

Table A1. Standard errors for table 1: Percentage of public school teachers' participation in subject matter content and teaching methods professional development activities in the previous year, by selected teacher and school characteristics: 1999-2000

Teacher and school characteristics	Hours in past 12 months by focus							
	Focus		Content			Methods		
	Content	Methods	0-8	9-32	33+	0-8	9-32	33+
Total	0.29	0.32	0.36	0.33	0.29	0.37	0.34	0.23
Selected main assignments								
Elementary education	0.61	0.57	0.74	0.76	0.57	0.66	0.61	0.43
English	0.92	0.90	1.05	1.08	1.03	1.13	1.10	0.84
Mathematics	1.22	1.15	1.12	1.13	0.87	1.17	1.07	0.63
Science	1.23	1.03	1.23	0.88	0.95	1.19	0.96	0.74
Social science	1.37	1.04	1.16	0.91	0.91	1.34	1.24	0.62
Years of teaching experience								
0-3	0.84	0.90	0.82	0.73	0.55	0.82	0.79	0.53
4-9	0.75	0.66	0.71	0.70	0.63	0.75	0.71	0.46
10-19	0.64	0.65	0.69	0.68	0.58	0.74	0.70	0.51
20 or more	0.59	0.56	0.65	0.56	0.52	0.54	0.51	0.36
Grade level taught								
Elementary	0.47	0.52	0.57	0.55	0.47	0.56	0.50	0.36
Secondary	0.40	0.37	0.44	0.36	0.34	0.41	0.37	0.27
Percent of students eligible for free or reduced-price lunch								
Less than 50 percent	0.41	0.40	0.49	0.40	0.34	0.47	0.42	0.26
50-75 percent	0.76	0.75	0.86	0.86	0.81	0.92	0.78	0.60
75 percent or more	1.12	1.00	1.28	1.13	0.95	1.15	1.03	0.75

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999-2000 "Public School Teacher Questionnaire" and "Charter School Teacher Questionnaire."

Table A2. Standard errors for table 2: Percentage of public school teachers who reported participating in various professional development activities, by selected teacher and school characteristics: 1999-2000

Teacher and school characteristics	Workshops, conferences, or training	Mentoring and/or peer observation and coaching	Regularly scheduled collaboration
Total	0.16	0.37	0.30
Main assignment			
Elementary education	0.26	0.69	0.50
English	0.36	1.12	0.87
Mathematics	0.51	1.04	1.05
Science	0.70	1.24	0.97
Social science	0.53	1.30	0.97
Years of teaching experience			
0-3	0.41	0.91	0.82
4-9	0.31	0.77	0.62
10-19	0.26	0.70	0.64
20 or more	0.27	0.64	0.48
Grade level taught			
Elementary	0.25	0.59	0.48
Secondary	0.21	0.43	0.38
Percent of students eligible for free or reduced-price lunch			
Less than 50 percent	0.20	0.42	0.35
50-75 percent	0.49	1.07	0.88
75 percent or more	0.40	1.18	0.85

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999-2000 "Public School Teacher Questionnaire" and "Charter School Teacher Questionnaire."

Table A3. Standard errors for table 3: Percentage of public school principals who ranked potential influences on determining teacher professional development activities as "very important," by selected school characteristics: 1999-2000

School characteristics	District improvement plan	School improvement plan	State or local academic standards	State or local skills standards	Teacher preferences
Total	0.53	0.65	0.67	0.66	0.57
School level					
Elementary education	0.70	0.87	0.86	0.88	0.79
Secondary	0.89	0.96	0.91	0.87	0.74
Combined	2.14	2.08	2.50	2.52	2.04
Locale					
Large or mid-size city	1.51	1.26	1.34	1.49	1.27
Urban fringe	0.94	1.05	1.04	1.00	0.90
Small town or rural	0.94	0.99	0.94	1.02	0.92
School enrollment					
Less than 349	1.23	1.20	1.23	1.17	1.00
350-999	0.85	0.91	0.87	0.87	0.79
1,000 or more	1.55	1.66	1.41	1.46	1.13
Percent of students eligible for free or reduced-price lunch					
Less than 50 percent	0.71	0.91	0.91	0.94	0.76
50-75 percent	1.55	1.60	1.56	1.53	1.40
75 percent or more	1.58	1.65	1.64	1.78	1.57

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999-2000 "Public School Principal Questionnaire" and "Charter School Principal Questionnaire."