14.7%
Word problems		MULTIPLE RESPONSE	6 9 .0% (MISS) 8 826 3.0% (MISS)
RESPONSE CODES	PER- WGTD FREQ CENT PCT	LEGITIMATE SKIP	9 25557 91.3% (MISS) 27994 100.0% 100.0%
VES. I TEACH AS NEW CONTENT 1	1424 5.1% 83.9%		4
NO, IT WAS TAUGHT PREVIOUSLY	18 .1% 1.1%		
RESERVED CODES:	7 .0% (MISS) 604 2.2% (MISS) 25683 91.7% (MISS)		
TOTALS:	27994 100.0% 100.0%	i ·	

Question 2M22B	عود ن	Tape I	Pos. 208	3-208	Question 2M22F		Tape Forma	Pos. 212	-212
E-T-NOOP ALGEBRA II TOOL OO		Forms			F1T2M22F ALGEBRA II: TEACH COU	NTING/PERM			
F1T2M22B ALGEBRA II: TEACH POLTOpics concerning functions and			ions		Counting, permutations and comb	inations			
-			PER-	WGTD	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
RESPONSE	CODES	FREQ 	CENT	PCT	YES, I TEACH AS NEW CONTENT	1	577	2,1%	35.1%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY.	2 3	171 52	4.9% .6% .2%	10.9% 3.0%	YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER	2 3 4	38 26 719	.1% .1% 2.6%	2.4% 1.6%
NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	, 4 5	42 9	. 2%	3.1%	TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	5	261		44.1% 16.8%
RESERVED CODES: MULTIPLE RESPONSE	6	792	.0%	(MISS)	MULTIPLE RESPONSE	6 8	811	2.9%	(MISS)
MISSING LEGITIMATE SKIP	9	25557		(MISS)	LEGITIMATE SKIP	9	25557  27994	91.3%	
TOTALS:		27994	100.0%	100.0%	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		17334	100.07.	100.0%
					,				
					· ·				
Question 2M22C		Taps   Forma	Pos. 209	9-209	Question 2M22G		Tape Forms	Pos. 213 t: I1	-213
F1T2M22C ALGEBRA II: TEACH LOG	ARITHMIC F				F1T2M22G ALGEBRA II: TEACH PRO	BABILITY/S	TATS		
Logarithmic functions					Probability/Statistics				
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT	1 2	1181	4.2%	71.1%	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY	1 2	462 33 37	1.7%	28.7% 2.8%
YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER	3	9 358	. 15 . 05 1 . 35	. 4%	NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	3 4 5	37 737 331	. 1%	2.8% 46.0% 19.7%
TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	5	65	. 2%	3.7%	RESERVED CODES:	6	6		(MISS)
MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	6 8 9	803 25557	2.9%	(MISS) (MISS) (MISS)	MISSING LEGITIMATE SKIP	8 9	831 25557	3.0% 91.3%	(MISS)
TOTALS:	_	27994		100.0%	TOTALS:		27994	100.0%	100.0%
Question 2M22D					Ou4: 0420H				
QUESTION ZMZZD		Tape I	Pos. 210	0-210	Question 2M22H			Pos , 214	-214
	0115115141	Forms	t: I1	0-210		M. LINEAR	Forms	t: 11	-214
F1T2M22D ALGEBRA II: TEACH EXP	ONENTIAL F	Forms	t: I1	0-210			Forma ALGEBRA	t: 11	-214
F1T2M22D ALGEBRA II: TEACH EXP		Forms UNCTION:	t: I1 S PER-	WGTD	F1T2M22H ALGEBRA II: TEACH ELE		Forma ALGEBRA	t: 11 inants PER-	₩GTD
F1T2M22D ALGEBRA II: TEACH EXPERIENCE EXPONENTIAL FUNCTIONS	CODES	Forma UNCTION: " FREQ	PER- CENT	WGTD PCT	F1T2M22H ALGEBRA II: TEACH ELEI Elementary linear algebra ma RESPONSE	CODES	Forma ALGEBRA determ FREQ 828	t: I1 inants PER- CENT	WGTD PCT  53,2%
F1T2M22D ALGEBRA II: TEACH EXPERIENCE AND ALGEBRA III: TEACH EXPERI	CODES 1 2 3	FORMA UNCTION: FREQ 1301 37 11	PER- CENT  4.6%	WGTD PCT  80.5% 2.0%	F1T2M22H ALGEBRA II: TEACH ELEI Elementary linear algebra ma RESPONSE YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY	trices and	Forma ALGEBRA determ FREQ 828 43 91	t: I1  inants  PER- CENT 3.0% .2%	WGTD PCT 53.2% 3.0% 5.1%
F1T2M22D ALGEBRA II: TEACH EXPERIENCE ALGEBRA	CODES	FREQ 1301	PER- CENT	WGTD PCT  80.5% 2.0%	F1T2M22H ALGEBRA II: TEACH ELE Elementary linear algebra — ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES;	CODES  1 2 3 4 5	Forma ALGEBRA determ FREQ 828 43	PER- CENT 3.0% .2% .3% 1.7%	WGTD PCT 53.24 3.04 5.14 29.34 9.54
F1T2M22D ALGEBRA II: TEACH EXPONENTIAL FUNCTIONS  RESPONSE YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NOT, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 1 2 3 4	FORMA UNCTION: FREQ 	PER- CENT 	WGTD PCT  80.5% 2.0% .8% 14.5%	F1T2M22H ALGEBRA II: TEACH ELE Elementary linear algebra — ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESSERVED CODES; MISSING.	CODES 2 3 4 5 6 8	Forma ALGEBRA determ FREQ	t: I1  inants  PERT  3.0% .3% 1.7% .6% 2.9%	WGTD PCT  53.2% 5.1% 29.3% 9.5% (MISS)
F1T2M22D ALGEBRA II: TEACH EXPERIENCE  RESPONSE  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NOT, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 1 2 3 4 5 5 6	FREQ	PER- CENT- 	WGTD PCT  BO.5% 2.0% 14.55% 2.3% (MISS) (MISS)	F1T2M22H ALGEBRA II: TEACH ELEI Elementary linear algebra ma  RESPONSE	CODES  1 2 3 4 5	Forma ALGEBRA determ FREQ 828 43 91 489 176	t: 11 inants PER-CENT 3.0% .2% .3% 1.7% .6%	WGTD PCT 53.2% 3.0% 5.1% 29.3% 9.5% (MISS) (MISS)
F1T2M22D ALGEBRA II: TEACH EXPONENTIAL FUNCTIONS  RESPONSE YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NOT, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 	FORMA UNCTION: FREQ 	PER- CENT- 	WGTD PCT 	F1T2M22H ALGEBRA II: TEACH ELEI Elementary linear algebra ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING	CODES 2 3 4 5 6 8	Forma ALGEBRA determ FREQ	t: I1  inants  PERT  3.0% .3% 1.5% 2.9% 91.3%	WGTD PCT 53.2% 3.0% 5.1% 29.3% 9.5% (MISS) (MISS)
F1T2M22D ALGEBRA II: TEACH EXPERIENCE  RESPONSE  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NOT, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 	FREQ	PER- CENT 	WGTD PCT  BO.5% 2.0% 14.55% 2.3% (MISS) (MISS)	F1T2M22H ALGEBRA II: TEACH ELEI Elementary linear algebra ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING	CODES 2 3 4 5 6 8	Forma ALGEBRA determ FREQ	t: I1  inants  PERT  3.0% .3% 1.5% 2.9% 91.3%	WGTD PCT 53.2% 3.0% 5.1% 29.3% 9.5% (MISS) (MISS)
F1T2M22D ALGEBRA II: TEACH EXPERIENCE  RESPONSE  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NOT, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 	FREQ	PER- CENT 	WGTD PCT 	F1T2M22H ALGEBRA II: TEACH ELEI Elementary linear algebra ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING	CODES 2 3 4 5 6 8	Forma ALGEBRA determ FREQ	t: I1  inants  PERT  3.0% .3% 1.5% 2.9% 91.3%	WGTD PCT 53.2% 3.0% 5.1% 29.3% 9.5% (MISS) (MISS)
F1T2M22D ALGEBRA II: TEACH EXPERIENCE  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NOT, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP  TOTALS:	CODES 	FREQ 1301 1301 249 1525557 27994	PER- CENT 4.6% .0% .2% .2% .94.91	WGTD PCT 	F1T2M22H ALGEBRA II: TEACH ELEI Elementary linear algebra ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING	CODES 2 3 4 5 6 8	Forma ALGEBRA determ FREQ 828 243 91 489 176 1 809 25557 27994	PER- CENT 3.0% .2% .3% 1.7% .6% .0% 2.9% 91.3%	WGTD PCT 53.2% 3.0% 5.1% 29.5% (MISS) (MISS) (MISS)
F1T2M22D ALGEBRA II: TEACH EXPERIENCE  RESPONSE  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NOT, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 	FREQ 1301 1301 249 1525557 27994	PER- CENT 	WGTD PCT 	F1T2M22H ALGEBRA II: TEACH ELEI Elementary linear algebra ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MULTIPLE RESPONSE LEGITIMATE SKIP  TOTALS:	CODES 1 2 3 4 5 5 6 8 9 9	Forma ALGEBRA determ FREQ 828 43 91 48 91 76 1 80 25557 27994 Tape   Forma	PER- CENT 3.0% .2% .3% 1.7% .6% 91.3% 100.0%	WGTD PCT 53.2% 3.0% 5.1% 29.5% (MISS) (MISS) (MISS)
F1T2M22D ALGEBRA II: TEACH EXPERIENCE AND ALGEBRA II: TEACH COMMITTEE AND ALGEBRA II: TEACH COMMITTEE ALGEBRA III: TEACH COMMITTEE ALGEBRA II: TEACH COMMIT	CODES	FREQ 1301 223 11 223 249 4 1 8557 2557 27994	PER- CENT 	WGTD PCT 	F1T2M22H ALGEBRA II: TEACH ELEI Elementary linear algebra ma  RESPONSE  YES, I TEACH AS NEW CONTENT NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP TOTALS:  Question 2M22I  F1T2M221 ALGEBRA II: TEACH ALG	CODES  1 2 3 4 5 6 8 9 9	Forma ALGEBRA determ FREQ 828 43 91 489 176 809 25557 27994 Tape   Forma	PER- CENT 3.0% .2% .3% 1.7% .6% 91.3% 100.0%	WGTD PCT 53.2% 3.0% 5.1% 29.5% (MISS) (MISS) (MISS)
F1T2M22D ALGEBRA II: TEACH EXPERIENCE  RESPONSE  YES, I TEACH AS NEW CONTENT  YES, I REVIEW IT ONLY  NOT, IT WAS TAUGHT PREVIOUSLY  NO, IT WILL BE TAUGHT LATER  TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:  MULTIPLE RESPONSE  MULTIPLE RESPONSE  LEGITIMATE SKIP  TOTALS:	CODES	FREQ 1301 223 11 223 249 4 1 8557 2557 27994	PER- CENT -4.69% .0% .0% .2% .0% 2.9% 91.3% -100.0%	WGTD PCT 	F1T2M22H ALGEBRA II: TEACH ELE Elementary linear algebra — ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP  TOTALS:  Guestion 2M22I  F1T2M22I ALGEBRA II: TEACH ALG Algebraic structures — groups,	CODES  1 2 3 4 5 6 8 9 9	Forma ALGEBRA determ FREQ 828 43 91 176 1809 25557 27994  Tape   Forma	PER- 2.9% 1.7% 1.7% 1.7% 1.7% 1.7% 91.3% 1.00.0%	WGTD PCT 
F1T2M22D ALGEBRA II: TEACH EXPERIENCE AND ALGEBRA II: TEACH COMMITTEE AND ALGEBRA II: TEACH COMMITTEE ALGEBRA III: TEACH COMMITTEE ALGEBRA II: TEACH COMMIT	CODES	FREQ 1301 223 11 223 249 4 1 8555 2555 27994	PER- CENT	WGTD PCT 	F1T2M22H ALGEBRA II: TEACH ELE  Elementary linear algebra ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP  TOTALS:  Guestion 2M22I  F1T2M22I ALGEBRA II: TEACH ALG Algebraic structures groups,  RESPONSE  YES I TEACH AS NEW CONTENT	CODES  CODES  1 2 3 4 5 6 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	FORMA ALGEBRA determ FREQ 828 43 91 489 176 1809 25557 27994 Tape   Forma UCTURES field: FREQ	PER- CENT 3.0% .2% .3% 1.7% .6% 91.3% -100.0%	WGTD PCT 53.24 3.04 5.14 29.34 9.5% (MISS) (MISS) 100.0%
F1T2M22D ALGEBRA II: TEACH EXPERIENCE AND ALGEBRA II: TEACH COMMITTED A	CODES	FREQ 137 113 213 249 15557 27994 Tape 1 Forms	PER- CENT -4.6% .1% .2% .2% .2% .2% .100.0% .8** .100.0%21 t: I1	WGTD PCT -80.5% 2.0% .8% 14.5% (MISS) (MISS) -100.0%	F1T2M22H ALGEBRA II: TEACH ELE  Elementary linear algebra ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP  TOTALS:  Question 2M22I  F1T2M22I ALGEBRA II: TEACH ALG Algebraic structures groups,  RESPONSE  YES I TEACH AS NEW CONTENT	CODES  1 2 3 4 5 6 8 9 9	Forma ALGEBRA determ FREQ 828 43 91 176 1809 25557 27994  Tape   Forma	PER- CENT 3.0% .2% .3% 1.7% .6% 91.3% 100.0%	WGTD PCT 53.24 3.04 5.14 29.34 9.5% (MISS) (MISS) 100.0%
F1T2M22D ALGEBRA II: TEACH EXPERIENCE AND ALGEBRA II: TEACH COMMITTER AND ALGEBRA II: TEACH COMMITTER ALGEBRA II: TEACH ALGEBRA II: TEACH COMMITTER ALGEBRA II: TEACH ALGEBRA II: TEACH ALGEBRA II: TEACH COMMITTER ALGEBRA II: TEACH	CODES 1 2 3 4 5 6 8 9 9 PLEX NUMBE	FREQ 1307 1307 1307 1307 1307 1307 1307 1307	PER- CENT -4.69* .09* .09* .29* .09* 2.94* 100.06*	WGTD PCT 	FITZM22H ALGEBRA II: TEACH ELE Elementary linear algebra — ma  RESPONSE  YES, I TEACH AS NEW CONTENT YOS, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP  TOTALS:  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM	CODES  CODES  CODES  EBRAIC STR  ring: and  CODES	Forma ALGEBRA determ FREQ 828 43 91 48 91 76 180 25557 27994  Tape   Forma UCTURES fields FREQ 142 20	PER- CENT 3.0% .29% .3% .6% .0% 2.99% 91.3% 100.0%	WGTD PCT 53.2% 3.0% 5.1% 29.3% (MISS) (MISS) 100.0%
F1T2M22D ALGEBRA II: TEACH EXPERIENCE AND ALGEBRA II: TEACH COMMITTER AND ALGEBRA II: TEACH COMMITTER ALGEBRA II: TEACH ALGEBRA II: TEACH COMMITTER ALGEBRA II: TEACH ALGEBRA II: TEACH ALGEBRA II: TEACH ALGEBRA I	CODES	FREQ 113 223 49 15 25557 27994 Tape 1 Forma RS	PER- CENT - 4.6%	WGTD PCT -80.5% 2.0% .8% 14.5% (MISS) (MISS) -100.0%	FITZM22H ALGEBRA II: TEACH ELE  Elementary linear algebra — ma  RESPONSE  YES, I TEACH AS NEW CONTENT NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESSRVED CODES; MULTIPLE RESPONSE MISSING LEGITIMATE SKIP  TOTALS:  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO RESERVED CODES; MULTIPLE RESPONSE MULTIPLE RESPONSE  TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES; MULTIPLE RESPONSE	CODES  1 2 3 4 5 6 8 9 9 EBRAIC STR rings and CODES  1 2 3 4 6 6 6 6 6 6 6 6 6	Forma ALGEBRA determ FREQ 828 43 91 48 91 176 1809 25557 27994  Tapea UCTURES field: FREQ 142 200 498 892	PER- CENT 3.0% .24% .35% .05% 91.3% 91.3% 100.0%	WGTD PCT 
F1T2M22D ALGEBRA II: TEACH EXPERIENCE AND ALGEBRA II: TEACH COMPORT AND ALGEBRA ALGEBRA II: TEACH COMPORT ALGEBRA ALGEB	CODES 1 2 3 4 5 6 8 9 9 PLEX NUMBE	FREQ 137 111 213 249 15557 27994 Tape 1 Ferma RS	PER- CENT - 4.6%1%2%2%2%	WGTD PCT -80.5% 2.0% .8% 14.5% (MISS) (MISS) (MISS) 	FITZM22H ALGEBRA II: TEACH ELE Elementary linear algebra — ma  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESSERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP  TOTALS:  Question 2M22I  TAGEBRA II: TEACH ALG Algebraic structures — groups, RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESSERVED CODES:	CODES  EBRAIC STR rings and  CODES  1 2 3 4 5 6 8 9 9	Forma ALGEBRA  determ  FREQ 828 43 91 489 176 809 25557 27994  Tape   Ta	PER- CENT 3.0% .24% .35% .05% 91.3% 91.3% 100.0%	WGTD PCT 53.2% 5.1% 29.5% (MISS) (MISS) 100.0%

		•	
Question 2M22J	Tape Pos. 216-216	Question 2M24A	Tape Pos. 220-220 Format: I1
	Format: I1	F1T2M24A GEOMETRY: TEACH ANGLES	rormati ii
F1T2M22J ALGEBRA 11: TEACH WORD PROBLEMS		Angles (acute, right, supplementary, et	c.)
Word problems	PER- WGTD	RESPONSE CODES	PER- WGTD FREQ CENT PCT
RESPONSE CODES	FREQ CENT PCT	YES, I TEACH AS NEW CONTENT 1	1673 6.0% 63.5%
YES, I TEACH AS NEW CONTENT 1 YES, I REVIEW IT ONLY 2 NO. IT WAS TAUGHT PREVIOUSLY 3	1262 4.5% 77.2% 314 1.1% 18.5% 37 .1% 3.5%	YES, I REVIEW IT ONLY 2 NO, IT WAS TAUGHT PREVIOUSLY 3 NO, IT WILL BE TAUGHT LATER 4	
NO, IT WAS TAUGHT PREVIOUSLY 3 NO, IT WILL BE TAUGHT LATER 4 TOPIC NOT IN SCHOOL CURRICULUM 5	1 .0% .3% 10 .0% .5%	TOPIC NOT IN SCHOOL CURRICULUM 5 RESERVED CODES:	2 .0% .1%
RESERVED CODES: MULTIPLE RESPONSE6	9 .0% (MISS)	MULTIPLE RESPONSE 6 MISSING	911 3.3% (MISS)
MISSING 8 LEGITIMATE SKIP 9	804 2.9% (MISS) 25557 91.3% (MISS)	LEGITIMATE SKIP 9 TOTALS:	24387 87.1% (MISS) 27994 100.0% 100.0%
TOTALS:	27994 100.0% 100.0%		2.004
		_	
		•	
		O A Long DNO 4B	T D 224-224
Question 2M23	Tape Pos, 217-218 Format: I2	Question 2M24B	Tape Pos. 221-221 Format: I1
F1T2M23 ALGEBRA II: PRIMARY TEXTBOOK		F1T2M24B GEOMETRY: TEACH TRANSFORMATIC	
Which of the following textbooks constitutions that you use in this Algebra 11 c	stes the primary	Transformations (translations, rotation	reflections) PER- WGTD
	PER- WGTD	RESPONSE CODES	FREQ CENT PCT
RESPONSE CODES	FREQ CENT PCT	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY	120 ,4% 4.3%
ALGEBRA II WITH TRIGONOMETRY, HOLT, 1982	108 .4% 10.6%	NO IT WAS TAUGHT PREVIOUSLY NO IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	689 2.5% 25.6%
ADDISON WESLEY, 1984 3 ALGEBRA II AND TRIGONOMETRY,	103 .4% 9.3%	RESERVED CODES: MULTIPLE RESPONSE	13 .0% (MISS)
HOUGHTON MIFFLIN, 1986 4 ALGEBRA II, SAXON, 1984 5 HBJ ALGEBRA 2 WITH	423 1.5% 40.2% 115 .4% 9.5%	MISSING	
TRIGONOMETRY, HOLT, RINEHART, WINSTON AND HARCOURT BRACE		TOTALS:	27994 100.0% 100.0%
JOVANOVICH, 1988	105 .4% 6.5% 304 1.1% 23.9%		
MULTIPLE RESPONSE	9 .0% (MISS) 1270 4.5% (MISS)	·	
LEGITIMATE SKIP99	25557 91.3% (MISS)		
TOTALS;	27994 100.0% 100.0%	Question 2M24C	Tape Pos. 222-222 Format: I1
		F1T2M24C GEOMETRY: TEACH VECTORS	
•		Vectors	•
· 		RESPONSE CODES	PER- WGTD FREQ CENT PCT
Question 2M24		YES, I TEACH AS NEW CONTENT	258 .9% 9.7%
		NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER	3 33 .1% 1.3% 4 1334 4.8% 48,9%
If you teach a Geometry class, do you te the following topics this semester/term?	ach or review	RESERVED CODES:	5 1003 3.6% 38.7% 5 7 ,0% (MISS)
		MISSING	924 3.3% (MISS) 24387 87.1% (MISS)
		TOTALS:	27994 100.0% 100.0%
Question 2M24	Tape Pos. 219-219		
F1T2M24 R DOES NOT TEACH GEOMETRY	Format: I1		
I do not teach Geometry.		Question 2M24D	Tape Pos. 223-223
· RESPONSE CODES	PER- WGTD FREQ CENT PCT	F1T2M24D GEOMETRY: TEACH PYTHAGOREAN	Format: I1
APPLIES 1	3964 14.2% 54.3%	The Pythagorean Theorem	· · · <del>- • · · • · · ·</del>
RESERVED CODES:	3408 12.2% 45.7%	, -	PER- WGTD FREQ CENT PCT
MISSING	199 ,7% (MISS) 20423 73.0% (MISS)	RESPONSE CODES YES. I TEACH AS NEW CONTENT	
TOTALS:	27994 100.0% 100.0%	YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY	2 333 1.2% 11.5% 3 67 .2% 2.5%
		NO, IT WILL BE TAUGHT LATER	4 42 .2% 1.6% 5 2 .0% .1%
•		MULTIPLE RESPONSE	6 15 .1% (MISS) 8 900 3.2% (MISS)
		LEGITIMATE SKIP	9 24387 87.1% (MISS)
		TOTALS:	27994 100.0% 100.0%

Question 2M24E	. · · · ·	Tene	Pos. 22	4-224	Question 2M24H		Tape	Pos. 22	7-227
	¥ .	Forms	t: 11		F1T2M24H GEOMETRY; TEACH CONG	RUENCE OF		t: 11	
FIT2M24E GEOMETRY: TEACH TRIA					Congruence of geometric figure:			uent	
Triangles and their properties triangles)	(excluding	g congru	en t		triangles)	•	•		
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY	1 2	2046	7.3%		YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY		1997 328	7.1 <del>%</del>	75.1% 10.9%
NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER	, 3	245 23	. 9%	8.9% 1.0%	NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	3 4 5	363 13 5	1.3% .0% .0%	13.2% .5% .3%
TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:		5 12	. 0%	. 3%	RESERVED CODES: MULTIPLE RESPONSE	. 6	1 1,27		(MISS)
MULTIPLE RESPONSE		901 24387	3.2%	(MISS) (MISS) (MISS)	MISSINGLEGITIMATE SKIP	8 9	900 24387	3 : 2%	(MISS)
TOTALS:		27994		100.0%	TOTALS:		27994	100.0%	100.0%
			•						
Question 2M24F		Tape	Pos. 22	5-225	Question 2M24I			Pos. 228	3-228
F1T2M24F GEOMETRY: TEACH POLY	CONS	Forms	t: I1		F1T2M241 GEOMETRY: TEACH SIMI	ARITY OF		•••	
Polygons and their properties	(excludina	propert	ies rel	ated .	Similarity of geometric figures	(includi	ng simil	ar tria	ngles)
to congruent or similar polygo	ns)		PER-		RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
RESPONSE	CODES	FREQ	CENT	WGTD PCT	YES, I TEACH AS NEW CONTENT	1 2	2267	8.1%	85.1%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY	2	2256 223	8.1%	7.2%	YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER	3	199 159 71	.7% .6% .3%	6.4% 5.9% 2.3%
NO. IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	3 4 5	194 22 7	. 7% . 1% . 0%	.8%	TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	5	5	.0%	. 3%
RESERVED CODES: MULTIPLE RESPONSE	6	_11	.0%	(MISS)	MISSINGLEGITIMATE SKIP	6 8 9	8 898 24387	3.2%	(MISS) (MISS) (MISS)
MISSING LEGITIMATE SKIP	8 9	894 24387		(MISS)	TOTALS:		27994	100.0%	
TOTALS:		27994	100.0%	100.0%				•	
·							•		
,	. *								
					Question 2M24J			Pos. 229	-229
Question 2M24G		Tape Forms	Pos. 22 t: 11	6-226	F1T2M24J GEOMETRY: TEACH PARAL	LEL LINES	Forms	t: I1	
F1T2M24G GEOMETRY: TEACH CIRC	LES				Parallel lines				
Circles and their properties				•				DED.	WGTD
					RESPONSE	CODES	EDEO	. PER-	
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE YES, I TEACH AS NEW CONTENT	CODES	FREQ 1841	CENT 6.6%	PCT 70.1%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY	CODES	2459	CENT. 8.8%	PCT  92.4%	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO. IT WAS TAUGHT PREVIOUSLY.	1 2 3	1841 478 359	CENT  6.6% 1.7% 1.3%	70.1% 15.7%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WALS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER	1 2 3 4	2459 65 11 142	8.8% 2% 0%	PCT  92.4% 2.2% .4% 4.0%	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	1 2	1841 478	CENT 6.6% 1.7%	70.1% 15.7%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUCHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE.	1 2 3 4 5	2459 65 11 142 24	8.8% .2% .0% .5%	PCT  92.4% 2.2% .4% 4.0% 1.0%	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING.	1 2 3 4 5 6	1841 478 359 9 12	CENT 6.6% 1.7% 1.3% .0% .0%	70.1% 15.7% 13.4% .3% .5% (MISS)
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	1 2 3 4	2459 65 11 142	ENT 8.8% .2% .0% .5% .1%	PCT  92.4% 2.2% .4% 4.0%	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	1 2 3 4 5	1841 478 359 12 10 898 24387	CENT 6.6% 1.7% 1.3% 0% .0% .0% 3.2% 87.1%	70.1% 15.7% 13.4% .3% .5% (MISS) (MISS)
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING.	3 3 4 5 6	2459 65 11 142 24 5	8.8% .2% .0% .1% .0% 3.2% 87.1%	PCT  92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS)	YES, I TEACH AS NEW CONTENT. YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.	1 2 3 4 5 6	1841 478 359 9 12	CENT 6.6% 1.7% 1.3% .0% .0%	70.1% 15.7% 13.4% .3% .5% (MISS) (MISS)
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT. YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.	1 2 3 4 5 6	1841 478 359 12 10 898 24387	CENT 6.6% 1.7% 1.3% 0% .0% .0% 3.2% 87.1%	70.1% 15.7% 13.4% .3% .5% (MISS) (MISS)
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 27994	ENT	92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS)	YES, I TEACH AS NEW CONTENT. YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.	1 2 3 4 5 6	1841 478 359 12 10 898 24387	CENT 6.6% 1.7% 1.3% 0% .0% .0% 3.2% 87.1%	70.1% 15.7% 13.4% .3% .5% (MISS) (MISS)
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP TOTALS:	1 2 3 4 5 6	1841 478 359 12 10 898 24387 27994	CENT 6.6% 1.7% 0.0% 0.0% 3.2% 87.1%	70.1% 15.7% 13.4% .5% (MISS) (MISS) (MISS)
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT. YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.  TOTALS:	123345 689	1841 478 359 12 10 898 24387 27994	CENT 6.6% 1.7% 1.3% 0% .0% .0% 3.2% 87.1%	70.1% 15.7% 13.4% .5% (MISS) (MISS) (MISS)
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT. YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	123345 689	1841 478 359 12 10 898 24387 27994	CENT 6.6% 1.7% 1.7% 1.3% .0% 3.2% 87.1% 100.0%	70.1% 15.7% 13.4% .5% (MISS) (MISS) (MISS)
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	1 2 3 3 4 5 5 6 8 9 9	1841 478 359 12 10 898 24387 27994	CENT 6.6% 1.7% 1.7% 1.3% .0% 3.2% 87.1% 100.0%	70.1% 15.7% 13.4% .5% (MISS) (MISS) (MISS)
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT. YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.  TOTALS:  Question 2M24K  FIT2M24K GEOMETRY: TEACH SPATI Spatial relations  RESPONSE	AL RELATIO	1841 478 359 12 10 898 24387 27994 Tape Forms	CENT 6.6% 1.7% 1.7% 0.0% 0.0% 3.2% 87.1% 100.0%	70.1% 15.7% 13.4% .5% (MISS) (MISS) 100.0%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT. YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.  TOTALS:  Question 2M24K  FIT2M24K GEOMETRY: TEACH SPATI Spatial relations  RESPONSE	AL RELATIO	1841 478 359 12 10 898 24387 27994 Tape Forms	CENT 6.6% 1.7% 0.0% 0.0% 3.2% 87.1% 100.0% Pes. 23C 1: I1	70.1% 15.7% 13.4% .5% (MISS) (MISS) (MISS) 100.0%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP  TOTALS:  Question 2M24K  FIT2M24K GEOMETRY: TEACH SPATI Spatial relations  RESPONSE  YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT LATER TOPIC NOT IN SCHOOL CURPICILIUM	AL RELATIO	1841 478 359 12 10 898 24387 27994 Tape Forms	CENT 6.6% 1.7% 0.0% 0.0% 3.2% 87.1% 100.0% Pee. 230 1: 11	70.1% 15.7% 13.4% .5% (MISS) (MISS) (MISS) 100.0%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP  TOTALS:  Question 2M24K  FIT2M24K GEOMETRY: TEACH SPATI Spatial relations  RESPONSE YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	1 2 3 4 5 6 8 8 9 9 1 2 3 4 4 5 5 6 6 6 6 9 1 1 2 3 4 5 5 6 6	1841 478 359 12 10 898 24387 27994 Tape Forms	CENT 6.6% 1.7% 0.0% 0.0% 3.2% 87.1% 100.0% Pee. 230 1: 11  PER-CENT 5.7% .9% .3% 1.5%	70.1% 15.7% 13.4% .5% (MISS) (MISS) 100.0%
YES, I TEACH AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP.	3 3 4 5 6	2459 65 11 142 24 5 901 24387 	ENT	PCT 92.4% 2.2% .4% 4.0% 1.0% (MISS) (MISS) (MISS)	YES, I TEACH AS NEW CONTENT. YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	1 2 3 3 4 5 6 8 8 9 9 1 1 2 2 3 3 4 5 5	1841 478 359 9 12 0 898 24387 27994 Tape Forms	CENT 6.6% 1.7% 1.3% 0.0% 3.2% 87.1% 100.0% Per. 230 1: 11  PER- CENT 5.7% 9% 1.1% 1.5% 0.0%	70.1% 15.7% 13.4% .3% .5% (MISS) (MISS) 100.0%

1 .0% (MISS) 957 3.4% (MISS) 24387 87.1% (MISS) 27994 100.0% 100.0%

Question 2M25 Tape Pos. 235-236 Formst: I2 Tape Pos. 231-231 Format: I1 Question 2M24L F1T2M25 GEOMETRY: PRIMARY TEXTBOOK F1T2M24L GEOMETRY: TEACH GEOMETRIC SOLIDS Which of the following textbooks constitutes the primary source that you use in this Geometry class? Geometric solids and their properties PER-WCTD PER-CENT WGTD PCT CODES CENT PČT FREQ RESPONSE RESPONSE FREQ YES, I TEACH AS NEW CONTENT...
YES, I REVIEW IT ONLY...
NO. IT WAS TAUCHT PREVIOUSLY...
NO, IT WILL BE TAUCHT LATER...
TOPIC NOT IN SCHOOL CURRICULUM
RESERVED CODES:
MULTIPLE RESPONSE...
MISSING...
LECITIMATE SKIP..... 79.3% 2.8% .7% 2118 78 26 GEOMETRY, ADDISON-WESLEY, GEOMETRY, ADDISON-WESLEY,
1984.
GEOMETRY, MERRILL, 1980.
GEOMETRY, MCDOUGAL, LITTELL
& CO. 1984.
GEOMETRY, HOUGHTON MIFFLIN,
1985.
HBJ GEOMETRY, HARCOURT
BRACE JOVANOVICH, 1984.
OTHER TEXTBOOK.
RESERVED CODES:
MISSING. 5.0% 10,2% 108 9.1% 153 . 5% 7.4% .0% (MISS) 3.3% (MISS) 87,1% (MISS) 5 818 2.9% 39.1% 922 24387 195 584 8.8% 29.5% 100.0% 100.0% 27994 TOTALS: 14 1533 24387 .1% (MISS) 5.5% (MISS) 87.1% (MISS) TOTALS: 27994 100.0% 100.0% Tape Pos. 232-232 Format: I1 Question 2M24M F1T2M24M GEOMETRY: TEACH GEOMETRIC CONSTRUCTIONS Geometric constructions with ruler and compass Question 2M26 WGTD PCT PER-CENT CODES RESPONSE FRED 2021 176 169 152 167 YES, I TEACH AS NEW CONTENT...
YES, I REVIEW IT ONLY...
NO, IT WAS TAUGHT PREVIOUSLY..
NO, IT WILL BE TAUGHT LATER...
TOPIC NOT IN SCHOOL CURRICULUM
RESERVED CODES:
MULTIPLE RESPONSE... 74.2% 7.1% 6.1% 5.7% 6.9% Please answer the following questions for the most recent period you taught the mathematics class described in Column 1 of Questions 1-25. Do not be concerned if this period is not typical of instruction in this class. If you gave a test during the most recent period, answer for the next most recent period, (ENTER '00' IF NO TIME WAS SPENT ON AN ACTIVITY.) 7.2% .0% (MISS) 3.3% (MISS) 87.1% (MISS) LEGITIMATE SKIP..... 24387 TOTALS: 27994 100.0% 100.0% Question 2M26A Tape Pos. 237-238 Format: I2 F1T2M26 MINUTES ALLOCATED FOR MOST RECENT CLASS Tape Pos. 233-233 Format: I1 Question 2M24N How many minutes were allocated for that mathematics period? F1T2M24N GEOMETRY: TEACH PROOFS PER-WGTD RESPONSE CODES FREQ Proofs (formal deductive demonstrations) 4031 14.4% 100.0% PER-CENT WGTD PCT FREQ 357 23606 1.3% (MISS) 84.3% (MISS) LEGITIMATE SKIP...... YES, I TEACH AS NEW CONTENT...
YES, I REVIEW IT ONLY....
NO, IT WAS TAUGHT PREVIOUSLY...
NO, IT WILL BE TAUGHT LATER...
TOPIC NOT IN SCHOOL CURRICULUM
RESERVED CODES:
MULTIPLE RESPONSE.... 6.9% 1.3% 1.1% .2% 72.2% 12.4% 11.5% 1922 362 321 TOTALS: 27994 100.0% 100.0% .0% (MISS) 3.2% (MISS) 87.1% (MISS) 907 24387 TOTALS: 27994 100.0% 100.0% Of these, how many minutes were spent on the following? Question 2M26B Tape Pos. 239-240 Format: 12 F!T2M26B MINS TEACHER WORKED WITH ENTIRE CLASS Question 2M240 Tape Pos. 234-234 Format: 11 The teacher working with the entire class as a group (e.g., lecture, etc.) F1T2M240 GEOMETRY: TEACH COORDINATE GEOMETRY WGTD PCT PER-CENT RESPONSE CODES FREQ Coordinate geometry O TO 95..... RESERVED CODES: MULTIPLE RESPONSE..... MISSING 1 4028 14.4% 100.0% WGTD PCT PER-.0% (MISS) 1.3% (MISS) 84.3% (MISS) RESPONSE CODES FREQ CENT 359 23606 71.9% 6.0% 1.4% 14.5% 6.2% 1941 6.9% 99 TOTALS: 27994 100.0% 100.0%

.0% 3.2% 87.1%

100.0% 100.0%

904 24387

27994

MISSING.....LEGITIMATE SKIP.....

