About This File:

This Acrobat pdf file is a scanned image and therefore may not be accessible to assistive technologies. For further assistance with the content of this file, please call (202) 219-7101 or (202) 502-7423 and specify which questionnaire you're enquiring about.

You may also e-mail for help at llona.Berkovits@ed.gov or Jeffrey.Owings@ed.gov.

Thank you.



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

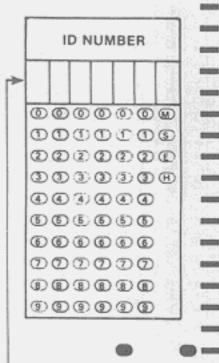
USES OF THE DATA

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:

- 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.
- Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
- You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.



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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

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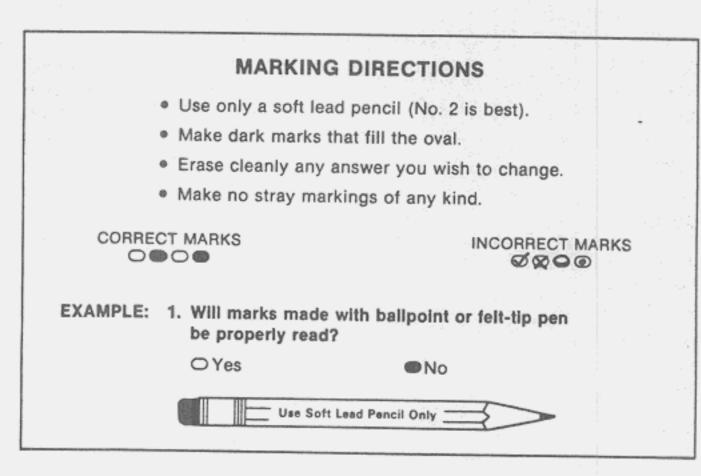
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 American Association of School Administrators (AASA) National Association of Secondary School Principals National School Boards Association (NSBA) The National Catholic Education Association (NCEA) The National Association of Independent Schools (NAIS)



TEACHER QUESTIONNAIRE English Version

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INTRODUCTION

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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.

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	tions 1-23 o students	Student 15		0 Yes 0 No			ň
	student listed on the attached Student List. Fill in the oval corresponding to the appropriate responses to Questions 1-23 ue until you have completed a column for each student listed on the Student List. Questions 2-23 apply only to students on the Student List (a "Yes" response to Question 1.) NOTE: DK-Don't Know, NN-Not Necessary.	Student 14		No Ves		Vo No	Xa D
	response is 2-23 ap cessary.	Student 13		ve No	-	No Yes	ă D
	ppropriate r Questions N-Not Nece	Student 12	000000000	No Xes		No Xes	
	in the oval corresponding to the appropriate respon student listed on the Student List. Questions 2-23 on 1.) NOTE: DK - Don't Know, NN- Not Necessary	Student 11	000000000	No Ves		No Xes	
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	d Student List. Fill in the a column for each stude response to Question 1.)	Student 08		0 Yes 0 No		0 Ves	
NT INFO	udent List Jumn for onse to O	Student 07		0 Ves 0 No	*	0 Ves	
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PART	r each student listed on the attached Student List. Fill Continue until you have completed a column for each ir name on the Student List (a "Yes" response to Questi	Student 04	000000000	0 Ves 0 No		No Ves	Ď
	each stud Continue u name on 1	Student 03	000000000000	0 Ves		Ves No	Xa D
	-	Student 02		0 Yes 0 No		No Xes	ă D
	in this se st listed s listed nex	Student 01		0 ves 0 No	· · · · ·	Ves No No	ă D
	Please answer the questions in this section for each student listed on the a in the first column for the first listed student. Continue until you have comp who are enrolled in the class listed next to their name on the Student List (a	STUDENT NUMBER (from attached list) Please write the student's 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 question- naire) in the box and darken the oval that corresponds to that number.	 Is this student assigned to the class shown on the fourth column of the Student List? IF NO, GO TO THE NEXT 	COLUMN. THE NEXT COLUMN.		
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STUDENT NUMBER (from attached list) Please write the student's initials below the number.	 Does this student seem to relate well to other students? 	 Will this student probably go to college? 	 Does this student talk with you outside of class about school work, plans, or personal matters? 	ave you spoken with the udent's parents this mester 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 Very involved Don't know

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STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	t Student 02	t 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
 Has this student fallen behind in school work because of a health problem? 	O Yes O No DK	DK %	0 Ves 0 No 0 DK	O Yes O No O DK	0 Yes 0 DK	O Yes O No O DK	O Yes O No D K	0 Yes 0 No 0 DK	0 Yes 0 No 0 DK	D No D K	O Ves O No	O Yes O No O DK	0 Yes 0 No	0 Ves 0 DK	O Yes O No O DK	O Yes O No O DK
 Do you feel this student has a learning disability that affects his or her school work? 	0 ves 0 No DK	O Ves O No DK	O No DK	O Yes O No DK	O Yes O No D K	0 ves 0 No	O Yes O No DK	O Yes O No DK	O Yes O No O DK	O Yes O No DK	O Yes O No DK	O Ves O DK	D No D K	D No D K	DK 0 No DK	o No DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	¤ ° c Ω v cs 0 0 0	o No DK DK	D No Ves	O Ves O No O R	O Yes O No O DK	O Ves O DK	O DK O DK	0 Ves 0 No 0 DK	0 No DK	0 Ves 0 DK	0 Ves 0 DK	D No DK	D No D K	DK ves	o N es DK 000	O No D K
 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.* 	0 Ves 0 No 0 DK	0 Ves 0 DK	0 No 0 DK	0 Ves 0 DK	0 Ves 0 No 0 DK	O No D K	o o c ≮	D N N C	0 No DK	DK % €	0 No 0 DK	O No DK	O No DK	o o o o o	O Ves O No D K	O No DK
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 No O DK	0 Ves 0 DK	O Ves O No DK	O DK	D Ves D DK	DK % €	° × ×	DA Kes 000	¤ % kes	DX % Kes	DK %	D N Xes	D No D K	Ves D No D K	D No D K	O Ves O No O DK
13. Is this class Too difficult for this student?	e	C	C	ē	e	e	e	e	e	e	ē	e	ē	G	Ģ	Ģ
Not challenging enough for this student?	0	8	0	0) (2)	0	0	0	0	0	0	0 0	0 0). Q	0 0
The appropriate level for this student?	0	6	6	6	6	6	0	6	6	6	Ø	0	6	0	0	6

*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.

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initials below the number.	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 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	17. How often is this student tardy? tardy? Never

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Student 01	00000	0 No DK		O NN O NN O NN O NN	
STUDENT NUMBER (from attached lint) Please write the student's initials below the number.	18. How often is this student attentive in class? Never	19. Is this student exceptionally passive or withdrawn?	20. How often is this student disruptive in class? Never Never Never 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	

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ent	1	Yes No NN	Yes No NN	Yes DK DK
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Student 15	4	NN NN	Ves 0 No 0 NN	0 Yes 0 No 0 DK
Student 14		NN NO No	NN	0 No DK
Student 13		Ves 0 No 0 NN	Ves No NN	0 No DK
Student 12		0 Yes 0 No 0 NN	Ves 0 No 0 NN	0 Yes 0 No 0 DK
Student 11		Ves 0 No 0 NN	O Ves O No NN	0 Ves 0 No 0 DK
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Student 09		O Yes O No NN	O Ves O No NN	0 Yes 0 No 0 DK
Student 08		0 Yes 0 No 0 NN	O Yes O No O NN	O Ves O No O DK
Student 07		O Yes O No O NN	Ves 0 No NN	O No DK
Student Student Student 04 05 06 07		0 Yes 0 No 0 NN	Ves No NN	0 Ves 0 DK
Student 05		Ves 0 No 0 NN	NN No NN NN	0 Ves 0 DK
Student 04		Ves 0 No 0 NN	NN Ves	0 Ves 0 No
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Student 02		0 Yes 0 No 0 NN	O No NN	0 Ves 0 No
Student 01		O Yes O No O NN	O Yes O No NN	O Ves O No D K
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	 Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued) 	c. Student's homework assignments	d. Student's absenteelsm	22. Is this student at risk of O dropping out of high school?

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

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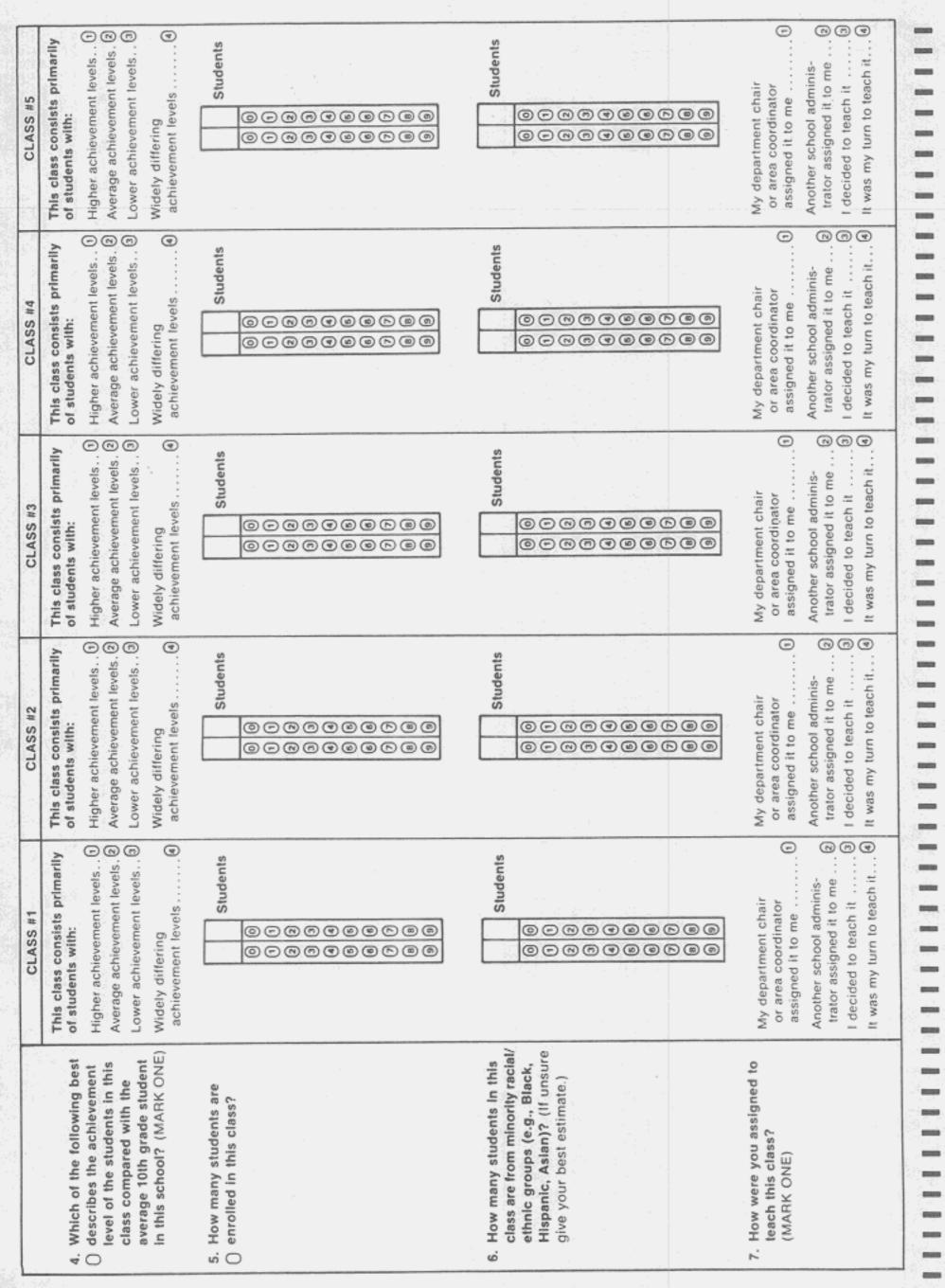
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PART II: CLASS INFORMATION --