TOTALS:

(MISS) (MISS) (MISS)

				<del></del>				
Question 2M26C		Tape Forms	Pos. 241-242 t: I2	Question 2M27				
F1T2M26C MINS TEACHER WORKED N	VITH SMALL	GROUPS						
The teacher working with small	groups of	student	•	Indicate the activities that t described in Quesiton 26, (MA	ook place RK ALL THA	during t T APPLY:	the clas	:
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT	_	•			
O TO 95	1	3793	13.5% 100.0%					
MISSINGLEGITIMATE SKIP	, 98 , 99	595 23606	2.1% (MISS) 84.3% (MISS)					
TOTALS:		27994	100.0% 100.0%	Question 2M27A			Pos. 24	9-249
			4	F1T2M27A LECTURE TOOK PLACE I	N MOST RECI		it: I1 SS	
			-	Lecture		<b>V</b>	-	
		•		RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Question 2M26D			Pos. 243-244 t: I2	YES	'	3678	13.1%	90.4%
F1T2M26D MINUTES STUDENTS WORK	ED INDIVI		. 12	NORESERVED CODES:	2	345 365	1,2%	9.6% (MISS)
Students working on individua!	activities	: (e.g.,	seat work)	LEGITIMATE SKIP	ğ	23606	84.3%	(MISS)
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT	TOTALS:		27994	100.0%	100.0%
O TO 95	1	3884	13.9% 100.0%					
MISSINGLEGITIMATE SKIP	98 99	504 23606	1.8% (MISS) 84.3% (MISS)					
TOTALS:	•	27994	100.0% 100.0%	** ** ** ** ** ** ** ** ** ** ** ** **				
				Question 2M27B			Pos. 25 t: I1	0-250
				F1T2M27B DISCUSSION TOOK PLACE	E MOST RECI	ENT CLAS	ss	
	•			Discussion				
Question 2M26E		Tape	Pos. 245-246	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
F1T2M26E MINS STUDENTS WORKED	IN SMALL O	Forms	t: I2	YES	1 2	3522 501		87.3% 12.7%
Students working together in se				RESERVED CODES: MISSING	8 9	365 23606		(MISS)
RESPONSE			PER- WGTD	TOTALS:	3	27994		(MISS)
O TO 95	CODES	FREQ  3763	13.4% 100.0%					
RESERVED CODES:	98	625	2.2% (MISS)					
LEGITIMATE SKIP	99	23606 27994	84.3% (MISS) 100.0% 100.0%					
			700,0%	Question 2M27C		Tapa	Pos. 25	1-251
				FITOMOTO TEST/OULT TOOK DIAGE	MOST BEGE	Forma	t: I1	
			•	F1T2M27C TEST/QUIZ TOOK PLACE Test or quiz	MUSI RECE!	TI CLASS	•	
Question 2M26F		Tapa	Pos. 247-248	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
		Forms	4. 19	YES	1	690		18,2%
F1T2M26F MINS, ON NON-INSTRUCT Routines, administrative tasks,	4 1		structional	RESERVED CODES:	2 8	3333	11.9%	81.8%
activities				MISSING LEGITIMATE SKIP	9	365 23606		(MISS)
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT	TOTALS:		27994	100.0%	100.0%
O TO 60RESERVED CODES:		3979	14.2% 100.0%	·				
MULTIPLE RESPONSE. MISSING. LEGITIMATE SKIP.	96 98 99	408 23606	.0% (MISS)					
TOTALS:	33		84.3% (MISS)					
				Question 2M27D		Tape Forma	Pos. 25: t: 11	2-252
PLEASE VERIFY THAT THE TOTAL NUFFOR 268-26F EQUALS THE NUMBER (	MBER OF MI	NUTES E	NTERED IN 26A.	F1T2M27D CALCULATORS USED IN I	MOST RECENT			
		<del>-</del>		Students using calculators				
				RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
				YES	1 2	1850 2173	6.6%	42.9% 57.1%
				MISSING	8	365	1.3%	(MISS)
				LEGITIMATE SKIP	9		84.3%	

365 1.3% (MISS) 23606 84.3% (MISS) 27994 100.0% 100.0%

uestion 2M27E	بخواص		Pos. 253 t: I1	3-253	Question 2M27I	MOST RECF	Forma		-257
1T2M27E COMPUTER USED I	N MOST RECENT C	LASS			Assigning homework		NI OLAGO		
Students using computers					College Homework			PER-	WGTD
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE YES	CODES	FREQ 3244	CENT	PCT 81.0%
YES	2	131 3892		3.3% 96.7%	RESERVED CODES:	2 8	779 365	2.8% 1.3%	19.0% (MISS)
MISSINGLEGITIMATE SKIP	8	365 23606	84.3%	(MISS)	LEGITIMATE SKIP	9	23606  27994	84.3% 100.0%	(MISS)
TOTALS:		27994	100.0%	100.0%					
			*						
Question 2M27F			Pos. 254	4-254	Question 2M28				
1T2M27F HANDS-ON MAT'L	USED IN MOST RE	CENT CLA	ss						
Students using hands-on o	or manipulative	material			Which one of the following skil techniques/practices would you of the student ability levels !	emphasize listed bel	most fo	r each	
RESPONSE .	CODES	FREQ 996	PER- CENT 	WGTD PCT 26.3%	(MARK ONE TECHNIQUE/PRACTICE FO LEVELS LISTED.)	OR EACH OF	THE ABI	LITY	
YESNORESERVED CODES;	2	3027 365	10.8%	73.7% (MISS)					
LEGITIMATE SKIP TOTALS:	9	23606 27994	84.3%	(MISS)					
					Question 2M28A		Tape Forms	Pos. 258	3-258
					F1T2M28A TECHNIQUE FOR LOW ABI	LITY STUD	ENTS		
					Low ability students				
Question 2M27G		Tape Forms	Pos. 25!	5-265	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
	ORK IN MOST RECE	Forme	at: I1	5-265	RESPONSE BASIC COMPUTATION SKILLS	1	2425	CENT  8.7%	PCT 50.4
		Forms	at: I1	5-265	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES STEPS			8.7% 2.2%	PCT 50.4
TT2M27G TEXTBOOK SEATWO		Forms	at: I1	6-265 WGTD PCT	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES STEPS PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS MAKING MATH CLASS FUN FOR	1 2	2425	2.2% 1.9%	50.41 11.31 10.51
F1T2M27G TEXTBOOK SEATWO Students doing seatwork a RESPONSE	CODES	Forms NT CLASS xtbook FREQ 3087	PER- CENT	WGTD PCT  77.7%	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES. STEPS PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS MAKING MATH CLASS FUN FOR STUDENTS	1 2 3 4 5	2425 614 539 684 756	2.2% 1.9% 2.4% 2.7%	PCT 50.49 11.39 10.59 13.09 14.99
F1T2M27G TEXTBOOK SEATWO Students doing seatwork a  RESPONSE YES	CODES 1	Forms NT CLASS xtbook FREQ 3087 936	PER- CENT  11.0% 3.3%	WGTD PCT  77.7% 22.3%	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS MAKING MATH CLASS FUN FOR STUDENTS RESERVED CODES: MULTIPLE RESPONSE.	1 2 3 4 5	2425 614 539 684 756 1706 847	2.2% 1.9% 2.4% 2.4% 2.7% 6.1% 3.0%	PCT
F1T2M27G TEXTBOOK SEATWO Students doing seatwork a  RESPONSE VES		Forms NT CLASS xtbook FREQ 3087 936 365 23606	PER- CENT  11.0% 3.3%	WGTD PCT  77.7% 22.3% (MISS) (MISS)	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS. PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS MAKING MATH CLASS FUN FOR STUDENTS. RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	1 2 3 4 5	2425 614 539 684 756 1706 847 20423	8.7% 2.2% 1.9% 2.4% 2.7% 6.1% 3.0%	PCT 50.41 11.31 10.55 13.05 14.95 (MISS (MISS
F1T2M27G TEXTBOOK SEATWO Students doing seatwork a  RESPONSE  YES NO		Forms NT CLASS xtbook FREQ 3087 936 365	PER- CENT 11.0% 3.3% 1.3% 84.3%	WGTD PCT  77.7% 22.3%	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS MAKING MATH CLASS FUN FOR STUDENTS RESERVED CODES: MULTIPLE RESPONSE.	1 2 3 4 5	2425 614 539 684 756 1706 847	2.2% 1.9% 2.4% 2.7% 6.1% 3.0% 73.0%	PCT 50.4) 11.39 10.59 13.09 14.99 (MISS) (MISS)
F1T2M27G TEXTBOOK SEATWO Students doing seatwork a  RESPONSE  YES  NO RESERVED CODES: MISSING		Forms NT CLASS xtbook FREQ 3087 936 365 23606	PER- CENT 11.0% 3.3% 1.3% 84.3%	WGTD PCT 77.7% 22.3% (MISS) (MISS)	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS. PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS MAKING MATH CLASS FUN FOR STUDENTS. RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	1 2 3 4 5	2425 614 539 684 756 1706 847 20423	8.7% 2.2% 1.9% 2.4% 2.7% 6.1% 3.0%	PCT 50.41 11.31 10.55 13.05 14.95 (MISS (MISS
FIT2M27G TEXTBOOK SEATWO Students doing seatwork a  RESPONSE  YES		Forms NT CLASS xtbook FREQ 3087 936 365 23606 27994	PER- CENT 11.0% 3.3% 1.3% 84.3% 100.0%	WGTD PCT 77.7% 22.3% (MISS) 100.0%	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS. PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS MAKING MATH CLASS FUN FOR STUDENTS. RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	1 2 3 4 5	2425 614 539 684 756 1706 847 20423 27994	8.7% 2.2% 1.9% 2.4% 2.7% 6.1% 3.0%	PCT 50.41 11.31 10.55 13.05 14.95 (MISS (MISS (MISS
FIT2M27G TEXTBOOK SEATWO Students doing seatwork a  RESPONSE  YES		Forms NT CLASS xtbook FREQ 3087 936 365 23606 27994 Tape Forms	PER- CENT 11.0% 3.3% 1.3% 84.3% 100.0%	WGTD PCT 77.7% 22.3% (MISS) 100.0%	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES. STEPS. PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS MAKING MATH CLASS FUN FOR STUDENTS RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP TOTALS:	1 23 4 5 6 8 9	2425 614 539 684 756 1706 847 20423 27994	CENT 8.7% 2.2% 1.9% 2.4% 2.7% 6.1% 3.0% 73.0% 100.0%	PCT 50, 41 11, 33 10, 55 13, 07 14, 95 (MISS (MISS (MISS 100, 05)
FIT2M27G TEXTBOOK SEATWO Students doing seatwork a  RESPONSE  YES	CODES  1 2 8 9	Forms NT CLASS xtbook FREQ 3087 936 33605 23606 27994 Tape Forms NT CLASS	PER- CENT 11.0% 3.3% 1.3% 84.3% 100.0%	WGTD PCT 77.7% 22.3% (MISS) 100.0%	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS. PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS MAKING MATH CLASS FUN FOR STUDENTS RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP TOTALS:	1 23 4 5 6 8 9	2425 614 539 684 756 1706 847 20423 27994	CENT  8.7%  2.2% 1.9% 2.4% 2.7% 6.1% 3.0% 73.0% 100.0%	PCT 50.44 11.31 10.55 13.06 14.99 (MISS (M
FIT2M27G TEXTBOOK SEATWO Students doing seatwork a  RESPONSE  YES	CODES  1 2 8 9	Forms NT CLASS xtbook FREQ 3087 936 33605 23606 27994 Tape Forms NT CLASS	PER- CENT 11.0% 3.3% 1.3% 84.3% 100.0%	WGTD PCT 77.7% 22.3% (MISS) 100.0%	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS	1 2 3 4 4 5 6 8 9 9	2425 614 539 684 756 1706 847 20423 27994  Tape Forms STUDENTS	CENT 8.7% 2.2% 1.9% 2.4% 2.7% 6.1% 3.0% 73.0% 100.0%	PCT
RESPONSE  Question 2M27H  FIT2M27H WORKSHEETS COMP  RESPONSE  QUESTION 2M27H  RESPONSE  RESPONSE  RESPONSE  RESPONSE  YES.	CODES	FREQ 3087 936 365 23606 27994 Tape Formi	PER- CENT 11.0% 3.3% 84.3% 100.0% Pos. 25 st: 11	WGTD PCT 77.7% 22.3% (MISS) 100.0%	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES. STEPS	1 2 3 4 4 5 6 8 9	2425 614 539 684 756 1706 847 20423 27994  Tape Forms	CENT 8.7% 2.2% 1.9% 2.4% 2.7% 6.1% 3.0% 73.0% 100.0%	PCT
RESPONSE  Question 2M27H  FIT2M27H WORKSHEETS COMP Students completing suppl  RESPONSE  RESPONSE  QUESTIMATE SKIP	CODES	FORMS NT CLASS xtbook FREQ 3087 936 365 23606 27994  Tape Form NT CLASS ets FREQ 12926 365 23606	PER- CENT 11.0% 3.3% 1.3% 84.3% 100.0% Pos. 25' st: I1	WGTD PCT 77.7% 22.3% (MISS) 100.0% 6-256 WGTD PCT 31.6% 68.4% (MISS)	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS	1 2 3 4 5 6 8 9 9 E ABILITY	2425 614 539 684 756 1706 847 20423 27994  Tape Forma STUDENTS	CENT	PCT
RESPONSE  Question 2M27H  FIT2M27H WORKSHEETS COMP Students completing suppl  RESPONSE  RESPONSE  QUESTIMATE SKIP	CODES	FREQ 3087 936 365 23606 27994  Tapa Form NT CLASS ets FREQ 1297 2726 33606 3606 27994	PER- CENT 11.0% 3.3% 1.3% 84.3% 100.0% Pos. 25' st: I1	WGTD PCT 77.7% 22.3% (MISS) 100.0% 6-256 WGTD PCT 31.6% 68.4% (MISS)	RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS PROBLEM SOLVING HELPING STUDENTS UNDERSTAND CONCEPTS. MAKING MATH CLASS FUN FOR STUDENTS. RESERVED CODES: MULTIPLE RESPONSE MISSING LEGITIMATE SKIP  TOTALS:  RESPONSE  BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS, RULES, STEPS PROBLEM SOLVING PROBLEM SOLVING PROBLEM SOLVING RULES, STEPS PROBLEM SOLVING PUNDERSTAND	1 2 3 4 5 6 8 9 9 E ABILITY	2425 614 539 684 756 1706 847 20423 27994  Tape Form STUDENTS  FREQ 1633	CENT	PCT

Question 2M28C Tape Pos. 260-260 Formati I1

F1T2M28C TECHNIQUE FOR HIGH ABIL TY STUDENTS

High ability students

RESPONSE	CODES	FREQ	CENT	PCT
BASIC COMPUTATION SKILLS KNOWING MATHEMATICAL FACTS.	1	60	. 24	1.4%
RULES, STEPS	2	133	. 5%	2.7%
ROLES, SIEPS	2 3			
PROBLÉM SOLVING	. 3	3062	10.9%	58.0%
CONCEPTS	4	1844	6.6%	34.8%
	5	145	. 5%	3.1%
STUDENTSRESERVED CODES:	5	145		
MULTIPLE RESPONSE	6	958	3.4%	(MISS)
	ā	1369		(MISS)
MISSING	9			
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100,0%	100.0%

Question 2M30A Tape Pos. 263-263

F1T2M3OA MULTIPLYING NEGATIVES GET POSITIVE

When you multiply two negatives together, you always get a positive

RESPONSE	CODES	FREQ	PER- CENT	WCTD PCT
IT IS ALWAYS POSSIBLE TO EXPLAIN WHYIT IS JUST "ONE OF THOSE	1	4778	17.1%	67.6%
THINGS" IN MATHEMATICS THAT YOU HAVE TO REMEMBER	2 3	2076 160	7.4% .6%	29.9% 2.6%
RESERVED CODES: MULTIPLE RESPONSE	6 8	16 541	1.9%	(MISS)
TOTALS:	9	20423 27994		(M1SS)

Question 2M29

Tape Pos. 261-262 Format: I2

F1T2M29 WORD PROBLEM: RELATIONSHIP OF M&Ms

Your students have been learning how to write math statements expressing proportions. Last night you assigned the following:

A one pound bag contains 50 percent more tan M&Ms than green ones. Write a mathematical statement that represents the relationship between tan (t) and green (g) M&Ms, using t and g to stand for the number of tan and green M&Ms.

Here are some responses you get from the students:

Kelly - 1.5t = g Lee - .5Ot = g Pat - .5g = t Sandy - g - 1/2g = t

Which of the students has represented the relationship best? (MARK ONE)

•			PER-	WCTD
RESPONSE	CODES	FREQ	CENT	PCT
~				
ALL OF THEM	1	78	. 3%	1.2%
KELLY	2	427	1.5%	6.5%
LEE	3	471	1.7%	7.1%
PAT	4	108	. 4%	1.7%
SANDY	5	5312	19.0%	78.1%
NONE OF THEM	6	316	1.1%	4.2%
DON'T KNOW	7	86	.3%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	53		(MISS)
MISSING	98	720	2,6%	(MISS)
LEGITIMATE SKIP	99	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M30

Many teachers want students to understand the 'whys' of math, rather than simply memorizing rules or principles. Sometimes this can be hard. For each item below, indicate what you think by marking one of the numeric codes. (MARK ONE ON EACH LINE)

Question 2M30B

Tape Pos. 264-264 Format: I1

FIT2M30B SLOPE OF VERTICAL LINE IS UNDEFINED

The slope of a vertical line is undefined

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
IT IS ALWAYS POSSIBLE TO EXPLAIN WHY	1	6594	23.6%	93.3%
YOU HAVE TO REMEMBER	2	270	1.0%	4.5%
I'M NOT SURE	3	133	.5%	2.3%
MULTIPLE RESPONSE	6	17	. 19:	(MISS)
MISSING	ē.	557	2.0%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M30C

Tape Pos. 265-265 Format: II

F1T2M3OC ANY NONZERO NUMBER TO ZERO POWER IS 1

Any nonzero number to the zero power is 1. (X = 1)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
IT IS ALWAYS POSSIBLE TO EXPLAIN WHY	1	5596	20.0%	79.1%
THINGS" IN MATHEMATICS THAT YOU HAVE TO REMEMBER	2 3	1241 172	4.4%	18.2% 2.7%
RESERVED CODES: MULTIPLE RESPONSE	6 8	14 548	2.0%	(MISS) (MISS)
TOTALS:	9	20423 27994		(MISS)

PART II. CLASS INFORMATION: SCIENCE

Question 2519

In your science class, how much emphasis do you give to the following objectives? (MARK ONE ON EACH LINE)

Question 2819A  Fit2819A EMPHASIS ON INTEREST  Increase students' interest in		Tape F Format	Pos. 266-266 t: I1	Question 2818E  FIT2819E EMPHASIS ON PROBLEM S  Develop problem solving/inquiry		Taps f	Pos. 270-270 t: I1
			PER- WGTD	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
	CODES	FREQ 	1.0% 4.9%	NONEA LITTLE	1 2	27 788	.1% .4% 2.8% 13.5%
A LITTLEMODERATEHEAVY	3 4	2600 3131	9.3% 44.9% 11.2% 50.3%	MODERATE	3	2579 2602	9.2% 43.4% 9.3% 42.7%
RESERVED CODES: MISSING LEGITIMATE SKIP	8	377 21602	1.3% (MISS) 77.2% (MISS)	RESERVED CODES: MULTIPLE RESPONSE MISSING	6 8	1 395	.OH (MISS)
TOTALS:	J	27994	100.0% 100.0%	LEGITIMATE SKIP	ğ	21602	77.2% (MISS)
			•	TOTALS:		27994	100.0% 100.0%
1							4
	•			•			
Question 2519B		Tape i	Pos. 267-267 t: I1	Question 2519F		Tape i	Pos. 271-271
F1T2S19B EMPHASIS ON SCIENTIFE	C FACTS			F1T2S19F EMPHASIS ON LAB TECHN	LIQUES	Forms	t: I1
Teach scientific facts and prin	ciples		BED WOTE	Develop skills in lab technique			
RESPONSE	CODES	FREQ	PER- WGTD	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
NONE	1 2	5 132 1984	.0% .1% .5% 2.4% 7.1% 32.7%	NONE	1	180	.6% 3.1%
MODERATE HEAVY RESERVED CODES:	3 4	3892	13.9% 64.8%	A LITTLEMODERATEHEAVY	2 3 4	1110 2840 1872	4.0% 18.9% 10.1% 47.1% 6.7% 31.0%
MISSING LEGITIMATE SKIP	8 9	379 21602	1.4% (MISS) 77.2% (MISS)	MISSING	8	390	1,4% (MISS)
TOTALS:		27994	100.0% 100.0%	LEGITIMATE SKIP	9	21602 27994	77.2% (MISS)
Question 2819C F1T2819C EMPHASIS ON SCIENTIFI	C METHODS		Pos. 268-268 t: I1	Question 2519G		Tape Forma	Pos. 272-272 t: I1
Question 2819C	C METHODS			Question 2519G F1T2S19G EMPHASIS OF SCIENCE I		Forms	t: I1
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI  Teach scientific methods  RESPONSE	C METHODS	Forms FREQ	PER~ WGTD	Question 2819G		Forms	t: Ii in daily
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI  Teach scientific methods  RESPONSE  NONE	CODES	FREQ	PER- WCTD CENT PCT	Question 2818G  F1T2S19G EMPHASIS OF SCIENCE 1  Increase awareness of the impor		Forms	t: I1
Question 2819C  FIT2819C EMPHASIS ON SCIENTIFI Teach scientific methods  RESPONSE  NONE A LITTLE MODERATE HEAVY		FREQ	PER- WCTD	Question 2819G  F1T2S19G EMPHASIS OF SCIENCE 1 Increase awareness of the importife  RESPONSE  NONE	CODES	Forms science FREQ 2 484	PER- WGTD CENT PCT 
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI Teach scientific methods  RESPONSE  NONE	CODES 1 2 3	FREQ 	PER- WCTD CENT PCT 11% 2.1% 2.6% 13.0% 9.4% 42.1% 9.3% 44.6% 1.4% (MISS)	Question 2519G  FIT2519G EMPHASIS OF SCIENCE 1 Increase awareness of the importife  RESPONSE  NONE	CODES	Forms science FREQ	PER- WGTD CENT PCT .OW .OW
Question 2819C  FIT2819C EMPHASIS ON SCIENTIFI  Teach scientific methods  RESPONSE  NONE	CODES	FREQ 15 735 2645 2615	PER~ WCTD CENT PCT 	PARTIES OF SCIENCE DESCRIPTION OF SCIENCE DES	CODES	FREQ 2 484 2202 3332 372 21602	PER- WGTD CENT PCT
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI Teach scientific methods  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES: MISSING LEGITIMATE SKIP.	CODES	FREQ 15 735 2645 2615 382	PER- WGTD CENT PCT . 1% . 2% 2.6% 13.0% 9.4% 42.1% 9.3% 44.6% 1.4% (MISS) 77.2% (MISS)	RESPONSE NONE	CODES  1 2 3 4	FREQ - 2 484 2202 3332 372	PER- WGTD CENT PCT
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI Teach scientific methods  RESPONSE  NONE A LITTLE MODERATE HEAVY RESERVED CODES: MISSING LEGITIMATE SKIP.	CODES	FREQ 15 735 2645 2615 382	PER- WCTD CENT PCT	RESPONSE NONE	CODES  1 2 3 4 8 9	Ferma  FREQ  2  484 2202 3332 372 21602	PER- WGTD CENT PCT  . O% . O% 1.7% 7. O% 1.7% 7. 5% 11.9% 55.4% 1.3% (MISS) 77.2% (MISS)
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI Teach scientific methods  RESPONSE  NONE	CODES	FREQ 15 735 2645 382 21602 27994	PER- WCTD CENT PCT	Question 2518G  FIT2SISG EMPHASIS OF SCIENCE I Increase awareness of the importife  RESPONSE  NONE	CODES  1 2 3 4 8 9	Ferma  FREQ  2  484 2202 3332 372 21602	PER- WGTD CENT PCT  . O% . O% 1.7% 7. O% 1.7% 55. 4% 11.9% 55. 4% 1.3% (MISS) 77.2% (MISS)
Question 2819C  FiT2S19C EMPHASIS ON SCIENTIFI Teach scientific methods  RESPONSE  NONE	CODES	FREQ 15 735 2645 2615 382 21602 27994	PER- WCTD CENT PCT  1% 2.6% 13.0% 9.4% 42.1% 9.3% 44.6% 1.4% (MISS) 77.2% (MISS) 100.0% 100.0%	RESPONSE NONE	CODES  1 2 3 4 8 9	Ferma  FREQ  2  484 2202 3332 372 21602	PER- WGTD CENT PCT  . O% . O% 1.7% 7. O% 1.7% 7. 5% 11.9% 55.4% 1.3% (MISS) 77.2% (MISS)
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI Teach scientific methods  RESPONSE  NONE	CODES 1 2 3 4 4 8 9	FREQ 15 735 2645 2615 382 21602 27994	PER- WGTD CENT PCT	Question 2518G  FIT2SISG EMPHASIS OF SCIENCE I Increase awareness of the importife  RESPONSE  NONE	CODES  1 2 3 4 8 9	FREQ	PER- WGTD CENT PCT  . O% . O% 1.7% 7. O% 1.7% 55. 4% 11.9% 55. 4% 1.3% (MISS) 77.2% (MISS)
Question 2819C  FiT2S19C EMPHASIS ON SCIENTIFI Teach scientific methods  RESPONSE  NONE	CODES	FREQ 15 735 2645 2815 28162 21602 27994	PER- WCTD CENT PCT  1% 2.6% 13.0% 9.4% 42.1% 9.3% 44.6% 1.4% (MISS) 77.2% (MISS) 100.0% 100.0%	RESPONSE NONE	CODES  1 2 3 4 8 9	FREQ	PER- WGTD CENT PCT
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI  Teach scientific methods  RESPONSE  NONE	CODES  1 2 3 4 8 9 9	FREQ 15 735 2645 2615 21502 27994	PER- WGTD CENT PCT  11% 2.6% 13.0% 9.4% 42.1% 9.3% 44.6% 17.2% (MISS)  100.0% 100.0%	RESPONSE NONE	CODES  1 2 3 4 8 9	FREQ	PER- WGTD CENT PCT
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI  Teach scientific methods  RESPONSE  NONE	CODES  1 2 3 4 4 8 9 9	FREQ 	PER- WGTD CENT PCT  11% 2.9% 13.0% 9.4% 42.1% 9.3% 44.6% 17.2% (MISS) 100.0% 100.0%  Pos. 269-268 11 11  PER- WGTD CENT PCT .2% .5% .5%	Question 2519G  F1T2S19G EMPHASIS OF SCIENCE 1 Increase awareness of the importife  RESPONSE  NONE	CODES  1 2 3 4 8 9	FREQ	PER- WGTD CENT PCT  .0% .0% .0% .1.7% 7.0% .37.6% .11.9% .55.4% .1.3% (MISS) .77.2% (MISS) .100.0% .100.0%
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI  Teach scientific methods  RESPONSE  NONE	CODES  1 2 3 4 4 8 9 9	FREQ 21602 27994	PER- WGTD CENT PCT  11% 2.6% 13.0% 9.4% 42.1% 9.3% 44.6% 1.4% (MISS) 77.2% (MISS) 100.0% 100.0%  Pos. 269-268 1: I1	Question 2519G  FIT2S19G EMPHASIS OF SCIENCE II Increase awareness of the importife  RESPONSE  NONE	CODES  1 2 3 4 8 9 9	FREQ	PER- WGTD CENT PCT
Question 2819C  FIT2S19C EMPHASIS ON SCIENTIFI  Teach scientific methods  RESPONSE  NONE	CODES  1 2 3 4 8 9 9  STUDY  Ludy in sci	FREQ 155 382 21602 27994 Tape Forms	PER- WGTD CENT PCT	Question 2519G  F1T2S19G EMPHASIS OF SCIENCE I Increase awareness of the importife  RESPONSE  NONE	CODES  CODES  1 2 3 4 4 8 9 9	FREQ	PER- WGTD CENT PCT
Question 2S19C  FIT2S19C EMPHASIS ON SCIENTIFI Teach scientific methods  RESPONSE  NONE	CODES  STUDY Ludy in sci	FREQ  15 735 2645 2615 382 21602 27994  Tape Forms  FREQ  760 2723 2476 386	PER- WCTD CENT PCT  1% 3.0% 9.4% 42.1% 9.3% 44.6% 1.4% (MISS) 77.2% (MISS) 100.0% 100.0%  Pos. 269-268 1: 11  PER- WCTD CENT PCT  2% 39.8% 1.4% (MISS)	Question 2519G  F1T2S19G EMPHASIS OF SCIENCE I Increase awareness of the importife  RESPONSE  NONE	CODES  CODES  1 2 3 4 4 8 9 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	FREQ	PER- WGTD CENT PCT

Question 28191		Tape	Pos. 274	1-274	Question 2S20B		Tape Forma	Pos. 277	7-277
		Forma	-		F1T2S2OB HOW OFTEN SHOW FILMS			•••••	
F1T2S191 EMPHASIS ON APPLICAT	ION TO SÇI.	TO ENV	IR		Show films, filmstrips, or vid			•	
Learning about applications of issues	science to	enviro	nmental			••••		PER-	WGTD
			PER-	WGTD	RESPONSE	CODES	FREQ	CENT	PCT
RESPONSE	CODES	FREQ	CENT	PCT	VERY RARELY	1	1202	4.3%	20.1%
NONE	1 .	25 1056	. 1% 3.8%	. 5% 17.4%	1-2 TIMES A MONTH	3	2860 1566	5.6%	
MODERATE	. 3	2698	9.6%	44.5%	2-3 TIMES PER WEEK	5	309 6	1.1%	
HEAVYRESERVED CODES:	4	2219		37.6%	MULTIPLE RESPONSE	6	1	.0%	(MISS)
MULTIPLE RESPONSE	6 8	392	1.4%	(MISS)	MISSINGLEGITIMATE SKIP	8 9	448 21602	1.6%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)	TOTALS:		27994		100.0%
TOTALS:		27994	100.0%	100.0%	•				,00.0
·								-	
							_		
Question 2819J		Tape	Pos. 27!	5-275	Question 2S20C		Tape Forms	Pos. 278 t: 11	3-278
	·	Forma	t: 11		F1T2S20C HOW OFTEN ARE EXPERI	MENTS DONE			
FIT2S19J EMPHASIS ON SCIENTIF					Have students do an experiment	or system:	atic obs	ervation	n
Develop scientific writing ski	115				in class	·			
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE	1.	543	1.9%	9.2%	VERY RARELY	1	585		10.1%
A LITTLE	. 2	2657 2087	9.5% 7.5%	44.5% 34.6%	1-2 TIMES A MONTH	2 3	1409 2689	5.0% 9.6%	24.8%
HEAVYRESERVED CODES:	4	712	2.5%		2-3 TIMES PER WEEK	4	1185	4.2%	20.7%
MULTIPLE RESPONSE	6 8	391	.0%	(MISS)	RESERVED CODES:		44	. 2%	
LEGITIMATE SKIP	. ğ	21602		(MISS)	MULTIPLE RESPONSE	8	479	1.7%	(MISS)
TOTALS:		27994	100.0%	100.0%	LEGITIMATE SKIP	9	21602		(MISS)
•					TOTALS:		27994	100.0%	100.0%
					•				
Question 2520			·				·		
					Question 2S20D		Tape Forms	Pos. 279	9-279
					F1T2S2OD HOW OFTEN DEMONSTRAT	F EXPEDIME			
How often do you do each of th class? (MARK ONE ON EACH LINE	e following )	activi	ties in	this	Demonstrate an experiment or I			et amati	_
					observations		,		•
					RESPONSE	CODES	FREQ	PER-	WCTD
			•		VERY RARELY		697	CENT	PCT
					1-2 TIMES A MONTH	2	2147	2.5% 7.7%	36.4%
Question 2S20A		Tana	Pos. 27	E-276	ONCE A WEEK	4	2232 801	8.0% 2.9%	14.8%
			ti Ii	u - 2 / O	RESERVED CODES:		53	. 2%	
F1T2S20A HOW OFTEN GO ON F1EL	D TRIPS				MULTIPLE RESPONSE	6 8	461	1.6%	(MISS)
Go on field trips					LEGITIMATE SKIP	9	21602	77.2% 	(MISS)
Deanaura			PER-	WGTD	TOTALS:		27994	100.0%	100.0%
RESPONSE	CODES	FREQ	CENT	PCT	•				
VERY RARELY	1 2	5754 159	20.6% .6%	3.3%					
ONCE A WEEK	3	3	.0%	.0%					
MISSING. LEGITIMATE SKIP	8 9	476 21602		(MISS)					
TOTAL C.	J	27004		100.0%					

e e			
Question 2520E	Tape Pos. 280-280 Format: I1	Question 25201	Tape Pos. 284-284 Format: I1
F1T2S20E HOW OFTEN REPORTS ON EXPERIMEN		F1T2S201 HOW OFTEN USE COMPUTERS	
Require students to turn in written repo	rts on experiments	Use computers for science or laborator	
or systematic observations	PER- WGTD	RESPONSE CODES	PERT WGTD FREQ CENT PCT
RESPONSE CODES	FREQ CENT PCT	VERY RARELY	
VERY RARELY,	1020 3.6% 15.0% 1669 6.0% 28.1%	ONCE A WEEK	3 143 .5% 2.3% 4 42 .2% .8%
ONCE A WEEK	2347 8.4% 37.3% 870 3.1% 14.7%	EVERY DAY	5 6 .0% .3%
EVERY DAY	45 .2% .9%	MISSINGLEGITIMATE SKIP	8 507 1.8% (MISS) 9 21602 77.2% (MISS)
MULTIPLE RESPONSE	440 1.64 (MISS) 21602 77.24 (MISS)	TOTALS:	27994 100.0% 100.0%
TOTALS:	27994 100.0% 100.0%		
•	J.	•	
		Question 2520J	Tape Pos. 285-285
Question 2S20F	Tape Pos. 281-281	F1T2S20J HOW OFTEN DISCUSS SCI. RELAT	Format: 11 ED ARTICLES
	Formati I1	Discuss current magazine articles or b	ooks related to
F1T2S20F HOW OFTEN DISCUSS CURRENT EVER Discuss current issues and events in sc		science	PER- WGTD
Discuss current issues and events in sc	PER- WCTD	RESPONSE CODES	
RESPONSE CODES	FREQ . CENT PCT	1-2 TIMES A MONTH	1 1527 5.5% 25.0% 2 2530 9.0% 42.1%
VERY RARELY	375 1.3% 5.5% 1749 6.2% 29.9% 1910 6.8% 33.1%	2-3 TIMES PER WEEK	3 1279 4.6% 22.4% 4 460 1.6% 7.8%
ONCE A WEEK	1466 5.2% 24.7% 415 1.5% 6.9%	RESERVED CODES:	5 159 .6% 2.7% 8 437 1.6% (MISS)
RESERVED CODES;	477 1.7% (MISS)	LEGITIMATE SKIP,,,	9 21602 77.24 (MISS)
LEGITIMATE SKIP 9	21602 77.2% (MISS)	TOTALS:	27994 100,0% 100,0%
TOTALS:	27994 100.0% 100.0%		
	•		•
		Question 2S20K	Tape Pos. 286-286
Question 2520G	Tape Pos. 282-282 Format: I1	F1T2S20K HOW OFTEN DISCUSS SCIENCE TV	Format: I1
F1T2S2OG HOW OFTEN READ SUPPLEMENTARY	MATERIAL	Discuss television programs about scie	nce .
Have students read supplementary materi	als	RESPONSE CODES	PER- WGTD FREQ CENT PCT
RESPONSE CODES	PER- WGTD FREQ CENT PCT	VERY RARELY	FREQ CENT PCT 1 1426 5.1% 23.7%
VERY RARELY	1860 6.6% 29.9%	ONCE A WEEK	2 2782 9.9% 47.4% 3 1190 4.3% 19.0%
1-2 TIMES A MONTH	2303 8.2% 38.6% 1226 4.4% 21.1%	2-3 TIMES PER WEEK	4 437 1.6% 7.9% 5 107 .4% 2.0%
2-3 TIMES PER WEEK	448 1.6% 8.8% 78 .3% 1.6%		8 450 1.6% (MISS) 9 21602 77.2% (MISS)
MISSING 8 LEGITIMATE SKIP 9	477 1,7% (MISS) 21602 77,2% (MISS)	TOTALS:	9 21602 77.2% (MISS) 27994 100.0% 100.0%
TOTALS:	27994 100.0% 100.0%	, , ,	
•			•
	T D 202-202	Question 2820L	Tape Pos. 287-287 Format: I1
Question 2520H	Tapa Pos. 283-283 Format: I1	F1T2S2OL HOW OFTEN DESIGN OWN PROJECT	rs ·
F1T2S2OH HOW OFTEN ORAL REPORTS GIVEN		Have students independently design and science projects	conduct their own
Have students give oral reports	men wee-	·	PER- WGTD
RESPONSE CODES	FREQ CENT PCT	RESPONSE CODES	
VERY RARELY	4833 17.3% 81.3% 920 3.3% 16.0%	VERY RARELY 1-2 TIMES A MONTH ONCE A WEEK	1 5103 18.2% 87.5% 2 666 2.4% 10.2% 3 95 .3% 1.4%
ONCE A WEEK	125 .4% 2.2% 18 .1% .3%	2-3 TIMES PER WEEK	4 38 .1% .6% 5 19 .1% .3%
EVERY DAY 5 RESERVED CODES:	13 .0% ,1%	RESERVED CODES: MULTIPLE RESPONSE	6 1 .0% (MISS)
MISSING	483 1.7% (MISS) 21602 77.2% (MISS)	MISSINGLEGITIMATE SKIP	8 470 1.7% (MISS) 9 21602 77.2% (MISS)
TOTALS:	27994 100.0% 100.0%	TOTALS:	27994 100,0% 100,0%

Question 2820M	200		Pos. 288	-288	Question 2S21		Tape i	Pos. 291 t: I1	-291
F1T2S20M HOW OFTEN OUTSIDE REP	OPTS [#] RUE	Forma	t: I1		F172S21 R DOES NOT TEACH BIOL	DGY			
Require written reports on outs		gs			I do not teach Biology				
RESPONSE	CODES	EDEO	PER-	WGTD	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
VERY RARELY		4152	CENT 14.8%	PCT  70.1%	APPLIES	1 2	1493 4647	5.3% 16.6%	23.6% 76.4%
ONCE A WEEK	. 3	1325 322	4.7% 1.2%	23.1% 5.2%	MISSING	8	252	.9%	(MISS)
2-3 TIMES PER WEEK EVERY DAY RESERVED CODES:	. 4	64 36	.2% .1%	1.1%	TOTALS:	9	21602 27994		
MULTIPLE RESPONSE	6 8	1 492	1.8%	(MISS)	TOTALS:		2/334	100.0%	100.0%
LEGITIMATE SKIP	9	21602 27994	77.2% 100.0%	(MISS)					
/		. 2/354	100,0%	100.0%	· · · · · · · · · · · · · · · · · · ·				
					***************************************	<b>?</b>			
					Question 2521A		Tape   Forma	Pos. 292 t: I1	-292
					F1T2S21A BIOLOGY: TEACH CELL S	TRUCTURE			
Question 2S20N		Tape Forma	Pos. 289 ti I1	9-289	Cell structure and function				
F1T2S2ON HOW OFTEN DISCUSS SCI	. CAREERS				RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Discuss career opportunities in fields	scientifi	c and t	echnolog	gical	YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	1 2	2481 629	8.9%	60.1% 14.2%
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	3 4 5	1,172 27 7	4.2% .1% .0%	25.3% ,3% ,1%
VERY RARELY	1	1645	5.9%	26.7%	RESERVED CODES: MULTIPLE RESPONSE	6	13	.0%	(MISS)
1-2 TIMES A MONTHONCE A WEEK	2 3 4	2866 970 370	10.2% 3.5% 1.3%	15.9%	MISSING LEGITIMATE SKIP	8 9	570 23095	2.0% 82.5%	(MISS)
EVERY DAY	5	94	.3₩	1.7%	TOTALS:		27994	100.0%	100.0%
MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	6 8 9	1 446 21602	1.6%	(MISS) (MISS) (MISS)	·				
TOTALS:	3	27994		100.0%					
					Question 2821B		Tape	Pos. 293	-293
					Question 2521B	T OF A GEN	Forms	Pos. 293 t: I1	-293
Question 28200		Tana	Pos. 296	0-290	Question 2521B	T OF A GEN	Forms	Pos. 293 t: I1	-293
		Taps Forma	Pos. 290 t: I1	0-290	Question 2821B F1T2821B BIOLOGY: TEACH CONCEP	T OF A GEN	Forms	Pes. 293 t: I1 Per- Cent	WGTD
F1T2S200 HOW OFTEN DISCUSS INV	-	Forms	t: I1	0-290	Question 2521B  F1T2S21B BIOLOGY: TEACH CONCEP  Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT	CODES	FORMS IE FREQ 2902	PER- CENT 	WGTD PCT  68.6%
F1T2S200 HOW OFTEN DISCUSS INV	s and tech	Forma inologie	t: I1 : PER-	WGTĐ	Queetion 2821B  FIT2S21B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES	Forma	PER- CENT- 10.4% 1.6% 3.0%	WGTD PCT  68.6% 10.5% 18.9%
F1T2S200 HOW OFTEN DISCUSS INV Discuss controversial invention RESPONSE	codes	Forms inclogie	PER- CENT	WGTD PCT	Queetion 28218  FIT2821B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	CODES 1 2 3 4 5	FREQ 	PER- CENT 10.4% 1.6% 3.0% .2%	WGTD PCT 
F1T2S200 HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE VERY RARELY	s and tech	Forma nnologie FREQ	t: I1  PER- CENT	WGTD PCT  31.4% 43.3%	Question 28218  FIT2821B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING.	CODES 1 2 3 4 5	FREQ 	PERT CENT 10.4% 3.0% .2% .1% 2.1%	WGTD PCT 
F1T2S200 HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY	CODES	FREQ 1849 2550	PER- CENT  6.6% 9.1%	WGTD PCT  31.4%	Question 28218  FIT2821B BIOLOGY: TEACH CONCEP  Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 1 2 3 4 5 5 6	FREQ 	PERT CENT 10.4% 3.0% .2% .1% 2.1%	WGTD PCT 
F1T2S200 HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY	CODES	FREQ 	PER- CENT 	WGTD PCT 	Question 28218  F1T2821B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WAS TAUCHT PREVIOUSLY. NO IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING	CODES 1 2 3 4 5	FREQ 	PER- CENT- 10.4% 3.0% .1% 2.1% 82.5%	WGTD PCT 
F1T2S200 HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY	CODES  1 2 3 4 5	FREQ 	PER- CENT 6.6% 9.1% 3.7% 1.4% 4.4%	WGTD PCT -31.4% 417.3% 6.5% 1.5% (MISS) (MISS)	Queetion 28218  FIT2821B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING	CODES 1 2 3 4 5	FREQ 2902 451 853 61 20 17 595 23095 27994	PER- CENT- 10.4% 3.0% .1% 2.1% 82.5%	WGTD PCT 
F1T2S200 HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY. 1-2 TIMES A MONTH. ONCE A WEEK. 2-3 TIMES PER WEEK. EVERY DAY. RESERVED CODES: MISSING. LEGITIMATE SKIP.	CODES  1 2 3 4 5	FREQ 1849 25546 382 102 463 21602	PER- CENT 6.6% 9.1% 3.7% 1.4% 4.4%	WGTD PCT 31.4% 43.3% 17.3% 1.5% (MISS) (MISS)	Question 28218  F1T2821B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WAS TAUCHT PREVIOUSLY. NO IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING	CODES 1 2 3 4 5	FREQ 	PER- CENT- 10.4% 3.0% .1% 2.1% 82.5%	WGTD PCT 
F1T2S200 HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY. 1-2 TIMES A MONTH. ONCE A WEEK. 2-3 TIMES PER WEEK. EVERY DAY. RESERVED CODES: MISSING. LEGITIMATE SKIP.	CODES  1 2 3 4 5	FREQ 1849 25546 382 102 463 21602	PER- CENT 6.6% 9.1% 3.7% 1.4% 4.4%	WGTD PCT 31.4% 43.3% 17.3% 1.5% (MISS) (MISS)	Question 28218  FIT2821B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING	CODES 1 2 3 4 5	FREQ 2902 451 853 651 20 17 595 23095 27994	PER- CENT 10.4 1.6% 3.0% .2% .1% 82.5% 100.0%	WGTD PCT 68. 5% 10. 5% 18. 9% 1. 6% (MISS) (MISS) (MISS)
F1T2S200 HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY. 1-2 TIMES A MONTH. ONCE A WEEK. 2-3 TIMES PER WEEK. EVERY DAY. RESERVED CODES: MISSING. LEGITIMATE SKIP.	CODES  1 2 3 4 5	FREQ 1849 25546 382 102 463 21602	PER- CENT 6.6% 9.1% 3.7% 1.4% 4.4%	WGTD PCT 31.4% 43.3% 17.3% 1.5% (MISS) (MISS)	Question 28218  FIT2S21B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WAS TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MUSTING LEGITIMATE SKIP  TOTALS:	CODES	FREQ 2902 451 853 61 27 523095 27994	PER- CENT 10.4 1.6% 3.0% .2% .1% 82.5% 100.0%	WGTD PCT 68. 5% 10. 5% 18. 9% 1. 6% (MISS) (MISS) (MISS)
FITZS200 HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY	CODES  1 2 3 4 5	FREQ 1845 2550 1046 382 102 463 21602 27994	PER- CENT 6.6% 3.7% 1.4% 1.7% 77.2%	WGTD PCT 31.4% 43.3% 17.3% 1.5% (MISS) (MISS)	Question 28218  FIT2821B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING	CODES	FREQ 2902 451 853 61 27 523095 27994	PER- CENT 10.4 1.6% 3.0% .2% .1% 82.5% 100.0%	WGTD PCT 68. 5% 10. 5% 18. 9% 1. 6% (MISS) (MISS) (MISS)
FITZSZOO HOW OFTEN DISCUSS INV DISCUSS CONTROVERSIAL INVENTION  RESPONSE  VERY RARELY	CODES  1 2 3 4 5	FREQ 1845 2550 1046 382 102 463 21602 27994	PER- CENT 6.6% 9.1% 3.7% 1.4% 4.4%	WGTD PCT 31.4% 43.3% 17.3% 1.5% (MISS) (MISS)	Question 28218  F1T2S21B BIOLOGY: TEACH CONCEPT Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MUSTING LEGITIMATE SKIP  TOTALS:  Question 2821C  F1T2S21C BIOLOGY: TEACH DIVERS	CODES	FREQ 2902 451 853 63 63 63 20 17 595 23095 27994	PER- CENT 10.46 1.66 3.06 .18 2.16 82.58 100.08	WGTD PCT 68.6% 10.5% 11.9% 1.9% (MISS) (MISS) (MISS)
FITZSZOO HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY	CODES  1 2 3 4 5 8 9	FREQ 	PERTCENT - 6.6 % 1.7 % 1.7 % 77.2 % 100.0 %	WGTD PCT 31.4% 43.3% 17.3% 6.5% 1.5% (MISS) (MISS)	Question 28218  F172821B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES  1 2 3 4 5 6 8 9 9	FREQ 2902 451 853 61 10 20 17 523095 27994	PER- CENT 10.4% 3.0% 2.1% 82.5% 100.0%	WGTD PCT 68.6% 10.5% 11.5% 14.4% (MISS) (MISS) 100.0%
FITZS200 HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY	CODES  1 2 3 4 5 8 9	FREQ 	PERTCENT - 6.6 % 1.7 % 1.7 % 77.2 % 100.0 %	WGTD PCT 31.4% 43.3% 17.3% 6.5% 1.5% (MISS) (MISS)	Question 28218  F172821B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES  1 2 3 4 5 6 8 9 9 ITY OF LIF	FREQ 2902 451 853 61 61 20 17 595 23095 27994	PER- CENT 10.4 1.6 3.0 2.1 82.5 100.0 W	WGTD PCT 68. 6% 10. 5% 11. 9% 1. 6% (MISS) (MISS) 100. 0%
FITZSZOO HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY	CODES  1 2 3 4 5 8 9	FREQ 	PERTCENT - 6.6 % 1.7 % 1.7 % 77.2 % 100.0 %	WGTD PCT 31.4% 43.3% 17.3% 6.5% 1.5% (MISS) (MISS)	Question 28218  FIT2821B BIOLOGY: TEACH CONCEP  Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WAS TAUCHT PREVIOUSLY. MO', IT WILL BE TAUCHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MUSTING LEGITIMATE SKIP  TOTALS:  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY NO, IT WAL TAUCHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	CODES  1 2 3 4 5 6 8 9 9	FREQ 2902 451 853 654 657 27994 759 Forma	PER- CENT 10.4 1.6% 3.0% .1% 82.5% 100.0%	WGTD PCT 68.6% 10.5% 18.9% 14.4% (MISS) (MISS) 100.0%
FITZSZOO HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY	CODES  1 2 3 4 5 8 9	FREQ 	PERTCENT - 6.6% 9.1% 3.7% 1.7% 77.2% - 100.0%	WGTD PCT 31.4% 43.3% 17.3% 6.5% 1.5% (MISS) (MISS)	Question 28218  FIT2821B BIOLOGY: TEACH CONCEP  Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 6 8 9 9 1 1 2 3 4 5 6 6 8 6 6 8 9 1 2 3 4 5 6 6 8 6 8 9 1 1 2 3 3 4 5 6 6 8 1 1 2 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	FREQ 2905 175 23095 27994  Tapa Forma E	PER- CENT 10.4% 1.6% 3.0% 2.1% 82.5% 100.0% Pos. 294 t: 11	WGTD PCT 68. 5% 10. 5% 18. 9% 1. 6% (MISS) (MISS) (MISS) 100. 0% (MISS)
FITZSZOO HOW OFTEN DISCUSS INV Discuss controversial invention  RESPONSE  VERY RARELY	CODES  1 2 3 4 5 8 9	FREQ	PERTCENT - 6.6% 9.1% 3.7% 1.7% 77.2% - 100.0%	WGTD PCT 31.4% 43.3% 17.3% 6.5% 1.5% (MISS) (MISS)	Question 28218  FIT2S21B BIOLOGY: TEACH CONCEP Concept of a gene  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP  TOTALS:  Question 2821C  FIT2S21C BIOLOGY: TEACH DIVERS DIVERSITY OF LIFE RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES  1 2 3 4 5 6 8 9 9 11 2 3 4 4 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	FREQ 2902 451 853 63 63 63 62 7994 7994 7994 7994 7994 7995 7995 7995	PER- CENT 10.4% 1.6% 3.0% 2.1% 82.5% 100.0% Pos. 294 t: 11	WGTD PCT 68. 6% 10. 5% 11. 6% 14. 4% (MISS) (MISS) 100. 0% WGTD PCT 71. 6% 13. 9% 13. 9% (MISS) (MISS) (MISS)

	نجيد ر						
Question 2S21D			Pos. 295-295 t: I1	Question 2521H		Tape ! Forms	Pos. 299-299 t: I1
F1T2S21D BIOLOGY: TEACH METABO	LISM OF O			F1T2S21H BIOLOGY: TEACH REPROD	UCTION OF	ANIMALS	
Metabolism of the organism				Reproduction and development of	animals		
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
YES, I TEACH IT AS NEW CONCEPT	1	2808	10.0% 66.9%	YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	1 2	3492 350	12.5% 79.5% 1.3% 9.6%
YES, I REVIEW IT ONLY	. 3	599 763 83	2.1% 14.2% 2.7% 16.2% .3% 1.9%	NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	3	198 237	.7% 4.8% .8% 5.4%
RESERVED CODES:	. 5	35	. 1% . 7%	RESERVED CODES:	5 8	593	1% .8% 2.1% (MISS)
MULTIPLE RESPONSE	8	18 593 23095	.1% (MISS) 2.1% (MISS)	LEGITIMATE SKIP	. 9	23095	82.5% (MISS)
TOTALS:	9	27994	82.5% (MISS)	TOTALS:		27994	100.0% 100.0%
				<b>:</b>			
	,						
Question 2521E		Taba	Pos. 296-296	Question 2521I			Pos. 300-300 L: I1
		Forma	t: I1	F1T2S211 BIOLOGY: TEACH/REVIEW	HUMAN BIO	LOGY	
F1T2S21E. BIOLOGY: TEACH REGULA	ATION OF O	RGANISM		Human biology			
Regulation of the organism			PER- WGTD	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
RESPONSE	CODES	FREQ	CENT PCT	YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	1 2	2785 402	9.9% 63.6% 1.4% 9.3%
YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY	2	2998 481 579	10.7% 70.9% 1.7% 11.4% 2.1% 12.7%	NO, IT WAS TAUGHT PREVIOUSLY NO. IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	3	244 608	.9% 5.9% 2.2% 15.6%
NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	4	152 51	.5% 3.6% .2% 1.4%	RESERVED CODES: MULTIPLE RESPONSE	5 6	226 15	.8% 5.6%
RESERVED CODES: MULTIPLE RESPONSE	6	17 <b>6</b> 21	.1% (MISS) 2.2% (MISS)	MISSINGLEGITIMATE SKIP	8 9	619 23095	2.2% (MISS) 82.5% (MISS)
LEGITIMATE SKIP	8 9	23095	82.5% (MISS)	TOTALS:		27994	100.0% 100.0%
TOTALS:		27994	100.0% 100.0%				
				Quastion 2S21J			Pos. 301-301
Question 2821F		Tape Forma	Pos. 297-297 t: 11		CREATION!	Forms	
	IOR OF THE	Forma	t: I1	Question 2521J	CREATION!	Forms	
		ORGANIS	t: I1	F1T2S21J BIOLOGY: TEACH/REVIEW Creationism		Forma SM	t: 11 PER- WGTD
F1T2S21F BIOLOGY: TEACH BEHAV		Forma ORGANIS m FREQ	t: I1 M PER- WGTD CENT PCT	Question 2521J  Fitzsij Biology: Teach/Review  Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT	CODES	FREQ 568	PER- WGTD CENT PCT 
F1T2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of the second s	CODES	Forma ORGANIS  FREQ 2900	PER- WGTD CENT PCT 10.4% 56.5%	PESPONSE TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES	FREQ 	PER- WGTD CENT PCT- 2.0% 13.4% 2.1% 13.7% 1.2% 7.5%
F1T2S21F BIOLOGY: TEACH BEHAV.  Coordination and behavior of the second	CODES	Forma ORGANIS m FREQ 2900 564 336 277	PER- WGTD CENT PCT 10.4% 66.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.5%	PITZSZIJ BIOLOGY: TEACH/REVIEW Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5	FREQ 	PER- WGTD CENT PCT 2.0% 13.4% 2.1% 13.7% 1.2% 7.5% 5.5% 2.5%
F1T2S21F BIOLOGY: TEACH BEHAVIOR OF the Coordination and	CODES	FORMANIS  M FREQ 2900 564 336	PER- WGTD CENT PCT 10.4% 65.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.5% 1.0% 7.0% .7% 4.9%	PERSONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM	CODES 1 2 3 4	FREQ 	PER- WGTD CENT PCT 2.0% 13.4% 2.1% 13.7% 1.2% 7.5% .5% 2.9%
F1T2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of tl  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	CODES	FREQ 2900 564 336 27 194 17 23095	PER- WGTD CENT PCT 10.4% 56.5% 14.2% 1.2% 7.5% 1.0% 7.0% 7.0% 7.0% 7.0% 7.0% 7.0% 1.2% (MISS) 2.2% (MISS) 82.5% (MISS) 82.5% (MISS)	PITZS21J BIOLOGY: TEACH/REVIEW  Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 5 8	FREQ FREQ 568 579 322 145 2593 692 23095	PER- WGTD CENT PCT 2.0% 13.4% 2.1% 13.7% 1.2% 7.5% 5.5% 2.9% 9.3% 62.5% 2.5% (MISS)
F1T2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of the state	CODES  1 2 3 4 5 6 8	FREQ 2900 336 277 194 1 627 23095	PER- WGTD CENT PCT 10.4% 66.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.5% 1.0% 4.9% .0% (MISS) 2.2% (MISS)	PIT2S21J BIOLOGY: TEACH/REVIEW Creationism  RESPONSE YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 5 8	FREQ FREQ 568 579 322 145 2593 692 23095	PER- WGTD CENT PCT 2.1% 13.4% 2.1% 13.7% 1.2% 7.5% 9.3% 62.5% 2.5% (MISS) 82.5% (MISS)
F1T2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of the second o	CODES  1 2 3 4 5 6 8	FREQ 2900 336 277 194 1 627 23095	PER- WGTD CENT PCT 10.4% 66.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.0% .7% 4.9% .0% (MISS) 2.2% (MISS) 82.5% (MISS)	PIT2S21J BIOLOGY: TEACH/REVIEW Creationism  RESPONSE YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 5 8	FREQ FREQ 568 579 322 145 2593 692 23095	PER- WGTD CENT PCT 2.1% 13.7% 1.2% 7.5% 9.3% 62.5% 2.5% (MISS) 82.5% (MISS)
F1T2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of the second o	CODES  1 2 3 4 5 6 8	FREQ 2900 336 277 194 1 627 23095	PER- WGTD CENT PCT 10.4% 66.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.0% .7% 4.9% .0% (MISS) 2.2% (MISS) 82.5% (MISS)	PIT2S21J BIOLOGY: TEACH/REVIEW Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 5 8	FREQ FREQ 568 579 322 145 2593 692 23095	PER- WGTD CENT PCT 2.1% 13.4% 2.1% 13.7% 1.2% 7.5% 9.3% 62.5% 2.5% (MISS) 82.5% (MISS)
FIT2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of the second s	CODES  1 2 3 4 5 6 8	FREQ 2900 336 277 194 1 627 23095	PER- WGTD CENT PCT 10.4% 66.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.0% .7% 4.9% .0% (MISS) 2.2% (MISS) 82.5% (MISS)	PIT2S21J BIOLOGY: TEACH/REVIEW Creationism  RESPONSE YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 5 8	FREQ 579 322 125 2593 692 23095 27994	PER- WGTD CENT PCT  2.0% 13.4% 2.1% 13.7% 1.2% 7.5% 9.3% 62.5% 2.5% (MISS) 82.5% (MISS) 100.0% 100.0%
F1T2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of the second o	CODES  1 2 3 4 5 6 8	Forma ORGANIS  FREQ 2900 564 336 277 17 23095 27994	PER- WGTD CENT PCT  10.4% 66.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.0% .7% (MISS) 2.2% (MISS) 82.5% (MISS) 100.0% 100.0%	PIT2S21J BIOLOGY: TEACH/REVIEW Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY NO, IT WALS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING. LEGITIMATE SKIP	CODES	FREQ 5679 322 125 2593 692 23095 27994	PER- WGTD CENT PCT  2.0% 13.4% 2.1% 13.7% 1.2% 7.5% 9.3% 62.5% 2.5% (MISS) 82.5% (MISS) 100.0% 100.0%
FIT2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of the state	CODES 1 2 3 4 5 5 6 6 8 9	Forma ORGANIS  FREQ 564 336 277 194 617 23095 27994  Tape Forma	PER- WGTD CENT PCT  10.4% 56.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.0% .7% 4.9% .0% (MISS) 2.2% (MISS) 82.5% (MISS) 100.0% 100.0%	PIT2S21J BIOLOGY: TEACH/REVIEW Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES	FREQ 5679 322 125 2593 692 23095 27994	PER- WGTD CENT PCT  2.0% 13.4% 2.1% 13.7% 1.2% 7.5% 9.3% 62.5% 2.5% (MISS) 82.5% (MISS) 100.0% 100.0%
FIT2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of the state	CODES  1 2 3 4 5 6 8 9 9	Forma ORGANIS  FREQ 564 336 277 194 617 23095 27994  Tape Forma	PER- WGTD CENT PCT  10.4% 66.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.0% .7% (MISS) 2.2% (MISS) 82.5% (MISS) 100.0% 100.0%	POPULATION 2521K  PIT2S21J BIOLOGY: TEACH/REVIEW  Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING LEGITIMATE SKIP  TOTALS:  Question 2521K  FIT2S21K BIOLOGY: TEACH POPULA Population genetics	CODES	FREQ	PER- WGTD CENT PCT  2.0% 13.4% 2.1% 13.7% 1.2% 7.5% 9.3% 62.5% 2.5% (MISS) 82.5% (MISS) 100.0% 100.0%
F1T2S21F BIOLOGY: TEACH BEHAVE  Coordination and behavior of the selection	CODES  1 2 3 4 5 6 8 9 9	Forma ORGANIS  FREQ 564 336 277 194 617 23095 27994  Tape Forma	PER- WGTD CENT PCT  10.4% 66.5% 2.0% 14.2% 1.2% 7.5% 1.0% 7.0% .7% (MISS) 2.2% (MISS) 82.5% (MISS) 100.0% 100.0%	Question 2521J  F1T2S21J B1OLOGY: TEACH/REVIEW  Creationism  RESPONSE  YES, 1 TEACH IT AS NEW CONCEPT YES, 1 REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING	CODES  1 2 3 4 4 5 8 9	FREQ - 569 3145 2593 695 - 27994 Tape Forma	PER- WGTD CENT PCT  2.0% 13.4% 2.1% 13.7% 1.2% 7.5% 9.3% 62.5% 2.5% (MISS) 2.5% (MISS) 100.0% 100.0%  Per- WGTD CENT PCT  8.5% 56.0%
F1T2S21F BIOLOGY: TEACH BEHAV.  Coordination and behavior of the selection of the selection and selection and selection and selection and development of the selection and development of the selection and selection and selection and selection of the selection and development of the selection and selection of the selection and selection of the selection and development of the selection and selection of the sel	CODES  CODES  1 2 3 4 5 6 8 9	FREQ 2947	PER- WGTD CENT PCT 10.4% 565.1% MISS) 2.9% (MISS) 2.2% (MISS) 2.2% (MISS) 52.5% (MISS) 100.0% 100.0%	Question 2521J  FIT2S21J BIOLOGY: TEACH/REVIEW  Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 5 8 9	FREQ 579 322 593 692 23095 27994 Tape 11 Forma 11 CS	PER- WGTD CENT PCT  2.0% 13.4% 2.1% 7.5% 9.3% 62.5%  2.5% (MISS)  100.0% 100.0%  Per- WGTD CENT PCT  8.5% 56.0% 1.7% 16.3% 1.1% 16.3% 1.1% 16.3%
F1T2S21F BIOLOGY: TEACH BEHAV.  Coordination and behavior of the selection of the selection and selection of the selection and selection of the selection and selection an	CODES  CODES  1 2 3 4 5 6 8 9	FREQ 2904 1 1 2 2 9 2 2 7 9 9 4 2 7 9 9 4 2 2 7 9 9 4 2 2 7 9 9 4 2 2 2 3 9 5 2 7 9 9 4 2 2 3 9 5 2 7 9 9 4 2 3 3 9 5 2 3 9 5 2 3 9 5 3 9 5 3 9 5 3 9 5 3 9 5 3 9 5 3 9 5 3 9 5 5 4 3 9 5 5 4 3 9 5 5 4 3 9 5 5 4 3 9 5 5 4 3 9 5 5 6 4 3 9 5 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 4 3 9 5 6 6 4 3 9 5 6 6 4 3 9 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	PER- WGTD CENT PCT 10.4% 66.75% 14.2% 1.2% 7.5% 1.0% 7.0% 4.9% (MISS) 82.5% (MISS) 82.5% (MISS) 100.0% 100.0% PCT CENT PCT 10.5% 69.1% 1.5% 9.9% 1.4% 9.9% 1.4% 9.9%	PITZSZIJ BIOLOGY: TEACH/REVIEW Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING LEGITIMATE SKIP  TOTALS:  POPULATION GENETICS  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	CODES  1 2 3 4 5 8 9	FREQ	PER- WGTD CENT PCT  2.0% 13.4% 2.1% 7.5% 9.3% 62.5%  2.5% (MISS) 82.5% (MISS) 100.0% 100.0%  Pos. 302-302 t: I1  PER- WGTD CENT PCT  8.5% 56.0% 1.7% 10.4% 2.4% 16.3% 1.6% 9.9%
F1T2S21F BIOLOGY: TEACH BEHAV  Coordination and behavior of the selection of the selection and selection and selection and selection and selection of the selection of the selection of the selection and selection of the selection	CODES  CODES  CODES  CODES  CODES  CODES	FREQ	PER- WGTD CENT PCT 10.4% 56.5% 1.2% 7.5% 1.2% 7.5% 1.0% 4.9% .0% (MISS) 2.2% (MISS) 82.5% (MISS) 100.0% 100.0%  Per- WGTD CENT PCT	Question 2S21J  FIT2S21J BIOLOGY: TEACH/REVIEW  Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MISSING LEGITIMATE SKIP  TOTALS:  Question 2S21K  FIT2S21K BIOLOGY: TEACH POPULA Population genetics  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 1 2 3 4 5 5 8 9	FREQ	PER- WGTD CENT PCT  2.0% 13.4% 2.1% 7.5% 9.3% 62.5%  2.5% (MISS)  82.5% (MISS)  100.0% 100.0%  Per- WGTD CENT PCT  8.5% 56.0% 1.7% 10.4% 2.4% 16.3% 1.16% 9.9% .0% (MISS) 2.2% (MISS)
F1T2S21F BIOLOGY: TEACH BEHAV.  Coordination and behavior of the selection of the selection and selection	CODES  CODES  CODES  CODES  CODES  CODES	FREQ 2900 564 336 627 194 162 72994 Tape Forms PLANTS	### PER - WGTD CENT PCT	Question 2521J  FIT2S21J BIOLOGY: TEACH/REVIEW  Creationism  RESPONSE  YES, I TEACH IT AS NEW CONCEPT YES, I REVIEW IT ONLY	CODES 1 2 3 4 4 5 8 9 9 1 1 2 3 4 4 5 1 2 3 4 4 5 1 2 3 4 4 5 1 6 6 8 8 1 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1	FREQ	PER- WGTD CENT PCT  2.1% 13.4% 2.1% 13.7% 1.2% 7.5% 9.3% 62.5%  2.5% (MISS) 2.5% (MISS) 100.0% 100.0%  Per- WGTD CENT PCT  8.5% 56.0% 1.7% 10.4% 1.1% 7.5% 1.1% 7.5% 1.6% (MISS)

•		
	Question 2823A	Tape Pos. 307-307
Question 2821L Tape Pos. 303-3 Format: I1	03	Format: I1
F1T2S21L BIOLOGY: TEACH/REVIEW EVOLUTION	F1T2S23A CHEMISTRY: TEACH INTRO TO Introductory chemistry	CHEMISTRY
Evolution PER- W	GTD RESPONSE CO	PER- WGTD DES FREQ CENT PCT
RESPONSE CODES FREQ CENT P	CT	1 592 2.1% 59.6%
YES, 1 REVIEW IT ONLY 2 884 3.2% 2 NO. IT WAS TAUCHT PREVIOUSLY. 3 686 2.5% 1	1.1% NO, IT WAS TAUGHT PREVIOUSLY 5.6% NO. IT WILL BE TAUGHT LATER	2 130 .5% 13.9% 3 214 .8% 25.7% 4 1 .0% .1%
NO, IT WILL BE TAUGHT LATER 4 171 .6% TOPIC NOT IN SCHOOL CURRICULUM 5 348 1.2% RESERVED CODES:	4.8% TOPIC NOT IN SCHOOL CURRICULUM 8.3% RESERVED CODES: MISSING	5 7 .0% .7% 8 967 3.5% (MISS)
MISSING 8 629 2.2% (M LEGITIMATE SKIP 9 23095 82.5% (M	ISS) LEGITIMATE SKIP	9 26083 93.2% (MISS)
TOTALS: 27994 100.0% 10		27994 100.0% 100.0%
Question 2822 Tape Pos. 304-3	Question 2523B	Tapa Pos. 308-308 Format: I1
F1T2S22 PRIMARY BIOLOGY TEXTBOOK	F1T2S23B CHEMISTRY: TEACH ELECTRO-	
Which of the following textbooks constitutes the primary	Electro-chemistry	
source that you use in this Biology class? (MARK ONE)  PER- W	GTD	DES FREQ CENT PCT
	CT YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY  1.84 NO, IT WILL BE TAUGHT LATER	1 607 2.2% 58.4% 2 37 .1% 2.7%
MERRILL, 1986 2 417 1.5% 1 BIOLOGY, HARCOURT BRACE	IDPIC NOT IN SCHOOL CORRICULUM	3 33 .1% 2.9% 4 165 .6% 20.3% 5 91 .3% 15.5%
RIOLOGY: AN EVEDYDAY	9.5% RESERVED CODES; MISSING	8 978 3.5% (MISS) 9 26083 93.2% (MISS)
EXPERIENCE, MERRILL, 1985 4 255 .9% BIOLOCY, D.C. HEATH CO., 1985. 5 274 1.0% MODERN BIOLOCY, HOLT, RHINEHART, & WINSTON,	8.3% TOTALS:	27994 100.0% 100.0%
1985 6 1315 4.7% 4 OTHER TEXTBOOK (SPECIFY) 7 751 2.7% 2	1.0 <del>1</del> 1.6 <del>1</del>	
RESERVED CODES: 95 13 .0% (MULTIPLE RESPONSE 95 13 .0% (MISSING	(185)	
LEGITIMATE SKIP 99 23095 82.5% (M		
	Question 2S23C	Tape Pos. 309-309 Format: I1
	F1T2S23C CHEMISTRY: TEACH CHEMICAL	LAWS
	Chemical laws	PER- WGTD
Question 2_23		DES FREQ CENT PCT
	YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER	1 779 2.8% 80.1% 2 64 .2% 9.9% 3 83 .3% 8.8%
If you teach a Chemistry class, do you teach or review the following topics this semester/term?	NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	4 12 .0% 1.2% 5 1 .0% .1%
• • • • • • • • • • • • • • • • • • • •	MISSINGLEGITIMATE SKIP	8 972 3.5% (MISS) 9 26083 93.2% (MISS)
	TOTALS:	27994 100.0% 100.0%
Question 2823 Tape Pos. 306-3	006	
F1T2S23 R DOES NOT TEACH CHEMISTRY		
I do not teach Chemistry	Question 2523D	Tape Pos. 310-310 Format: li
RESPONSE CODES FREQ CENT P	GTD F1T2S23D CHEMISTRY: TEACH/REVIEW C	HEM. PROCESSES
APPLIES	4.5% 5.5%	PER- WGTD
RESERVED CODES: 8 252 94 (MISSING	IISS)	DES FREQ CENT PCT 1 815 2.9% 82.8%
TOTALS: 27994 100.0% 10	O.ON NO, IT WAS TAUGHT PREVIOUSLY TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	2 71 .3% 10.5% 3 49 .2% 6.2% 5 4 .0% .5%
	MISSINGLEGITIMATE SKIP	8 972 3.5% (MISS) 9 26083 93.2% (MISS)
	TOTALS:	27994 100.0% 100.0%