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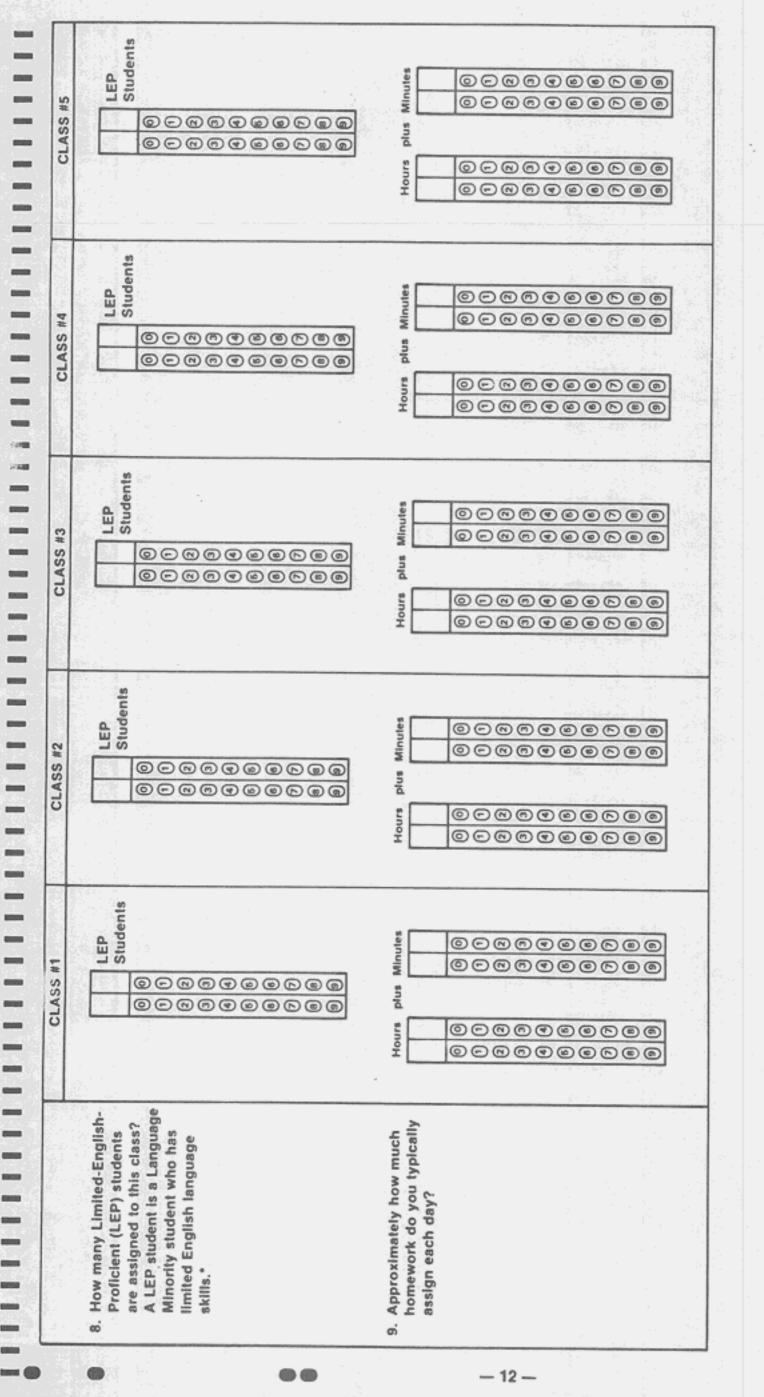
Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES

CLASS #5 000000000000000000000000000000000000	LITLE	O Yes O No			Academic
CLASS #4 000000000000000000000000000000000000	TITLE	0 Yes			Academic
	TITLE	O Yes O No			Academic
CLASS #2 0000000 0000000	TITLE	0 Yes 0 No			Academic
Class Al Class Mumber 000 000000000000000000000000000000000	TITLE	0 Yes 0 No			Academic
1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the question- naire) 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.	 Which of the following best describes the "track" this class is considered to be? (MARK ONE)



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	How often do you do each of the following with	homework assignments? (MARK ONE ON EACH LINE)			s of who assignment	Return assignments with grades or corrections	Discuss the completed assignment in class	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 250 words.) (MARK ONE)	What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)				8	
	no von ng wi	oN E				Return assignments grades or corrections	Discuss the comple assignment in class	east c t be r class pproxi (MAF	you I Instr MARP NE)				Reading materials other than textbooks	ual
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	 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 #1	a. I did	Very unprepared5 Somewhat prepared4 Adequately prepared3 Well prepared2 Very well prepared1		
CLASS #2	a. I did	Very unprepared5 Somewhat prepared	MINUTES 000000000000000000000000000000000000	
CLASS #3	a. I did	Very unprepared5 Somewhat prepared4 Adequately prepared3 Well prepared2 Very well prepared1	MINUTES 000000000000000000000000000000000000	
CLASS #4	a. I did	Very unprepared5 Somewhat prepared4 Adequately prepared3 Well prepared1 Very well prepared1		
CLASS #5	 a. I did b. The principal c. Departmental committee/colleagues d. Department head d. Department head d. Department thead d.	Very unprepared Somewhat prepared Adequately prepared Well prepared		

	75-100% @ 50-74° @ 25-49% @ 10-24% @ 10-24% @ 10-24% @ None @	1 9 9 9 9 1 9 9 9 9 9 9 9 9 9 9 9 9	9 9 8 8	0 9 9 0 0	9 9 9 0
	75-100% @ 50-74% @ 25-49% @ 10-24% @ 10-24% @ 10-24% @ None @	1 8 9 6 6 1 8 9 6 6 1 8 9 6 6	9 9 8 9 9 8	1 3 9 6	9 9 0 0
	15-100% @ 50-74% @ 25-49% @ 10-24% @ 10-24% @ 10-24% @	1 2 9 6 6 1 3 9 6 6 9 6 6	00000000000000000000000000000000000000	1 3 9 6 6	0000
MINUTES 000000000 00000000000000000000000000	75-100% @ 50.74% @ 25-49% @ 10-24% @ 10-24% @ 10-24% @ 10-210% @	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	999	0 9 0 0	0 0 0 0
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15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	 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 		disciplining students e. Administering tests or quizzes		g. Conducting lab periods

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CLASS #5	No Complete J J J Complete J J J J J J J J J J J J J J J J J J J J J J J J J J J	Astrony Contraction Contractio
CLASS #4	No Complete Control Control Control Contro Control Co	Automatic Service Alexandre and
CLASS #3	No Complete 1	Altres Event & Lesson & Altres Per Week & 2-3 Times Per Month & 1-3 Times Bernester OF F 1-3 Times Bernester OF F
CLASS #2	No Complete 1 2 3 6 6 1 2 3 6 6 1 3 6 6 6 1 3 6 6 6 1 3 6 6 6 1 3 6 6 6	Altreat Lesson O <t< td=""></t<>
CLASS #1	No Complete O (0) (0) (0) (0) O (0) (0) (0) (0) (0) O (0) (0) (0) (0) (0) (0) O (0) (0) (0) (0) (0) (0) (0) O (0) (0) (0) (0) (0) (0) (0)	American Lasson Image
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 b. Selecting teaching c. Selecting teaching d. Disciplining students e. Determining the amount of homework. 	 How often do you use the following teaching methods? (MARK ONE ON EACH LINE) a. Lecture b. Film b. Film c. Whole-group discussion discussions discussions f. Have students respond orally to questions on subject matter e. Have students respond orally to questions on subject matter f. Have students work in small groups f. Have students work in small groups f. Have students or worksheets in class h. Have students give oral reports

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FOR ENGLISH TEACHERS ONLY	ONLY CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
19. If you are an English	Every Day	Every Day	Every Day	Every Day	Every Day
teacher, now often up you undertake each of the following activities in this	2-3 Times per Week	2-3 Times per Week	2-3 Times per Week	2-3 Times per Week	2-3 Times per Week
	Once a Week	Once a Week	Oncé a Week	Once a Week	Once a Week
(MARK ONE ON EACH LINE)	1-2 Times a Month	1-2 Times a Month	1-2 Times a Month	1-2 Times a Month	1-2 Times a Month
a. Allow students to choose	Very Rarely	Very Rarely	Very Rarely	Very Rarely	Very Rarely
their own reading materials	a	a () () () () ()	a 1 2 3 4 6	a () 2 9 9 6	a () (2 (3 (4 (6)
b. Show films, filmstrips, or videotapes	b () (2) (3) (4) (6)	b 0 2 3 4 6	p 0 2 3 4 6	b 0 2 3 6 6	þ () () () () ()
c. Have students give oral reports	c	c () 2 3 4 8	c (1 2 3 4 6	c	c (1 3 3 4 6
d. Require written reports on readings	d () 2 3 4 6	d 0 2 9 6 6	d 1 2 3 4 6	d 1) 2) 9 6 6	d (1 2 3 4 6
e. Discuss assigned reading material	e () 2 3 4 6	e () 2 3 9 6	e () () () () ()	e (1 2 8 6 6	e (1 2 3 9 6
 Have students read novels, plays, essays, etc. 	1	1 () 2 9 6 6	1 1 2 3 4 6	1 1 2 9 9 6	1
g. Have students write impromptu essays	g () () () () ()	g 0 2 3 6 8	a	g () () () () ()	g () () () () ()
h. Devote attention to the stages of the writing process	h	h	h	h () (2 (3 (6 (6	h
I. Devote attention to technical aspects and skills of writing	1	i () (2 (3 (4 (6	•	1	I
 Have students write in styles that encourage their emotional and imaginative development. 	j () 2 9 6 6	j () 2 () 0 ()	j () 2 (9 (6 (j () 2 (9 () 6 ()]

The next series of questions for teachers of English classes should be completed for each class listed on the class list.

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CLASS	
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S 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) (MARK ONE ON EACH LINE) a. Literature study b. Fiction b. Fiction c. Narrative fiction d. Mythology e. Poetry d. Mythology e. Poetry f. Drama f. Drama inting f. Development of a inting f. Development of a intersis argument m. Vocabulary study
ACHERS	you teach an English iss, how much emphy you give to each of a following topics s semester/term? ARK ONE ON EACH ARK ONE ON EACH Narrative fiction Narrative fiction Poetry Poetry Poetry Poetry Poetry Poetry Poetry Poetry Poetry Poetry Poetry Poetry Poetry development of a thesis argument Analytical writing Vocabulary study
FEAC	If you teach an Engl class, how much em do you give to each the following topics this semester/term? (MARK ONE ON EAC (MARK ON EAC (M
FOR ENGLISH TE	 20. If you teach a do you give to the following this semester/ (MARK ONE C (MARK ONE C (MARK ONE C (MARK ONE C Narrative fi d. Mythology e. Poetry a. Literature a b. Fiction c. Narrative fi d. Mythology e. Poetry f. Drama g. Exposition h. Nonfliction h. Nonfliction i. Formal writiciton h. Nonfliction i. Povelopme thesis arguim m. Analytical v n. Vocabulary n. Vocabulary
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FOR ENGLISH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
21. Below are a number of ways in which teachers mark or	Most of the Time	Most of the Time			
give written comments on student compositions.	Somelimes	Sometimes	Sometimes	Sometimes	Sometimes
Indicate how frequently you use each method with this class.	Rarely	Rarely	Rarety	Rarely	Rarely
(MARK ONE ON EACH LINE)	Never	Never	Never	Never	Never
Assign a number, letter grade, judgment (e.g., good, excellent) without any comments	a	a 0 1 2 9 a.	0033.	0 0 8 9	(0) (0) (0)
b. Assign separate numbers, grades or judgments to several aspects of the composition (e.g., content, mechanics, style) h	b 0 0 2 0	p	0080	4 6 6 0 0	0
	c		0 0 0 0		
 d. Give detailed comments, notes, in the margin and/ or between the lines 	d 0 0 2 0 d	0 0 0 0 q.	9 9 9	0 0 0	
 e. Give comments on strengths and weaknesses and indicate different types of weak spots and mistakes with symbols and signs 	e	0 0 8 0 °	0 () 8 ()	0 9 0	6 (C
 Point out some aspects of strength in each student's writing 	1	0 0 2 0 4	(D) (N)	020	0 (F) 0 (F)
 Give only positive comments at the end of the essay and make no corrections	g 0 0 3 8			0 0 0 0 0	6
	ч © 0 0 0 0 0 ч	0 (1 3 (8) h.	0 0 3 9	0 0 3 8 P	00
I. Give primarily oral feedback	ı	0 0 0 0 1	0020	0 0 0 0 0 1	000
		GO ON TO PART I	III, PAGE 27		

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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.

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PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)		
Male	a	2
Female	a	0

Hispanic, regardless of race		٩
Black, not of Hispanic origin	۱	Ð
White, not of Hispanic origin	1	6

3. What is the date of your birth?

DATE				
Month	D	Day		nar -
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② FEB				
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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")

 Number of years taught at the elementary level (K-6) 	
	0
Vears	m

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

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



6.	What is your employment status in this school or	
0	chool system? (MARK ONE)	

а.	Regular full-time position	Ο
b.	Regular part-time position	3
с.	Substitute teacher	ത

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

- Regular or standard certification (standard certification offered in your state)1

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

а.	Mathematics ①	
b.	Science	
C.	English 3	
d.	listory	

9. What academic degree do you hold? ○ (MARK ALL THAT APPLY)

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a.	(SKIP TO QUESTION 12)
b.	Associate degree
c.	Bachelor's ①
e.	Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate)
g.,	First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)

10. What were your major and minor fields of study for your bachelor's degree? (MARK ALL THAT APPLY)

Minor Major 💮 a. Education 🛈 🛈 b. English 00 c. History (or Social Studies/ Social Science) DO f. Foreign Language O O g. Other (PLEASE SPECIFY) O O MAJOR MINOR

h. Not applicable; did not receive bachelor's degree Ø (SKIP TO QUESTION 12) -

11. What were your major and minor fields of study for your highest graduate degree? (MARK ALL THAT APPLY) Minor Major c. History (or Social Studies/ 100 Social Science) OO d. Mathematics 00 f. Foreign Language 00 g. Other (PLEASE SPECIFY) 000 MINOR MAJOR

h. Not applicable, did not receive a graduate degree D

12. What is your current department/subject area affiliation? (MARK ALL THAT APPLY)

a.	Mathematics O
b.	Science
c.	Humanities 0
d.	English ①
e.	Foreign language 0
f.'	Social science/Social studies O
g.	History O
h.	Vocational education C
i.	Physical Education
j.	Guidance counseling
k.	Special education O
I.	Other @

13. Darken the oval beside the course you teach most frequently.

MATHEMATICS

 General Math Trigonometry Pre-Algebra ⑦ Pre-Calculus ③ Algebra I ③ Calculus ③ Consumer/Business Math ④ Algebra II Geometry Other Math

SCIENCE

- General Science
- General Physical Science
- I Earth Science
- Principles of Technology
- Biology

ENGLISH

- Basic English
- Sophomore English
- 2 American Literature
- Comparitive Literature

SOCIAL SCIENCE

- 2 World History
- 28 Economics
- Image: Sociology
 - O U.S. History
 - ③ American Government/Civics ③ Other Social Science

OTHER COURSES

- Foreign Language
- 3 Music
- Computer Science
- Industrial Arts
- Religious Education
- Physical Education

Samily Life Studies

- Typing/Word Processing
- Ocational Education
- 6 Art
- 🖅 Drama
- Home Economics
- Other Course

- 28 -

- Other English

2 Humanities

Oreat Books

Honors English

Chemistry

Other Science

Physics

- Western Civilization
- Geography
- B Psychology
- Area Studies

14	4. 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.) Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)	 18. Are these jobs related to the field of education? (MARK ONE) No	
	A. B. Undergraduate Graduate None	12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY)	
	2-4 courses ② ② 5-7 courses ③	a. None	
	8 or more courses	c. Travel and/or per diem expenses	
	Don't remember	d. Stipend(s)	-
		e. Professional growth credits	
े ।	Durling the surrout 1000-00 establishes how offer		-
13	 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		
	Some of the time	a. School-system-sponsored workshops during school year	
	Most of the time	b. School-system-sponsored workshops during	-
	All of the time	summer	
		c. School-wide curriculum committee	
		d. Department curriculum committee	-
	A second s	e. Committee work or special assignment other	-
16	. Suppose you could go back to college and START	than curriculum ①	
	OVER AGAIN: in view of your present knowledge, would you become a teacher?	f. University extension courses	anapa.
	(MARK ONE)	g. College courses in EDUCATION during	
		school year ①	
	Certainly would not become a teacher	 h. College courses in subject fields OTHER 	-
	Probably would not become a teacher	THAN EDUCATION during school year	
	Chances about even for and against	 College courses in EDUCATION during 	
	Probably would become a teacher	the summer ①	
	Certainly would become a teacher	j. College courses in subjects OTHER THAN EDUCATION during the summer	
		k. Professional growth activities sponsored	
	. In addition to your duties at this school, do you hold	by professional association(s)	
84	any other paying jobs that are either full-time or	I. None of the above	
	part-time? (MARK ONE FOR EACH COLUMN)		
	А. В.		
	Full-Time Part-Time	21. During the first semester of the current school year,	-
	No	how many days of teaching did you miss for any	1
	(IF NO TO BOTH, SKIP	reason? (MARK ONE)	
	TO QUESTION 19)	No days absent 1	-
		1-2 days absent	
	Yes, summer only 1 1	3-4 days absent 3	
	Yes, school year only 2	5-7 days absent 4	
	Yes, during the entire year 3	8-11 days absent 5	
		12 or more days absent	
			1
			1
			· · · · ·

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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)

Not allowed to observe	1
Never	2
One time only	3
Two to three times a semester/term	C
At least once a month	
At least once a week	6

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23. 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)

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a Dianning and properting for teaching	i in the second se						Hours	Minute
a. Planning and preparing for teaching	••••••••				· · · · · · · · · · · · · · · · · · ·	•••••		
					Hours	Minutes	00	00
b. Correcting papers/homework/tests							00	OC
an an anna ann an an an an an an an an a							00	00
an a	a alabata sel		Hours	Minutes	00	00	00	00
c. Other record keeping/paperwork				일 전에 다음 등 이 가지 이 가지 않는 것이 하는 것이 같이 하는 것이 하 같이 하는 것이 않아? 이 하는 것이 하는 것이 하는 것이 하는 것이 않아? 이 하는 것이 같이 하는 것이 하는 것이 않아? 이 하는 것이 않아? 것이 같이 않아? 않아? 이 하는 것이 않아? 않아? 것이 않아? 것이 않아? 것이 하는 것이 않아? 않아? 않아? 않아? 않아? 않아? 않아? 않아? 않아? 같이 같이 같이 않아?	00	00	ĐĐ	OC
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d. Meeting with other teachers on			00	00	00	00	00	00
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development, guidance	00	00	33	DD	00	00-	DD	ÐŒ
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 e. Coordinating a curriculum area or depart. f. Supervising students (field trips, study here. g. Coaching or advising extracurricular action. h. Communicating with parents/ 	nall)		Hours	Minutes 00	Hours	Minutes 00 00 00 00 00 00 00 00 00 00 00 00 00		
 e. Coordinating a curriculum area or depart. f. Supervising students (field trips, study here. g. Coaching or advising extracurricular action. h. Communicating with parents/ 	nall)	Minutes	Hours 	Minutes 00 00 00	Hours 000 000 000 000 000	Minutes 00 00 00 00 00 00 00 00 00 0		
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Tutoring individual students		· · · · · · · · · · · · · · · · · · ·	Hours	Minutes	Hours Hours	Minutes		(a) 100 (100 (100 (100 (100 (100 (100 (100
Academic counseling with students	· · · · · · · · ·		Hours	Minutes		Minutes	00000	000
. Personal counseling with students	· · · · · · · · ·		Hours	Minutes	00 00 00	00	000	000
. Personal counseling with students	· · · · · · · · ·		Hours	Minutes	00 00 00	00	00	00 00
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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	ω	Ø	③	@
b,	Achievement relative to the rest of the class	D	@		@
c.	Individual improvement or progress over past performance	O	Ø		
d.	Effort				
e.	Class participation	①	Ø		
f.	Completing homework assignments			©	
g.	Consistently attending class	🛈	Ø		@

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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)

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		Strongly Agree
		Agree
		Agree Somewhat
		Disagree Somewhat
		Disagree
		Strongly Disagree
	make a conscious offert to coordinate the content of my service with the state	
	I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area	
b	You can count on most staff members to help out anywhere, anytime - even though it	
	may not be part of their official assignment	
C	Most of my departmental colleagues share my beliefs and values about the central mission	
	of the school	
d	My success or failure in teaching students is due primarily to factors beyond my control	
	rather than to my own effort and ability	
e.	The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferen with multipleteries.	
	student lounge) in this school interferes with my teaching	
۰f.	The principal does a poor job of getting resources for this school	
g.	The principal deals effectively with pressures from outside the school that might interfere	
	with my teaching	
h.	The principal sets priorities, makes plans, and sees that they are carried out	
Ĩ,	Many of the students I teach are not capable of learning the material I am supposed to	
	teach them	
J.	Goals and priorities for the school are clear	
ΞĿ.	The staff seldem evaluates its pressure and extinities	
	The staff seldom evaluates its programs and activities	
12	Staff members are recognized for a job well done	
	Staff members are recognized for a job well done	
m.	The amount of student tardiness and class cutting in this school interferes with my teaching	
	and enabled and enable cause catting in this school interferes with my teaching	
n.	I make a conscious effort to coordinate the content of my course with teachers outside	
	my department/curricular area	
0.	The principal knows what kind of school he/she wants and has communicated it to the staff	00000
р.	This school's administration knows the problems faced by the staff	
q.	In this school I am encouraged to experiment with my teaching	

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 Agree Somewhat Disagree Somewhat Disagree	
		Strongly Disagree	
a.	Routine duties and paperwork interfere with my job of teaching		5
b.	The department's chair or curricular area coordinator's behavior toward the staff is		1
	supportive and encouraging	023366	
~	Teachers in this school are continually learning and seeking new ideas		
Ç.	Teachers in this school are continuary learning and seeking non-isodo		
d.	Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as		
	needed by the staff		51
		2	
e.	There is a great deal of cooperative effort among staff members		1
	There is bread encourant encouse the entire school feaulty should the entire initiality		
, L.)	There is broad agreement among the entire school faculty about the central mission of the school		5
		· · · · · · · · · · · · · · · · · · ·	
g.	I usually look forward to each working day at this school		5
n.	This school seems like a big family; everyone is so close and cordial		
	The principal lets staff members know what is expected of them		6
j,	I sometimes feel it is a waste of time to try to do my best as a teacher		5
		100 Mile (1997)	
k.	The principal is interested in innovation and new ideas)
1	Rules for student behavior are consistently enforced in this school		
	Notes for student behavior are consistently enforced in this school		1
m	The principal usually consults with staff members before he/she makes decisions that		
	affect us		5
n.	The attitudes and habits students bring to my class greatly reduce their chances for		
	academic success)
0	The level of student drug or alcohol use in this school interferes with my teaching	റമരമം	
	,,,	1	
p.	I am familiar with the content and specific goals of the courses taught by other teachers		
	in my department		D
		16-	
q.	The teachers union (or education association) and the school administration work togeth		
	to improve the achievement of students in this school		2

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

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			Not a Problem	Minor Problem	Moderate Problem	Serious Problem
	a.	Tardiness		🖸	🛈	O
	b.	Absenteeism		Ø	🛈	
	c.	Class cutting	O	©	③	
		Physical conflicts among students				
	e.	Gang activities	O	@		
	f.	Robbery or theft	O	@	O	
	g.	Vandalism	O	@		(Ð
	h.	Use of alcohol	O	Ø	O	
	i.	Use of illegal drugs	O	©		(J)
	j.	Possession of weapons		©	(D	A
		Physical abuse of teachers				
		Verbal abuse of teachers				· · · · · · · ·
. 1		Racial/ethnic conflict among students				

4. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. Which do you believe is the most frequent source of <u>success</u>? (MARK ONE)

tudent's home background	
tudent's intellectual ability	
tudent's enthusiasm or perseverance	
eacher's attention to the unique interests and abilities of the student	
eacher's use of effective methods of teaching	
eacher's enthusiasm or perseverance	

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

Strongly Agree	
Agree	
Agree Somewhat	
Disagree Somewhat	
Disagree	
Strongly Disagree	
9 °	

a.	If I try really hard, I can get through even to the most difficult or unmotivated students
b,	I feel that it's part of my responsibility to keep students from dropping out of school
	If some students in my class are not doing well, I feel that I should change my approach
	to the subject
d.	By trying a different teaching method, I can significantly affect a student's achievement
e.	There is really very little I can do to insure that most of my students achieve at a high level
f.	I am certain I am making a difference in the lives of my students

6. How often does racial/ethnic conflict occur among students at your school? (MARK ONE)

Never
Rarely
Sometimes
Often

- 34 -

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	(SKIP TO QUESTION 8)
Principal ①	
Your department chair 2	
Your area coordinator	
Other colleagues in your department	
Other school staff members	
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	
2-5 times a month	
6-10 times a month	
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 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	· @	@	④ (D ©
b.	Department chair	①	②	③	④ (5 C
c.	Other school administrators	🛈		@	🛈 (D ©
d.	Department colleagues	①		③	④ (D
e.	Colleagues outside my department	①	②		🕲 (D (C)
	Personnel group or committee					

9. At this school, how much actual influence do you think teachers have over school policy in each of the areas below? (MARK ONE ON EACH LINE)

		No Influence	;	Moder Influer		Great D	
а.	Determining discipline policy	①		 🛈	 ۰ ف	©	
b.	Determining the content of inservice programs			 ③	 ④	O	
C.	Setting policy on grouping students in classes by ability	①		 D	 (D)		
d.	Establishing curriculum	🛈		 3	 ④	(5)	

10. How often does your department hold staff meetings? (MARK ONE)

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a.	Never	
	1-3 times per semester	
C.	1-3 times per month	
d.	Once a week	
e.	2-3 times per week	

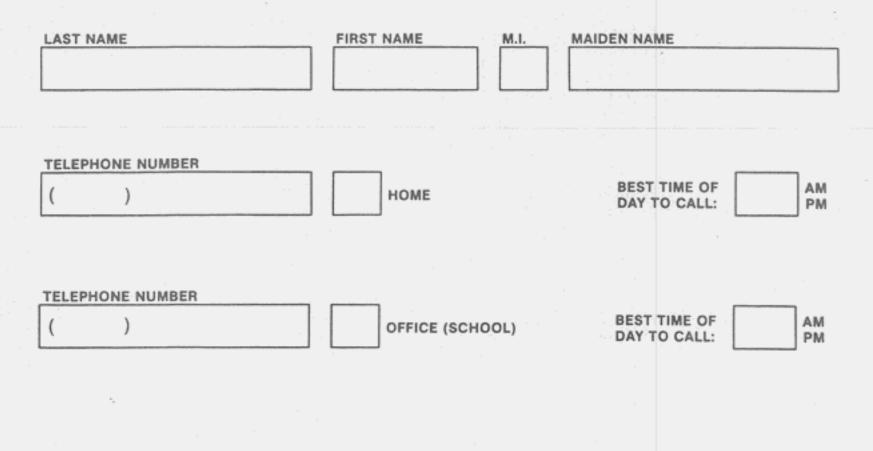
11. To what degree do the following represent your most important teaching goals? (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely	
a. I'm happy just to get through the day	O	@		æ	
b. I want to be sure to cover the curriculum	D				
 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					
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens					
			_		

12. Please provide the information requested below so we can reach you if any clarification of your responses is needed. (Please print) COLUMN A

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THANK YOU FOR YOUR COOPERATION.