•							
Question 2523E	2.0		Pos: 311-311	Question 28231		Tape Forma	Pos. 315-315
F1T2S23E CHEMISTRY: TEACH/F	REVIEW PERIODI	1	it: I1 :M	F1T2S23I CHEMISTRY: TEACH/REVI	EW ORGANI	CHEM.	
Periodic system				Organic chamistry			
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
YES, I TEACH IT AS NEW CONTE YES, I REV. W IT ONLY NO, IT WAS TAUGHT PREVIOUSLY	NT 1	712	2.5% 75.2% .3% 11.2%	YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY	1 2	444 113	1.6% 44.8%
NU, II WILL BE TAUGHT LATER.	4	141	.5% 13.4%	NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM	3 4 5	9 246 125	.0% 1.2% .9% 27.3% .4% 19.3%
TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING	я	1 961	.0% .1% 3.4% (MISS)	RESERVED CODES: MULTIPLE RESPONSE	6 8	1 973	.0% (MISS) 3.5% (MISS)
LEGITIMATE SKIP	9	26083 27994	93.2% (MISS)	LEGITIMATE SKIP	9	26083	93.2% (MISS)
/		17554	100,0% 100,0%	TOTALS:		27994	100.0% 100.0%
				,			
				·			
Question 2523F		Tape	Pos. 312-312	Question 2523J		Tana	Pos. 316-316
F1T2S23F CHEMISTRY: TEACH E	NERGY RELATIO		t: I1	F1T2S23J CHEMISTRY: TEACH/REVI	EW ENVION	Forma	t: 11
Energy relationships in chem				Environmental chemistry	EM ENATHUM	ANIL CHE	м,
RESPONSE	CODES	FREQ	PER- WGTD CENT PCT	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
YES, I TEACH IT AS NEW CONTE	NT 1	804 37	2.9% 83.6% .1% 3.6%	YES, I TEACH IT AS NEW CONTENT	1	320	1.1% 34.6%
YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER.	3	78 27	.3% 8.4%	YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER	2 3 4	182 21 103	.7% 17.3% .1% 2.2% .4% 13.3%
TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING.	.UM 5	. 3	.0% .4% 3.4% (MISS)	TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES:	5	308	1.1% 32.6%
LEGITIMATE SKIP	8 9		93.2% (MISS)	MULTIPLE RESPONSE MISSING LEGITIMATE SKIP	6 8 9	976 26083	.0% (MISS) 3.5% (MISS) 3.2% (MISS)
TOTALS:		27994	100.0% 100.0%	TOTALS:		27994	100.0% 100.0%
}							•
Question 2523G		Taba	Pos. 313-313				,
Question 2523G	STATE OF	Forms	Pos. 313-313 t: I1	Question 2523K		Tape Forma	Pos. 317-317 t: I1
Question 2523G	EVIEW RATE OF	Forms	t: I1	Question 2S23K	EW CHEM. (	Forma	
Question 2S23G F1T2S23G CHEMISTRY: TEACH/R Rate of reaction		Forma REACTI	t: I1 ON PER- WGTD	Question 2523K	EW CHEM. (	Forma	t: I1
Question 2S23G  F172S23G CHEMISTRY: TEACH/F Rate of reaction  RESPONSE YES. I TEACH IT AS NEW CONTE	CODES	FREQ	PER- WGTD CENT PCT	F112823K CHEMISTRY: TEACH/REVI	EW CHEM. C	Forma	
Question 2S23G  F172S23G CHEMISTRY: TEACH/F Rate of reaction  RESPONSE YES. I TEACH IT AS NEW CONTE	CODES	FREQ 729 28 33	PER- WGTD CENT PCT 2.6% 73.9% .1% 2.9% .1% 2.9%	PESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY	CODES	Forma  FREQ 168 146	PER- WGTD CENT PCT
Question 2S23G  F172S23G CHEMISTRY: TEACH/F Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES:	CODES	FREQ 	PER- WGTD CENT PCT - 2.6% 73.9% .1% 2.9% .1% 2.6% .3% 16.1% .2% 4.4%	PITZSZ3K CHEMISTRY: TEACH/REVICTION Chemistry of life processes  RESPONSE VES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY	CODES 1 2 3 4	FREQ	PER- WGTD CENT PCT 
Question 2S23G  F172S23G CHEMISTRY: TEACH/R Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICUL	CODES 1 2 2 3 4 4 4 5 5 6 8	FREQ	PER- WCTD CENT PCT 2.64 73.94 .14 2.94 .14 2.64 .3% 16.14	Question 2523K  F1T2523K CHEMISTRY: TEACH/REVI Chemistry of life processes  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE.	CODES 1 2 3 4 5 6	FREQ 	PER- WGTD CENT PCT
Question 2S23G  F172S23G CHEMISTRY: TEACH/F Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO. IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING.	CODES 1 2 2 3 4 4 4 5 5 6 8	FREQ 729 28 33 92 45 984 26083	PER- WGTD CENT PCT PCT PCT PCT PCT PCT PCT PCT PCT PC	Question 2823K  F1T2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 1 2 3 4 5	FREQ FREQ 168 146 96 243 278	PER- WGTD CENT PCT 6% 21.3% .5% 12.7% .3% 6.5% .9% 26.2% 1.0% 33.3%
Question 2S23G  F172S23G CHEMISTRY: TEACH/F Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING LEGITIMATE SKIP	CODES 1 2 2 3 4 4 4 5 5 6 8	FREQ 729 28 33 92 45 984 26083	PER- WGTD CENT PCT  2.6% 72.9% .1% 2.6% .3% 16.1% .2% 4.4% 3.5% (MISS) 93.2% (MISS)	Question 2523K  F1T2523K CHEMISTRY: TEACH/REVI Chemistry of life processes  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 5 8	FREQ FREQ 168 146 96 243 278 979	PER- WGTD CENT PCT 
Question 2S23G  F172S23G CHEMISTRY: TEACH/F Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING LEGITIMATE SKIP	CODES 1 2 2 3 4 4 4 5 5 6 8	FREQ 729 28 33 92 45 984 26083	PER- WGTD CENT PCT  2.6% 72.9% .1% 2.6% .3% 16.1% .2% 4.4% 3.5% (MISS) 93.2% (MISS)	Question 2823K  F1T2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 1 2 3 4 5 5 8	FREQ FREQ 168 146 96 243 278 1 979 26083	PER- WGTD CENT PCT .6% 21.3% .5% 12.7% .3% 6.5% .9% 26.2% 1.0% 33.3% .0% (MISS) 93.2% (MISS)
Question 2S23G  F172S23G CHEMISTRY: TEACH/F  Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING LEGITIMATE SKIP  TOTALS:	CODES 1 2 2 3 4 4 4 5 5 6 8	FREQ	PER- WCTD CENT PCT 2.6% 73.9% 11% 2.5% 16.1% 2.5% 4.4% 3.5% (MISS) 93.2% (MISS) 100.0%	Question 2823K  F1T2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WAS TAUCHT PREVIOUSLY. NO, IT WILL BE TAUCHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES. MULTIPLE RESPONSE.  MISSING	CODES 1 2 3 4 5 5 8	FREQ FREQ 168 146 96 243 278 1 979 26083	PER- WGTD CENT PCT .6% 21.3% .5% 12.7% .3% 6.5% .9% 26.2% 1.0% 33.3% .0% (MISS) 93.2% (MISS)
Question 2S23G  F172S23G CHEMISTRY: TEACH/F Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING LEGITIMATE SKIP  TOTALS:	CODES	FREACT1  FREQ 729 28 33 92 45 984 26083 27994  Tape Forma	PER- WGTD CENT PCT  2.6% -3.9% -1% 2.9% -1% 2.6% -3% 16.1% 4.4% 3.5% (MISS) 93.2% (MISS) 100.0% 100.0%	Question 2523K  FIT2523K CHEMISTRY: TEACH/REVI Chemistry of life processes  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING	CODES 1 2 3 4 5 5 8	FREQ FREQ 168 146 96 243 278 1 979 26083  27994	PER- WGTD CENT PCT 
Question 2S23G  F172S23G CHEMISTRY: TEACH/F Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO. IT WAS TAUGHT PREVIOUSLY NO. IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING LEGITIMATE SKIP	CODES	FREACT1  FREQ 729 28 33 92 45 984 26083 27994  Tape Forma	PER- WGTD CENT PCT  2.6% -3.9% -1% 2.9% -1% 2.6% -3% 16.1% 4.4% 3.5% (MISS) 93.2% (MISS) 100.0% 100.0%	Question 2823K  F1T2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes:  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING	CODES 1 2 3 4 5 6 8 8 9	FREQ	PER- WGTD CENT PCT .6% 21.3% .5% 12.7% .3% 6.5% .9% 26.2% 1.0% 33.3% .0% (MISS) 93.2% (MISS)
Question 2S23G  F1T2S23G CHEMISTRY: TEACH/F Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING  TOTALS:  Question 2S23H  F1T2S23H CHEMISTRY: TEACH/F Inorganic chemistry	CODES	FREQ 728 33 92 45 45 45 26083 77994	t: 11 ON  PER- WGTD CENT PCT  2.6% 3.9% 16.1% 2.9% 14.4%  3.5% (MISS) 93.2% (MISS) 100.0% 100.0%  Pos. 314-314 t: 11	Question 2823K  F1T2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes:  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 6 8 8 9	FREQ	PER- WGTD CENT PCT
Question 2S23G  F1T2S23G CHEMISTRY: TEACH/R Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING  TOTALS:  Question 2S23H  F1T2S23H CHEMISTRY: TEACH/R Inorganic chemistry	CODES  NT 1 2 3 4 8 9	FREQ 729 28 33 92 45 984 26083 27994 Tape Forma	PER- WGTD CENT PCT  2.6% -39% -1% -2.9% -1% -2.6% -3% -16.1% -3.9% -1.00.0% -1.00.0%  3.5% (MISS) 93.2% (MISS) -100.0% -100.0% -100.0% -100.0%  Pos. 314-314 t: I1	PITZSZ3K CHEMISTRY: TEACH/REVI Chemistry of life processes  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP TOTALS:  Question 2S23L  FITZSZ3L CHEMISTRY: TEACH/REVI Nuclear chemistry	CODES 1 2 3 4 5 6 8 8 9	FREQ	PER- WGTD CENT PCT
Question 2S23G  F1T2S23G CHEMISTRY: TEACH/R Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING  TOTALS:  Question 2S23H  F1T2S23H CHEMISTRY: TEACH/R Inorganic chemistry	CODES  NT 1 2 3 4 8 9	FREQ 791 53 50 50	t: 11 ON  PER- WGTD CENT PCT  2.64 73.94 .1% 2.5% .3% 16.1% .2% 4.4% 3.5% (MISS) 93.2% (MISS) 100.0% 100.0%  Per- WGTD CENT PCT  2.8% 84.1% .2% 5.8% .2% 6.3%	Question 2823K  F1T2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 1 2 3 4 5 6 8 8 9	FREQ	PER- WGTD CENT PCT - 6% 21.3% - 5% 12.7% - 3% 6.5% - 9% 65.5% - 9% (MISS) 93.2% (MISS) - 100.0% 100.0%  Pos. 318-318 t: I1
Question 2S23G  F1T2S23G CHEMISTRY: TEACH/R Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING  TOTALS:  Question 2S23H  F1T2S23H CHEMISTRY: TEACH/R Inorganic chemistry  RESPONSE YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL	CODES  NT 1 2 3 4 8 9	FREQ 7994  Tape Forma  TREQ 7994  Tape Forma  TREQ 7994	PER- WGTD CENT PCT PCT PCT PCT PCT PCT PCT PCT PCT PC	Question 2823K  F1T2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE MISSING	CODES  1 2 3 4 5 6 8 9 9	FREQ 148 CHEM.	PER- WGTD CENT PCT  - 64 21.34 - 55 12.76 - 34 6.54 - 94 26.24 1.04 33.34 - 04 (MISS) 3.54 (MISS) 93.24 (MISS) 93.24 (MISS) 100.04 100.04
Question 2S23G  F172S23G CHEMISTRY: TEACH/F  Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO. IT WAS TAUGHT PREVIOUSLY NO. IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING  LEGITIMATE SKIP  TOTALS:  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MULTIPLE RESPONSE	CODES NT 1 2 3 4 8 9  EVIEW INORGAN  CODES NT 1 3 4 4 6 6	FREQ 28 33 39 29 45 9884 26083 27994 Tape Forma IIC CHEM	t: 11 ON  PER- WGTD CENT PCT  2.64 .1% 2.9% .1% 2.6% .3% 16.1% .2% 4.4%  3.5% (MISS) 93.2% (MISS) 100.0% 100.0%  Per- WGTD CENT PCT  2.8% 84.1% .2% 6.3% .1% 1.9% .1% 1.9% .1% 1.9% .0% (MISS)	Question 2823K  F1T2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes:  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY	CODES  1 2 3 4 5 6 8 9 9	FREQ	PER- WGTD CENT PCT - 64 21.34 - 55 12.74 - 34 6.54 - 94 65.54 - 94 33.34 - 04 (MISS) 93.24 (MISS) 100.04 100.04  Per- WGTD CENT PCT - 1.84 47.44 - 48.94
Question 2S23G  F1T2S23G CHEMISTRY: TEACH/F  Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WILL BE TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING  TOTALS:  Question 2S23H  F1T2S23H CHEMISTRY: TEACH/F Inorganic chemistry  RESPONSE.  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT PREVIOUSLY NO, IT WAS TAUGHT LATER. TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MULTIPLE RESPONSE.	CODES NT 1 2 3 4 8 9  EVIEW INORGAN  CODES NT 1 3 4 4 6 6	FREQ 28 33 39 29 45 984 26083 27994	t: 11 ON  PER- WGTD CENT PCT  2.6% 73.9% .1% 2.9% .1% 2.6% .3% 16.1% .2% 4.4%  3.5% (MISS) 93.2% (MISS)  100.0% 100.0%  Per- WGTD CENT PCT  2.8% 84.1% .2% 6.3% .1% 1.9% .1% 1.9% .1% 1.9% .1% 1.9% .3.5% (MISS) 93.2% (MISS)	Question 2823K  FIT2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes:  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY	CODES 1 2 3 4 5 6 8 9 9 EW NUCLEAR 2 3 4 4 5 6 8 8	FREQ 102 102 102 109 1109 1109 1109 1109 110	PER- WGTD CENT PCT  - 64 21.34 - 55 12.74 - 34 6.54 - 94 26.24 - 1.04 33.3%  - 04 (MISS) 3.54 (MISS) 93.24 (MISS) 93.24 (MISS) 100.04 100.04  Per- WGTD CENT PCT  1.84 47.44 - 48 8.94 - 44 8.94 - 44 8.94 - 45 64 22.94 - 44 15.54 - 04 (MISS) 3.55 (MISS)
Question 2S23G  F172S23G CHEMISTRY: TEACH/R Rate of reaction  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I REVIEW IT ONLY NO. IT WAS TAUGHT PREVIOUSLY NO. IT WAS TAUGHT LATER, TOPIC NOT IN SCHOOL CURRICUL RESERVED CODES: MISSING LEGITIMATE SKIP  TOTALS:  Question 2S23H  F1T2S23H CHEMISTRY: TEACH/R Inorganic chemistry  RESPONSE  YES, I TEACH IT AS NEW CONTE YES, I TEACH IT ONLY YES, I TEACH IT AS NEW CONTE YES, I TEACH IT AS NEW CONTE YE	CODES NT 1 2 3 4 8 9  EVIEW INORGAN  CODES NT 1 3 4 4 6 6	FREQ 28 33 39 29 45 9884 26083 27994 Tape Forma IIC CHEM	t: 11 ON  PER- WGTD CENT PCT  2.64 .1% 2.9% .1% 2.6% .3% 16.1% .2% 4.4%  3.5% (MISS) 93.2% (MISS) 100.0% 100.0%  Per- WGTD CENT PCT  2.8% 84.1% .2% 6.3% .1% 1.9% .1% 1.9% .1% 1.9% .0% (MISS)	Question 2823K  F1T2S23K CHEMISTRY: TEACH/REVI Chemistry of life processes:  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WAS TAUGHT PREVIOUSLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE LEGITIMATE SKIP  TOTALS:  Question 2823L  F1T2S23L CHEMISTRY: TEACH/REVI Nuclear chemistry  RESPONSE  YES, I TEACH IT AS NEW CONTENT YES, I REVIEW IT ONLY. NO, IT WILL BE TAUGHT LATER TOPIC NOT IN SCHOOL CURRICULUM RESERVED CODES: MULTIPLE RESPONSE	CODES 1 2 3 4 4 5 6 8 8 9 9	FREQ 148 278 1992 26083 27994 Tape 1 Forma CHEM.	PER- WGTD CENT PCT  - 6% 21.3% - 5% 12.7% - 3% 6.5% - 1.0% 33.3% - 0% (MISS) 93.2% (MISS) 93.2% (MISS) - 100.0% 100.0%  Per- WGTD CENT PCT  - 1.8% 47.4% - 6% 22.9% - 4% 8.9% - 6% 22.9% - 4% - 6% 22.9% - 4% - 6% 22.9% - 6% (MISS)

Question 3_1		Tape Forms	Pos. 323 t: I1	-323
F1T3_1 TEACHER'S SEX	•			
What is your sex? (MARK ONE)				
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
MALE	1 2	13645	48.7% 48.8%	49.99
EMALE ESERVED CODES: MISSING	8	680		(MISS)
TOTALS:		27994	100.0%	100.0
Question 3_2		Tape Forms	Pos. 324 t: I1	1-324
TEACHER'S ETHNIC BACK				
Which best describes you? (MA	RK ONE)		PER-	WOTH
RESPONSE	CODES	FREQ	CENT	WGTD PCT
THERISPANIC	1 2	383 534 1280	1.4%	1.49
ACKITESERVED CODES:	. 3	24943	4.6% 89.1%	5.59 91.29
MULTIPLE RESPONSE	6 8	13 841	.0% 3.0%	(MISS
TOTALS:		27994	100.0%	
NOTE: This variable was recod with the confidentiality provi	ed by NCES sions of P	in acce L100-297	rdance	
Question 3_3Y		Tape Forma	Pos. 32	5-326
F1T3_3Y TEACHER'S YEAR OF BI	RTH			
Year			PER-	WGTD
RESPONSE	CODES	FREQ	CENT	PCT
1925 AND BEFORE		178 885 1650	.6% 3.2% 5.9% 10.9%	6.0
1941-1945	5 6	3061 4766 6185 4265 2702	17.0% 22.1% 15.2% 9.7%	16.1
1926-1930. 1931-1935. 1936-1940. 1941-1945. 1946-1950. 1951-1955. 1956-1960. 1961 AND AFTER. RESERVED CODES: MULTIPLE RESPONSE.	5 6 7 8 9	4756	17.0% 22.1% 15.2% 9.7% 10.6%	16.1

NOTE .	This	variable		 	NCES	4 -		
NO IE:	1013	V8 - 18016	w# 2	 Đγ	14000		accor oa	
	L	_ # 2 4 4 _ 4 2 4	1 4 4	 	- 4 Dt	*^^		

TOTALS:

100.0% 100.0%

27994

	₹***
Question 2S24	Tape Pos. 319-320 Format: I2
F1T2S24 PRIMARY CHEMISTRY TEX	TBOOK
Which of the following textbook	s constitutes the primary

Which of the following source that you use in	textbooks constitutes this Chemistry class?	(MARK ONE)

RESPONSE	CODES	FREQ	PER- CENT	PCT
CHEMISTRY: A MODERN APPROACH,				
MERRILL, 1987	2	116	.4%	12.1%
CHEMISTRY, ADDISON WESLEY,	, -			
1987	3	181	. 6%	24.5%
MODERN CHEMISTRY,				
HOLT, RHINEHART, & WINSTON,	_	40.	. 7%	35.8%
1982	4	194	./*	35,02
CHEMCOM: CHEMISTRY IN THE COMMUNITY. KENDALL/HUNT. 1988.	6	23	194	3.8%
OTHER TEXTBOOK (SPECIFY)	5 6	209		23.8%
RESERVED CODES:	•	205		20.0%
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1187		(MISS)
LEGITIMATE SKIP		26083		(MISS)
LEGITIMATE SKIP	55			
TOTALS:		27994	100.0%	100.0%
1017201				

Question 2S25	Tape Pos. 321-321 Format: I1

F1T2S25 DESCRIPTN OF AVAILABLE SCIENCE EQUIPMNT
Which of the following best describes the science equipment provided by the school to students in your class?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
I HAVE LITTLE OR NO EQUIPMENT FOR STUDENTS TO USE EACH STUDENT USUALLY HAS	1	421	1.5%	9.2%
HIS/HER OWN EQUIPMENT	2	513	1.8%	8.9%
ONE STUDENT USUALLY SHARES WITH ANOTHER	3	2666	9.5%	50.3%
USUALLY SHARE EQUIPMENT	4	1591	5.7%	31.5%
MULTIPLE RESPONSE	6	5	0%	(MISS)
MISSING	ĕ	1196		(MISS)
LEGITIMATE SKIP	6 8 9	21602		(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2826	Tape Pos. 322-322 Format: I1

F1T2S26 CONDITION OF SCIENCE EQUIPMENT

In general, is the condition of the science equipment you use in this class:  $\cdot$  (MARK ONE)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
I HAVE NONE	1	92	. 3%	2,1%
POOR	2	577	2.1%	13.6%
FAIR	3	1590	5.7%	32.3₩
	Ÿ.		7.9%	41.4%
GOOD	4	2214		
EXCELLENT	5	679	2,4%	10.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6		- 04	(MISS)
MISSING	8	1239		(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
	_			
TOTALS:		27994	100.0%	100.0%

Question 3_4A Tape Pos. 327-328 Format: 12

F1T3_4A YEARS TAUGHT AT ELEMENJARY LEVEL

Number of years taught at elementary level (K-6)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT -
	COPES	LUER	CEILL	FC:
O YEARS	. 0	17232	61,6%	84.1%
1 - 3 YEARS	1	1856	6.6%	8.6%
4 - 6 YEARS	à			
	2	545	1.9%	2.9%
7 - 9 YEARS	. з	292	1.0%	1.3%
10 - 12 YEARS	. 4	166	. 6%	.8%
13 - 15 YEARS	7			
	5	76	. 3%	.4%
16 - 18 YEARS	6	65	. 2%	.4%
19 - 21 YEARS		102	4%	.4%
	<u>′</u>			
22 - 24 YEARS	8	39	. 1%	. 2%
25 OR MORE YEARS	a	184	. 753	. 9%
		104	. / 15 '	. 31
NEUERTED CODES:				
MISSING	98	7437	26.6%	(MISS)
,				
TOTALS:		27994	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Tape Pos. 329-330

F1T3_4B YEARS TAUGHT AT SECONDARY LEVEL

Number of years taught at the secondary level (7-12)

RESPONSE			PER-	WGTD
RESPUNSE	CODES	FREQ	CENT	PCT
O YEARS	0	88	.3%	. 5%
1 - 3 YEARS	1	3116	11.1%	12.0%
4 - 6 YEARS	. 2	2750	9.8%	10.3%
/ - 9 YEARS	. 3	2341	8.4%	8.3%
10 ~ 12 YEARS,	4	2569	9.2%	9.4%
13 ~ 15 YEARS	5	2893	10.3%	10.5%
16 - 18 YEARS	6	3270	11.7%	11.5%
19 - 21 YEARS	7	3311	11.8%	12.1%
22 - 24 YEARS	8	2555	9.1%	9.8%
25 OR MORE YEARS	9	4378	15.6%	15.7%
RESERVED CODES:				
MISSING	98	723	2.6%	(MISS)
TOTALS: ,.		27994	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 3_5 Tape Pos. 331-332 Format: 12

F1T3_5 TOTAL YEARS TAUGHT IN THIS SCHOOL

Counting this year, how many years in total have you taught in this school?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
O YEARS	0	80	. 3%	. 3%
1 - 3 YEARS	. , 1	6275	22.4%	24.1%
4 - 6 YEARS	2	4945	17.7%	17.7%
7 - 9 YEARS	3	2795	10.0%	9.9%
10 - 12 YEARS	4	2867	10,2%	10.4%
13 - 15 YEARS	5	2120	7,6%	7.8%
16 - 18 YEARS	6	2295	8.2%	B. 4%
19 - 21 YEARS	7	2240	8.0%	8.4%
22 - 24 YEARS,,,,,,,,,,,,,,,,,,,,	8	1672	6.0%	6.3%
25 OR MORE YEARS	9	1946	7.0%	6.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	758	2.7%	(MISS)
TOTALS:		27994	100.0%	100.0%
		4.334	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 3_6

Tape Pos. 333-333

F1T3_6 EMPLOYMENT STATUS THIS SCHOOL/SYSTEM

What is your employment status in this school or school system? (MARK ONE)

,	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
,	REGULAR FULL-TIME POSITION	1	26734	95.5%	97.3%
	REGULAR PART-TIME POSITION	ż	466	1.7%	2.0%
	SUBSTITUTERESERVED CODES:	3	156	.6%	. 7%
	MULTIPLE RESPONSE	6	1	. Ω¥	(MISS)
	MISSING	ě	637		(MISS)
	TOTALS:		27994	100.0%	100.0%

Question 3_7

Tape Pos. 334-334 Format: I1

Tape Pos. 335-335 Format: I1

. F1T3_7 TYPE OF TEACHING CERTIFICATION HELD

What type of teacher certification do you hold from the state where you teach? (MARK ONE)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
REGULAR OR STANDARD CERTIFICA- TION (STANDARD CERTIFICATION OFFERED IN YOUR STATE) PROBATIONARY CERTIFICATION (THE INITIAL CERTIFICATION ISSUED AFTER SATISFYING ALL	. 1.	24564	87.7%	92.0%
REQUIREMENTS EXCEPT THE COMP- LETION OF A PROBATIONARY PERIOD)OR TEMPORARY, PROVISIONAL, OR EMERGENCY CERTIFICATION (RE- QUIRE ADDITIONAL COURSEWORK	2	671	2.4%	2.6%
BEFORE REGULAR CERTIFICATION CAN BE OBTAINED)	.3 .4	703 1295	2.5% 4.6%	
RESERVED CODES: MULTIPLE RESPONSE MISSING TOTALS:	6 8	18 743  27994		(MISS) (MISS)

Question 3_8

For each of the following subjects, please indicate whether you are certified in the state where you teach. (MARK ALL THAT APPLY)

F1T3_BA CERTIFIED IN MATHEMATICS

Manhaman Alda

Mathematics

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	7833	28.0%	30.1%
NO	2	17680	63.2%	
MISSING	8	1186	4.2%	(REIM)
LEGITIMATE SKIP	9	1295		(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_8B  F1T3_8B CERTIFIED IN SCIENCE  Science  RESPONSE CODES  YES	Tape Pos. 336-336 Format: I1  FREQ CENT PCT 7824 27.9% 30.9% 17689 63.2% 69.1% 1186 4.2% (MISS) 1295 4.6% (MISS) 27994 100.0% 100.0%	Question 3_98  F1T3_98 ASSOCIATE DEGREE HELD  Associate degree  RESPONSE CODES:  VES	
Question 3_8C  FiT3_8C CERTIFIED IN ENGLISH  English  RESPONSE CODES  YES	Tape Pos. 337-337 Format: I1  FREQ PER- WCTD CENT PCT 9777 34.9% 38.1% 15736 56.2% 61.9% 1186 4.2% (MISS) 1295 4.6% (MISS) 27994 100.0% 100.0%	Question 3_9C  FIT3_9C BACHELOR'S DEGREE HELD  Bachelor's  RESPONSE CODE: YES	
Question 3_8D  FIT3_8D CERTIFIED IN HISTORY  History  RESPONSE CODES  YES. 1 NO. 2 RESERVED CODES: 3 MISSING. 8 LEGITIMATE SKIP. 9  TOTALS:	Tape Pos. 338-338 Format: I1  FREQ CENT PCT 7166 25.6% 28.5% 18347 65.5% 71.5% 1186 4.2% (MISS) 1295 4.6% (MISS) 27994 100.0% 100.0%	Question 3_9D  F1T3_9D EDUCATION SPECIALIST DEGREE  Education specialist or professional least one year of work (e.g., crede certificate)  RESPONSE CODE  YES	diploma based on at ntial, 6-year PER- WGTD S FREQ CENT PCT
Question 3_9  What academic degree do you hold? (MARK  Question 3_9A  F1T3_9A NO ACADEMIC DEGREE HELD	ALL THAT APPLY)  Tape Pos. 339-339  Format: I1	RESERVED CODES: MISSING TOTALS:	
RESPONSE	FREQ CENT PCT  17 1% 1% 14% 27352 97.7% 99.9%  625 2.2% (MISS) 27994 100.0% 100.0%		·

Question 3_9F	vie.	Tape	Pos. 34	4-344	Question 3_10C1		Tape	Pos. 348	8-348
F1T3_9F DOCTORATE DEGREE H	IELD A	Form	at: I1		F1T310C1 BACHELOR'S DEGREE MA	JOR IN HIS		161 11	
F1T3_9F DOCTORATE DEGREE F	IELD 4				History (or Social Studies/Soc				
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1 2	473 26896	1.7 <del>%</del> 96.1%	1.5%	YES NO RESERVED CODES:	2	4999 21198	17.9% 75.7%	18.9% 81.1%
RESERVED CODES: MISSING		625		(MISS)	MISSINGLEGITIMATE SKIP	8 9	1778 19		(MISS)
TOTALS:		27994		100.0%	TOTALS:		27994	100.0%	100.0%
1				•					
Question 3_9G		Tape Forms	Pos. 34! at: I1	5-345	Question 3_10D1		Tape Forma	Pos. 349	-349
F1T3_9G FIRST PROFESSIONAL					F1T310D1 BACHELOR'S DEGREE MA	JOR IN MAT			
First professional (e.g., M.	D., L.L.B., .	ם , ס.			Mathematics				
RESPONSE	CODES	FREQ	PER- CENT	WCTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YESNONORESERVED CODES:	2	166 27203	. 6% 97 . 2%	.5 <del>%</del> 99.5%	YES		5119 21078		18.8% 81.2%
MISSING	8	625		(MISS)	RESERVED CODES: MISSING	8	1778 19	6.4%	(MISS)
TOTALS:		27994	100.0%	100.0%	TOTALS:	•	27994		
Question 3_10		•			Question 3_10E1		Tape	Pos. 350	-350
What were your major fields degree? (MARK ALL THAT APPL	of study for Y)	your ba	schelor's	•	F1T310E1 BACHELOR'S DEGREE MA. Science (Natural/Physical Scie		Forma ENCE		
					RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
	•				YES	1 2	4995 21202		19.3% 80.7%
					RESERVED CODES: MISSINGLEGITIMATE SKIP	8	1778	6.4%	(MISS)
Question 3_10A1		Tape Forms	Pos. 346 Lt: 11	3-346	TOTALS:	9	19  27994	.1% 100.0%	(MISS)
F1T310A1 BACHELOR'S DEGREE Education	MAJOR IN EDUC	MOITA							
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT					
YES	1	5424 20773	19.4% 74.2%	22.0%' 78.0%	Question 3_10F1		Tana	Pos. 351	-251
RESERVED CODES: MISSING	8	1778 19	6.4%	(MISS)			Forms	t: I1	-351
TOTALS:	•	27994	100.0%		F1T310F1 BACHELOR'S DEGREE MA. Foreign Language(s)	JOR IN FOR	EIGN LAN	G.	
					RESPONSE	CODES	Enro	PER-	WGTD
					YES	CODES	FREQ  552	2.0%	PCT 2,1%
					NO RESERVED CODES: MISSING	2 8	25645 1778	91.6%	97.9% (MISS)
Question 3_10B1		Tape Forme	Pos. 347	-347	LEGITIMATE SKIP	9	19	. 1%	(MISS)
F1T310B1 BACHELOR'S DEGREE	MAJOR IN ENGL		•••		TOTALS:			100.0%	100.0%
English							•		
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT					
YES	1	6947 19250	24.8%	26.3% 73.7%					
RESERVED CODES: MISSING	8	1778 19	6.4%	(MISS)					
TOTALS:	•		100.0%						