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

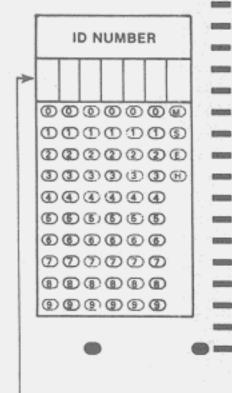
USES OF THE DATA

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:

- 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.
- Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
- You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

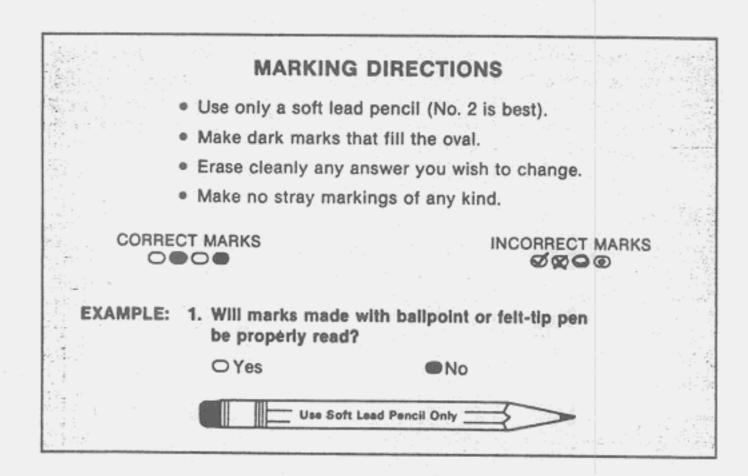


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The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education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



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TEACHER QUESTIONNAIRE Science Version

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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.

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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 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.

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Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the question- naire) in the box and darken the oval that corresponds to that number.	 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?	
		for answering the questions bount this student, write the Code Number' (second Column In the Student List attached to all for incover of that all that corresponds to that 0	effore answering the questions 0 <td< td=""><td>effore answering the questions 0001 this student, write the could has student, write the could have and darken the could have and thave and thave and the could have and the could have and thave and</td><td>effore answering the questions boart this student, with the in the Student, with the in the Student, with the in the Student is student is student. 0</td><td>Operations Operations Operati</td></td<>	effore answering the questions 0001 this student, write the could has student, write the could have and darken the could have and thave and thave and the could have and the could have and thave and	effore answering the questions boart this student, with the in the Student, with the in the Student, with the in the Student is student is student. 0	Operations Operati

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Student 13	DK %	D No Ves	O Ves O DK		NN	NN No Ves	NN NN NN	NN 00 Ves	
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Student 11	0 No DK	O Yes O No DK	D No DK		Ves 0 No 0 NN	Ves No NN	NN NO Yes	O Yes O No NN	
Student 10	D V Kes	D No DK	0 Ves 0 No 0 DK		NN	Ves NN 000	Ves NN NN	O No NN	9 9 9
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Student 08	D No D DK	O No DK	0 No DK		O Ves O No O NN	Ves 0 NN 0 NN	Ves 0 No 0 NN	O Yes O No	(F) (R) (R) (R)
Student 07	0 Ves	D N C Kes	0 Ves 0 DK		O Yes O No O NN	NN NO	NN O NN O NN	O Yes O No O NN	9 3 9 9
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Student 05	0 Yes 0 DK	O Ves O No D K	O Ves O No O DK		Ves NN NN	O Yes O No NN	O Yes O No O NN	O Yes O No O NN	© @ @ @
 Student 04	D Xes 0 No	O No DK 0 No	0 Ves 0 DK		O ves O No N N	Ves 0 No 0 NN	O ves O No O NN	0 Yes 0 No	(F) (R) (R) (R)
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\$ Student 01	0 Ves 0 No	D Xes D Xes	0 Yes 0 DK		NN NO Xes	Ves 0 No 0 NN	NN O No	NN 0 No	G (R) (R) (R)
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?	 Will this student probably go to college? 	 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 absenteelsm	7. How involved are the parents of this student in his/her academic performance? Not involved Somewhat involved Very involved

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STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	t 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?	0 Yes 0 No	0 Yes 0 No 0 DK	0 Yes 0 No 0 DK	O Yes O No O DK	0 Yes 0 No 0 DK	O DK	O Ves O No D DK	0 Yes 0 No 0 DK	O Ves O No	0 Ves 0 No 0 DK	O Ves O No	O Yes O No O DK				
 Do you feel this student has a learning disability that affects his or her school work? 	D N Ses 0 0 N Ses	O No DK	0 Ves 0 No 0 DK	O Yes O No O DK	D Nes 0 Nes	O Yes O No DK	O Yes O No O DK	O Yes O No O DK	O Ves O No	0 Yes 0 No 0 DK	O Yes O No DK	O Yes O No DK	D No D K	D No DK	N N N N N N N N N N N N N N N N N N N	0 Yes 0 No DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	0 No DK	O Ves O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No DK	O Yes O No DK	O Ves O No O DK	O Yes O No O DK	D No D K	D No Xes	DK DK DK	0 Ves 0 No 0 DK	O No DK	0 ves 0 No DK	O Yes O No DK	0 Ves 0 No
 Is this student a Language Minority student? A Language Minority (LM) student is a student in whose home a non-English language is typicalty spoken.* 	0 Yes 0 No 0 DK	DK %	O No D K	O Ves O No O DK	0 Yes 0 No 0 DK	O Ves O No O DK	D Ves 0 DK	O Yes O No O DK	D X es	D Ves	D Ves D No	D Ves D No D K	O Ves O No O DK	Ves 0 No 0 DK	0 Ves 0 DK	0 DK 0 DK
 12. Is this student a Limited- C English Proficient (LEP) student? An LEP student is a Language Minority student who has timited English language skills.** 	DK %	0 No DK	D N %	D No D K	O Ves O No	D No Xes	O DK O DK	D Ves 0 No 0 DK	D No D K	D No D K	D No D Kes	D No D K	O Ves O DK	D No DK	0 Ves 0 DK	0 No DK
13. Is this class																2)
Too difficult for this student?	G	ē	ē	ē	©	ē	e	0	©	Θ	Ð	Ø	Ð	Ø	Θ	Ð
Not challenging enough for this student?	3	3	3	3	8	3	8	8	3	3	(1)	(1)	0	8	Ø	Ø
The appropriate level for this student?	(1)	6	6	0	0	6	, ©	0	6	6	Ø	6	6	6	6	B

*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.

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Student 06	000	ତ ଉ ଉ ଉ ତ ତ	© @ @ @ @ @	
Student 05	000	$\square \square \square \square \square \square \square \square \square$	© @ © @ © @	00000
Student 04	000			00000
Student 03	000		► @ @ @ @ @	
Student 02	000		© @ @ @ @ @	- • • • • •
Student 01	000			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	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 *	17. How often is this student tardy? Never

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	Student 16	©®®®@@	D Kes	© @ @ @ @ @		O Yes O No O NN	0 Yes 0 No 0 NN
	Student 15		0 Ves 0 DK			O Ves O No	0 NN NN
-	Student 14	60000	0 Ves 0 DK		•	Ves 0 No 0 NN	0 Ves 0 NN
-	Student 13	େଉଡଡେଡ	Ves 0 No DK			O Yes O No O NN	O NN O NN
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-	Student 08	©®®®©	O Ves O No	<u>- 0 0 0 0 0</u>		Ves 0 No 0 NN	0 NN 0 NN
•	Student 07	େଉଡଡଡ	0 Ves 0 No	© © © © © ©		0 ves 0 No 0 NN	0 NN 0 NN
	Student 06	© @ @ @ @ @	O Yes O No D K	© @ @ @ @ @		Ves 0 NN 0 NN	0 NN 0 NN
	Student 05	ତରାଡାରା	O Yes O No D K	© © © © © ©		O No 0 No	0 NN 0 NN
	Student 04	©®®®©©	O Ves O No D K	© © © © © ©		Ves 0 No 0 NN	O NN O NN
	Student 03		O Ves O No D K	© © © © © ©		Ves 0 No 0 NN	O NN O NN
	Student 02	00000	O No DK	$\square @ @ @ @ @ @$		0 Yes 0 No 0 NN	O NN O NN
	Student 01		O Yes O No O DK	େଉଡଡଡ		NN NN NN	O Yes O No O NN
	STUDENT NUMBER (from attached list) Please write the student's initials below the number.	18. How often is this student attentive in class? Never	19. Is this student exceptionally passive or withdrawn?	20. How often is this student disruptive in class? Never Rarely Some of the time All of the time	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
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Student 16		NN 0 Ves	NN O No	DK % %
Student 15	:	NN	NN No Yes	DK % Kes
Student 14		Ves NN NN NN	NN No Ves	×es 0 DK 0 DK
Student 13		0 Yes 0 No 0 NN	Ves 0 No 0 NN	O DK O DK
Student Student Student 11 12 13		O Yes O No O NN	Ves 0 No 0 NN	0 Ves 0 No 0 DK
		O Yes O No O NN	0 NN 0 NN	O DK
Student 10		Ves 0 No 0 NN	O Yes O N₀ O NN	0 Ves 0 DK
Student 09		Ves 0 No 0 NN	Ves 0 No 0 NN	D K %
Student 08		O Yes O No O NN	0 Ves 0 No 0 NN	D K %
Student 07		0 Ves 0 No 0 NN	O Yes O No O NN	0 DK %
Student 06		0 NN NN NN	O Xes O No O NN	D × s 0 0 × es
Student 05		0 Yes 0 No 0 NN	ν NN NN NN	0 DK 0 DK
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Student Student Student Student Student 01 02 03 04 05 06		0 Ves 0 No 0 NN	Ves 0 No 0 NN	O DK O DK
Student 01		O Yes O No O NN	O Ves O No O NN	0 Ves 0 DK
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	21. Have you spoken to a guldance counselor or a school services person this semester about the following? (Continued)	c. Student's homework assignments	d. Student's absenteelsm	22. Is this student at risk of O dropping out of high school?