Question 3_10Gi		ape Pos. 352-352 ormat: I1	Question 3_10D2		Tape Pos. : Format: I1	
F1T310G1 BACHELOR'S DEGREE MAJO			F1T310D2 BACHELOR'S DEGREE MINO	HTAM NI NC	EMAT1CS	
Major in some other field, (PLEA			Mathematics	•		
		PER- WGTD	RESPONSE	CODES	FREQ CEN	- WGTD T PCT
		REQ CENT PCT	YES	1		5% 10.7%
YES		711 13.3% 14.2% 486 80.3% 85.8%	NORESERVED CODES:	2 8		6% 89.3% 9% (MISS)
RESERVED CODES: MISSING		778 6.4% (MISS) 19 .1% (MISS)	MISSINGLEGITIMATE SKIP		19 .	1% (MISS)
TOTALS:		994 100.0% 100.0%	TOTALS:		27994 100.0	0% 100.0%
·	••	354 1551511 1551511				
		*				
er.						
					Tape Pos.	257_257
Question 3_10			Question 3_10E2		Format: 11	
			F1T310E2 BACHELOR'S DEGREE MIN	OR IN SCIE	NCE	
What were your minor fields of	study for you	r bachelor's	Science			
degrae? (MARK ALL THAT APPLY)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		RESPONSE	CODES	FREQ CEN	T PČT
			YES	1	3634 13.	O% 18.2%
			RESERVED CODES:	2 8		14 81.84 94 (MISS)
			MISSINGLEGITIMATE SKIP	9	19 .	1% (MISS)
Question 3_10A2	7	ape Pos. 353-353	TOTALS:		27994 100.	Off 100.0%
	F	ormat: I1	_			
F1T310A2 BACHELOR'S DEGREE MIN	OR IN EDUCATI	ON				
Education		PER- WGTD				
RESPONSE		REQ CENT PCT	Question 3_10F2		Tape Pos.	388-368
YES	1 4	1575 16.3% 23.9% 15037 53.7% 76.1%	######################################		Format: 11	
NORESERVED CODES:		3363 29.9% (MISS)	F1T310F2 BACHELOR'S DEGREE MIN	OR IN FORE	IGN LANG.	
LEGITIMATE SKIP	9	19 .1% (MISS)	Foreign Language(s).			
TOTALS:	2.	7994 100.0% 100.0%	RESPONSE	CODES	FREQ CEN	IT PCT
			YES,	1	1237 4.	4% 5.9% 6% 94.1%
			NORESERVED CODES;	. 2		9% (MISS)
			LEGITIMATE SKIP		19 .	1% (MISS)
Question 3_10B2	-	Гвре Рос. 354-354	TOTALS:			0% 100.0%
***************************************		Format: Ii			1	
F1T310B2 BACHELOR'S DEGREE MIN	OR IN ENGLISE	1				
English		PER- WGTD				
RESPONSE		REQ CENT PCT	Question 3_10G2		Tape Pos.	359-359
YES		3022 10.8% 14.5% 5590 59.3% 85.5%			Format: 11	
RESERVED CODES:		8363 29.9% (MISS)	F1T310G2 BACHELOR'S DEGREE MIN			
TOTALS;	_	19 .1% (MISS) 7994 100.0% 100.0%	Minor in some other field, (PLE	ASE SPECIF	· T , PEF	R- WGTD
IDTALS;	_	7334 100,0% 100,0%	RESPONSE	CODES	FREQ CEN	NT PCT
			YES	1 2	3886 13. 15726 56.	9% 20.1% 2% 79.9%
			RESERVED CODES:	8	8363 29.	.9% (MISS)
		* <u>.</u>	LEGITIMATE SKIP	9		1% (MISS)
Question 3_10C2		Tape Pos. 355-355	TOTALS:		27994 100.	.0% 100.0%
FIT310C2 BACHELOR'S DEGREE MIN		Format: l1 v				
History (or Social Studies/Soci		•	^			
		PER- WGTD	<u> </u>			
RESPONSE		FREQ CENT PCT	,			
YES		4329 15.5% 22.5% 5283 54.6% 77.5%				
RESERVED CODES: MISSINGLEGITIMATE SKIP	8	8363 29.9% (MISS) 19 .1% (MISS)				
TOTALS:	-	7994 100.0% 100.0%				
. 3.0001	•					

			•			
Question 3_10H	) ]	Tape Pos. 350-360 Format: I1	Question 3_11D1		Tape F Format	Pos. 364-364
F1T3_10H NOT APPLICABLE - NO			F1T311D1 GRADUATE DEGREE MAJOR	IN MATHEM	ATICS	
Not applicable; did not receiv	e bachelor's o	degree	Mathematics			
RESPONSE		PER- WGTD	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
YES	1 2 26	2 .0% .0% 6938 96.2% 100.0%	YES NO RESERVED CODES:	1 2	1822 15 20	6.5% 10.4% 54.7% 89.6%
RESERVED CODES: MISSING. LEGITIMATE SKIP		1037 3.7% (MISS)	MISSING		2793 8059	10.0% (MISS) 28.8% (MISS)
TOTALS:		17 .1% (MISS) 7994 100.0% 100.0%	TOTALS:		27994	100.0% 100.0%
		*				
,						
Question 3_11			Question 3_11E1			os., 365-365
			F1T311E1 GRADUATE DEGREE MAJOR	IN SCIENC	Format E	
What were your major fields of	situdy for you	ur highest	Science (Natural/Physical Scien			
graduate degree? (MARK ALL TH	AT APPLY)		RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
			YES	1		8.2% 13.0%
			RESERVED CODES	2	14847	53.0% 87.0%
			MISSINGLEGITIMATE SKIP	8 9	2793 8059	10.0% (MISS) 28.8% (MISS)
Question 3_41A1	1	Tape Pos. 361-361 Format: I1	TOTALS:		27994	100.0% 100.0%
F1T311A1 GRADUATE DEGREE MAJO						
Education						
RESPONSE	CODES F	PER- WGTD				
YES	1 7	7404 26.4% 44.5%	Question 3_11F1		Tape P Format	os. 366-366 : 11
NORESERVED CODES: MISSING		9738 34.8% 55.5% 2793 10.0% (MISS)	F1T311F1 GRADUATE DEGREE MAJOR	IN FOREIG		
LEGITIMATE GRIP	9 _8	3059 28.8% (MISS)	Foreign Language(;)			
TOTALS:	27	7994 100,0% 100.0%	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
			YES	1	142	.5% .8%
			MISSING	2 8	17000 2793	60.7% 99.2%
			LEGITIMATE SKIP	9	8059	28.8% (MISS)
Question 3_11B1		ape Pos. 362-362 format: 11	TOTALS:		27994	100.0% 100.0%
F1T311B1 GRADUATE DEGREE MAJO	R IN ENGLISH					
English						
RESPONSE		PER- WGTD '				
YES	1 2	2586 9.2% 14.8% 1556 52.0% 85.2%	Question 3_11G1		Tape P. Format	os. 367-367 : I1
RESERVED CODES: MISSINGLEGITIMATE SKIP	8 2	793 10.0% (MISS)	F1T311G1 GRADUATE DEGREE MAJOR			
TOTALS:	9 0	28.8% (MISS)	Major in some other field, (PLE,	ASE SPECIF	Y)	
		100,011 100,011	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
			YES	1 2	2566 14576	9.2% 14.9% 52.1% 85.1%
			RESERVED CODES: MISSINGLEGITIMATE SKIP	8 9	2793	10.0% (MISS)
0	_		TOTALS:	9		28.8% (MISS)  100.0% 100.0%
Question 3_11C1	F	ape Pos. 363-363 ormat: I1				.00,0%
F1T311C1 GRADUATE DEGREE MAJO						
History (or Social Studies/Soc	ial Sciences)	DED WATE				
RESPONSE		PER- WGTD REQ CENT PCT	Question 3_11			
YES	1 f	994 7.1% 11.4% 148 54.1% 88.6%	Question 3_11			
RESERVED CODES: MISSINGLEGITIMATE SKIP		793 10.0% (MISS) 059 28.8% (MISS)	WL - A			
TOTALS:	·	994 100.0% 100.0%	What were your minor fields of a graduate dagree? (MARK ALL THAT	tudy for ) TAPPLY)	our high	nest

RESPONSE CODES FREQ CENT PCT	5.8% 3.2% (SS)
RESPONSE   CODES	5.8% 3.2% (SS)
RESPONSE   CODES	5.8% 3.2% (SS)
VES	3.2% (SS) (SS)
MISSING	(SS)
TOTALS: 27994 100.0% 100.0%	3.0%
Question 3_11E2 Tape Pos. 369-369	
F1T311B2 GRADUATE DEGREE MINOR IN ENGLISH  F1T311B2 GRADUATE DEGREE MINOR IN FOREIGN LANG.	
Foreign Language(s)	
	STD ST
YES 1 1180 4.2% 16.4% NO	! . 35 ! . 75
NO	ISS)
TOTALS: TOTALS: 27994 100.0% 100.0%	).0%
Question 3_11C2 Tape Pos. 370-370 Format: I1  F1T311C2 GRADUATE DEGREE MINOR IN HISTORY  Tape Pos. 370-370 Format: I1  F1T311C2 GRADUATE DEGREE MINOR IN OTHER AREA	14
Minor in some other field. (PLEASE SPECIFY)  History (or Social Studies/Social Sciences)  PER- W	STD
PER- WGTD RESPONSE CODES FREQ CENT PCT	CT_
YES	6.9%
RESERVED CODES:  MISSING	155)
TOTALS: TOTALS: 27994 100.0% 100.0%	).0%
Question 3_11H Tape Pos. 375-37 Question 3_11D2 Tape Pos. 371-371	75
Format: 11 FiT3_11H NOT APPLICABLE - NO GRADUATE DEGREE	
F1T311D2 GRADUATE DEGREE MINOR IN MATHEMATICS	
Not applicable; did not receive a graduate degree	
Mathematics PER- WGTD RESPONSE CODES FREQ CENT P	GTD CT
PER	CT 1.9%
Mathematics	CT 1.9% 8.1% ISS)

Question 3_12

What is your current department/subject area affiliation? (MARX ALL THAT APPLY)

Question 3_12A	·	Tape Forms	Pos. 376-	-376	Question 3_12E		Tape Forma	Pos. 380-380 t: I1
F1T3_12A CURRENTLY AFFILIATED	WITH MATH				F1T3_12E CURRENTLY AFFILIATD	W/FORE I GN	LANG DEP	T
Mathematics					Foreign language			
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE .	CODES	FREQ	PER- WGTD CENT PCT
YES NO RESERVED CODES:	1 2	7463 19896	26.7% 71.1%	73.3%	YES	1 2 8	381 26978 635	1.4% 1.4% 96.4% 98.6% 2.3% (MISS)
MISSING	8	635 27994	100.0%		TOTALS:		27994	100.0% 100.0%
	,		4					
	•							
Question 3_12B		Tape Forms	Pos. 377-	-377	Question 3_12F	•	Tape Forms	Pos. 381-381 t: Ii
F1T3_12B CURRENTLY AFFILIATED	WITH SCIEN				F1T3_12F CURRENTLY AFFILIATED	W/SOC. ST	UDIES DE	PT
Science					Social Science/Social Studies			
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
YES	1	6530 20829	23.3% 74.4%	24,2%	YES	1 2	4049 23310	14.5% 15.6% 83.3% 84.4%
RESERVED CODES: MISSING	8	635	2.3% (		MISSING	. 8	635	2.3% (MISS)
TOTALS:		27994	100.0%	100.0%	TOTALS:	`	27994	100.0% 100.0%
	,							
		_			Question 3_12G		Tape 1	Pos. 382~382
Question 3_12C		Tape Forma	Pos. 378-	-378	Question 3_12G		Forma	Pos. 382~382 t: I1
Question 3_12C	W/HUMANITI	Forms	t: 11	-378	Question 3_12G F1T3_12G CURRENTLY AFFILIATED	WITH HIST	Forma	
Question 3_12C	W/HUMANITI	Forms	t: 11	-378	Question 3_12G	WITH HIST	Forma ORY DEPT	t: I1
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE	W/HUMANIT:	Forms	PER-	-378  WGTD PCT	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE	WITH HIST	Forma	
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE YES.	CODES	Forma IES DEPT  FREQ  371	PER- CENT	WGTD PCT 1.2%	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES	Forma ORY DEPT  : FREQ	PER- WGTD CENT PCT 
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES	FREQ 371 (26988	PER- CENT 	WGTD PCT 1.2% 98.8%	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE	CODES	FORMS ORY DEPT  FREQ 1984	PER- WGTD CENT PCT
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE YES.	CODES	Forma IES DEPT  FREQ  371	PER- CENT 1.3% 96.4%	WGTD PCT 1.2% 98.8% (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES	FREQ 1984 25375	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8%
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES	FREQ 371 (26988	PER- CENT 1.3% 96.4%	WGTD PCT 1.2% 98.8% (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES	FREQ 1984 25375 635	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8% 2.3% (MISS)
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES	FREQ 371 (26988	PER- CENT 1.3% 96.4%	WGTD PCT 1.2% 98.8% (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES	FREQ 1984 25375 635	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8% 2.3% (MISS)
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES	FREQ 371 (26988	PER- CENT 1.3% 96.4%	WGTD PCT 1.2% 98.8% (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES	FREQ 1984 25375 635	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8% 2.3% (MISS)
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES	Forma IES DEPT	PER- CENT 1.34 96.44 2.34 (	WGTD PCT 1.2% 98.8% (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES	FORM DEPT  FREQ 1984 25375 635 27994	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8% 2.3% (MISS) 100.0% 100.0%
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES	Forma IES DEPT  FREQ 371 (26988 635 27994  Tapa Forma	PER- CENT 1.34 96.44 2.34 (100.0%)	WGTD PCT 1.2% 98.8% (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES	FORMA DEPT  FREQ 1984 25375 635 27994	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8% 2.3% (MISS) 100.0% 100.0%
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES	Forma IES DEPT  FREQ 371 (26988 635 27994  Tapa Forma	PER- CENT 1.34 96.44 2.34 (100.0%)	WGTD PCT 1.2% 98.8% (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES	FORMA DEPT  FREQ 1984 25375 635 27994	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8% 2.3% (MISS) 100.0% 100.0%
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES	Forma IES DEPT  FREQ 371 (26988 635 27994  Tapa Forma	PER- CENT 1.3% 96.4% 2.3% 100.0%	WGTD PCT 1.24 98.84 (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES 1 2 8	Forma ORY DEPT  FREQ 1984 25375 635 27994  Tape   Forma	PER- WGTD CENT PCT  7.1% 7.2% 90.6% 92.8%  2.3% (MISS) 100.0% 100.0%
Question 3_12C  Fit3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES	Forma IES DEPT  FREQ 371 (26988 635 27994  Tapa Forma	PER- CENT 1.3% 96.4% 2.3% 100.0%	WGTD PCT 1.2% 98.8% (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES  1 2 8	Forma ORY DEPT  FREQ 1984 25375 635 27994  Tape   Forma	PER- WGTD CENT PCT  7.1% 7.2% 90.6% 92.8% 2.3% (MISS) 100.0% 100.0%  Pos. 383-383 t: I1  PER- WGTD CENT PCT
Question 3_12C  Fit3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE YES	CODES  1 2 8 WITH ENGLY  CODES	Forma IES DEPT  FREQ (26988 27994  Tape Forma	PER- CENT 1.3% 96.4% 2.3% 100.0%	WGTD PCT 1.24 98.84 (MISS) 100.04	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES  1 2 8	FORMA ORY DEPT  FREQ 1984 25375 635 27994  Tape	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8% 2.3% (MISS) 100.0% 100.0% Pes. 383-383 t: I1
Question 3_12C  FiT3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE YES	CODES  1 2 8 WITH ENGLY  CODES	FREQ 371 (26988 - 535 27994 Tape Forma ISH DEPT 8903 18456 635	PER- CENT 1.3% 96.4% 2.3% (100.0% 1	WGTD PCT 1.2% 98.8% (MISS) 100.0%	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES  1 2 8	FREQ 1984 25375 635 27994 Tape   Format	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8% 2.3% (MISS) 100.0% 100.0%  Pes. 383-383 t: I1  PER- WGTD CENT PCT8% 99.2% 2.3% (MISS)
Question 3_12C  F1T3_12C CURRENTLY AFFILIATED  Humanities  RESPONSE  YES	CODES  1 2 8  WITH ENGL:  CODES  1 2	FREQ	PER- CENT 1.3% 96.4% 2.3% 100.0% 1 Per- CENT 31.8% 65.9%	WGTD PCT 1.24 98.84 (MISS) 100.04 -378 WGTD PCT 32.74 67.34 (MISS)	Question 3_12G  F1T3_12G CURRENTLY AFFILIATED  History  RESPONSE  YES	CODES  1 2 8  W/VOC ED 1  CODES	FREQ 1984 25375 635 27994 Tape   Format	PER- WGTD CENT PCT 7.1% 7.2% 90.6% 92.8% 2.3% (MISS) 100.0% 100.0%  Pos. 383-383 t: I1  PER- WGTD CENT PCT .8% 99.2%

	4.2								
Question 3_121	•	Tape   Forms	Pos. 384 t: I1	4-384	Question 3_13	FOUENTLY	Tape Forms	Pos. 388 t: 12	3-389
F1T3_12I CURRENTLY AFFILIATED	W/PHYS ED	DEPT			Darken the oval baside the cour	•	ab mast		
Physical Education					Darken the Ovar Davide the Cour	se you ter	ich most	PER-	WGTD
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ	CENT	PCT
YES NO RESERVED CODES: MISSING TOTALS:	. 8	663 26696 635  27994	95.4%	2.4% 97.6% (MISS)	GENERAL MATH PRE-ALGEBRA ALGEBRA 1 ALGEBRA 11 GEOMETRY TRIGONOMETRY PRE-CALCULUS	1 2 3 4 5 6 7	452 247 1328 1115 1718 134 219	1.6% .9% 4.7% 4.0% 6.1% .5%	2.4% 1.2% 6.5% 4.7% 7.8% .6%
,					CALCULUS. CONSUMER/BUSINESS MATHO OTHER MATH. SCIENCE	8 9 10	129 147 206	.5% .5% .7%	
Question 3_12J			Pos. 38	5-385	GENERAL SCIENCE GENERAL PHYSICAL SCIENCE EARTH SCIENCE BIOLOGY CHEMISTRY	11 12 13 15	100 342 232 3524 833	.4% 1.2% .8% 12.6% 3.0%	. 5% 1 . 6% 1 . 1% 17 . 0% 4 . 0%
5473 404 OURDENTLY AFELLIATE		Forms			PHYSICS. OTHER SCIENCE.	17 18	94 230	. 3 <del>%</del> . 8%	. 5% . 9%
F1T3_12J CURRENTLY AFFILIATD T Guidance counseling	W/GUIDANCE	COUNSEL	NG		ENGLISH BASIC ENGLISHSOPHOMORE ENGLISHAMERICAN LITERATURE	19 20 21	669 3820 567	2.4% 13.6% 2.0%	3.3% 17.4% 2.8%
RESPONSE YES	CODES	FREQ	PER- CENT	WGTD PCT	COMPARITIVE ENGLISH	22 23 24 25	50 26 15 600 700	. 2% . 1% . 1% 2. 1%	3.0%
NO RESERVED CODES: MISSING	2	27242 635	97.3%	99.7% (MISS)	OTHER ENGLISH. SOCIAL SCIENCE WORLD HISTORY. ECONOMICS.	26 27 28 29	1370 61 10	2.5% 4.9% .2% .0%	3.3% 6.6% .3%
TOTALS:		27994	100.0%	100,0¥	SOCIOLOGY U.S. HISTORY AMERICAN GOVERNMENT/CIVICS WESTERN CIVILIZATION. GEOGRAPHY PSYCHOLOGY AREA STUDIES. OTHER SOCIAL SCIENCE. OTHER COURSES	30 31 32 33 34 35 36	735 255 227 213 55 83 138	2.6% .9% .8% .2% .3%	4.0% 1.3% .6% 1.2% .5%
Question 3_12K		Tape Forms	Pos. 38	6-386	FOREIGN LANGUAGE. MUSIC COMPUTER SCIENCE. INDUSTRIAL ARTS RELIGIOUS EDUCATION	37 38 39 40	63 19 69 10	. 2% . 1% . 2% . 0%	.3%
F1T3_12K CURRENTLY AFFILIATED	W/SPECIAL	ED DEPT			PHYSICAL EDUCATION	41 42	24 59	. 1%	. 29
Special education					FAMILY LIFE STUDIES	43	6 29	.0% .1%	. 19
RESPONSE	CODES	FREQ 379	PER- CENT	WGTD PCT	VOCATIONAL EDUCATIONART	45 46 47 48	35 21 56 15	. 1% . 1% . 2% . 1%	. 19 . 49 . 09
YESNORESERVED CODES:	2	26980 635	96.4%	1.4% 98.6% (MISS)	OTHER COURSE. RESERVED CODES: MULTIPLE RESPONSEMISSING	49 96 98	197 6038 709		(MISS)
TOTALS:		27994		100.0%	TOTALS:		27994		100.09
Question 3_12L			Pos. 38	7-387	Question 3_14				
F1T3_12L OTHER CURRENT DEPART	MENT AFFIL	NOITAI							
Other			PER-	WGTD	How many undergraduate courses subject area you teach most fre		A		
RESPONSE	CODES	FREQ	CENT	PCT	one that meets 2-5 classroom ho one semester or quarter. (IF I INCLUDE HISTORY COURSES: IF TEA	EACHING S	TATE HIS	TÖRY,	
YES NO RESERVED CODES: MISSING	1 2	1053 26306 635	94.09	3.8% 96.2%	INCLUDE ALL MATH COURSES.)	V V	MAIN 30		
TOTALS:				(MISS)					

Question 3_14A

Tape Pos. 390-390
Format: I1

Fit3_14A UNDERGRADUATE COURSES TAKEN IN SUBJECT

Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)

Undergraduate

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NONE	' 1	443	1.6%	1.8%
2-4 COURSES	2	1948	7.0%	7.9%
5-7 COURSES	3	2603	9,3%	9.8%
B OR MORE COURSES	4	18163	64.9%	71.5%
DON'T REMEMBER	5	2239	8.0%	9.0%
MULTIPLE RESPONSE	6	10	. 0%	(MISS)
/ MISSING	8	2588	9.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Que	s t	10	n	3_	16

Tapa Pos. 393-393 Format: I1

F1T3_16 WOULD BECOME A TEACHER AGAIN IF DID OVER

Suppose you could go back to college and START OVER AGAIN: in view of your present knowledge, would you become a teacher? (MARK ONE)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
CERTAINLY WOULD NOT BECOME A TEACHERPROBABLY WOULD NOT BECOME A	1	1875	6.7%	7.2%
TEACHER	2	4773	17.1%	18.1%
AGAINSTPROBABLY WOULD BECOME A	3	5508	19.7%	20.5%
TEACHER	. 4	* 8505	30.4%	30.6%
TEACHER	5	6578	23.5%	23.6%
MULTIPLE RESPONSE	6 8	747		(MISS)
TOTALS:		27994	100.0%	100.0%

### Question 3_14B

Tape Pos. 391-391 Format: I1

F1T3_14B GRADUATE COURSES TAKEN IN SUBJECT

Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)

#### Graduate

RESPONSE CODES FREQ CENT P	CT
NONE 1 3271 11.7% 1	5.1%
2-4 COURSES 2 5485 19.6# 2	5.8%
5-7 COURSES 3 3647 13.0% 1	6.6%
	5.9%
	6.7%
RESERVED CODES:	
MULTIPLE RESPONSE 6 7 .O% (N	1188)
MISSING 8 6274 22.4% (N	ISS)
TOTALS: 27994 100.0% 10	0.0%

# 

F1T3_15 HOW OFTEN FEELS SATISFIED WITH JOB

During the current 1989-90 school year, how often do you feel satisfied with your teaching job? (MARK ONE)

RESPONSE	CODES	FREQ	CENT	PCT	
				,	
ALMOST NEVER	1	558	2.0%	2.4%	
SOME OF THE TIME	2	5091	18.2%	19.2%	
MOST OF THE TIME	3	18729	66.9%	68.2%	
ALL OF THE TIME	4	2909	10.4%	10.2%	
RESERVED CODES:					
MULTIPLE RESPONSE	6	2		(MISS)	
MISSING	8	705	2.5%	(MISS)	
				~	
TOTALS:		27994	100.0%	100.0%	

### Question 3_17

In addition to your duties at this school, do you hold any other paying jobs that are either full-time or part-time? (MARK ONE PER COLUMN)

### Question 3_17A

Tape Pos. 394-394 Format: I1

F1T3_17A HOLDS ADDITIONAL FULL-TIME JOB

CODES	FREQ	CENT	PCT
1	1772	6.3%	11.5%
2	188	.7%	1.0%
3	521	1.9%	3.3%
4	13814	49.3%	84.2%
6	243	. 9%	(MISS)
ě	11456		(MISS)
	27994	100.0%	100.0%
	1 2 3 4	1 1772 2 188 3 521 4 13814 6 243 8 11456	CODES FREQ CENT  1 1772 6.3% 2 188 .7% 3 521 1.9% 4 13814 49.3% 6 243 .9% 8 11456 40.9%

#### Question 3_17B

Tape Pos. 395-395 Format: 11

F1T3_17B HOLDS ADDITIONAL PART-TIME JOB

Part-time

RESPONSE	CODES	FREQ	PER- CENT	WCTD PCT
YES, SUMMER ONLY	1	2398	8.6%	12.5%
YES, SCHOOL YEAR ONLY	ż	998	3.6%	5.2%
YES, DURING THE ENTIRE YEAR	3	3367	12.0%	17.9%
NORESERVED CODES:	. 4	12644	45.2%	64.4%
MULTIPLE RESPONSE	6	2134	7.6%	(MISS)
MISSING	. 8	6453	23.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

TOTALS:

Question 3_18	200	Tape P Format	os , 396	6-396	Question 3_19D		Tape ! Forms	Pos. 400 t: I1	-400
F1T3_18 ADDITIONAL JOBS RELA	TED TO EDUCA		•		F1T3_19D RECEIVD STIPEND FOR	IN-SERVICE	EDUCATI	ON	
Are these jobs related to the			,		Stipend(s)				
(MARK ONE)					RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	YES	1	2355		8.1%
YES	1	5234	18.7%		RESERVED CODES:	2	24567		91.9%
NORESERVED CODES: MULTIPLE RESPONSE		5939 78		53.0% (MISS)	MISSING	8	1072  27994	~	(MISS)
MISSINGLEGITIMATE SKIP	8	4751 11992	17.0%	(MISS)	· ·		2/354	100.0%	100.0%
TOTALS:		27994		100.0%					
,					,				
					Question 3_19E	:		Pos. 401	. <del>-4</del> 01
					F1T3_19E PROFESSNL GROWTH CREI	DITS FOR II	Forma N-SRVC F		
Question 3_19					Professional growth credits			<b>.</b>	۲
								PER-	WGTD
What types(s) of support have	you received	in the	last		RESPONSE	CODES	FREQ	CENT	PCT
12 months for in-service educatesch the majority of the time	? (MARK ALL	THAT	PPLY)		YES NO RESERVED CODES:	1 2	5645 21277		21.7% 78.3%
					MISSING	8	1072	3.8%	(MISS)
					TOTALS:		27994	100.0%	100.0%
Question 3_19A		Tana F	Pos. 39	7-397					
444.1.4 07.120		Format		. 55.	•				
F1T3_19A RECEIVED NO SUPPORT	FOR IN-SERVI	CE EDUC	÷.		Question 3_20				
RESPONSE	CODES	FREQ	PER- CENT	WGTD PGT	8		•		
YES		12823	45,8%		Please indicate whether you ha following activities during th	ve partici e past sch	pated in	any of	the
RESERVED CODES:	, 2	14099		51.6%	(MARK ALL THAT APPLY,)	- pass ss.	,,,,,,	•	
MISSING		1072		(MISS)	•				
TOTALS;		27994	100.0%	100.0%					
					Question 3_20A		Tape	Pos. 40:	2-402
***					F1T3_20A IN SCHOOL-SYSTEM WOR	KSHOPS DUR		• • • •	
Question 3_19B		Tape Format	Pos. 39 t: I1	8-398	School-system-sponsored worksh				
F1T3_19B RELEASED FROM TEACH	ING FOR IN-SE							PER-	WGTD
Released from teaching					RESPONSE	CODES	FREQ	CENT	PCT
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	YES NO RESERVED CODES:	1 2	19441 7700		72.3% 27.7%
YES	. 1	8799	31.4%	32.1%	MISSING	8	853	3.0%	(MISS)
RESERVED CODES:	, 2	18123	64.7%	67.9%	TOTALS:	•	27994	100.0%	100.0%
M1SSING		1072		(MISS)					
TOTALS:		27994	100.0%	100.0%					
					Question 3_20B		Tape	Pos. 40	3-403
·							Forms	t: I1	-
Question 3_19C		Tape   Forma	Pos. 39 t: 11	9-399	F1T3_20B IN SCHOOL-SYSTEM WOR School-system-sponsored worksh			IER .	
F1T3_19C TRAVEL/PER DIEM EXP	ENSES FOR IN-							PER-	WGTD
Travel and/or per diem expens	P.S.,				RESPONSE	CODES	FREQ	CENT	PCT
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	YES NO RESERVED CODES:	1 2	4688 22453	16.7% 80.2%	17.5% 82.5%
YES		4822	17.2%		MISSING	8	853	3.0%	(MISS)
RESERVED CODES:	• . •	22100		83.6%	TOTALS:		27994	100.0%	100.0%
MISSING		1072		(MISS)					
TOTAL C.		27004	100 08	100 04					

1072 3.8% (MISS) 27994 100.0% 100.0%

Question 3_20C	·.~	Tape Forma	Pos. 404	1-404	Question 3_20G		Tapa : Forma	Pos. 408 ti I1	-408
F1T3_20C IN SCHOOL-WIDE CURRIC	ULUM COMMIT				F1T3_20G IN COLLEGE COURSES IN	EDUÇ DUR	NG SCH	YR	
School-wide curriculum committe	•				College courses in EDUCATION du	ring school	ol year		
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT		CODES	FREQ	PER- CENT	WGTD PCT
YES	1 2	6152 20989	22.0%	22.5% 77.5%	YES	1 2	3695 23446		14.4% 85.6%
NORESERVED CODES: MISSING	8	853		(MISS)	RESERVED CODES: MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%		TOTALS:		27994	100.0%	100.0%
Question 3_20D		Tape	Pos. 408	5-405	Question 3_20H		Tape Forma	Pos. 409	-409
			t: I1		F1T3_20H IN OTHER COLLEGE COUR	SES DURING			
F1T3_20D IN DEPARTMENT CURRICU Department curriculum committee		TEE			College courses in subject fiel during school year				
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1 2	13629 13512		48.8% 51.2%	YES,	1	3420	12.24	13.0%
NO	8	853		(MISS)	NORESERVED CODES:	2 A	23721 853		87.09 (MISS)
TOTALS:		27994	100.0%	100.0%	TOTALS:	•	27994	100.0%	
Question 3_20E		Tape Forms	Pos. 406 t: I1	6~406	Question 3_201		Tape Forms	Pos. 410 t: I1	0-410
Question 3_20E		Forms	Pos. 400 t: I1	6~406	Question 3_20I	EDUC DUR	Forms	t: I1	0-410
Question 3_20E F1T3_20E IN COMMITTEE WORK/SPE	CIAL ASSIG	Forms NMENT	it: I1		Question 3_20I		Forms ING SUMM	t: I1	0-410
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE  Committee work or special assig  RESPONSE	CIAL ASSIG	Forms NMENT	it: I1		F1T3_201 IN COLLEGE COURSES IN College courses in EDUCATION du RESPONSE	ring the	Forms ING SUMM summer FREQ	t: I1	WGTD PCT
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE Committee work or special assig  RESPONSE  YES	CIAL ASSIG	Forms NMENT r than FREQ	PER- CENT	lum WGTD	Question 3_201  Fit3_201 IN COLLEGE COURSES IN College courses in EDUCATION du  RESPONSE YES	ring the	Forms ING SUMM summer	PER- CENT	WGTD PCT 12.8%
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE  Committee work or special assig  RESPONSE  YES.	CIAL ASSIG	Forms NMENT r than FREQ 10228	PER- CENT 36.5% 60.4%	WGTD PCT  37.2%	PESPONSE  Puestion 3_201  FIT3_201 IN COLLEGE COURSES IN College courses in EDUCATION du	CODES	Forms ING SUMM summer FREQ 3312	PER- CENT  11.8% 85.1%	WGTD PCT  12.8% 87.2%
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE Committee work or special assig  RESPONSE YES	CIAL ASSIGNMENT othe	Forms NMENT r than FREQ 10228 16913 853	PER- CENT 36.5% 60.4%	WGTD PCT 37.2% 62.8% (MISS)	Question 3_201  Fit3_201 IN COLLEGE COURSES IN College courses in EDUCATION du  RESPONSE YES	CODES	Forms ING SUMM Summer FREQ 3312 23829	PER- CENT  11.8% 85.1%	WGTD PCT 12.8% 87.2% (MISS)
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE Committee work or special assig  RESPONSE  YES	CIAL ASSIGNMENT othe	Forms  NMENT  r than  FREQ 10228 16913 853 27994	PER- CENT 36.5% 60.4%	WGTD PCT 37.2% 62.8% (MISS)	PESPONSE YES	CODES	Forms ING SUMM SUMMER  FREQ 3312 23812 23829 853 27994	PER- CENT 11.8% 85.1% 3.0% 100.0%	WGTD PCT 12.8% 87.2% (MISS)
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE Committee work or special assig  RESPONSE  YES	CIAL ASSIGNMENT other CODES 1 2 8	Forms  NMENT  r than  FREQ 10228 16913 853 27994  Tape Forms	PER- CENT 36.5% 60.4% 3.0% 100.0%	WGTD PCT 37.2% 62.8% (MISS)	Question 3_20I  Fit3_201 IN COLLEGE COURSES IN College courses in EDUCATION du  RESPONSE YES	CODES 1 2 8	Forms ING SUMM SUMMER  FREQ  3312 23829  853  27994  Tape Forms	PER- CENT 11.8% 85.1% 3.0% 100.0%	WGTD PCT 12.8% 87.2% (MISS)
Question 3_20E  Fit3_20E IN COMMITTEE WORK/SPE Committee work or special assig  RESPONSE  YES	CIAL ASSIGNMENT other CODES 1 2 8	Forms  NMENT  r than  FREQ 10228 16913 853 27994  Tape Forms	PER- CENT 36.5% 60.4% 3.0% 100.0%	WGTD PCT 37.2% 62.8% (MISS)	Question 3_20I  Fit3_201 IN COLLEGE COURSES IN  College courses in EDUCATION du  RESPONSE  YES	CODES 1 2 8	Forms ING SUMM SUMMer  FREQ 3312 23829 853 27994  Tape Forms G SUMMER	PER- CENT 11.8% 85.1% 3.0% 100.0%	WGTD PCT 12.8% 87.2% (MISS) 100.0%
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE Committee work or special assig  RESPONSE YES	CIAL ASSIGNMENT other CODES 1 2 8	Forms  NMENT  r than  FREQ 10228 16913 853 27994  Tape Forms	PER- CENT 36.5% 60.4% 3.0% 100.0%	WGTD PCT 37.24 62.84 (MISS) 100.04	Question 3_20I  Fit3_201 IN COLLEGE COURSES IN College courses in EDUCATION du  RESPONSE YES	CODES 1 2 8 SES DURINGER THAN EI	Forms ING SUMM Summer  FREQ 3312 23829  853 27994  Tape Forms G SUMMER	PER- CENT 11.8% 85.1% 3.0% 100.0%	WGTD PCT 12.8% 87.2% (MISS) 100.0%
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE Committee work or special assig  RESPONSE YES	CIAL ASSIGNMENT other CODES 1 2 8 ON COURSES CODES	FREQ 10228 853 27994 Tape Forms	PER- CENT 36.5% 60.4% 3.0% 100.0%	WGTD PCT 37.2% 62.8% (MISS) 100.0%	Question 3_20I  FiT3_201 IN COLLEGE COURSES IN College courses in EDUCATION du  RESPONSE YES	CODES 1 2 8	FORMS ING SUMM SUMMOR  FREQ 3312 23829 853 27994  Tape Forma G SUMMER DUCATION	PER- CENT 11.8% 85.1% 3.0% 100.0% Pos. 41 during	WGTD PCT 12.8 w 87.2 w 87.2 w (MISS) 100.0 w
Question 3_20E  Fit3_20E IN COMMITTEE WORK/SPE Committee work or special assig  RESPONSE YES	CIAL ASSIGNMENT other CODES 1 2 8	FREQ 10228 16913 853 27994	PER- CENT 36.5% 60.4% 3.0% 100.0%	WGTD PCT 37.2% 62.8% (MISS) 100.0%	Question 3_20I  FiT3_201 IN COLLEGE COURSES IN College courses in EDUCATION du  RESPONSE  YES	CODES 1 2 8 SES DURINGER THAN EI	FORMS ING SUMM SUMMOR  FREQ  3312 23829  853 27994  Tape Forma G SUMMER DUCATION	PER- CENT 11.8% 85.1% 3.0% 100.0%	WGTD PCT 12.8% 87.2% (MISS) 100.0%
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE Committee work or special assig  RESPONSE YES	CIAL ASSIGNMENT other CODES 1 2 8 ON COURSES CODES	FREQ 10228	PER- CENT 100.0% Pos. 40 11.5% 85.4% 3.0%	WCTD PCT 37.2% 62.8% (MISS) 100.0%	Question 3_20I  Fit3_201 IN COLLEGE COURSES IN College courses in EDUCATION du  RESPONSE YES	CODES  CODES  SES DURING ER THAN EI	FORMS ING SUMMS SUMMS FREQ 3312 23829 853 27994  Tape Forma G SUMMER DUCATION FREQ 3080 24061 853	PER- CENT 11.8% 85.1% 100.0% 100.0% Pos. 41 t: I1 during PER- CENT 11.0% 86.0%	WGTD PCT 12.8% 87.2% (MISS) 100.0% 1-411 the WGTD PCT 11.5% 88.5% (MISS)
Question 3_20E  F1T3_20E IN COMMITTEE WORK/SPE  Committee work or special assig  RESPONSE  YES	CIAL ASSIGNMENT other CODES 1 2 8 ON COURSES CODES	FREQ 10218 853 27994 Tape Forms	PER- CENT 100.0% Pos. 40 11.5% 85.4% 3.0%	WGTD PCT 37.2% 62.8% (MISS) 100.0%	Question 3_20I  Fit3_201 IN COLLEGE COURSES IN  College courses in EDUCATION du  RESPONSE  YES	CODES  CODES  SES DURING ER THAN EI  CODES  1 2	FREQ 2080 24061	PER- CENT 11.8% 85.1% 100.0% 100.0% Pos. 41 t: I1 during PER- CENT 11.0% 86.0%	WGTD PCT 12.8% 87.2% (MISS) 100.0% 1-411 the WGTD PCT 11.5% 88.5%