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

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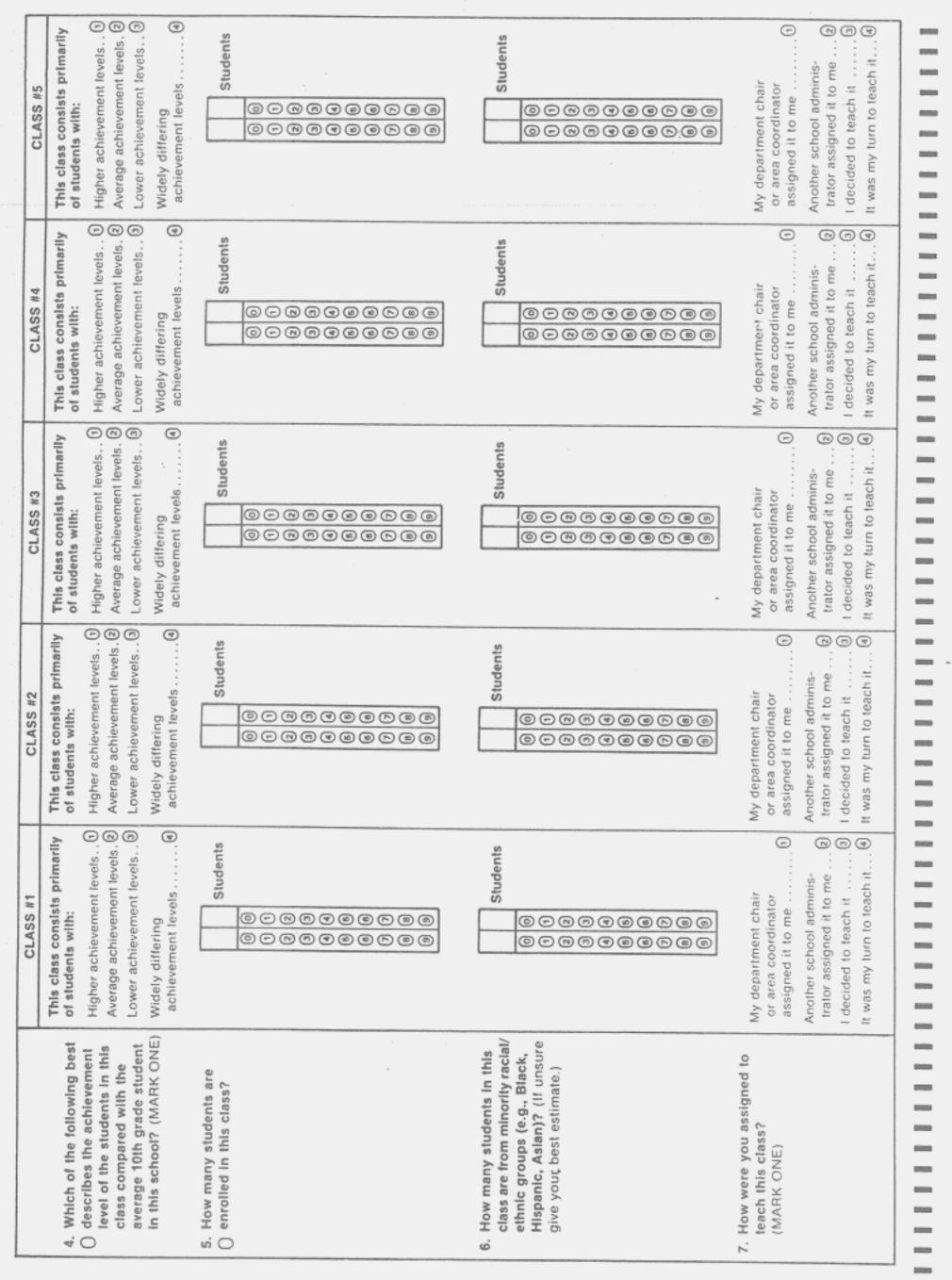
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Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES.

CLASS #5		TITLE	0 Yes 0 No			Academic
CLASS #4	000000000000000000000000000000000000000	TITLE	0 Yes 0 No			Academic
CLASS #3		TITLE	O Yes O No			Academic 1 Advanced or honors 2 General 3 Vocational/technical/ business 6 Other 6
CLASS #2	000000000000000000000000000000000000000	TITLE	0 Yes 0 No			Academic
CLASS #1	Class Number 0000000 000000	TITLE	O Yes O No			Academic
	1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the question- naire) 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.	 Which of the following best describes the "track" this class is considered to be? (MARK ONE)

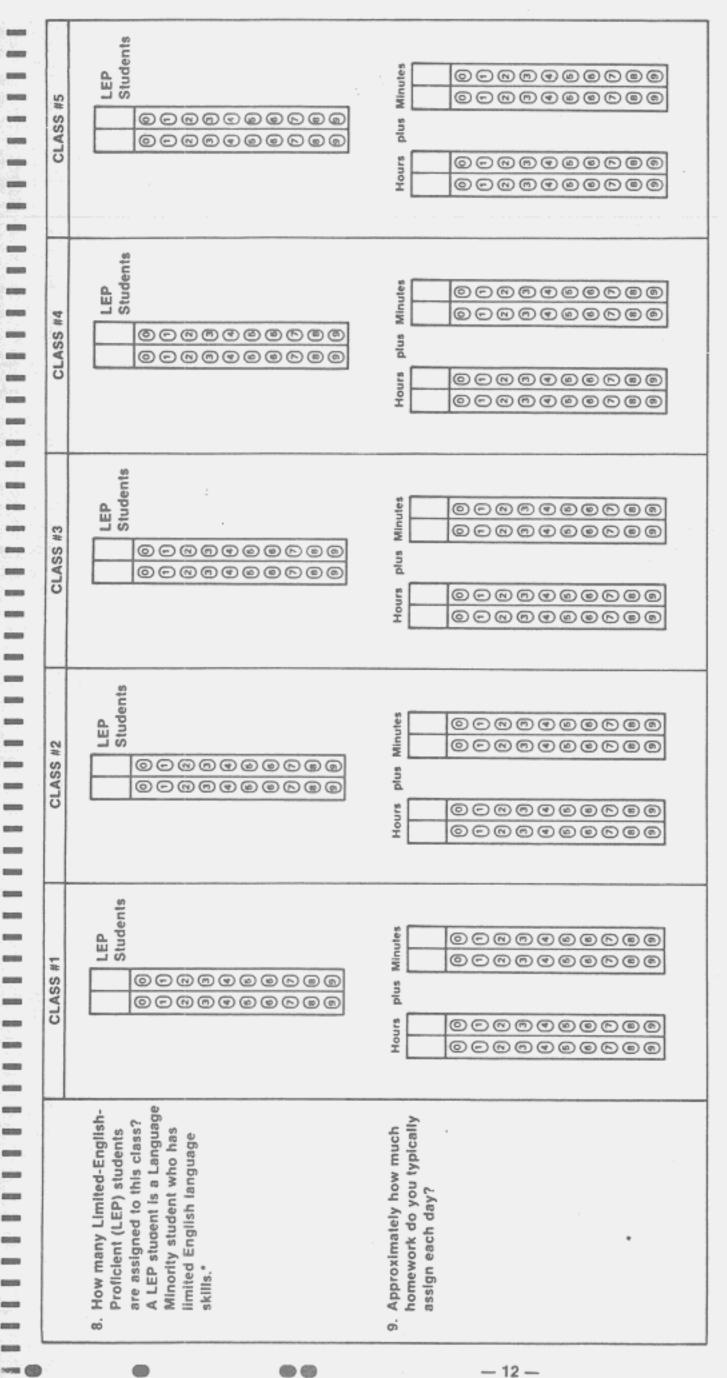
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A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English or writing English are such that he/she derives little benefit from instruction in English. and whose skills in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

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CLASS #5	All of the Time	Most of the Time	Some of the Time	Never	4 [3] 2 1	2	8	Not applicable	Primary Resource Used Frequently Secondary Resource Used Frequently	Rarely Used	Not Used	9 3 9	9 (0) (0) (0)	99 00 00 00	
CLASS #4	All of the Time	Most of the Time	Some of the Time	Never	4 3 2 I	0 0	©	Not applicable	Primary Resource Used Frequently Secondary Resource Used Frequently	Rarely Used	Not Used	9 0 1 1	9	© © © ©	
CLASS #3	All of the Time	Most of the Time	Some of the Time	Never	4 3 2 1	0	0	Not applicable 0 None	Primary Resource Used Frequently Secondary Resource Used Frequently	Rarely Used	Not Used	9 0 0	9 9 9	© © © © © ©	
CLASS #2	All of the Time	Most of the Time	Some of the Time	Never	4 31 2 1	0	0	Not applicable	Primary Resource Used Frequently Secondary Resource Used Frequently	Rarely Used	Not Used	9 0 0	9 0 0	© © © ©	
CLASS #1	All of the Time	Most of the Time	Some of the Time	Never	4 3 2 1	0	0	Not applicable	Primary Resource Used Frequently Secondary Resource Used Frequently	Rarely Used	Not Used	9 0 0	9 0 0	99 00 00	
	10. 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	c. Discuss the completed assignment in class	 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 250 words.) (MARK ONE) 	12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)			a. Textbooks	 B. Reading materials other than textbooks 	c. Audio-visual materialsd. Other	

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a. 1 did	 c. Departmental committee/colleagues() d. Department head() e. A district-wide textbook adoption committee() f. A state-wide textbook adoption committee() g. Other() 	Very unprepared5 Somewhat prepared4 Adequately prepared3 Well prepared2 Very well prepared1	
CLASS #4 a. 1 did	 c. Departmental committee/colleagues(1) d. Department head(1) e. A district-wide textbook adoption committee(1) f. A state-wide textbook adoption committee(1) g. Other(1) 	Very unprepared5 Somewhat prepared4 Adequately prepared3 Well prepared1 Very well prepared1	
CLASS #3 a. I did	 c. Departmental committee/colleagues0 d. Department head0 e. A district-wide textbook adoption committee0 f. A state-wide textbook g. Other0 	Very unprepared5 Somewhat prepared	MINUTES
CLASS #2 a. 1 did	 c. Departmental committee/colleagues0 d. Department head0 e. A district-wide textbook adoption committee0 f. A state-wide textbook adoption committee0 g. Other0 	Very unprepared5 Somewhat prepared4 Adequately prepared2 Well prepared1 Very well prepared1	
CLASS #1 a. I did	 c. Departmental committee/colleagues0 d. Department head0 e. A district-wide textbook adoption committee0 f. A state-wide textbook adoption committee0 g. Other0 	Very unprepared5 Somewhat prepared4 Adequately prepared2 Well prepared2 Very well prepared1	MINUTES 000000000000000000000000000000000000
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)?
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MINUTES 000000000000000000000000000000000000	50 10 00 00 00 00 00 00 00 00 00 00 00 00	9 6 9	Ð	99999 9996 1996	9 9 6 0 0	9 9 9 9 1 1	
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15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	s spe ach o nthis NE/ NE/ SNE/	nstruk oups	Providing in: to individual	Maintaining disciplining a Administerin or quizzes			
	Approximately how many minutes per week does this class have lab sessions MINUTES MINUTES Minutes per week does this class have lab sessions 0 0 0 0 0 0 0 0 0 0 0 0 0	Approximately how many minutes Per week does this minutes Per week does this minutes Per week does this minutes Per week does this reas have the sessions (e.g., actence, math)? MNUTES MNUTES MINUTES MINUTES MINUTES MINUTES Minutes Per week does this class have the class have	Approximately how many minutes private tidas have indoes this minutes private tidas have indoes the minutes private tidas have indoes this minutes private tidas have indoes this minutes private tidas have indoes this minutes minutes private tidas have indoes this minutes m	Approximately how mmy multicle privates does this class have inb sessions MINUTES MINUTES MINUTES Minutes privates does this class have inb sessions 0 </td <td>Approximately how many minutes get week does the analytic set of the regar acters, multip? MINUTES MINUTES MINUTES MINUTES Representative for minutes get week does the cus here for week does the cose acters, multip? MINUTES MINUTES MINUTES MINUTES Representative for minutes for week does the cose acters, multip? MINUTES MINUTES MINUTES MINUTES Cose actors, multip? 0000<td>Approximately how mary turners periods MINUTEs MINUTEs MINUTEs Approximately how mary turners periods MINUTEs MINUTEs MINUTEs Call back of dee that can an weight of dee that the mark inboarding MINUTEs MINUTEs MINUTEs Call back of dee that can an weight of dee elegen MINUTEs MINUTEs Call back of dee that can an weight of dee elegen 0.000</td><td>Approximately how many class a series of the seri</td></td>	Approximately how many minutes get week does the analytic set of the regar acters, multip? MINUTES MINUTES MINUTES MINUTES Representative for minutes get week does the cus here for week does the cose acters, multip? MINUTES MINUTES MINUTES MINUTES Representative for minutes for week does the cose acters, multip? MINUTES MINUTES MINUTES MINUTES Cose actors, multip? 0000 <td>Approximately how mary turners periods MINUTEs MINUTEs MINUTEs Approximately how mary turners periods MINUTEs MINUTEs MINUTEs Call back of dee that can an weight of dee that the mark inboarding MINUTEs MINUTEs MINUTEs Call back of dee that can an weight of dee elegen MINUTEs MINUTEs Call back of dee that can an weight of dee elegen 0.000</td> <td>Approximately how many class a series of the seri</td>	Approximately how mary turners periods MINUTEs MINUTEs MINUTEs Approximately how mary turners periods MINUTEs MINUTEs MINUTEs Call back of dee that can an weight of dee that the mark inboarding MINUTEs MINUTEs MINUTEs Call back of dee that can an weight of dee elegen MINUTEs MINUTEs Call back of dee that can an weight of dee elegen 0.000	Approximately how many class a series of the seri

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CLASS #5	0 0 0 0 0		Almost Every Lesson @ @ Almost Every Lesson @ @ 2-3 Times Per Week @ @ 1-3 Times Per Month @ @ 1-3 Times Per Semester @ @	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	
CLASS #4	000	9 99 9 9 99 9 9 99 9 9 99 9 9 99 9 9 99 9	Atmost Every Lesson @ @ Atmost Every Lesson @ @ 2.3 Times Per Week @ @ 2.3 Once & Week @ @ 1.3 Times Per Menth @ @ 1.3 Times Per Semester @ @		0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0
CLASS #3		0 00 0 0 00 0 0 00 0 0 00 0 0 00 0 0 00 0	Almost Every Lesson @ @ Almost Every Lesson @ @ 2.3 Times Per Week @ @ 2.3 Once a Week @ @ 1.3 Times Per Meret @ @ 1.3 Times Per Semester @ @	0 0 0 0 0 0 0 0 0 0 0 0	000000000000000000000000000000000000000	0 9 9 9 9 0 9 0 0 0
CLASS #2		9 9 9 9 9 9 9 9 9 9 9 9	Almost Every Lesson () () Almost Every Veek () () 2.3 Times Per Week () () 1.3 Times Per Semester () () 1.3 Times Per Semester () () Never () () ()	000000000000000000000000000000000000000	000000000000000000000000000000000000000	9 9 9 9 9 9 9 0
CLASS #1			Almost Every Lesson () () Almost Every Lesson () () 2.3 Times Per Week () () 2.3 Times Per Month () () 1.3 Times Per Semester () () Never () ()	0 1 2 0 9 0 0 1 2 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 9
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 d. Disciplining students e. Determining the amount of homework	ou use the 1g methods? EACH LINE)	c. Whole-group discussion d. Have students respond orally to questions on subject matter	e. Have student-led whole-group discussions	 g. Have students complete individual written assignments or worksheets in class h. Have students give oral reports

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The next series of questions for teachers of science classes should be completed for each class listed on the class list.

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S #4		Moderale @	0	6	6	6	6	6	6	6	m	
CLASS		A LITTLE @	ً	3	3	3	3	3	0	®	3	
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		Heavy @	Ŧ	Ŧ	۲	Ŧ	T	Ð		۲	•	
S #3		Moderate @		¢	6	6	6	6	6	(1)	(1)	
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S #2		Moderate @	m	0	6	6	0	m	6	m	6	
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FOR SCIENCE TEACHERS ONLY	In your science class, how much emphasis do you give to the following objectives?	(MARK ONE ON EACH LINE) a. Increase students' interest in science	b. Teach scientific facts and principles	c. Teach scientific methods	 d. Prepare students for further study in science 	e. Develop problem solving/ inquiry skills	f. Develop skills in lab techniques	g. Increase awareness of the importance of science in daily life	h. Develop systematic observation skills	 Learning about applications of science to environmental issues 	 Develop scientific writing skills 	

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20. How often do you do each		CLASS #2			
		2	CLASS #3	CLASS #4	CLASS #5
		Every Day	Every Day	Every Day	Every Dav
	2-3 Times per Week	2-3 Times per Week	2-3 Times per Week	2-3 Times per Week	2-3 Times per Week
			Once a Week	Once a Week	Once a Week
(MAHK ONE ON EACH LINE)	1-2 limes a Month	1-2 Times a Month	1-2 Times a Month	1-2 Times a Month	1-2 Times a Month
a. Go on field trips	чету нагету а 0 2 5 4 6	very Rarely 이 김 의 의 씨	Very Rarely ରାଜାନାର	Very Rarely ଜ ଜ ଜ ଜ ଜ	Very Rarely
b. Show films, filmstrips.				0 0 0	a
or videotapes	b 0 2 9 9 8	b 0 2 9 9 6	b () () () () () ()	p	93340
c. Have students do an					
-	c 0 2 9 9 6	e 1 2 9 6 6	c 0 2 3 6 6	6. 0296	69996
d. Demonstrate an experi-))		
systematic observations.	d () 2 () 6 ()	d (1 2 9 6 6	d () (2 (5 (6 (6	d () () () () () ()	d
e. Require students to turn		· · · · · · · · · · · · · · · · · · ·		1960 -	
experiments or	0	(-
systematic ob	e U 2 9 9 6	e () 2 9 6 6	e () () () () ()	e () 2 6 6 6	e 0 2 3 6 6
and events in science	1	0 0 0 0 0 0	1 2 3 9 6	4 A B B B B	0000
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supplementary	a	g 0 2 9 9 6 5	g 0 2 9 9 6	9 0 2 9 9 8	g 0 3 3 4 6
n. Have students give oral reports	h 0 2 9 9 6	0 0 0 0 0 0		h () 2 8 9 6	0000
i. Use computers for					0
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j. Discuss current magazine))))		0 9	1 U 2 9 4 6
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programs abou	k 0 2 9 9 6 k		د 0 2 3 6 6 1	k 0 2 0 9 6	k
1. Have students indepen-		Чац., 1716		848. 1943 1944	- 94-
their own science projects.	00000	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0000	0	0 2 9 4 8
m. Require written reports on outside readings	m	03966	03996	9999	
n. Discuss career oppor-		F F F			0
Itific and elds	n	u 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	0000	n	n
o. Discuss controversial	- 11. 1. 12 2. 13				
technologies o	0 2 9 9 9 0	0 2 9 9 9 0	03998	0000	0 3 3 6 8

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FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
21. If you teach a <u>Biology</u> class, do you teach or	Topic Not In School Curriculum	Topic Not In School Curriculum	Topic Not in School Curriculum	Topic Not in School Curriculum	Topic Not In School Curriculum
review the following topics this semester/term?	No, It will be taught later	No, It will be taught later	No, It will be taught later	No, It will be taught later	No, It will be taught later
I do not teach Biology 0	No, it was taught previously	No, it was taught previously	No, It was taught previously	No, It was taught previously	No, It was taught previously
(MARK ONE ON EACH LINE)	Yes, I review it only	Yes, I review It only	Yes, I review it only	Yes, I review it only	Yes, I review It only
	Yes, I teach it as new content	Yes, I teach it as new content	Yes, I teach it as new content	Yes, I teach it as new content	Yes, I teach it as new content
a. Cell structure and functionture b. Concept of a genet c. Diversity of life	a. b. c. c. c. c. c. c. c. c. c. c. c. c. c.	a. b. c. c.	999 999 900 900 900 900 900 900 900	a. b. c. c. c. d d d d d d d d d d d d d	a 6 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
d. Metabolism of the organism	d	d 1 2 3 6 6	d	d () 2 9 9 6	d
e. Regulation of the organism	e 1 2 3 4 6	e 1 2 3 4 6	e	e () 2 3 6 6	e
f. Coordination and behavior of the organism	1	1 1 2 3 4 6	1	1	
g. Reproduction and development of plants g	g () () () () () ()	g 1 2 3 4 6	g J 2 3 6 6	g 0 2 3 4 6	g () () () () ()
h. Reproduction and development of animals i. Human biology	1. 	h. 	h. 90000 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.		00000 00000 00000 00000 00000

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24. Which of the following exclusions consultations with this Biolocy of eases. 0. This is not a Biolocy eases.	Which of the following testbooks constructives the datas. Difference (ass.) Diffe		FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
 Biology: Living Systems, Merrill, 1966 Biology: Hout, Biology, Biology, Biology, Dicherale, Biology, Hout, Biology, Biology, Biology, Dicherale, Biology, Hout, Biology, Hout, Biology, Hout, Biology, Biology, Dicherale, Biology, Hout, Biology, Dicherale, Biology, Biology, Dicherale, Biolog	 Biology: Living Systems, Merrill, 1965 					This is class.		
⁰ Biology, Harcourt Brace ⁰ Biology, Holt, ¹ Biology, Biology, Holt, ¹ Biology, Holt,	 		primary source that you use in this Biology class?					
Biology: An Everyday Experience, Merrill, 1985 Biology: DC. Heath Co. 1985 Ordern Biology, Holt, Rinkhart, & Winston, 1986 Modern Biology, Holt, Rinkhart, & Winston, 1986 Modern Biology, Holt, Rinkhart, & Winston, 1986 Biology: DC. Heath Co. 1985 Biology: DC. Heath Co. 1985 Ordern Biology, Holt, Rinkhart, & Winston, 1986 Ordern Biology, Holt, Rinkhart, & Winston, 1986 Mortill Modern Biology, Holt, Rinkhart, & Winston, 1986 Mortill Murton Murt Murte outside box) Murte outside box) Murte outside box) Murte Murton Murte Murte Murte Murte Murte Murte Murton Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte Murte	Biology: An Everyday Biology: An Everyday Biology: Charter And Charth (18) Biology: An Everyday Biology: An Everyday Biology: An Everyday B		(MARK ONE FOR EACH CLASS)	-				
 	 Biology, D.C. Heath Co., 1983 Biology, Molt, Finchart, A. Winston, 1983 Modern Biology, Holt, Finchart, A. Winston, 1983 Oher Textbook (Plasas specify below – Do not write outside box) Tutt Muthon Muthon Muthon Muthon Muthon Muthon Muthon Muston, 1983 Other Textbook (Plasas specify below – Do not write outside box) Muthon Mu			001	Biology: An Everyda Experience, Merrill,	шı	m 1	шı
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FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
23. If you teach a Chemistry	Topic Not In	Topic Not In	Topic Not In	Topic Not in	Topic Not In
	School Curriculum	School Curriculum	School Curriculum	School Curriculum	School Curriculum
review the following topics	No, It will be	No, It will be	No, It will be	No, It will be	No. It will be
this semester/term?	taught later	taught later	taught later	taught later	taught later
I do not teach ChemistryO	No, It was taught	No, It was taught	No, it was taught	No, It was taught	No, It was taught
	previously	previously	previously	previously	previously
	Yes, I review	Yes, I review	Yes, I review	Yes, I review	Yes, I review
	It only	it only	It only	it only	It only
(MARK ONE ON EACH LINE)	Yes, I teach it	Yes, I teach it	Yes, I teach It	Yes, I teach It	Yes, I teach It
	as new content	as new content	as new content	as new content	as new content
a. Introductory chemistry b. Electro-chemistry c. Chemical laws d. Chemical processes e. Periodic system		99999 99999 99999 99999 99999 99999 9999	a. b. c. d. b. c. d. b. c. d. d. d. d. d. d. d. d. d. d. d. d. d.	99999 99999 99999 99999 99999 99999 9999	
 Energy relationships in chemical systems g. Rate of reaction h. Inorganic chemistry i. Organic chemistry j. Environmental chemistry 	r. h. h. h. h. h. h. h. h. h. h	f. H. H. H. H. H. H. H. H. H. H	f. g. h. h. j. g. g. g. g. g. g. g. g. g. g. g. g. g.	1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
k. Chemistry of life processes	k	k	k	k	k

- 21 --

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CI ASS #4	SS #3 CI ASS #4 CI ASS #4
24. Which of the following	This is not a Chemistry	This is not a Chemistry	 This is not a Chemistry 	 This is not a Chemistry 	This is not a Chemistry
Drimary source that you		Class,	class.		
use in this Chemistry class?	(b) Chemistry: A Modern Approach, Merrill, 1987	Chemistry: A Modern Approach, Merrill, 1987	Chemistry: A Modern Approach, Merrill, 1987	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, C 	01	
	Modern Chemistry, Holt Rinehart Winston, 1982	Modern Chemistry, Holt Rinehart Winston, 1982	Modern Chemistry, Holt Rinehart Winston, 1982	Modern Chemistry, Holt Biochast Wississ 1000	Modern Chemistry, Holt
	<u>ChemCom: Chemistry in</u> <u>the Community, Kendall/</u> 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/
	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) 	 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
	AUTHOR	AUTHOR	AUTHOR	AUTHOR	AUTHOR
	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 best describes the science equipment provided by the school to students	I have little or no equipment for students to use	I have little or no equipment for students to use	I have little or no equipment for students to use	I have little or no equipment for students to use	I have little or no equipment for students to use
In your class? (MARK ONE)	Each student usually has his/her own equipment	Each student usually has his/her own equipment		Each student usually has his/her own equipment	Each student usually has his/her own equipment
	One student usually shares with another	One student usually shares with another3	One student usually shares with another3	One student usually shares with another(3)	One student usually shares with another3
	Groups of students (3 or more) usually share equipment	Groups of students (3 or more) usually share equipment	Groups of students (3 or more) usually share equipment	Groups of students (3 or more) usually share equipment	Groups of students (3 or more) usually share equipment
06. In general le the condition					
of the science equipment you use in this class: (MARK ONE)	I have none	 1 have none 2 Poor 3 Fair 6 Good 6 Excellent 	I have none	I have none	I have none

GO ON TO PART III, PAGE 27

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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.