TOTALS:

Question 3_20K		Tape   Forma	Pos. 412 t: 11	2-412	Question 3_23			
F1T3_20K IN PROFESSIONAL GROWT	H ACTIVIT	ES						
Professional growth activities associations(s)			essional		For the most recent full school week, how much time you spent outside reguleach of the following school-related	ar school	hours on	bout
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT				
YES NO RESERVED CODES:	1 2 8	10461 16680 853	59.6%	37.6% 62.4% (MISS)				
MISSING	ŭ	27994	100.0%		Question 3_23AH		Pos. 418 at: I2	8-419
				*	F1T323AH HOURS PLANNING AND PREPARIS	G FOR TEAC	HNG	
					Planning and preparing for teaching			
<i>'</i>					-		PER-	WGTD
					RESPONSE CODE			PCT
uestion 3_20L			Pos. 413 t: I1	3-413	O TO 40 RESERVED CODES:	1 26963	_	100.09
1T3_2OL NOT IN ANY OF THE ABO	VE ACTIVI	TIES			MULTIPLE RESPONSE	96 9 98 1022		(MISS)
one of the above					TOTALS:	27994	100.0%	100.09
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT				
ES	1	1608	5.7%	6.2%				
O	2	25533		93.8%				
MISSING	8	853 27994	100.0%	(MISS)	Question 3_23AM	Tape	Pos. 42	0-421
					F1T323AM MINUTES PLANNING/PREPARING			
				•	Planning and preparing for teaching	POR TEACH?		
					The property of the control of the c		PER-	WGTD
					RESPONSE CODE	S FREC		PCT
usstion 3_21			Pos. 414 t: I2	4-415	O TO 57 RESERVED CODES;	1 26961	96.3%	100.09
1T3_21 DAYS MISSED FROM TEAC	HNG IN 1S	T SEMEST	ER		MULTIPLE RESPONSE	96 11 98 1022	.0% 3.7%	(MISS
uring the first semester of th any days of teaching did you m MARK ONE)				ow	TOTALS:	27994	100.0%	100.09
RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT				
NO DAYS ABSENT	1	5493 11775	19.6% 42.1%	19.5% 42.6%				
3-4 DAYS ABSENT	3	6540 2453	23.4%	24.8%	Our-41 2 22PU	<b>.</b>	D	
2 OR MORE DAYS ABSENT	5	518 393	1.9%	1.9%	Question 3_23BH	Form	Pos. 42 st: 12	2-423
ESERVED CODES: MULTIPLE RESPONSE	96 98	. 821		(MISS)	F1T323BH HOURS CORRECTING PAPERS/HO	MEWORK/TEST	s	
TOTALS:	30	27994	100.0%		Correcting papers/homework/tests		PER-	WGTD
					RESPONSE COD	S FREC		PCT
					O TO 40	1 26803	95.7%	100.09
					MULTIPLE RESPONSE	96 3 98 1188		(MISS
					TOTALS:	27994		100.0
Question 3_22		Tape Forms	Pos. 411	6-417		1.334	700.0%	100.0
1T3_22 HOW OFTEN TEACHING OBS	ERVD DURN		•		·			
	fficial f teaching	rom your during t	school he firs	or t		*		
semester of the current school			PER-	WGTD	Question 3_23BM	Tape Form	Pos. 42	4-425
RESPONSE	CODES	FREQ	CENT	PCT	F1T323BM MINUTES CORRECTING PAPERS/			
NOT ALLOWED TO OBSERVE NEVER DNE TIME ONLY TWO TO THREE TIMES A SEMESTER/	1 2 3	142 8050 10053	.5% 28.8% 35.9%	27.0%	Correcting papers/homework/tests			
TERMAT LEAST ONCE A MONTH	4 5	8431 481	30.1% 1.7%	32.2%	RESPONSE COD	ES FREC	PER-	WGTD PCT
DNCE A WEEK AT LEAST	ĕ	54	. 2%	.3%	O TO 55	1 26803	95.7%	100.09
RESERVED CODES:								
RESERVED CODES: MULTIPLE RESPONSE MISSING	96 98	2 781		(MISS)	MULTIPLE RESPONSE	96 3 98 1188		(MISS

2 .O% (MISS) 781 2.8% (MISS) 27994 100.0% 100.0%

TOTALS:

3 .0% (MISS) -1188 4.2% (MISS) ----- 100.0% 100.0%

	.,-				Question 3_23EH		Tape	Pos. 434	1-435
Question 3_23CH	•	Tape   Forms	Pos. 421 t; I2	6-427			Forma		
F1T323CH HOURS OTHER RECORD KE	EPING/PAPE	RWORK			F1T323EH HOURS COORDINATING CU			т.	
Other record keeping/paperwork					Coordinating a curriculum area	or departm	men t	PER-	WGTD
RESPONSE	CODES	FREQ	PER~ CENT	WGTD PCT	RESPONSE .	CODES	FREQ	CENT	PCT
O TO 40	1	26377		100.0%	O TO 40	1	26201		100.0%
RESERVED CODES: MULTIPLE RESPONSE	96	3		(MISS)	MULTIPLE RESPONSE	96 98	3 1790	.0% 6.4%	(MISS)
MISSING	98	1614		(MISS)	TOTALS:		27994	100.0%	100.0%
TOTALS:		27994	100.0%	100.0%					
•	7				•				
			*		•				
								•	
Question 3_23CM		Tape	Pos. 42	8-429	Question 3_23EM			Pos. 436	6-437
			t: 12		F1T323EM MINUTES COORDINATING C	URRICULUM	AREA/DE	PT	
F1T323CM MINUTES OTHER RECORD	KEEPING/PA	PERWORK			Coordinating a curriculum area	or departs	ment		
Other record keeping/paperwork			PER-	WGTD	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
RESPONSE	CODES	FREQ	CENT	PCT	o To 50	1	26201		100.0%
O TO 56	1	26377		100.0%	RESERVED CODES: MULTIPLE RESPONSE	96	3		(MISS)
	96 98	3 1614	.0% 5.8%	(MISS)	MISSING	98	1790	6.4%	(MISS)
MULTIPLE RESPONSE		27994	100.0%	100.0%	TOTALS:		27994	100.0%	100.0%
MISSING					Question 3 23FH		Tene	Pos. 43	A-439
MISSING TOTALS:  Question 3_23DH		Forms	Pos. 43 it: 12	so-431	Quastion 3_23FH F1T323FH HOURS SUPERVISING STU	JDENTS	Taps Forms	Pos. 43/ it: I2	8-439
MISSING TOTALS:  Question 3_23DH  F1T323DH HOURS MEETING WITH O		Forma RS	it: 12		Question 3_23FH		Forms	Pos. 43 t: 12	8-439
MISSING TOTALS:  Question 3_23DH		Forma RS	it: 12		Question 3_23FH  F1T323FH HOURS SUPERVISING STU  Supervising students (field tri	ips, study	Forma	. PER-	₩GTD
Question 3_23DH  F1T323DH HOURS MEETING WITH O'  Meeting with other teachers on development, guidance		Forms	curricu		F1T323FH HOURS SUPERVISING STU Supervising students (field tri		hall)	PER- CENT	WGTD PCT
Question 3_23DH  F1T323DH HOURS MEETING WITH O'  Meeting with other teachers on development, guidance  RESPONSE  O TO 40	lesson pla	Forma RS	curricu PER- CENT	i lum WGTD	Question 3_23FH  F1T323FH HOURS SUPERVISING STU  Supervising students (field tri  RESPONSE  O TO 40.  RESERVED CODES: MULTIPLE RESPONSE	CODES	FREQ	PER- CENT  93.3%	WGTD PCT 100.0%
Question 3_23DH  F1T323DH HOURS MEETING WITH O'  Meeting with other teachers on development, guidance  RESPONSE  O TO 40	CODES	Forms RS Inning. FREQ 26543	PER- CENT 94.8%	WGTD PCT 100.0%	Question 3_23FH  F1T323FH HOURS SUPERVISING STU  Supervising students (field tri  RESPONSE  O TO 40	CODES	FREQ 26120 1873	PER- CENT 	WGTD PCT 100.0% (MISS)
MISSING TOTALS:  Question 3_23DH  F1T323DH HOURS MEETING WITH O' Meeting with other teachers on development, guidance  RESPONSE  O TO 40	CODES	FREQ 26543	PER- CENT 94.8%	WGTD PCT 100.0% E (MISS)	Question 3_23FH  F1T323FH HOURS SUPERVISING STU  Supervising students (field tri  RESPONSE  O TO 40.  RESERVED CODES: MULTIPLE RESPONSE	CODES	FREQ	PER- CENT 	WGTD PCT 100.0%
MISSING TOTALS:  Question 3_23DH  F1T323DH HOURS MEETING WITH O' Meeting with other teachers on development, guidance  RESPONSE  O TO 40	CODES	Forms  RS  Inning.  FREQ  26543	PER- CENT 94.8%	WGTD PCT 100.0%	Question 3_23FH  F1T323FH HOURS SUPERVISING STU  Supervising students (field tri  RESPONSE  O TO 40	CODES	FREQ 26120 1873	PER- CENT 	WGTD PCT 100.0% (MISS)
MISSING TOTALS:  Question 3_23DH  F1T323DH HOURS MEETING WITH O' Meeting with other teachers on development, guidance  RESPONSE  O TO 40	CODES	FREQ 26543	PER- CENT 94.8%	WGTD PCT 100.0% E (MISS)	Question 3_23FH  F1T323FH HOURS SUPERVISING STU  Supervising students (field tri  RESPONSE  O TO 40	CODES	FREQ 26120 1873	PER- CENT 	WGTD PCT 100.0% (MISS)
MISSING TOTALS:  Question 3_23DH  F1T323DH HOURS MEETING WITH O' Meeting with other teachers on development, guidance  RESPONSE  O TO 40	CODES	FREQ 26543	PER- CENT 94.8%	WGTD PCT 100.0% E (MISS)	Question 3_23FH  F1T323FH HOURS SUPERVISING STU  Supervising students (field tri  RESPONSE  O TO 40	CODES	FREQ 26120 1873	PER- CENT 	WGTD PCT 100.0% (MISS)
MISSING TOTALS:  Question 3_23DH  F1T323DH HOURS MEETING WITH O' Meeting with other teachers on development, guidance  RESPONSE  O TO 40	CODES	FREQ 26543	PER- CENT 94.8%	WGTD PCT 100.0% E (MISS)	Question 3_23FH  F1T323FH HOURS SUPERVISING STU  Supervising students (field tri  RESPONSE  O TO 40	CODES	Forms hail) FREQ 26120 1873 27994	PER- CENT 93.3% .0% 6.7% 100.0%	WGTD PCT 100.0% (MISS) (MISS) 100.0%
MISSING TOTALS:  Question 3_23DH  F1T323DH HOURS MEETING WITH O' Meeting with other teachers on development, guidance  RESPONSE  O TO 40	CODES	FREQ 26543 1 1450 27994	PER- CENT 94.8%	WGTD PCT 100.0% £ (MISS) £ (MISS) £ (100.0%	Question 3_23FH  F1T323FH HOURS SUPERVISING STU Supervising students (field tri  RESPONSE O TO 40 RESERVED CODES: MULTIPLE RESPONSE TOTALS:  Question 3_23FM	CODES	Forms hail) FREQ 26120 1873 27994	PER- CENT 93.3% .0% 6.7%	WGTD PCT 100.0% (MISS) (MISS) 100.0%
TOTALS:  Question 3_23DH  F1T323DH HOURS MEETING WITH O' Meeting with other teachers on development, guidance  RESPONSE  O TO 40	CODES  1  96  98	FREQ	PER- CENT 94.8% .0% 5.2%	WGTD PCT 100.0% £ (MISS) £ (MISS) £ (100.0%	Question 3_23FH  Fit323FH HOURS SUPERVISING STU Supervising students (field tri  RESPONSE O TO 40 RESERVED CODES: MULTIPLE RESPONSE TOTALS:  Question 3_23FM	CODES1 96 98	Forms hail) FREQ 25120 1873 27994 Tape Forms	PER- CENT 93.3% .0% 6.7% 100.0%	WGTD PCT 100.0% (MISS) (MISS) 100.0%
Question 3_23DH  F1T323DH HOURS MEETING WITH O'  Meeting with other teachers on development, guidance  RESPONSE O TO 40	CODES	FREQ	PER- CENT 	WGTD PCT 100.0% £ (MISS) £ (MISS) £ 100.0%	Question 3_23FH  F1T323FH HOURS SUPERVISING STU Supervising students (field tri  RESPONSE  O TO 40	CODES1 96 98	Forms hail) FREQ 25120 1873 27994 Tape Forms	PER- CENT 93.3% .0% 6.7% 100.0%	WGTD PCT 100.0% (MISS) (MISS) 100.0%
Question 3_23DH  F1T323DH HOURS MEETING WITH O' Meeting with other teachers on development, guidance  RESPONSE O TO 40	CODES  CODES  1  96  98  OTHER TEAC	FREQ 26543 1 1450 27994 Tape Forma	PER- 	WGTD PCT 100.0% (MISS) (MISS) 100.0%	Question 3_23FH  F1T323FH HOURS SUPERVISING STU Supervising students (field tri  RESPONSE O TO 40  O TO 40  TOTALS:  TOTALS:  Question 3_23FM  F1T323FM MINUTES SUPERVISING S Supervising students (field tri  RESPONSE O TO 58	CODES  1 96 98  STUDENTS ips, study	Forms hail)  FREQ 26120 1873 27994  Tape Forms	PER- CENT 93.3% .0% 6.7% 100.0%	WGTD PCT 100.0% (MISS) 100.0%
Question 3_23DH  F1T323DH HOURS MEETING WITH O'  Meeting with other teachers on development, guidance  RESPONSE O TO 40	CODES  CODES  1  96  98  OTHER TEAC	FREQ 26543 1 1450 27994 Tape Forms	PER- CENT 94.8% 5.2% 100.0%	WGTD PCT 100.0% (MISS) (MISS) 100.0%	Question 3_23FH  F1T323FH HOURS SUPERVISING STU Supervising students (field tri  RESPONSE  O TO 40 RESERVED CODES: MULTIPLE RESPONSE TOTALS:  Question 3_23FM  F1T323FM MINUTES SUPERVISING S Supervising students (field tri  RESPONSE  O TO 58 RESERVED CODES: MULTIPLE RESPONSE	CODES  STUDENTS ips, study  CODES  1  96	FREQ 26120 1873 27994 Tape Forms hall) FREQ 26120 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	PER- CENT 93.3% .0% 6.7% 100.0% Pot. 44 at: 12	WGTD PCT 100.0% (MISS) (MISS) 100.0%
Question 3_23DH  F1T323DH HOURS MEETING WITH O'  Meeting with other teachers on development, guidance  RESPONSE O TO 40  RESERVED CODES: MUTTIPLE RESPONSE MISSING  TOTALS:  Question 3_23DM  F1T323DM MINUTES MEETING WITH Meeting with other teachers on development, guidance  RESPONSE O TO 55 RESERVED CODES:	CODES  CODES  1  96  98  OTHER TEAC	FREQ 26543 1 1450 27994 Tape Forma	PER- CENT 94.8% 00% 5.2% 100.0% Pos. 43 eurricu	WGTD PCT 100.0% (MISS) (MISS) 100.0%	Question 3_23FH  FiT323FH HOURS SUPERVISING STU Supervising students (field tri  RESPONSE O TO 40	CODES  1 96 98  STUDENTS ips, study  CODES	FREQ 26120 1873 27994 Tape Forms hall)	PER- CENT 93.3% .0% 100.0% Pot. 44 st: 12 PER- CENT 93.3% .0%	WGTD PCT 100.0% (MISS) (MISS) 100.0%
Question 3_23DH  F1T323DH HOURS MEETING WITH O' Meeting with other teachers on development, guidance  RESPONSE O TO 40	CODES  CODES  1  96  98  OTHER TEAC	FREQ 26543 1 1450 27994 Tape Forms	PER- CENT 94.8%	WGTD PCT 100.0% (MISS) (MISS) 100.0%	Question 3_23FH  F1T323FH HOURS SUPERVISING STU Supervising students (field tri  RESPONSE  O TO 40 RESERVED CODES: MULTIPLE RESPONSE TOTALS:  Question 3_23FM  F1T323FM MINUTES SUPERVISING S Supervising students (field tri  RESPONSE  O TO 58 RESERVED CODES: MULTIPLE RESPONSE	CODES  STUDENTS ips, study  CODES  1  96	FREQ 26120 1873 27994 Tape Forms hall) FREQ 26120 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	PER- CENT 93.3% .0% 100.0% Pot. 44 st: 12 PER- CENT 93.3% .0%	WGTD PCT 100.0% (MISS) (MISS) 100.0%

Question 3_23GH  F1T323GH HOURS COACHNG EXTRACURI Coaching or advising extracurrical RESPONSE  O TO 40	RICULAR ACTI ular activit CODES F 1 26 96 98 1		Question 3_231H  FiT323IH HOURS TUTORING INDIVIT Tutoring individual students  RESPONSE  O TO 40	CODES  1  96  98	Tape Pos. 450-451 Format: I2  NTS  PER- WGTD CENT PCT 26500 94.7% 100.0% 1492 5.3% (MISS) 27994 100.0% 100.0%
Question 3_23GM  F1T323GM MINUTES COACHNG EXTRACT Coaching or advising extracurric  RESPONSE  O TO 55	URRICULAR AC Ular activit  CODES F 1 26 96 98 1	ape Pos. 444-445 format: 12	Question 3_231M  Fit323IM MINUTES TUTORING INDIV Tutoring individual students  RESPONSE 0 TO 57 RESERVED CODES; MULTIPLE RESPONSE MISSING TOTALS:	VIDUAL STU  CODES  1  96 98	Tape Pos. 452-453 Format: I2  DENTS  PREQ CENT PCT 26500 94.7% 100.0% 1492 5.3% (MISS) 27994 100.0% 100.0%
Question 3_23HH  F1T323HH HOURS COMMUNICATING WI Communicating with parents/paren  RESPONSE  O TO 40	TH PARENTS t conference  CODES F 1 26 98 1	PER- WGTD CENT PCT PCT 4415 94.4% 100.0% 1579 5.6% (MISS)	Question 3_23JH  Fit323JH HOURS IN ACADEMC COUNS Academic counseling with student  RESPONSE  0 TO 40		Tape Pos. 454-455 Format: I2  H STUDNTS  FREQ CENT PCT 26178 93.5% 100.0%  9 .0% (MISS) 1807 6.5% (MISS) 27994 100.0% 100.0%
Question 3_23HM  F1T323HM MINUTES COMMUNICATING Communicating with parents/paren  RESPONSE O TO 55	WITH PARENTS t conference  CODES F 1 26 96 98 1	•	Question 3_23JM  F1T323JM MINUTES ACADEMIC COUNS Academic counseling with student  RESPONSE 0 TO 55		Tape Pos. 456-457 Format: I2  H STUDNTS  FREQ CENT PCT 26176 93.5% 100.0%  11 .0% (MISS) 1807 6.5% (MISS) 27994 100.0% 100.0%

Question 3_23KH F1T323KH HOURS PERSONAL COUNSELING WITH	Tape Pos. 458-459 Format: I2 STUDENTS	Question 3_23MH  F1T323MH HOURS KEEPING UP-TO-DATE Keeping up-to-date in my field	Tape Pos. 466-467 Format: 12 E IN FIELD
RESPONSE CODES O TO 30	FREQ CENT PCT  26109 93.3% 100.0%  1885 6.7% (MISS)  27994 100.0% 100.0%		CODES FREQ CENT PCT  1 26387 94.3% 100.0%  98 1607 5.7% (MISS)  27994 100.0% 100.0%
, Question 3_23KM	Tape Pos. 460-461	Question 3_23MM	Tape Pos. 468-469 Format: I2
	Format: 12	F1T323MM MINUTES KEEPING UP-TO-DA	
F1T323KM MINUTES PERSONAL COUNSELING WI Personal counseling with students	TH STUDNIS	Keeping up-to-date in my field	
RESPONSE   CODES	PER- WCTD PCT	RESPONSE CONTROL CONTR	PER WGTD PCT  1 26387 94.3% 100.0%  98 1607 5.7% (MISS) 27994 100.0% 100.0%
Question 3_23LH	Tape Pos. 462-463	Question 3_24	
F1T323LH HOURS OF INFORMAL STUDNT/TEACH	Format: 12	Indicate the importance you give t	to each of the following
Informal student/teacher contact		in setting grades for students in special education students). (MAR	your classes (exclude
RESPONSE CODES	PER- WGTD FREQ CENT PCT		
O TO 40	26362 94.2% 100.0% .0% (MISS) 1628 5.8% (MISS) 27994 100.0% 100.0%	Question 3_24A	Tape Pos. 470-470 Format: I1
		F1T3_24A IMP. OF LEVEL OF ACHIEVE	
		Absolute level of achievement	
		RESPONSE	CODES FREQ CENT PCT
Question 3_23LM  F1T323LM MINUTES INFORMAL STUDENT/TEACH	Tape Pos. 464-465 Format: 12	NOT IMPORTANT. SOMEWHAT IMPORTANT. YERY IMPORTANT. EXTREMELY IMPORTANT.	1 451 1.6% 1.7% 2 5595 20.0% 21.5% 3 13530 48.3% 50.5% 4 7284 26.0% 26.4%
Informal student/teacher contact		RESERVED CODES:	8 1134 4.1% (MISS)
RESPONSE CODES 0 TO 55	PER- WGTD FREQ CENT PCT 26362 94.2% 100.0%	TOTALS:	27994 100.0% 100.0%
RESERVED CODES: MULTIPLE RESPONSE	4 .0% (MISS) 1628 5.8% (MISS) 27994 100.0% 100.0%		
		Question 3_24B	Tape Pos. 471-471
•		F1T3_24B IMP. OF RELATIVE ACHIEVE	Format: I1
	•	Achievement relative to the rest	of the class
			CODES FREQ CENT PCT
		NOT IMPORTANTSOMEWHAT IMPORTANTVERY IMPORTANT.	1 5019 17.9% 19.1% 2 12977 46.4% 47.5% 3 7566 27.0% 28.6% 4 1350 4.8% 4.7%
		RESERVED CODES: MULTIPLE RESPONSE MISSING TOTALS:	6 6 .0% (MISS) 8 1076 3.8% (MISS) 27994 100.0% 100.0%

Question 3_24C	. · ·~	Tape Pos. 472-472	Question 3_24G	Tape Pos. 476-476 Format: I1
	<u>-</u>	Format: 11	F1T3_24G IMP. OF CONSISTENT ATTE	
F1T3_24C IMP, OF INDIVIDUAL			Consistently attending class	· · · · · · · · · · · · · · · · · · ·
Individual improvement or pro	gress over pa	•		PER- WGTD
RESPONSE	CODES	FREQ CENT PCT		CODES FREQ CENT PCT
NOT IMPORTANT	. 1	1015 3.6% 3.4% 8044 28.7% 29.0%	NOT IMPORTANT	1 1755 6.3% 5.7% 2 4401 15.7% 15.6%
VERY IMPORTANT	. 3	12498 44.6% 46.5% 5369 19.2% 21.0%	VERY IMPORTANT. EXTREMELY IMPORTANT RESERVED CODES:	3 11057 39.5% 40.9% 4 9768 34.9% 37.8%
MULTIPLE RESPONSE	. 6	8 .0% (MISS)	MULTIPLE RESPONSE	6 9 .0% (MISS) 8 1004 3.6% (MISS)
MISSING		1060 3.8% (MISS)	TOTALS:	27994 100.0% 100.0%
TOTALS:	;	27994 100.0% 100.0%		
,				•
			PART IV. SCHOOL CLIMATE	
Question 3_24D		Tape Pos. 473-473	THE STREET SELECT	
		Format: I1		
F1T3_24D IMPORTANCE OF EFFOR	T IN GRADING		Question 4_1	
Effort		PER- WGTD		
RESPONSE		FREQ CENT PCT	Union Abs and a month of the	
NOT IMPORTANT	. 2	564 2.0% 2.0% 5875 21.0% 21.0%	Using the scale provided, please which you agree or disagree with statements.	each of the following
EXTREMELY IMPORTANT	. 3	11529 41.2% 42.3% 8971 32.0% 34.6%	eracements.	
MULTIPLE RESPONSE	. 6	9 .0% (MISS)		•
MISSING		1046 3.7% (MISS)		
TOTALS:		27994 100.0% 100.0%		
			Question 4_1A	Tape Pos. 477-478
			F1T4_1A COORDINATE COURSE CONTE	Format: 12
			I make a conscious effort to coor	
Question 3_24E		Tapa Pos. 474-474	courses with teachers in my depar	tment/curricular area
F1T3_24E IMP. OF CLASS PARTI	CIPATION IN C	Format: I1	RESPONSE	CODES FREQ CENT PCT
Class participation	01/2/10/11/14/4	nao ina	STRONGLY DISAGREE	1 337 1.2% 1.5% 2 624 2.2% 2.3%
•		PER- WGTD	DISAGREE SOMEWHATAGREE SOMEWHAT	2 624 2.2% 2.3% 3 672 2.4% 2.7% 4 5236 18.7% 19.8%
RESPONSE	CODES	FREQ CENT PCT	AGREESTRONGLY AGREE	5 10847 38.7% 39.6% 6 9354 33.4% 34.2%
NOT IMPORTANT	. 2	1186 4.24 3.95 10717 38.35 38.95	MULTIPLE RESPONSE	96 15 ,1% (MISS)
VERY IMPORTANT EXTREMELY IMPORTANT RESERVED CODES:	. 3 . 4	11852 42.3% 44.2% 3238 11.6% 12.9%	MISSING	98 909 3.2% (MISS)
MULTIPLE RESPONSE	. 6	9 .0% (MISS) 992 3.5% (MISS)	TOTALS:	27994 100.0% 100.0%
TOTALS:		27994 100.0% 100.0%		
			Question 4_1B	Tape Pos. 479-480
				Tape Pos. 479-480 Format: I2
Question 3_24F		Tape Pos. 475-475	F1T4_1B CAN COUNT ON STAFF MEME	Format: 12 SERS TO HELP OUT
	ETNG HMEWRK I	Format: I1	F1T4_1B CAN COUNT ON STAFF MEME You can count on most staff membe anytime even though it may not	Format: 12 SERS TO HELP OUT Firs to help out anywhere.
Question 3_24F		Format: I1	F1T4_1B CAN COUNT ON STAFF MEME You can count on most staff membe	Format: 12  SERS TO HELP OUT  Out anywhere,  be part of their official
Question 3_24F  FiT3_24F IMPORTANCE OF COMPL  Completing homework assignmen	ts	Format: I1 N GRADNG PER- WGTD	F1T4_1B CAN COUNT ON STAFF MEME You can count on most staff membe anytime even though it may not assignment RESPONSE	Format: 12  IERS TO HELP OUT  IT: to help out anywhere, be part of their official  CODES FREQ CENT PCT
Question 3_24F  F1T3_24F IMPORTANCE OF COMPL  Completing homework assignmen  RESPONSE	CODES	Format: I1 N GRADNG PER- WGTD FREQ CENT PCT	F1T4_1B CAN COUNT ON STAFF MEME You can count on most staff membe anytime even though it may not assignment  RESPONSE  STRONGLY DISAGREE	Format: 12  IERS TO HELP OUT  IT: to help out anywhere, be part of their official  CODES FREQ CENT PCT  1 479 1.7% 1.9% 2 1451 5.2% 5.7%
Pusstion 3_24F  F1T3_24F IMPORTANCE OF COMPL  Completing homework assignmen  RESPONSE  NOT IMPORTANT	CODES	Format: I1 N GRADNG  PER- WGTD CENT PCT 266 1.0% .9% 3939 14.1% 14.06	F1T4_1B CAN COUNT ON STAFF MEME You can count on most staff membe anytime — even though it may not assignment  RESPONSE  STRONGLY DISAGREE.  DISAGREE SOMEWHAT.  AGREE SOMEWHAT.	Format: 12  IERS TO HELP OUT  Pris to help out anywhere, be part of their official  CODES FREQ CENT PCT  1 479 1.7% 1.9% 2 1451 5.2% 5.7% 3 1982 7.1% 7.4% 4 6815 24.3% 25.0%
Question 3_24F  Fit3_24F IMPORTANCE OF COMPL  Completing homework assignmen  RESPONSE  NOT IMPORTANT.	CODES	FORMAT: II N GRADNG PER- WGTD FREQ CENT PCT 266 1.0% .9%	F1T4_1B CAN COUNT ON STAFF MEME You can count on most staff membe anytime even though it may not assignment  RESPONSE  STRONGLY DISAGREE.  DISAGREE.  DISAGREE.  DISAGREE SOMEWHAT.  AGREE STRONGLY AGREE.	Format: 12  IERS TO HELP OUT  Its to help out anywhers, be part of their official  CODES FREQ CENT PCT  1 479 1.7% 1.9% 2 1451 5.2% 5.7% 3 1982 7.1% 7.4%
Pusstion 3_24F  F1T3_24F IMPORTANCE OF COMPL  Completing homework assignmen  RESPONSE  NOT IMPORTANT.  SOMEWHAT IMPORTANT.  EXTREMELY IMPORTANT.  RESERVED CODES:  MULTIPLE RESPONSE.	CODES 1 2 3 4 4 . 6	FREQ CENT PCT  266 1.0% .9% .3339 14.1% 14.0% .13962 49.9% 51.5% 8816 31.5% 33.7% .0% (MISS)	F1T4_1B CAN COUNT ON STAFF MEME You can count on most staff membe anytime even though it may not assignment  RESPONSE  STRONGLY DISAGREE	Format: 12  SERS TO HELP OUT  Trs to help out anywhers, be part of their official  CODES FREQ CENT PCT  1 479 1.7% 1.9% 2 1451 5.2% 5.7% 3 1982 7.1% 7.4% 4 6815 24.3% 25.0% 5 10385 37.1% 37.7% 6 6032 21.5% 22.3%  98 850 3.0% (MISS)
Question 3_24F  F1T3_24F IMPORTANCE OF COMPL  Completing homework assignment  RESPONSE  NOT IMPORTANT	CODES 1 2 3 4 4 6 8	Format: I1  N GRADNG  FREQ CENT PCT  266 1.0% .9% 3939 14.1% 14.0% 13962 49.9% 51.5% 8816 31.5% 33.7%	F1T4_1B CAN COUNT ON STAFF MEME You can count on most staff membe anytime — even though it may not assignment  RESPONSE  STRONGLY DISAGREE. DISAGREE. DISAGREE. DISAGREE SOMEWHAT. AGREE SOMEWHAT. AGREE SOMEWHAT. STRONGLY AGREE. STRONGLY AGREE. STRONGLY AGREE.	Format: 12  SERS TO HELP OUT  To to help out anywhere, be part of their official  CODES FREQ CENT PCT  1 479 1.7% 1.9% 2.1451 5.2% 5.7% 3 1982 7.1% 7.4% 4 6815 24.3% 25.0% 5.10385 37.1% 37.7% 6 6032 21.5% 22.3%

Question 4_1C

Tape Pos. 481-482 Format: I2

F1T4_1C COLLEAGUES SHARE BELIEFS ABOUT MISSION

Most of my departmental colleagues share my beliefs and

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	278	1.0%	1.2%
DISAGREE	2	862	3.1%	3.2%
DISAGREE SOMEWHAT	3	1478	5.3%	5.8%
AGREE SOMEWHAT	4	5722	20.4%	21.29
AGREE	5	12498	44.6%	46.0%
	ĕ	6135	21.9%	22.7%
STRONGLY AGREE	•	6133	21,3%	22./1
MULTIPLE RESPONSE	96	4	. 0%	(MISS)
MISSING	98	1017		(MISS)
/ TOTALS:		27994	100.Q%	100.0%

Question 4_1

ape Pos. 487-488

F1T4_1F PRINCIPAL POOR AT GETTING RESOURCES

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

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE		7546	27.0%	27.4%
DISAGREE		10282	36.7%	38.2%
DICACREE CONFWHAT	3			
DISAGREE SOMEWHAT		3846	13.7%	14.6%
AGREE SOMEWHAT	4	2939	10.5%	11.5%
AGREE	5	1305	4.7%	5.0%
STRONGLY AGREE	4 5 6	775	2.8%	3.4%
RESERVED CODES:	_	• • •		• • • • • • • • • • • • • • • • • • • •
MULTIPLE RESPONSE	96	13	014	(MISS)
MICCINO	98			
MISSING	98	1288	4.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1D

Tape Pos. 483-484 Format: I2

F1T4_1D SUCCESS/FAILURE DUE TO FACTORS BEYOND ME

My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability  $% \left( \frac{1}{2}\right) =\frac{1}{2}\left( \frac{1}{2}\right) +\frac{1}{2}\left( \frac{1}{2}\right) +\frac{1}{2}\left$ 

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
OTTOMOLY DIGIONE		4284	15.3%	15.4%
STRONGLY DISAGREE	1			
DISAGREE	2	5774	20.6%	21.3%
DISAGREE SOMEWHAT	2 3	3941	14.1%	15.0%
AGREE SOMEWHAT	ă.	5992	21.49	21.8%
AGREE	5	4094	14.6%	15.6%
STRONGLY AGREE	6	2863	10.2%	10.9%
RESERVED CODES:	•			
MULTIPLE RESPONSE	96	7	∩¥	(MISS)
MISSING	98	1039	3.7%	(MISS)
TOTALS:		27994	100.O%	100.0%

Question 4_1G

Tape Pos. 489-490 Formati 12

F1T4_1G PRINCIPAL DEALS WITH OUTSIDE PRESSURES

The principal deals effectively with pressures from outside the school that interfere with my teaching

RESPONSE	CODES	FREQ	CENT	PCT
STRONGLY DISAGREE		1553	5.5%	6.1%
DISAGREE	2	2205	7.9%	8.4%
DISAGREE SOMEWHAT	3	2633	9.4%	10.0%
AGREE SOMEWHAT	4	4713	16.8%	18.1%
AGREE	5	10689	38.2%	38.5%
STRONGLY AGREE		4900	17.5%	18.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING		1299	4.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1E

Tape Pos. 485-486 Format: 12

F1T4_1E STUDNT MISBEHAVIOR INTERFERES W/TEACHING

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

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	5032	18.O%	16.6%
DISAGREE	2	7992	28.5%	29.7%
DISAGREE SOMEWHAT	2 3	2913	10.4%	10.7%
ACDEE COMEWHAT		6100	21.8%	23.5%
AGREE SOMEWHAT	4			
AGREE	4 5	3067	11.0%	11.9%
STRONGLY AGREE	6	1936	6.9%	7.5%
RESERVED CODES:	•	,,,,,		
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	951	3 44	(MISS)
migging	30	331	J n	( m 1 3 3 )
TOTALS:		27994	100.0%	100.0%

Question 4_1H

Tape Pos. 491-492

FIT4_IH PRINCIPAL MAKES PLANS & CARRIES THEM OUT

The principal sets priorities, makes plans, and sees that

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	1264	4.5%	4.8%
DISAGREE	2	2017	7.2%	7.6%
DISAGREE SOMEWHAT	3	2376	8.5%	9.0%
AGREE SOMEWHAT	4	6435	23.0%	24.3%
AGREE	5	10103	36,1%	37,3%
STRONGLY AGREE,	6	4478	16.0%	17.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	15		(MISS)
MISSING	98	1306	4,7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1I Tape

F1T4_11 STUDENTS INCAPABLE OF DEARNING MATERIAL

Many of the students I teach are not capable of learning

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE				
SINUNGLI DISAGREE	1	6688	23.9%	23.4%
DISAGREE	2	9226	33.0%	34.0%
DISAGREE SOMEWHAT	3	3733	13.3%	14.4%
AGREE SOMEWHAT	, 4	4422	15.8%	16.8%
AGREE	5	1941	6.9%	7.4%
STRONGLY AGREE	Ğ.	1066	3.8%	4.0%
RESERVED CODES:	-			7.0%
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING		215		
MISSING	98	915	3.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1M

Tape Pos. 501-502

F1T4_IM TARDINESS/CUTTING INTERFERE WITH TEACHING

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

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
*******				
STRONGLY DISAGREE	1	3710	13.3%	12,4%
DISAGREE	2	6476	23.1%	24.1%
DISAGREE SOMEWHAT	ā	2773	9.9%	
AGREE SOMEWHAT	4	6227	22.2%	23.4%
AGREE	5	4738	16.9%	17.3%
STRONGLY AGREE	6	3097	11.1%	12.0%
MULTIPLE RESPONSE	96	7	.0%	(MISS)
MISSING	98	966	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1J

Tape Pos. 495-496 Format: 12

F1T4_1J GOALS/PRIORITIES FOR THE SCHL ARE CLEAR

Goals and priorities for the school are clear

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	2	868 1977	3.1%	3.3%
DISAGREE SOMEWHATAGREE SOMEWHAT	3	2779 6079	9.9% 21.7%	10.3%
STRONGLY AGREE	5 6	11113 4155	39.7%	40.9%
RESERVED CODES: MULTIPLE RESPONSE	96	18	. 1%	(MISS)
MISSING	98	1005	3.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1N

Tape Pos. 503-504 Format: I2

F1T4_1N COORDINATE CONTENT W/TCHRS OUTSIDE DEPT.