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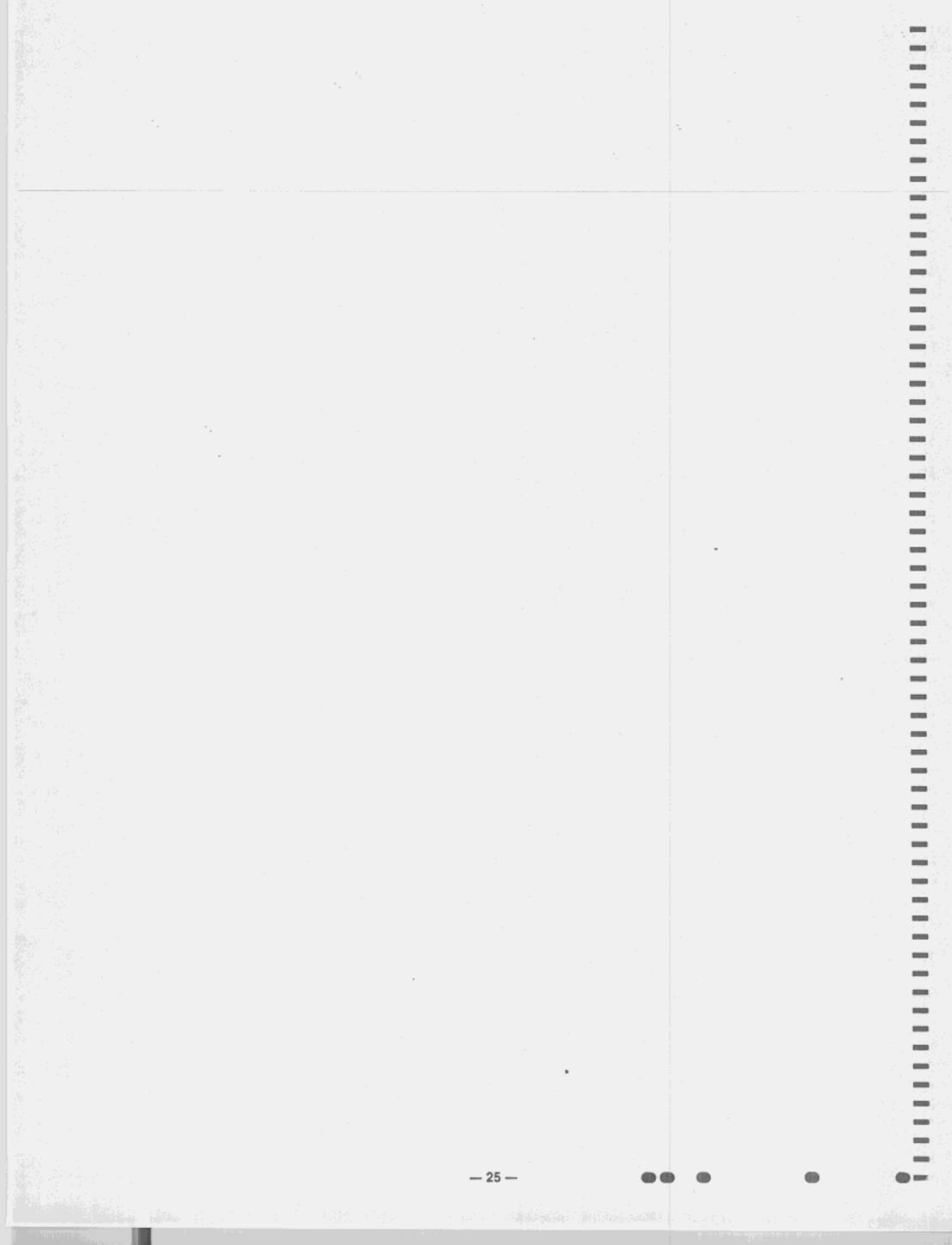
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PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is	s your sex?	(MARK	ONE)	ĩ.	
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Mal	e				. D
Fen	nale				. 2

2. Which best describes you? (MARK ONE)

American Indian of Alaskan Native	,
Asian or Pacific Islander 2)
Hispanic, regardless of race 3)
Black, not of Hispanic origin)
White, not of Hispanic origin	5

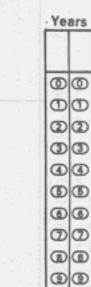
3. What is the date of your birth?

	,								
	DATE								
	Month	D	ay	Ye	ar				
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	2 FEB								
1	(1) MAR	0	0	١	0				
1	① APR	Ð	Θ	Ð	Θ				
	(D) MAY	0	0	Ø	0				
	@ JUN	Ð	3	3	3				
	@ JUL		④	٩	ⓓ				
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	@ SEP		©	٢	٢				
	CO OCT		Ø	Ø	Ø				
	(D) NOV		Ð		⊕				
	DEC 0		Ð		Ð				

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")

			Yea	Irs.
 Number of years taught at the elementary level (K-6) 				
			0	0
	Year	rs	0	Ð
b. Number of years taught at	\square	ור	0	Ð
the secondary level (7-12)			Ð	Ð
	00	D	0	Ð
	00	D	©	6
	000	D	٢	0
	0	Ð	Ø	0
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5. Counting this year, how many years in total have you taught in this school?



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

į	a. Regular full-time position	1	
1	b. Regular part-time position	$^{\odot}$	
	c Substitute teacher	(CD)	

COLUMN 2

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

- 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	

9. What academic degree do you hold? O (MARK ALL THAT APPLY)

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a.	No degree
b.	Associate degree
C.	Bachelor's
e.	Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate)
f.	Doctorate ①
g.	First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)

10. What were your major and minor fields of study for your bachelor's degree? (MARK ALL THAT APPLY)

Ser Minor Major

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Minor -

a.	Education	Ð
	English O	
c.	History (or Social Studies/	
	Social Science)	G
d.	Mathematics ①	
e.	Natural/Physical Sciences	Ð
	Foreign Language	
	Other (PLEASE SPECIFY) D	
	MAJOR MINOR	-

h. Not applicable; did not receive bachelor's degree (SKIP TO QUESTION 12) -

11. What were your major and minor fields of study for your highest graduate degree? (MARK ALL THAT APPLY)

		Major
а.	Education	00
b.	English	O O
	History (or Social Studies/	1977). 1977)
	Social Science)	
d.	Mathematics	O O
e.	Natural/Physical Sciences	00
f.	Foreign Language	O O
g.	Other (PLEASE SPECIFY)	O O
	MAJOR MINOR	

h. Not applicable, did not receive a graduate degree D

12. What is your current department/subject area affiliation? (MARK ALL THAT APPLY)

a.	Mathematics
b.	Science D
С.	Humanities
d.	English D
е,	Foreign language
f,	Social science/Social studies D
	History D
h,	Vocational education D
i.	Physical Education
	Guidance counseling ①
k.	Special education D
	Other ①

13. Darken the oval beside the course you teach most frequently.

MATHEMATICS

General Math Pre-Algebra ③ Algebra I ④ Algebra II Geometry

SCIENCE

- D General Science D General Physical Science Earth Science Principles of Technology
- Biology

ENGLISH

Basic English Sophomore English American Literature Comparitive Literature

SOCIAL SCIENCE

- 2 World History
- 2 Economics
- Sociology
- O U.S. History

OTHER COURSES

- Foreign Language Music
 Music
- Computer Science
- Industrial Arts
- A Religious Education
- Physical Education
- Samily Life Studies

- G Trigonometry D Pre-Calculus ③ Calculus ③ Consumer/Business Math O Other Math
- Chemistry
- Physics
- Other Science
- 2 Humanities Great Books
- Honors English
- Other English
- Western Civilization
- Geography
- Psychology
- Area Studies
- American Government/Civics
 Other Social Science
 - Typing/Word Processing Vocational Education G Art 🕑 Drama
 - Home Economics
 - Other Course

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.) Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN) A. B. Undergraduate Graduate None ① ① 2-4 courses ② ③ 8 or more courses ④ ④ 9 or more courses ④ ④ 9 or more courses ④ ④	18. Are these jobs related to the field of education? (MARK ONE) No
15 During the surrent 1080, 00 school wass how offer	
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
Some of the time	school year
Most of the time	b. School-system-sponsored workshops during
All of the time	summer
	c. School-wide curriculum committee
	d. Department curriculum committee
	e. Committee work or special assignment other
16. Suppose you could go back to college and START	than curriculum
OVER AGAIN: in view of your present knowledge,	f. University extension courses
would you become a teacher?	g. College courses in EDUCATION during
(MARK ONE)	school year
Certainly would not become a teacher	h. College courses in subject fields OTHER
Probably would not become a teacher	THAN EDUCATION during school year
Chances about even for and against	· · · · · · · · · · · · · · · · · · ·
Probably would become a teacher	i. College courses in EDUCATION during the summer
Certainly would become a teacher	이 이 것 같은 것
	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	by professional association(s)
any other paying jobs that are either full-time or	I. Wone on the above
part-time? (MARK ONE FOR EACH COLUMN)	이 가슴 가지 않는 것 같아요. 이 가슴 가지 않는 것 같아요. 이 가슴 가운 것 같아요. 이 가슴 가슴 감 옷을 다 가슴 감 옷을 다 나는 것 같아요. 이 가슴 가슴 감 가슴
A. B. Full-Time Part-Time	21. During the first semester of the current school year,
	how many days of teaching did you miss for any
No	reason? (MARK ONE)
(IF NO TO BOTH, SKIP TO QUESTION 19)	· · · · · · · · · · · · · · · · · · ·
	No days absent
	1-2 days absent
Yes, summer only	3-4 days absent
Yes, school year only	5-7 days absent
Yes, during the entire year	8-11 days absent 5
	12 or more days absent 6
- 2 — 2	9—

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)

Not allowed to observe	1
Never	2
One time only	3
Two to three times a semester/term	④
At least once a month	
At least once a week	

Summer.

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23. 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)

							Hours	Minutes
a.	Planning and preparing for teaching						\square	\square
					Hours	Minutes	00	00
b.	Correcting papers/homework/tests						00	00
							00	ØØ
			Hours	Minutes	00	00	00	00
c.	Other record keeping/paperwork				00	00	OO	OO
					00	00	OO	OO
	Hour	s Minutes	00	00	33	33	OO	OO
d.	Meeting with other teachers on		00	00	OO	00	00	00
	lesson planning, curriculum development, guidance		00	00	66	66		OO
	Deterophient, guidance		00	OO	٢	66	OO	OO
	00		00	OO	00	00		
	00		66	GO	ـ	®®		
	00		00	OO	99	99		
	66		00	00				
	66		00	®®				
	00			OO				
	00							
	90							
		90						
							Hours	Minutes
е.	Coordinating a curriculum area or department	• • • • • • • • • • • • •	• • • • • • • • • •	•••••	•••••••			
	Cupervising students (tight blog students to				Hours	Minutes	ØØ	00
ЧС	Supervising students (field trips, study hall)	• • • • • • • • • • • • • • • •	••••••	ģ			00	00
			Line and Line	100			00	ପ୍ରପ୍ର
			Hours	Minutes	00	00	OO	OO
g.	Coaching or advising extracurricular activities		•		00	OO	OO	OO
	Hours		00		00	ଉଉ	OO	ତ୍ତ
	Communicating with parents/	Minutes	1.1.1 (MAG) 2	00	00	00	GO	OO
- 64	parent conference		00	00	ĐĐ	90	00	00
	00	00	00	00	66	OO	ĐĐ	OO
	00		00	00	66	00	90	OO
	00		00	00	00	00		
	00		00	00	88	BB		
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	99	99				Continued	on nex	t page
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	1 1 1 1				an contra na A			Hours	Minute
I. Tutoring Individual studer	its			Constanti		al and the second	ueart as		
: :							Minutes		00
j. Academic counseling with	students							00	00
						3500		00	00
홍종는 신물지 한				Hours	Minutes	00	00	OO	00
k. Personal counseling with	students					OO	00	OO	00
						ଅଅ	00	OO	O
		Hours	Minutes	00	00	33	30	OO	O
I. Informal student/teacher of	contact	. 1		00	00	00	0	00	00
출행, 영향, 이 가는 것	Hours Minutes	00	00	00	00	00	00		00
	Hours Minutes	00	00	99	33	00	00	OO	DC
m. Keeping up-to-date In my field		00	00	00	00	00	00		
		00	00	00	00	00	00		
	00 00	00	00	00	00	(e)e)			
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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	Φ	Ø	@	D
b. Achievement relative to the rest of the class	Φ	@		@
c. Individual improvement or progress over past performance	O			@
d. Effort	O			@
e. Class participation	Ð			@
f. Completing homework assignments	O	Ø		
g. Consistently attending class	D			

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)

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0000 1000 **BROOM** 10000 -1000 DO: Dist. **CONTR** -1000 0000 -00000 Science of -The state -0000 -100 ----tion (--1000 0000 **BROWN**