I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	
STRONGLY DISAGREE	1	1867	6.7%	7,1%	
DISAGREE	2	6611	23.6%	24.3%	
DISAGREE SOMEWHAT	3	4035	14.4%	15.2%	
AGREE SOMEWHAT	4	8166	29.2%	30.3%	
AGREE	5	4824	17.2%	17.7%	
STRONGLY AGREE	6	1341	4.8%	5.4%	
MULTIPLE RESPONSE		4	.0%	(MISS)	
MISSING	98	1146	4.1%	(MISS)	
TOTALO					
TOTALS:		27994	100.0¥	100 0%	

Question 4_1K

Tape Pos. 497-498 Format: I2

F1T4_1K STAFF SELDOM EVALUATES ITS PROGRAMS

The staff seldom evaluates its programs and activities

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	2	3932 9333	14.0% 33.3%	14.5%
DISAGREE SOMEWHAT. AGREE SOMEWHAT. AGREE.	3 4 5	4974 4488	17.8% 16.0%	18.0%
STRONGLY AGREE	6	3079 1023	11.0% 3.7%	11.9% 4.0%
MISSING	98	1165	4,2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_10

Tape Pos. 505-506 Format: 12

F1T4_10 PRINCIPL KNOWS WHAT KIND OF SCH HE WANTS

The principal knows what kind of school he/she wants and ha

	RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
	STRONGLY DISAGREE	1	1200	4.3%	4.7%
	DISAGREE	2	2063	7.4%	7.3%
ı	DISAGREE SOMEWHAT	3	2592	9.3%	9.6%
	AGREE SOMEWHAT	4	5980	21.4%	22.3%
	AGREE	5	9779	34.9%	35.7%
	STRONGLY AGREE	6	5273	18.8%	20.3%
	MULTIPLE RESPONSE	96	1	. 0%	(MISS)
	MISSING	98	1106	4.0%	(MISS)
	TOTALS:		27994	100.0%	100.0%

Question 4_iL

Tape Pos. 499-500 Format: I2

F1T4_1L STAFF MEMBRS RECOGNIZD FOR JOB WELL DONE

Staff members are recognized for a job well done

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE. DISAGREE SOMEWHAT AGREE SOMEWHAT. AGREE SOMEWHAT. STRONGLY AGREE.	1 2 3 4 5 6	2358 3954 3996 7960 6911 1757	8.4% 14.1% 14.3% 28.4% 24.7% 6.3%	9.6% 14.6% 14.6% 29.2% 25.4% 6.7%
RESERVED CODES: MULTIPLE RESPONSE MISSING TOTALS:	96 98	1 1057 		(MISS) (MISS)

Question 4_1P

Tape Pos. 507-508 Format: I2

F1T4_1P ADMINISTRATH KNOWS FRBLMS FACED BY STAFF

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

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	1604	5.7%	5.9%
DISAGREE	2	2641	9.4%	9.9%
DISAGREE SOMEWHAT	2 3	3534	12.6%	13.4%
		6767	24.2%	25.0%
AGREE SOMEWHAT	-			
AGREE	<b>4</b> 5	9272	33.1%	33.5%
STRONGLY AGREE	6	3113	11.1%	12 3%
RESERVED CODES:	_	0		
MULTIPLE RESPONSE	96	16	. 1%	(MISS)
	98	1047		(MISS)
MISSING	30	1047	3.77.	( M133)
TOTALS:		27994	100.0%	100.0%

F1T4_2B DEPARTMENT CHAIR'S BEHAVE IS SUPPORTIVE

The department's chair or curricular area coordinator's behavior toward staff is supportive and encouraging

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	843	3.0%	3.5%
DISAGREE	2	. 909	3.2%	3.4%
DISAGREE SOMEWHAT	3	1265	4.5%	4 . 8%
AGREE SOMEWHAT	4	3761	13.4%	14.7%
AGREE	4 5	10947	39.1%	40.8%
STRONGLY AGREE	ĕ	8831	31.5%	32.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	1436	5.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1Q

Tape Pos. 509-510 Format: I2

F1T4_1Q ENCOURAGED TO EXPERIMENT WITH TEACHING

RESPONSE	CODES	FREQ	CENT	PCT	
STRONGLY DISAGREE	1	1112	4.0%	4.4%	
DISAGREE	2	2159	7,7%	8.4%	
DISAGREE SOMEWHAT	3	2831	10.1%	10.7%	
AGREE SOMEWHAT	4	7849	28.0%	29,1%	
AGREE	5	9263	33.1%	34.34	
STRONGLY AGREE	6	3742	13.4%	13.0%	
RESERVED CODES: MISSING	98	1038	3.7%	(M1\$5)	
TOTALS:		27994	100.0%	100.0%	

Question 4_2C

F1T4_2C TEACHERS AT SCH ARE CONTINUALLY LEARNING

Teachers in this school are continually learning and seeking new ideas

RESPONSE	CODES	FREQ	CENT	PCT	
STRONGLY DISAGREE		468	1,7%	1.8%	
DISAGREE	2	1350	4.8%	5.1%	
DISAGREE SOMEWHAT	3	3053	10.9%	11.7%	
AGREE SOMEWHAT	4	9765	34.9%	36.4%	
AGREE	4 5 6	9492	33.9%	35.1%	
STRONGLY AGREE	6	2720	9.7%	9.8%	
RESERVED CODES:					
MULTIPLE RESPONSE	96	17	. 1%	(MISS)	
MISSING	98	1129	4.0%	(MISS)	
TOTALS:		27994	100.0%	100.0%	

Question 4_2

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. (MARK ONE ON EACH LINE)

Question 4_2D

F1T4_2D NECESSARY MATERIALS READILY AVAILABLE

Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by staff

RESPONSE	CODES	FREQ	CENT	PCT
STRONGLY DISAGREE	1	1196	4.3%	5.3%
DISAGREE	2	2033	7.3%	8.0%
DISAGREE SOMEWHAT	2 3	3136	11,2%	12.49
AGREE SOMEWHAT	4	5821	20.8%	22.0%
AGREE	5	10243	36.6%	36.8%
	2			
STRONGLY AGREE	6	4592	16.4%	15.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	9	. 0%	(MISS)
MISSING	98	964		(MISS)
TOTALS;		27994	100.0%	100,0%

Question 4_2A

FIT4_2A ROUTINE DUTIES INTERFERE WITH TEACHING

Routine duties and paperwork interfere with my job of teaching

CODES	FREQ	CENT	PCT
1	1053	3.8%	3.5%
2	3690	13.2%	13.4%
3	2775	9.9%	10.0%
4	9226	33.0%	33.8%
5	6526	23.3%	24.2%
6	3840	13.7%	15.0%
96	2	` .O <del>K</del>	(MISS)
98	882	3.2%	(MISS)
	27994	100.0%	100.0%
	1 2 3 4 5 6	1 1053 2 3690 3 2775 4 9226 5 6526 6 3840 96 2 98 882	CODES FREQ CENT  1 1053 3.8% 2 3690 13.2% 3 2775 9.9% 4 9226 33.0% 5 6526 23.3% 6 3840 13.7%  96 2 .0% 98 882 3.2%

Question 4_2E

Tape Pos. 519-520

F1T4_2E GREAT DEAL COOPERATVE EFFORT AMONG STAFF

There is a great deal of cooperative effort among staff

RESPONSE	CODES	FREQ	PER-	WGTD PCT
STRONGLY DISAGREE	1	541	1.9%	2.1%
DISAGREE	ż	1446	5.24	5.7%
DISACREE SOMEWHAT	. 3	2882	10.3%	
AGREE SOMEWHAT	. 4	8276	29.6%	30.6%
AGREE	5	9945	35.5%	36.7%
STRONGLY AGREE	ě	3850	13.8%	14.1%
MULTIPLE RESPONSE	96	2	. 0%	(MISS)
MISSING	98	1052		(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2h

Tape Pos. 525-526

F1T4_2H SCHOOL SEEMS LIKE A BIG FAMILY

This school seems like a big family; everyone is so close and cordial

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	2463	8.8%	9.4%
DISAGREE	;	4244	15.2%	15.7%
DISAGREE SOMEWHAT	• •	5425	19.4%	20.0%
AGREE SOMEWHAT	3	8866		
AGREE	7		31.7%	33.4%
STRONGLY AGREE	. 5	4495	16:1%	16.1%
RESERVED CODES:	6	1481	5.3%	5.4%
MULTIPLE RESPONSE	96	11	.0%	(MISS)
MISSING	98	1009	3.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2F

Tape Pos. 521-522 Format: 12

F1T4_2F BROAD AGREEMNT AMONG FACULTY ABOUT MISSN

There is broad agreement among the entire school faculty about the central mission of the school

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	897	3.2%	3.6%
DISAGREE	2	2041	7.3%	7.4%
DISAGREE SOMEWHAT	3	3685	13.25	13.7%
AGREE SOMEWHAT	4	8598	30.7%	31.6%
AGREE	5	9079	32.4%	34.0%
RESERVED CODES:	6	2597	9.3%	9.6%
MULTIPLE RESPONSE	96	7	. 0%	(MISS)
MISSING	98	1090	3.9%	(MISS)
Tam. 1 4				
TOTALS:		27994	100.0%	100.0%

Question 4_21

Tape Pos. 576-528 Format: I2

F1T4_21 PRINCIPAL LETS STAFF KNOW WHAT'S EXPECTD

The principal lets staff members know what is expected of them

RESPONSE	CODES	FREQ	CENT	PCT
STRONGLY DISAGREE	1	994	3.6%	4.0%
DISAGREE	2	1810	6.5%	6.8%
DISAGREE SOMEWHAT	. 3	3127	11,2%	11.7%
AGREE SOMEWHAT	4	6935	24.8%	25.3%
AGREE	. 5	10450	37.3%	38.0%
STRONGLY AGREE		3570	12.8%	14.1%
MULTIPLE RESPONSE	96	5	.0%	(MISS)
MISSING	98	1103		(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_20

Tape Pos. 523-524

F1T4_2G USUALLY LOOK FORWARD TO EACH WORKING DAY.

I usually look forward to each working day at this school

RESPONSE	CODES,	FREQ	PER- CENT	WGTD PCT
		~~~~		
STRONGLY DISAGREE	1	536	1.9%	2.3%
DISAGREE	2	1238	4.4%	4.8%
DISAGREE SOMEWHAT		2027	7.2%	7.9%
ACDEE CONFIGURA				
AGREE SOMEWHAT,	4	6366	22,7%	-24.0%
AGREE,	5	12469	44.5%	45.6%
STRONGLY AGREE	ě	4360	15.6%	15.4%
RESERVED CODES:	·	-300	13.6%	13.47
MULTIPLE RESPONSE	96	Α.	. 0#	(MISS)
MICCING				
MISSING	98	990	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2J

Tapa Pos. 529-530

F1T4_2J FEEL WASTE OF TIME TO DO BEST AT TEACHING

 \boldsymbol{I} sometimes feel it is a waste of time to try to do my best as a teacher

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	8970	32.0%	31.8%
DISAGREE SOMEWHAT	2.	6805	24.3%	25.2%
AGREE SOMEWHAT	3 4	2983 5101	10.7% 18.2%	11.6%
AGREE	5	2230	8.0%	8.6%
STRONGLY AGREE	Ğ	916	3.3%	3.7%
MULTIPLE RESPONSE	96	В	.0%	(MISS)
MISSING	98	981	3.5₩	(MISS)
TOTALS:				
IUIALS!		27004	100 08	100 08

Question 4_2K

Tape Pos. 531-532 Format: I2

F1T4_2K PRINCIPAL IS INTERESTED IN INNOVATION

The principal is interested in innovation and new ideas

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
		4004	4 66	F 00/
STRONGLY DISAGREE	1	1274	4.6%	5.O%
DISAGREE	. 2	1844	6.6%	7.2%
DISAGREE SOMEWHAT	ā	2936	10.5%	10.7%
	ų.			
AGREE SOMEWHAT	4	7762	27.7%	29.6%
AGREE	5	9129	32.6%	33.5%
STRONGLY AGREE	ě	3774	13.5%	14.0%
RESERVED CODES:	•	•		
MULTIPLE RESPONSE	96	3	. 0%	(MISS)
	98	1272		(MISS)
MISSING	30			(M133/
TOTALS:		27994	100.0%	100.0%

Question 4_20

Tape Pos. 539-540 Format: 12

F1T4_20 DRUG/ALCOHOL USE INTERFERES W/TEACHING

The level of student drug or alcohol use in this school interferes with my teaching

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT	
STRONGLY DISAGREE	1	4017	14.3%	13.8%	
DISAGREE	2	8678	31.0%	31,9%	
DISAGREE SOMEWHAT	3	5182	18.5%	20.0%	
ACREE SOMEWHAT	4	6295	22.5₩	24.0%	
AGREE	5	2111	7.5%	8.1%	
STRONGLY AGREE	6	550	2.0%	2.24	
RESERVED CODES:					
MULTIPLE RESPONSE	96	. 9		(MISS)	
MISSING	98	1152	4.1%	(MISS)	
TOTALS.		27994	100 06	100 06	

Question 4_2L

Tape Pos. 533-534 Format: 12

RULES FOR STUDENT BEHAVIOR ARE ENFORÇED

Rules for student behavior are consistently enforced in this school

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	3877	13.8%	14.9%
DISAGREE	2	4025	14.4%	14.5%
DISAGREE SOMEWHAT	ā	4217	15.1%	15.4%
ACREE SOMEWHAT	4	5926	21,2%	21,7%
AGREE	5	6751	24.1%	24.8%
STRONGLY AGREE	6	2161	7.7%	8.6%
RESERVED CODES:				
MISSING	98	1037	3.7%	(MISS)
		27004	100.0%	100.0%
TOTALS:		27994	100.0	100.0%

Question 4_2P

Tape Pos. 541-542 Format: I2

FAMILIAR W/CONTENT TAUGHT BY DEPT, TCHRS

I am familiar with the content and specific goals of the courses taught by other teachers in my department

RESPONSE	CODES	FREQ	CENT	PCT	
STRONGLY DISAGREE	1 2 3	275 1267	1.0%	1.15t 5.2%	
DISAGREE SOMEWHAT	4	1745 6340	6.2% 22.6%	6.5% 23.4%	
AGREESTRONGLY AGREE	5 6	12700 4661	45.4% 16.6%	46.5% 17.3%	
MULTIPLE RESPONSE	96 98	1005		(MISS)	
TOTALS:		27994	100.0%	100.0%	

Question 4_2M

Tape Pos. 535-536 Format: 12

F1T4_2M PRINCIPAL CONSULT STAFF BEFORE DECISIONS

The principal usually consults with staff members before he/she makes decisions that affect us

PER-CENT FREQ RESPONSE

STRONGLY DISAGREE.
DISAGREE DISAGREE DISAGREE SOMEWHAT AGREE SOMEWHAT AGREE STRONGLY AGREE.
RESERVED CODES:
MULTIPLE RESPONSE.
MISSING. 3051 3986 4290 7068 6605 1808 10.9% 14.2% 15.3% 25.2% 23.6% 6.5% 100.0% 100.0% 27994 TOTALS:

Question 4_2Q

Tape Pos. 543-544 Format: I2

F1T4_2Q UNION AND ADMINISTRATION WORK TOGETHER

The teachers union (or education association) and the school administration work together to improve the achievement of students in this school

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	2765	9.9%	10.5%
DISAGREE	2	3638	13.0%	13.8%
DISAGREE SOMEWHAT	3	4272	15.3%	16.8%
AGREE SOMEWHAT	4	8224	29.4%	32.3%
AGREE		5675	20.3%	21.8%
STRONGLY AGREE		1197	4.3%	4.8%
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING		2222	7.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2N

Tape Pos. 537-538 Format: 12

FIT4_2N STUDENTS ATTITUDES REDUCE ACADMC SUCCESS

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

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	1561	5.6%	4.4%
DISAGREE	2	4145	14.8%	15.0%
DISAGREE SOMEWHAT	3	3161	11.3%	11.9%
	7	7886	28.2%	30.1%
AGREE SOMEWHAT	7			
AGREE	4 5	6101	21.8%	23.2%
STRONGLY AGREE	6	4065	14.5%	15.5%
RESERVED CODES:	_			
MULTIPLE RESPONSE	96	1	. 0%	(MISS)
MISSING	98	1074		(MISS)
MISSING	30	.0/-	3.01	· m = 00 /
TOTALS		27994	100.0%	100.0%

Question 4_3

Indicate the degree to which each of the following is a problem with students in your school. (MARK ONE ON EACH LINE)

Question 4_3A		Tape Pos. Format: I1		Question 4_3E		Forms	Pos. 549- t: I1	549
F1T4_3A DEGREE TARDINESS A F	ROBLEM WITH	STUDENTS		F1T4_3E DEGREE GANG ACTIVITIE	S A PROBLE	M		
Tardiness				Gang activities				
RESPONSE	CODES	PER		RESPONSE	CODES	FREQ	CENT	WGTD PCT
SERIOUS PROBLEM		FREQ CEN		SERIOUS PROBLEM	1	513	1.8%	1.9%
MODERATE PROBLEM	. 2	8239 29. 11490 41.	44 30.7%	MODERATE PROBLEM	3	1492 5597	20.0%	
NOT A PROBLEM	. 4	3203 11.	4% 11.0%	NOT A PROBLEM RESERVED CODES: MISSING	.4	19451		
MISSING	. 8	890 3.	24 (MISS)	TOTALS:	8	941 27994	3.4% (
TOTALS:		27994 100.	0% 100.0%	101725.		2/354	100.0%-1	ψυ. υ κ
					,			
Question 4_3B		Tape Pos. Format: I1		Question 4_3F			Pos. 550- t: I1	
F1T4_3B DEGREE ABSENTEEISM	A PROBLM WIT			F1T4_3F DEGREE ROBBERY OR THE	FT A PROBL	EM		
Absenteeism				Robbery or theft				
DEEDONOS		PER		RESPONSE	CODES	FREQ		WGTD PCT
RESPONSE SERIOUS PROBLEM	CODES	FREQ CEN 6891 24.		SERIOUS PROBLEM	1	547	2.0%	2.0%
MODERATE PROBLEM	. 2	9845 35. 8467 30.	29: 37.7%	MODERATE PROBLEM	3	3114 14076	50.3%	11.75 51.95
RESERVED CODES:	. 4		94 5.64	NOT A PROBLEM RESERVED CODES: MULTIPLE RESPONSE	4 6	9254	33.1% ,0% (34.4%
MULTIPLE RESPONSE	. 6 . 8	867 3.	O% (MISS)	MISSING	8	996	3.6% (MISS)
TOTALS:	v		0% 100.0%	TOTALS:		27994	100.0% 1	00.0%
***************************************				Question 4 3G		Tana	Por 551-	.EE1
Question 4_3C		Tape Pos. Format: Ii		Question 4_3G		Forma		-551
Question 4_3C F1T4_3C DEGREE CLASS CUTTING				Question 4_3G F1T4_3G DEGREE VANDALISM A PR	OBLEM WITH	Forma	t: I1	551
				Question 4_3G	OBLEM WITH	Forma	t: I1	
F1T4_3C DEGREE CLASS CUTTING	G A PROBLEM	Format: I1	t- WGTD	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE	CODES	Forma STUDEN FREQ	t: I1 TS PER- CENT	WGTD PCT
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM	G A PROBLEM	Format: I1	R- WGTD	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM	CODES 1	FOFMA STUDEN FREQ 907	TS PER- CENT	WGTD PCT 3.5%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM	CODES	Format: I1 PER FREQ CEN 3201 11. 6561 23. 11021 38.	WGTD T PCT 	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MINOR PROBLEM. NOT A PROBLEM.	CODES	FREQ907 4173 14260	PER- CENT- 3.2% 14.9% 50.9%	WGTD PCT 3.5% 15.3% 53.2%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM	CODES 1 2 2 3 4	FREQ PER FREQ CEN 3201 11. 6561 23. 11021 35. 6263 22.	R- WGTD IT PCT 	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MINOR PROBLEM. NOT A PROBLEM. RESERVED CODES: MULTIPLE RESPONSE.	CODES 1 2 3 4 6	FORMA STUDEN FREQ 4173 14260 7681	PER- CENT- 3.2% 14.9% 50.9%	WGTD PCT 3.5% 15.3% 53.2% 27.9%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM	CODES 1 2 3 4 4 6	FREQ PER CEN 3201 11. 6561 23. 11021 35. 6253 22.	WGTD T PCT 	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MINOR PROBLEM. NOT A PROBLEM. RESERVED CODES: MULTIPLE RESPONSE. MISSING.	CODES 1 2 3 4 6	FREQ 907 4173 14260 7681 24	PER- CENT 3.2% 14.9% 50.9% 27.4%	WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS)
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM	CODES 1 2 3 4 4 6	Format: I1 FREQ CEN 3201 11. 6561 23. 11021 35. 6253 22. 20 938 3.	R- WGTD RT PCT 4% 12.5% 4% 24.7% 4% 24.7% 3% 21.2%	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MINOR PROBLEM. NOT A PROBLEM. RESERVED CODES: MULTIPLE RESPONSE.	CODES 1 2 3 4 6	FORMA STUDEN FREQ 4173 14260 7681	PER- CENT -3.2% 14.9% 50.9% 27.4%	WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS) MISS)
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM	CODES 1 2 3 4 4 6	Format: I1 FREQ CEN 3201 11. 6561 23. 11021 35. 6253 22. 20 938 3.	WGTD HT PCT 4% 12.5% 4% 24.7% 4% 41.6% 3% 21.2% 1% (MISS) 4% (MISS)	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MINOR PROBLEM. NOT A PROBLEM. RESERVED CODES: MULTIPLE RESPONSE. MISSING.	CODES 1 2 3 4 6	FREQ 907 4173 14260 7681 24	PER- CENT -3.2% 14.9% 50.9% 27.4% .1% (3.4% (WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS) MISS)
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MINOR PROBLEM. NOT A PROBLEM. RESERVED CODES: MULTIPLE RESPONSE. MISSING. TOTALS:	CODES 1 2 3 4 4 6	Format: I1 FREQ CEN 3201 1. 6561 23. 11021 39. 6253 22. 20. 938 3. 27994 100.	R- WGTD TPCT 12.5W 4% 24.7W 4% 41.6W 3% 21.2% 4W (MISS) 0% 100.0%	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MINOR PROBLEM. NOT A PROBLEM. RESERVED CODES: MULTIPLE RESPONSE. MISSING. TOTALS:	CODES 1 2 3 4 6	FREQ	PER- CENT 3.2% 14.9% 50.9% 27.4% .1% (3.4% (100.0% 1	WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS) MISS) 00.0%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM	CODES 1 2 3 4 4 6	Format: I1 FREQ CEN 3201 11. 6561 23. 11021 35. 6253 22. 20 938 3.	WGTD TT PCT 4% 12.5% 4% 24.7% 4% 41.6% 3% 21.2% 1% (MISS) 4% (MISS) 0% 100.0%	Question 4_3G FIT4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MINOR PROBLEM NOT A PROBLEM MULTIPLE RESPONSE MISSING TOTALS:	CODES 1 2 3 4 6 8 8	FREQ	PER- CENT 3.2% 14.9% 50.9% 27.4% .1% (3.4% (100.0% 1	WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS) MISS) 00.0%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MINOR PROBLEM. NOT A PROBLEM. RESERVED CODES: MULTIPLE RESPONSE. MISSING. TOTALS:	CODES 1 2 3 4 6 8	Format: I1 FREQ CEN 3201 11. 6561 23. 11021 39. 6253 22. 20 938 3. 27994 100. Tape Pot. Format: I1	WGTD TT PCT 4% 12.5% 4% 24.7% 4% 41.6% 3% 21.2% 1% (MISS) 4% (MISS) 0% 100.0%	Question 4_3G FIT4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM	CODES 1 2 3 4 6 8 8	FREQ	PER- CENT 3.2% 14.9% 50.9% 27.4% .1% (3.4% (100.0% 1	WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS) MISS) 00.0%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM	CODES 1 2 3 4 6 8 8	Format: I1 FREQ CEN 3201 11. 6561 23. 11021 39. 6253 22. 20 938 3. 27994 100. Tape Pot. Format: I1	WGTD TT PCT 4% 12.5% 4% 24.7% 4% 41.6% 3% 21.2% 1% (MISS) 4% (MISS) 0% 100.0%	Question 4_3G FIT4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MINOR PROBLEM NOT A PROBLEM MULTIPLE RESPONSE MISSING TOTALS:	CODES 1 2 3 4 6 8 8	FREQ	PER-CENT -3.2% 14.9% 50.9% 27.4% 100.0% 1	WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS) OO.0%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MINOR PROBLEM NOT A PROBLEM RESERVED CODES; MULTIPLE RESPONSE TOTALS: TOTALS: Guestion 4_3D F1T4_3D DEGREE PHYSICAL CONFIDENCE CON	CODES 1 2 3 4 6 8 8	Format: I1 FREQ CEN 3201 11. 6561 23. 11021 39. 6253 22. 20 938 3. 27994 100. Tape Pot. Format: I1	1- WGTD 1T PCT 4 12.54 44 24.76 44 41.64 34 21.24 45 41.66 46 (MISS) 66 (MISS) 67 (OO.0%	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MINOR PROBLEM NOT A PROBLEM RESERVED CODES: MULTIPLE RESPONSE MISSING TOTALS: Question 4_3H F1T4_3H DEGREE USE OF ALCOHOL Use of alcohol RESPONSE	CODES 1 2 3 4 6 8 8	FREQ	PER- CENT 3.2% 14.9% 50.9% 27.4% (3.4% (100.0% 1	WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS) MISS) 00.0%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MINOR PROBLEM NOT A PROBLEM RESERVED CODES; MULTIPLE RESPONSE TOTALS: TOTALS: F1T4_3D DEGREE PHYSICAL CONFIDENCE SERIOUS PROBLEM RESPONSE SERIOUS PROBLEM	CODES CODES CODES CODES CODES	Format: I1 FREQ CEN 3201 23, 1021 39, 6253 22. 238 3. 27994 100. Tape Pot. Format: I1 BLEM PER PER PER PER PER PER PER P	R- WGTD TT PCT 44: 24.7% 49: 24.7% 49: 41.6% 39: 21.29 14: (MISS) 09: 100.0%	Question 4_3G FIT4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MOT A PROBLEM MIT A PROBLEM MIT TIPLE RESPONSE MITTIPLE RESPONSE. MISSING TOTALS: Question 4_3H FIT4_3H DEGREE USE OF ALCOHOL Use of alcohol RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MODERATE PROBLEM	CODES 1 2 3 4 4 6 8 8 8 CODES 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	FREQ 24 949 27994 Tape Forma	PER- CENT 3.2% 14.9% 50.9% 27.4% .1%(3.4%(100.0% 1	WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS) OO.0%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MINOR PROBLEM NOT A PROBLEM RESERVED CODES; MULTIPLE RESPONSE TOTALS; TOTALS; Guestion 4_3D F1T4_3D DEGREE PHYSICAL CONFIDENCE SERIOUS PROBLEM MODERATE PROBLEM MODERATE PROBLEM MODERATE PROBLEM MODERATE PROBLEM MINOR PROBLEM	CODES CODES CODES CODES CODES CODES CODES	Format: I1 FREQ CEN 3201 11. 6561 23. 11021 35. 6253 22. 938 3. 27994 100. Tape Pos. Format: I1 BLEM PER FREQ CEN 986 3. 3824 13. 13698 48.	R- WGTD T PCT 4% 12.5% 4% 44.7% 4% 41.6% 3% 21.2% 4% (MISS) 4% (MISS) 0% 100.0% 548-548	Question 4_3G FIT4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM	CODES 1 2 3 4 6 8 8	FREQ 907 4173 14260 7681 249 27994 Tape Forma	PER- CENT 3.2% 14.9% 50.9% 27.4% .1%(3.4%(100.0% 1	WGTD PCT 3.5% 15.3% 53.2% 27.9% MISS) OO.0%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MINOR PROBLEM NOT A PROBLEM MUSTIPLE RESPONSE MUSTIPLE RESPONSE Physical conflicts among study RESPONSE SERIOUS PROBLEM MODERATE PROBLEM MODERATE PROBLEM MODERATE PROBLEM MODERATE PROBLEM MODERATE PROBLEM NOT A PROBLEM	CODES CO	Format: I1 FREQ CEN 3201 11. 6561 23. 11021 35. 6253 22. 938 3. 27994 100. Tape Pos. Format: I1 BLEM FREQ CEN 966 3. 3824 13. 3824 13. 8567 30.	R- WGTD IT PCT 4% 24.7% 4% 41.6% 3% 21.2% 4% (MISS) 4% (MISS) 0% 100.0% 548-548 548-548	Question 4_3G FIT4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM	CODES 1 2 3 4 6 8 8 CODES CODES 1 2 3 4 6 6 8 6 6 6 8 6 6 6 6 6 6 6 6 6 6 6 6	FREQ 24 949 27994 Tape Forma FREQ 2915 9287 11026 3738 6	PER- CENT - 3.2% 14.9% 50.9% 27.4% (3.4% (WGTD PCT 15.3% 53.2% 27.2% MISS) OO.0% MISS) OO.0%
F1T4_3C DEGREE CLASS CUTTING Class cutting RESPONSE SERIOUS PROBLEM	CODES CO	FREQ PER CEN 3201 11. 65661 23. 11021 39. 6253 22. 20 938 3. 27994 100. Tape Pot Format: I1 DBLEM PREQ PER CEN 3624 13. 13696 48. 8567 30. 8	R- WGTD T PCT 4% 12.5% 4% 44.7% 4% 41.6% 3% 21.2% 4% (MISS) 4% (MISS) 0% 100.0% 548-548	Question 4_3G F1T4_3G DEGREE VANDALISM A PR Vandalism RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MINOR PROBLEM. RESERVED CODES: MULTIPLE RESPONSE. MULTIPLE RESPONSE. TOTALS: Question 4_3H F1T4_3H DEGREE USE OF ALCOHOL Use of alcohol RESPONSE SERIOUS PROBLEM. MODERATE PROBLEM. MODERATE PROBLEM. MOT A PROBLEM. NOT A PROBLEM. NOT A PROBLEM. NOT A PROBLEM. RESPONSE:	CODES 1 2 3 4 6 8 8 A PROBLEM CODES 1 2 3 4 4 6 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	FREQ 249 27994 Tape Forma FREQ 249 27994	PER- CENT 3.2% 14.9% 50.9% 27.4% 3.4% 100.0% 1	WGTD PCT 15.3% 15.3% 15.32% 27.9% MISS) MISS) 00.0% 552 WGTD PCT 11.4% 40.2% 40.2% MISS) MISS)

Question 4_31	Tape Pos. 553-553 Format: 11	Question 4_3M	Tape Pos. 557-557 Format: I1
F1T4_31 DEGREE USE OF ILLEGAL DRUGS A		F1T4_3M DEGREE RACIAL/ETHNIC CONFLICT	PROBLEM
Use of illegal drugs		Racial/ethnic conflict among students	
RESPONSE CODES	PER- WGTD FREQ CENT PCT	RESPONSE CODES SERIOUS PROBLEM	PER- WGTD FREQ CENT PCT 466 1.7% 1.8%
SERIOUS PROBLEM	1795 6.4% 7.3% 7642 27.3% 28.9% 13112 46.8% 48.2%	MCTERATE PROBLEM	2760 9.9% 9.9% 10086 36.0% 36.9% 13728 49.0% 51.4%
NOT A PROBLEM	9 .O% (MISS)	RESERVED CODES: MULTIPLE RESPONSE	5 .0% (MISS) 949 3.4% (MISS)
TOTALS:	27994 100.0% 100.0%	TOTALS:	27994 100.0% 100.0%
Question 4_3J	Taps Pos. 554-554 Format: I1	Question 4_4	Tape Pos. 558-559 Format: 12
F1T4_3J DEGREE POSSESSION OF WEAPONS		F1T4_4 MOST FREQUENT SOURCE OF STUDEN	
Possession of weapons	PER- WGTD	When students are successful in achieving objectives, it is often attributed to onsources. Which do you believe is the moof success? (MARK ONE)	e of the following
RESPONSE CODES			PER- WGTD
SERIOUS PROBLEM	1071 3.8% 4.2%	RESPONSE CODES STUDENT'S HOME BACKGROUND 1	FREQ CENT PCT 10075 36.0% 38.1%
MINOR PROBLEM		STUDENT'S INTELLECTUAL ABILITY 2 STUDENT'S ENTHUSIASM OR	10075 36.0% 38.1% 1900 6.8% 6.9%
MULTIPLE RESPONSE		PERSERVERANCE	9082 32.4% 33.9%
TOTALS:	27994 100.0% 100.0%	UNIQUE INTERESTS AND ABILITIES OF THE STUDENT4	1643 5.9% 6.4%
		TEACHER'S USE OF EFFECTIVE METHODS OF TEACHING 5 TEACHER'S ENTHUSIASM OR	1865 6.7% 6.9%
		PERSERVERANCE 6 RESERVED CODES:	2048 7.3% 7.8%
		MULTIPLE RESPONSE	275 1.0% (MISS) 1106 4.0% (MISS)
		TOTALS:	27994 100.0% 100.0%
Question 4_3K			
4444444	Tape Pos. 555-555 Format: I1		
	Format: 11		
	Format: 11		
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM	Format: I1 CHRS A PRBLM PER- WGTD		
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES	Format: I1 CHRS A PRBLM PER- WGTD FREQ CENT PCT 132 ,5% ,5%	Question 4_5	
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM PER- WGTD FREQ CENT PCT 132 .5% .5% 2 419 1.5% 1.7% 3 3969 14.2% 15.0%		
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM PER- WGTD FREQ CENT PCT 1 132 .5% .5% 4 19 1.5% 1.7% 3 3969 14.2% 15.0% 1 22512 80.4% 82.8%		to which you agree
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM PER- WGTD FREQ CENT PCT 132 .5% .5% .5% 2419 1.5% 1.7% 33969 14.2% 15.0% 122512 80.4% 82.8%		to which you agree tatements.
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM PER- WGTD CENT PCT 132 .5% .5% 2419 1.5% 1.7% 33969 14.2% 15.0% 122512 80.4% 82.8%	On the scale below, indicate the extent or disagree with each of the following s	to which you agree tatements,
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM FREQ CENT PCT 132 .5% .5% .5% 2419 1.5% 1.7% 33969 14.2% 15.0% 122512 80.4% 82.8% 6 31 .1% (MISS) 931 3.3% (MISS)	On the scale below, indicate the extent or disagree with each of the following s (MARK ONE ON EACH LINE)	to which you agree tatements.
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM FREQ CENT PCT 132 .5% .5% .5% 2 419 1.5% 1.7% 3 3969 14.2% 15.0% 1 22512 80.4% 82.8% 5 31 .1% (MISS) 6 931 3.3% (MISS) 27994 100.0% 100.0%	On the scale below, indicate the extent or disagree with each of the following s (MARK ONE ON EACH LINE)	Tape Pos. 580-561
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM FREQ CENT PCT 132 .5% .5% 2 419 1.5% 1.7% 3 3969 14.2% 15.0% 4 22512 80.4% 82.8% 5 31 .1% (MISS) 27994 100.0% 100.0%	On the scale below, indicate the extent or disagree with each of the following s (MARK ONE ON EACH LINE)	Tape Pos. 580-561 Format: 12
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE	Format: I1 CHRS A PRBLM FREQ PER- WGTD CENT PCT 132 .5% .5% .5% 2419 1.5% 1.7% 33969 14.2% 15.0% 22512 80.4% 82.8% 6 31 .1% (MISS) 27994 100.0% 100.0% Tape Pos. 556-556 Format: I1	On the scale below, indicate the extent or disagree with each of the following s (MARK ONE ON EACH LINE) Question 4_5A F1T4_5A CAN GET THROUGH TO MOST DIFFIC	Tape Pos. 580-561 Format: 12 ULT STUDNT
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM FREQ PER- WGTD FREQ CENT PCT 132 .5% .5% 2 419 1.5% 1.7% 3 3969 14.2% 15.0% 22512 80.4% 82.8% 3 931 3.3% (MISS) 27994 100.0% 100.0% Tape Pes. 555-556 Format: I1 RS A PROBLEM	On the scale below, indicate the extent or disagree with each of the following a (MARK ONE ON EACH LINE) Question 4_5A FiT4_5A CAN GET THROUGH TO MOST DIFFIC If I try really hard, I can get through difficult or unmotivated students	Tape Pos. 580-561 Format: 12 ULT STUDNT even to the most PER- WGTD
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM PER- WGTD FREQ CENT PCT 1 322 .5% .5% 2 419 1.5% 1.7% 3 3969 14.2% 15.0% 4 22512 80.4% 82.8% 3 331 3.3% (MISS) 27994 100.0% 100.0% Tape Pos. 555-556 Format: I1 RS A PROBLEM	On the scale below, indicate the extent or disagree with each of the following a (MARK ONE ON EACH LINE) Question 4_5A FiT4_5A CAN GET THROUGH TO MOST DIFFIC If I try really hard, I can get through difficult or unmotivated students RESPONSE CODES	Tape Pos. 580-561 Format: 12 ULT STUDNT even to the most PER- WGTD FREQ CENT PCT
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM FREQ CENT PCT 1 132 .5% .5% .5% 2 419 1.5% 1.7% 3 3969 14.2% 15.0% 4 22512 80.4% 82.8% 3 31 3.3% (MISS) 27994 100.0% 100.0% Tape Pos. 555-556 Format: I1 RS A PROBLEM FREQ CENT PCT 1 1560 5.6% 6.5%	On the scale below, indicate the extent or disagree with each of the following a (MARK ONE ON EACH LINE) Question 4_5A FiT4_5A CAN GET THROUGH TO MOST DIFFIC If I try really hard, I can get through difficult or unmotivated students RESPONSE CODES STRONGLY DISAGREE. 1 DISAGREE. 1	Tape Pos. 580-561 Format: 12 ULT STUDNT even to the most PER- WGTD FREQ CENT PCT 1223 4.4% 4.5% 3508 12.9% 13.0%
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM FREQ PER- WGTD FREQ CENT PCT 1 132 .5% .5% .5% 2 419 1.5% 1.7% 3 3969 14.2% 15.0% 4 22512 80.4% 82.8% 6 31 .1% (MISS) 27994 100.0% 100.0% Tape Pos. 556-556 Format: I1 RS A PROBLEM PER- WGTD FREQ CENT PCT 1 1560 5.6% 6.5% 2 4427 15.8% 17.1% 3 12086 43.2% 45.4%	On the scale below, indicate the extent or disagree with each of the following a (MARK ONE ON EACH LINE) Question 4_5A Fit4_5A CAN GET THROUGH TO MOST DIFFIC If I try really hard, I can get through difficult or unmotivated students RESPONSE CODES STRONGLY DISAGREE	Tape Pos. 580-561 Format: 12 ULT STUDNT even to the most PER- WGTD FREQ CENT PCT
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM FREQ CENT PCT 132 .5% .5%. 2419 1.5% 1.7%. 33969 14.2% 15.0%. 2512 80.4% 82.8%. 531 .1% (MISS) 27994 100.0% 100.0% Tape Pos. 556-556 Format: I1 RS A PROBLEM PER— WGTD CENT PCT 1560 5.6%. 6.5%. 24427 15.8% 17.1%. 312086 43.2%. 45.4%. 48940 31.9% 31.0%.	On the scale below, indicate the extent or disagree with each of the following a (MARK ONE ON EACH LINE) Question 4_5A Fit4_5A CAN GET THROUGH TO MOST DIFFIC If I try really hard, I can get through difficult or unmotivated students RESPONSE CODES STRONGLY DISAGREE	Tape Pos. 580-561 Format: 12 ULT STUDNT even to the most FREQ CENT PCT 1223 4.4% 4.5% 3508 12.9% 13.0% 4095 14.6% 15.0% 9379 33.5% 35.4% 6609 23.6% 24.5% 2157 7.7% 7.5%
F1T4_3K DEGREE PHYSICAL ABUSE OF TEACH Physical abuse of teachers RESPONSE CODES SERIOUS PROBLEM	Format: I1 CHRS A PRBLM FREQ CENT PCT 132 .5% .5% .5% .5% .2512 80.4% 82.8% .31 .1% (MISS) 27994 100.0% 100.0% Tape Pos. 556-556 Format: I1 RS A PROBLEM FREQ CENT PCT 1 1560 5.6% 6.5% .6% .65% .32% .427 15.8% 17.1% .36 .32% .428 .32% .428 .31.9% .31.0% .35% (MISS) 2 0% (MISS) 979 3.5% (MISS)	On the scale below, indicate the extent or disagree with each of the following s (MARK ONE ON EACH LINE) Question 4_5A FiT4_5A CAN GET THROUGH TO MOST DIFFIC If I try really hard, I can get through difficult or unmotivated students RESPONSE CODES STRONGLY DISAGREE. 1 DISAGREE. 2 DISAGREE. 2 DISAGREE. 3 AGREE SOMEWHAT. 3 AGREE SOMEWHAT. 4 AGREE STRONGLY AGREE. 5 STRONGLY AGREE. 5 STRONGLY AGREE. 5 RESERVED CODES: 96	Tape Pos. 580-561 Format: 12 ULT STUDNT even to the most FREQ CENT PCT 1223 4.4% 4.5% 3608 12.9% 13.0% 4095 14.6% 15.0% 9379 33.5% 35.4% 6609 23.6% 24.5%
F1T4_3K DEGREE PHYSICAL ABUSE OF TEAM Physical abuse of teachers RESPONSE	Format: I1 CHRS A PRBLM FREQ CENT PCT 132 .5% .5% .5% 2 419 1.5% 1.7% 3 3969 14.2% 15.0% 4 22512 80.4% 82.8% 5 31 .1% (MISS) 27994 100.0% 100.0% Tape Pec. 556-556 Format! I1 RS A PROBLEM FREQ CENT PCT 15600 5.6% 6.5% 2 4427 15.8% 17.1% 3 12086 43.2% 45.4% 4 8940 31.9% 31.0% 5 979 3.5% (MISS) 979 3.5% (MISS)	On the scale below, indicate the extent or disagree with each of the following s (MARK ONE ON EACH LINE) Question 4_5A FiT4_5A CAN GET THROUGH TO MOST DIFFIC If I try really hard, I can get through difficult or unmotivated students RESPONSE CODES STRONGLY DISAGREE. 1 DISAGREE. 2 DISAGREE. 2 DISAGREE. 3 AGREE SOMEWHAT. 3 AGREE SOMEWHAT. 4 AGREE STRONGLY AGREE. 5 STRONGLY AGREE. 5 STRONGLY AGREE. 5 RESERVED CODES: 96	Tape Pos. 580-561 Format: I2 ULT STUDNT even to the most FREQ CENT PCT 1223 4.4% 4.6% 3608 12.9% 13.0% 4095 14.6% 15.0% 9379 33.5% 36.4% 6609 23.6% 24.5% 2157 7.7% 7.5% 2 ,0% (MISS)

F1T4_5B TCHRS RESPONSIBL KEEP STUS FROM DROPPING

I feel that it's part of my responsibility to keep students from dropping out of school $% \left(1\right) =\left\{ 1\right\} =\left\{$

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DIE GREE	1	414	1.5%	1.5%
DISAGREE	2	1333	4.8%	4.8%
DISAGREE SOMEWHAT	3	2264	8.1%	8,6%
AUREE SOMEWHAI	. 4	8460	30.2%	31.9%
AGREE	5	10348	37.0%	38.0%
STRONGLY AGREE	6	4147	14.8%	15.2%
MULTIPLE RESPONSE	96	3	. 0%	(MISS)
MISSING	98	1025	3.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_5E

Tape Pos. 568-569 Format: 12

F1T4_5E LITTLE I CAN DO TO INSURE HIGH ACHIEVMNT

There is really very little I can do to insure that most of my students achieve at a high level

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1 2	4504 9864	16.1% 35.2%	16.3% 36.2%
DISAGREE SOMEWHAT	3	7196 3956	25.7%	26.7%
STRONGLY AGREE	5 6	1210 280	4.3%	4.8%
RESERVED CODES: MISSING	98	984	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_50

Tape Pos. 564-565 Format: 12

F1T4_5C CHANGE APPROACH IF STUS NOT DOING WELL

If some students in my class are not doing well, I feel that I should change my approach to the subject

RESPONSE	CODES	FREQ	PER-	WGTD PCT
STRONGLY DISAGREE		297	1.1%	1.3%
STRONGET DISAGREE				
DISAGREE	2	1551	5.5%	5.6%
DISAGREE SOMEWHAT	3	3851	13.8%	13.5%
AGREE SOMEWHAT	4	10775	38.5%	39.9%
AGREE	. 5	8118	29.0%	30.87
STRONGLY AGREE	6	2386	8.5%	8.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1012	3.6%	(MISS)
TOTALS:		27994	100 0%	100 08

Question 4_5F

TEACHR MAKING DIFFERENCE IN STUS LIVES

 \boldsymbol{I} am certain \boldsymbol{I} am making a difference in the lives of my students

RESPONSE	CODES	FREQ	CENT	PCT
STRONGLY DISAGREE	1	165	.6%	.6%
DISAGREE	2	601	2.1%	2.2%
DISAGREE SOMEWHAT	3	1573	5.6%	6.0%
AGREE SOMEWHAT	4	10135	36.2%	37.9%
AGREE	5	10130	36.2%	37.4%
STRONGLY AGREE	6	4303	15.4%	15.9%
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1083	3.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_5D

Tape Pos. 566-567 Format: I2

F1T4_5D DIFFERENT METHODS CAN AFFECT ACHIEVEMENT

By trying a different teaching method, I can significantly affect a student's achievement

CODES RESPONSE FREQ

PER-CENT -----5% 3.9% 11.2% 44.0% 28.8% 7.9% STRONGLY DISAGREE.
DISAGREE SOMEWHAT.
AGREE SOMEWHAT.
AGREE SOMEWHAT
AGREE.
STRONGLY AGREE.
RESERVED CODES:
MULTIPLE RESPONSE.
MISSING. 127 1079 3144 12305 8068 2199 .0% (MISS) 3.8% (MISS) 1067 TOTALS: 100.0% 100.0%

Tape Pos. 572-572 Format: I1

HOW OFTEN RACIAL/ETHNIC CONFLICT OCCUR

How often does racial/ethnic conflict occur among students at your school?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NEVER. RARELY SOMETIMES OFTEN RESERVED CODES:	1 2 3 4	7646 12941 5817 498	27.3% 46.2% 20.8% 1.8%	29.3% 47.5% 21.3% 1.9%
MISSING	8	1092 27994		(MISS)

Question 4_7

27994 100.0% 100.0%

	n.	000000000000000000000000000000000000000		_	
	ape Pos. 573~573 Format: Ii	Question 4_8B		Tape P Format	Pos. 577-578 L: 12
F1T4_7A WHICH STAFF TURN TO FOR ADVICE/INF	FORMATN	F1T4_BB EXTENT DEPARTMENT CHAIR	IMPROVED	TEACHIN	łG
To whom do you turn most often for informati about day to day instructional problems? (A	on and advice MARK ONE)	Department chair			PER- WGTD
	PER- WGTD		CODES	FREQ	CENT PCT
I DON'T SEEK ADVICE FROM	REQ CENT PCT	DID NOT RECEIVE ANY HELP	1 2 3	4042 1747	14.4% 16.9% 6.2% 7.1%
ANYONE AT MY SCHOOL O	2062 7.4% 7.7% 2047 7.3% 7.8%	MODERATELY HELPFUL	3 4 5	2974 6491 5260	10.6% 11.5% 23.2% 25.2% 18.8% 20.0%
YOUR AREA COORDINATOR 3 OTHER COLLEAGUES IN YOUR	375 1.3% 1.5%	EXTREMELY HELPFUL	6	4949	17.7% 19.4%
DEPARTMENT	3380 47.8% 49.0%	MULTIPLE RESPONSE	96 98	2528 	.0% (MISS) 9.0% (MISS)
(SPECIFY). 5 RESERVED CODES: 6 MULTIPLE RESPONSE. 6	3931 14.0% 15.6% 186 .7% (MISS)	TOTALS:		27994	100.0% 100.0%
MISSING 8	951 3.4% (MISS)				
TOTALS: 27	7994 100.0% 100.0%	·			
		Question 4_8C		Tape P	0s. 579-580
*		F1T4_8C EXTENT OTH ADMINISTRATE	S IMPROVO		
	spe Pos. 574-574 Format: 11	Other school administrators			
F1T4_7B HOW OFTEN SEEK ADVICE IN AVERAGE N	HTMONTH	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
How often do you seek advice from this person average month during the school year? (MAR)	on in an	DID NOT RECEIVE ANY HELP	1 2	6051 2808	21.6% 23.1% 10.0% 10.5%
	PER- WGTD	MODERATELY HELPFUL	3 4	4642 7314	16.6% 17.6% 26.1% 28.0%
O-1 TIMES A MONTH	REQ CENT PCT 3034 28.7% 32.0%	EXTREMELY HELPFUL	5 6	3812 1591	13.6% 14.5% 5.7% 6.3%
2-5 TIMES A MONTH	2480 44,6% 50.6% 2653 9.5% 10.6%	MULTIPLE RESPONSE	96 98	36 1740	.1% (MISS) 6,2% (MISS)
RESERVED CODES:	1727 6.2% 6.8% 1038 3.7% (MISS)	TOTALS:		27994	100.0% 100.0%
LEGITIMATE SKIP, 9	2062 7.4% (MISS)				
TOTALS: 27	7994 100.0% 100.0%				
		Question 4_8D			°05. 581-582
		FIT4_8D EXTENT DEPT. COLLEAGUES	IMPROVED	Format	
Question 4_8		Department colleagues	I III NOVED	ILAÇIII	
•	•	RESPONSE	CODES	FREQ	PER- WGTD CENT PCT
To what extent has each of the following per school helped you improve your teaching or s	ople at this solve an	DID NOT RECEIVE ANY HELP	1	1863	5.7% 8.0%
instructional or class management problem? (MARK ONE ON EACH LINE)		MODERATELY HELPFUL	3	617 2810	2.2% 2.3% 10.0% 11.1%
		EXTREMELY HELPFUL	4 5 6	7616 8020 5453	27.2% 28.9% 28.6% 29.0% 19.5% 20.7%
		MULTIPLE RESPONSE	96	24	.1% (MISS)
		MISSING	98	1591 27994	5.7% (MISS)
Question 4_8A	Tape Pos. 575-576				
F1T4_BA EXTENT PRINCIPAL HELPED IMPROVE TE	,				
Principal or school head					
RESPONSE CODES F	PER- WGTD	Question 4_BE		Y 0	
DID NOT RECEIVE ANY HELP 1	656 23.8% 25.0%	********		Format	
NOT HELPFUL 2 2 3	2350 8.4% 8.6% 8843 13.7% 14.4% 2517 26.9% 27.7%	F1T4_8E EXTNT COLLEAGUES OUTSID	E IMPROVO	TEACHN	IG
EXTREMELY HELPFUL	1977 14.2% 15.2% 1306 8.2% 9.1%	Colleagues outside department			PER- WGTD
RESERVED CODES: MULTIPLE RESPONSE	4 .O% (MISS)		CODES	FREQ	CENT PCT
	341 4 PK /Micci		1	5314	
	1341 4.8% (MISS) 1994 100.0% 100.0%	DID NOT RECEIVE ANY HELP	2	1919	19.0% 20.5% 6.9% 7.3%
		MODERATELY HELPFUL	3 4 5	1919 5112 7871 4567	6.9% 7.3% 18.3% 18.9% 28.1% 29.2% 16.3% 17.1%
		NOT HELPFUL	3	1919 5112 7871	6.9% 7.3% 18.3% 18.9% 28.1% 29.2%

TOTALS:

Question 4_8F FIT4_8F EXTENT PERSONNEL GROUP Personnel group or committee RESPONSE DID NOT RECEIVE ANY HELP NOT HELPFUL MODERATELY HELPFUL. EXTREMELY HELPFUL. RESERVED CODES: MULTIPLE RESPONSE TOTALS:	CODES 1 2 3 4 5 6 96 98	FREQ 16029 2785 2924 2452 849 395	PER- CENT 57.3% 9.9% 10.4% 8.8% 3.0% 1.4%	WGTD PCT 	Question 4_9C FIT4_9C INFLUENCE GROUPING STATES Setting policy on grouping students RESPONSE NO INFLUENCE	CODES 1 2 3 4 5	Forms	PER- CENT 	WGTD PCT 25.5% 23.7% 30.3% 14.0% 6.6% (MISS)
Question 4_9					Question 4_9D FIT4_9D INFLUENCE OVER ESTABLE Establishing curriculum	ISHING CUR	Forma	Pos. 590 t: I1) - 590
At this school, how much actual teachers have over school polic below? (MARK ONE ON EACH LINE)	influence in sach	of the	nreas		RESPONSE NO INFLUENCE MODERATE INFLUENCE A GREAT DEAL OF INFLUENCE RESERVED CODES: MISSING TOTALS:	2 3 4 5	FREQ 2451 3777 8690 7176 4812 1088 	3.9%	WGTD PCT 9.5% 14.5% 32.4% 26.3% 17.3% (MISS)
F1T4_9A TEACHRS INFLUENCE OVER Determining discipline policy RESPONSE		Forma NE POLI	PER-	WGTD					
	1 2 3 4 5 5 8	5089 6220 10050 3944 1699	6.1%	23.3% 36.4% 14.3%	FIT4_10 FREQUENCY OF STAFF ME How often does your department (MARK ONE)		Forms	g = ?	
TOTALS:		27994	100.0%		RESPONSE NEVER. 1-3 TIMES PER SEMESTER. 1-3 TIMES PER MONTH. ONCE A WEEK. 2-3 TIMES PER WEEK. RESERVED CODES: MISSING.	1 2 3 4 5 8	FREQ 2191 14332 9237 1070 168 996	3.8%	WGTD PCT 8.5% 52.6% 34.6% 3.7% .6% (MISS)
F1T4_9B TEACHRS INFLUENCE OVER Determining the content of inser RESPONSE NO INFLUENCE		Forms E PROGR rams FREQ 3832 55407 5261	PER- CENT 13.7% 19.8% 35.0% 18.8%	WGTD PCT 14.6% 20.6% 36.1% 19.8%	Question 4_11		27994	100.0%	100.0%
A GREAT DEAL OF INFLUENCE RESERVED CODES: MISSING TOTALS:	8 .	1163 27994		9.0% (MISS)	To what degree do the following important teaching goals? (MA	represent RK ONE ON	your m EACH LI	ost NE)	

Tape Pos. 592-592 Format: I1 Question 4_11A F1T4_11A HAPPY JUST TO GET THROUGH THE DAY $I^{\prime}m$ happy just to get through the day FREQ 13749 8932 2582 910 49.1% 31.9% 9.2% 3.3%

Question 4_11E

F1T4_11E WANT TO MAINTAIN DISCIPLINE AND ORDER

I want to maintain order and discipline in the classroom

RESPONSE	CODES	FREQ	CENT	WGTD PCT
NOT IMPORTANT	1	288	1.0%	1.0%
SOMEWHAT IMPORTANT	2	4063	14.5%	14.2%
VERY IMPORTANT	3	12911	46.1%	47.6%
EXTREMELY IMPORTANT	4	9748	34.8%	37.3%
MULTIPLE RESPONSE	6	1	.0% (MISS)
MISSING	ě	983	3.5% (
TOTALS:		27994	100.0% 1	00.0%

Question 4_11B

Tape Pos. 593-593 Format: Ii

6.5% (MISS) 100,0% 100.0%

1821

F1T4_11B WANT TO BE SURE TO COVER THE CURRICULUM

I want to be sure to cover the curriculum

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NOT IMPORTANT	1	438	1.6%	1.6%
SOMEWHAT IMPORTANT	2	7963	28.4%	30.0%
VERY IMPORTANT	3	14084	50.3%	51.6%
EXTREMELY IMPORTANT	, 4	4484	16.0%	16.9%
MULTIPLE RESPONSE	6	10	. 0%	(MISS)
MISSING	ě	1015		(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_11F

F1T4_11F CREATE LESSONS STUDNTS WILL ENJOY LEARNG I work to create lessons so my students will enjoy learning and become independent learners

RESPONSE	CODES	FREQ	CENT	PCT	
NOT IMPORTANT	1	59	. 24	. 2%	
SOMEWHAT IMPORTANT	2	2274	8.1%	8.6%	
VERY IMPORTANT	3	11658	41.69	43.1%	
EXTREMELY IMPORTANT	4	13061	46.7%	48.1%	
RESERVED CODES:					
MULTIPLE RESPONSE		1	.0%	(MISS)	
MISSING	8	941	3.4%	(MISS)	
TOTALS:		27994	100.0%	100.0%	

Question 4_110

Tape Pos. 594-594 Format: I1

F1T4_11C WANT STUDNTS TO UNDERSTAND SUBJCT MATTER

 \boldsymbol{l} want my students to understand and be able to make sense of the subject matter

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
SOMEWHAT IMPORTANT		203	. 7%	. 8%
VERY IMPORTANT	ŝ	9858	35.2%	36.9%
EXTREMELY IMPORTANT	4	16995	60.7%	62.3%
MULTIPLE RESPONSE	6	9	04	(MISS)
MISSING	8	935		(MISS)
TOTALS:		27994	100.04	100.0%

Question 4_11G

Tape Pos. 598-598 Format: I1

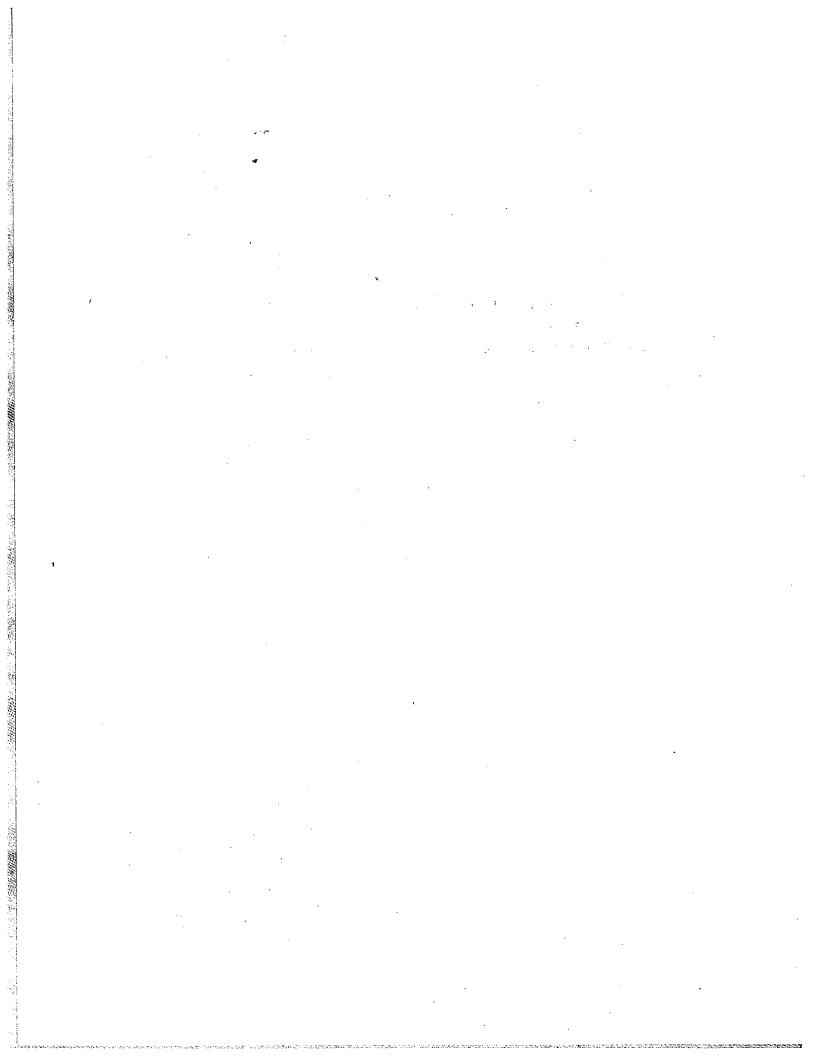
F1T4_11G WRK TOWARD EMPLOYABLE SKILLS FOR STUDNTS

RESPONSE	CODES	FREQ	CENT	PCT
NOT IMPORTANT		83	.3%	.3%
	i i			
SOMEWHAT IMPORTANT	2	2032	7.3%	7.0%
VERY IMPORTANT	3	10508	37.5%	38,4%
EXTREMELY IMPORTANTRESERVED CODES:	4	14407	51.5%	54.4%
MULTIPLE RESPONSE	6	1		(MISS)
MISSING	8	963	3.4%	· (MISS)
TOTALS:		27994	100.0%	100.0%

F1T4_11D INSURE STUDENTS PERFORM WELL ON TESTS

I work to insure that as many students as possible perform well on tests

RESPONSE	CODES	FREQ	PER- CENT	WGTD
NOT IMPORTANT		242	. 9%	. 9%
SOMEWHAT IMPORTANT	2	5303	18.9%	18.7%
VERY IMPORTANT	ā	13708	49.0%	51.1%
EXTREMELY IMPORTANT	ă	7782	27.8%	29.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING		956	3.4%	(MISS)
TOTALS:		27994	100.0%	100.0%



Appendix G

Corrections to the First Follow-Up

Student, Dropout and School Component Data File User's Manuals

Merging Student Data with Teacher Data through the School ID Variable. The variable name for the school identification variable in the student datafile is not the same as the name given to this variable in the teacher datafile. As such, if users intend to merge student and teacher data through the school identification variable, the variable name needs to be modified in the student datafile SAS and SPSSX cards. Currently, in the student datafile, the variable name is F1SCHLID (position 862-866) while in the teacher datafile the variable name is F1SCH_ID.

Before merging these two datasets through the school identification variable, users need to rename the student datafile variable F1SCHLID, position 862-866, to F1SCH_ID. For SAS cards, the name should be changed in the Input, Length, Label and Format statements. For SPSSX cards, the name should be changed in the Data List, Variable Labels, Value Labels, and Missing Value statements. Users can use a global change to rename this variable.

This student datafile variable also needs to be renamed in the accompanying student SAS system file. In the student component SAS system file, we suggest using the following statement to rename F1SCHLID to F1SCH_ID:

DATA XXX (RENAME=(F1SCHLID=F1SCH_ID)); SET IN1.F1TEACHR;

Users may also merge student and teacher data through the student identification variable which is variable STU_ID, position 1-7 in the student datafile and position 1-7 in the teacher datafile. The name for this variable is the same in both datafiles.

Dropout Component Data File User's Manual

Page 98; Section titled "Weights". In the last sentence in the second paragraph of this section, reference is made to the "special dropout questionnaire flag F1DQFLG." The flag name F1DQFLG is incorrect; the actual name of this flag, as it appears above and on the dropout datafile, is F1ADJFLG. F1ADJFLG is the special dropout questionnaire flag users should employ to determine which form of the dropout questionnaire was completed.

School Component Data File User's Manual

A number of first follow-up school variables were recoded. Unlike our presentation of recodes in the Student Component Data File User's Manual, wherein recodes are reflected in both the codebook frequencies and the reprinted questionnaire, school questionnaire recodes are reflected only in the school questionnaire codebook.

For example, in the school questionnaire codebook, the values for item F1C14 read 1=YES and 2=NO, while in Appendix D, First Follow-Up School Administrator Questionnaire, values for item F1C14 (question 14) read NO=1 and YES=2. Correct values and value labels are displayed in the School Codebook.

Corrections to First Follow-Up Student, Dropout and School Data File User's Manuals

Since publication of *First Follow-Up Data File User's Manuals*—Student, Dropout and School-some printing and typographical errors have been discovered which we would like to bring to user's attention and correct through this errata sheet.

Student Component Data File User's Manual

Page 76; Table 3.7-2. The item nonresponse rate of 3.4 percent listed in Table 3.7-2 for the topic "Language Use" is incorrect. The correct rate of item nonresponse for this topic area is 34.2 percent.

Page 81; Table 4.4-1. The sample realization figures for public and Catholic schools appearing under the column heading "Cooperating Original Selections" are incorrect. The correct number of originally selected public schools that cooperated in the base year is 522 and the correct number of originally selected Catholic schools that cooperated is 70.

Page 123; Figure 7-1. The example illustrating the linkage between first follow-up students and first follow-up teachers, is incorrect. In the "Teacher 1" box under <u>First Follow-Up Data Files</u>, the STU_ID-TCH_ID link should read 12345015678901E with the first five-digits representing the student's unique identification code and the second eight-digit number representing the first follow-up unique teacher identification code. In the "Teacher 2" box, the STU_ID-TCH_ID link should read 12345015678901M with the first five-digits representing the student's unique identification code and the following eight-digit number representing the unique teacher identification code.

Appendix K--Base Year Codebook. Owing to a collation error, the Base Year Eighth Grade Codebook and the First Follow-Up Student Codebook appear together in Appendix L rather than separately as Appendices K and L, respectively. In Appendix L, the Base Year Eighth Grade Codebook stops on page 66 and the First Follow-Up Student Codebook begins with page 1 on the following page.

Page 11 of the First Follow-Up Student Codebook; Question 18A. The codebook value labels for student questionnaire item F1S18A are printed in reverse. The correct value labels (with their corresponding values) are as follows:

Very Sure I'll Graduate (=1)
I'll Probably Graduate (=2)
I Probably Won't Graduate (=3)
Very Sure I Won't Graduate (=4)

金の変を

This reversal affects only the value labels as printed in the First Follow-Up Student Codebook. SPSS and SAS student cards contain the correct value labels and values.

Page 50; Figure 6-1. The example illustrating the linkage between first follow-up students and first follow-up teachers, is incorrect. In the "Teacher 1" box under <u>First Follow-Up Data Files</u>, the STU_ID-TCH_ID-link should read 12345015678901E with the first five-digits representing the student's unique identification code and the second eight-digit number representing the first follow-up unique teacher identification code. In the "Teacher 2" box, the STU_ID-TCH_ID link should read 12345015678901M with the first five-digits representing the student's unique identification code and the following eight-digit number representing the unique teacher identification code.

	•
•	
	*