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Agree Somewhat Disagree Somewhat Disagree Somewhat Disagree Strongly Disagree a. I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area 0. You can count on most staff members to help out anywhere, anytime – even though it may not be part of their official assignment 0. Most of my departmental colleagues share my beliefs and values about the central mission of the school 0. Most of my departmental colleagues share my beliefs and values about the central mission of the school 0. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability. 0. Four early on the school interferes with my teaching 0. The principal does a poor job of getting resources for this school 0. The principal dest effectively with pressures from outside the school that might interfere with my teaching 0. May of the students I teach are not capable of learning the material I am supposed to teach them 0. Coll Coll Coll Coll Coll Coll Coll Col			Strongly Agree
Agree Somewhat Disagree Somewhat Disagree Strongly Disagree Strongly Disagree a. I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area			
Diagree Samewhat Diagree Strongly Diagree Strong Strong Strongly Diagree Strong Stron	2.		•
Strongly Disagree a. I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area O O O O O O O O O O O O O O O O O O O			
 a. I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area DODOGOGO You can count on most staff members to help out anywhere, anytime – even though it may not be part of their official assignment Most of my departmental colleagues share my beliefs and values about the central mission of the school Most of my departmental colleagues share my beliefs and values about the central mission of the school My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school in this school are clear. The principal does a poor job of getting resources for this school that might interfere with my teaching The principal sets priorities, makes plans, and sees that they are carried out. DODOOO Many of the students is teach are not capable of learning the material I am supposed to teach them. Goals and priorities for the school are clear Staff members are recognized for a job well done Staff members are recognized for a job well done Make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area The principal knows what kind of school he/she wants and has communicated it to the staff. 			
department/curricular area 000000000000000000000000000000000000			Strongly Disagree
department/curricular area 000000000000000000000000000000000000			
department/curricular area 000000000000000000000000000000000000	0.03		
 b. You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment. c. Most of my departmental colleagues share my beliefs and values about the central mission of the school c. Most of my departmental colleagues share my beliefs and values about the central mission of the school d. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability. 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 d. The principal deals a poor job of getting resources for this school d. The principal deals effectively with pressures from outside the school that might interfere with my teaching d. The principal sets priorities, makes plans, and sees that they are carried out. d. Many of the students I teach are not capable of learning the material I am supposed to teach them d. Staff members are recognized for a job well done. d. Staff members are recognized for a job well done. d. Staff members are recognized for a job well done. d. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area. d. The principal knows what kind of school he/she wants and has communicated it to the staff 	6.1	а.	domesting and low servers
may not be part of their official assignment Image: Constraint of the school c. Most of my departmental colleagues share my beliefs and values about the central mission of the school Image: Constraint of the school d. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability Image: Constraint of the school 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 Image: Constraint of the school f. The principal does a poor job of getting resources for this school Image: Constraint of the school of the school of the school that might interfere with my teaching mit my teaching Image: Constraint of the school are clear. Image: Constraint of the school of the school are clear. i. Many of the students I teach are not capable of learning the material I am supposed to teach them Image: Constraint of the school interferes with my teaching			
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 c. Most of my departmental colleagues share my beliefs and values about the central mission of the school D D D D D D D D D D D D D D D D D D D			may not be part of their official assignment
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student lounge) in this school interferes with my teaching	e	e. :	The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or
 f. The principal does a poor job of getting resources for this school			student lounge) in this school interferes with my teaching
 g. The principal deals effectively with pressures from outside the school that might interfere with my teaching			
 g. The principal deals effectively with pressures from outside the school that might interfere with my teaching h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The principal sets priorities, makes plans, and sees that they are carried out h. The staff seldom evaluates its programs and activities h. The staff seldom evaluates its programs and activities h. Staff members are recognized for a job well done h. The amount of student tardiness and class cutting in this school interferes with my teaching h. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area h. The principal knows what kind of school he/she wants and has communicated it to the staff h. The principal knows what kind of school he/she wants and has communicated it to the staff 	2. A		The principal does a poor job of getting resources for this school
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 Many of the students I teach are not capable of learning the material I am supposed to teach them	h	ı.	The principal sets priorities, makes plans, and sees that they are carried out
teach them			
 j. Goals and priorities for the school are clear	1	i.	Many of the students I teach are not capable of learning the material I am supposed to
 k. The staff seldom evaluates its programs and activities			teach them
 k. The staff seldom evaluates its programs and activities	÷.		Cools and priorities for the school are also
1. Staff members are recognized for a job well done ① ② ③ ④ ⑤ ④ m. The amount of student tardiness and class cutting in this school interferes with my teaching ① ② ③ ④ ⑥ ④ n. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area ① ② ③ ④ ⑥ ④ o. The principal knows what kind of school he/she wants and has communicated it to the staff ① ② ③ ④ ⑥ ④	, ,	• -	
1. Staff members are recognized for a job well done ① ② ③ ④ ⑤ ④ m. The amount of student tardiness and class cutting in this school interferes with my teaching ① ② ③ ④ ⑥ ④ n. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area ① ② ③ ④ ⑥ ④ o. The principal knows what kind of school he/she wants and has communicated it to the staff ① ② ③ ④ ⑥ ④	k		The staff seldom evaluates its programs and activities
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n. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area			
n. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area	m	ç, i	The amount of student tardiness and class cutting in this school interferes with my teaching
my department/curricular area			
o. The principal knows what kind of school he/she wants and has communicated it to the staff	n	.	I make a conscious effort to coordinate the content of my course with teachers outside
		. 1	my department/curricular area
	0		The principal knows what kind of school be/she wants and has communicated it to the start
p. This school's administration knows the problems faced by the staff			
	p		This school's administration knows the problems faced by the staff
q. In this school I am encouraged to experiment with my teaching	q		In this school I am encouraged to experiment with my teaching

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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)

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		Strongly Agree
		Agree
		Agree Somewhat
		Disagree Somewhat
		Disagree
		. Strongly Disagree
		· · · · · · · · · · · · · · · · · · ·
a	Routine duties and paperwork interfere with my job of teaching	
b.	The department's chair or curricular area coordinator's behavior toward the staff is	
	supportive and encouraging	
		이 아님 이 아이는 것은 이 환자에 있다.
C.	Teachers in this school are continually learning and seeking new ideas	
		- 「「「「「「」」 - 「「」」 - 「「」 - 「」 - 「」 - 「」
	Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as	
О.	needed by the staff	
	needed by the stan	
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	
10	of the school	
		1
	I usually look forward to each working day at this school	
9.	Tusually look lot ward to each working day at this school	
81. j.	This ask as a second like a big family success is as shown and a solid	
n,	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	
1. j.	I sometimes feel it is a waste of time to try to do my best as a teacher	
		- 「「「「「「「「」」」 「「「」」 「「」 「「」」 「「」 「」 「」 「」
k	The principal is interested in innovation and new ideas	
	The principal is interested in innovation and new ideas	
. P	Rules for student behavior are consistently enforced in this school	$\cdots \cdots \odot @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ @ $
m.	The principal usually consults with staff members before he/she makes decisions that	t
	affect us	
1. T	The attitudes and babite students bring to musless exactly reduce their shares for	
n.	The attitudes and habits students bring to my class greatly reduce their chances for	
	academic success	
0.	The level of student drug or alcohol use in this school interferes with my teaching	
D	I am familiar with the content and specific goals of the courses taught by other teach	iers
1.5	in my department	
	The second s	nother
q	The teachers union (or education association) and the school administration work to	
	to improve the achievement of students in this school	

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		Not a Problem	Mino: Problem	Moderate Problem	Serious
a.	Tardiness	O			æ
b.	Absenteeism	0	ത		
C.	Class cutting	-	-		
d.	Physical conflicts among students	Ð	<u></u> න	@	G
e.	Gang activities	O	e	······@·····	@
고분	Robbery of theit	0	Ø	-	
g.	vandalism	6	-	-	
h.	Use of alcohol		 න	·····@·····	@
j.,	Use of illegal drugs		0	©	@
j.	Possession of weapons		e	······@ ·····	@
- K.	Physical abuse of teachers	3	3	-	<u> </u>
$_{\rm c} {\rm L}$	Verbal abuse of teachers	m m	@		·····@
m.	Racial/ethnic conflict among students	<u>س</u>	@	······@·····	····· ④
			······ © ·····	····· @ ·····	D

4. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. Which do you believe is the most frequent source of success? (MARK ONE)

Student's home background	
Student's intellectual ability	. 🛈
Student's enthusiasm or perseverance	. ②
Teacher's attention to the unique interests and abilities of the student	. 🛈
Teacher's use of effective methods of teaching	. ④
Teacher's enthusiasm or perseverance	. 🕲
	. @

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

	Strongly Agree
	Agree
	Agree Somewhat
	Disagree Somewhat
	Disagree
	Strongly Disagree
5. .	Mill the second to be a se
a. b.	If I try really hard, I can get through even to the most difficult or unmotivated students
C.	It some students in my class are not doing well, I feel that I should change my approach
1.1	
d.	by trying a otherent teaching method, I can significantly affect a student's achievement
е.	There is really very little I can do to insure that most of my students achieve at a high level
f.	I am certain I am making a difference in the lives of my students

6. How often does racial/ethnic conflict occur among students at your school? (MARK ONE)

Never	
Rarely	
Sometimes	
Often	

- 34 -

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)

0000

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	
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	①		3		G
b.	Department chair	🛈	🛛	3		©
C.	Other school administrators	🛈		<u>م</u>		G
d.	Department colleagues	🛈	🗹	3		G
e.	Colleagues outside my department	🛈	🖸	a		G
f.	Personnel group or committee	①	②	J		G
						0

9. At this school, how much actual influence do you think teachers have over school policy in each of the areas below? (MARK ONE ON EACH LINE)

	No Influence		Moderate Influence	A Great Deal of Influence
a. Determining discipline policy	① ② .			۵G
b. Determining the content of inservice programs		÷		Ð
c. Setting policy on grouping students in classes by ability	O Ø .			
d. Establishing curriculum	@@.			D

10. How often does your department hold staff meetings? (MARK ONE)

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a.	Never
b.	1-3 times per semester
C.	1-3 times per month
d.	Once a week
e,	2-3 times per week
	승규는 승규는 것이 같아요. 이렇게 집에 들어야 하는 것이 같아요. 이렇게 가지 않는 것이 많이

11. To what degree do the following represent your most important teaching goals? (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. I'm happy just to get through the day	①	@	🛈	(A)
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				
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens				

12. Please provide the information requested below so we can reach you if any clarification of your responses is needed.

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LAST NAME	FIRST NAME M.I.	MAIDEN NAME
TELEPHONE NUMBER	HOME	BEST TIME OF DAY TO CALL:
TELEPHONE NUMBER	OFFICE (SCHOOL)	BEST TIME OF DAY TO CALL:

MON	ITH S			D	AY	1 1		YEAR
Jan	@ July	1	Ø	13	19	0	(D)	N. 487 M. 1
② Feb	③ Aug	2	۲	1	0	0		O 1989
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June	1 Dec	6	Ø	1	2	30		

THANK YOU FOR YOUR COOPERATION.

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NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

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

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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

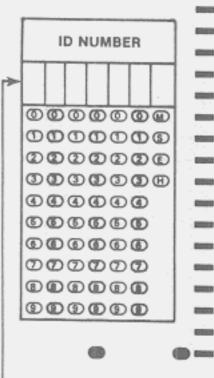
USES OF THE DATA

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:

- 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.
- Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
- You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.



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.

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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)

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	MARKING DIRECTIONS
an agus an tao an tao an Chainm an tao an tao an	 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.
進 제품 이 이 이 이 이 이 이 이 이 이 이 이 이 이 이 이 이 이	 Make no stray markings of any kind.
EXAMPLE:	1. Will marks made with ballpoint or felt-tip pen be properly read?
	⊖ Yes ●No
	Use Soft Lead Pencil Only

TEACHER QUESTIONNAIRE History Version

INTRODUCTION

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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.

	Student 16		Yes No DK
propriate responses to Questions 1-23 Questions 2-23 apply only to students 1- Not Necessary	Student S	000000000	000 ×es 0 ×es 0 0 × 0 0 0 × 0 0 0 × 0 0 0 0 0 0 0 0 0
DRMATION Fill in the oval corresponding to the appropriate responses to Questions ach student listed on the Student List. Questions 2-23 apply only to studestion 11, NOTE: DK - Don't Know: NN - Not Necessary	Student 14		00 Xes 000 000
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responding to the appropriate respons on the Student List. Questions 2-23 a DK - Don't Know: NN - Not Necessary	Student 10		00 Xes 000
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IT :NFO dent List. F umn for eac	Student 07		Δ Xes 0 0 Xes 0 0 0 Xes
STUDENT attached Stude mpleted a colum			0 Ves 0 DK 0 DK
PART I: STUC listed on the attache you have completed Student List (a "Yes"	Student 05		Ves D Ves D D K
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r each student Continue until	Student 03		0 Ves 0 No 0 DK
ction for e tudent. Co t to their r	Student 02	0000000000	0 Ves 0 No 0 DK
in this ser st listed st listed nex	Student 01		0 Ves 0 No 0 No
Please answer the questions in this section for each student listed on the attached Student List. In the first column for the first listed student. Continue until you have completed a column for e who are enrolled in the class listed next to their name on the Student List (a "Yes" response to Ou	STUDENT NUMBER (from attached list) Please write the student's 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 question- naire) in the Lox and darken the oval that corresponds to that number.	 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. Does this student usually work hard for good grades?

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o No DK	O Ves O No DK	DK 000		O No O NN O NN	0 Yes 0 No 0 NN	0 ves 0 No NN	0 ves 0 No	000
. Does this student seem to relate well to other students?	. Will this student probably go to college?	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 Somewhat involved Very involved
	dent seem to 0 Ves 0 Yes 0 Ye	Does this student seem to relate well to other students?0Ves 00	Des this student seem to relate well to other students?0 Yes 0 DK0 Yes 0 No0 Yes 0 Yes 0 Yes0 Yes 0 Yes 0 Yes0 Yes 0 Yes 0 Yes 0 Yes0 Yes 0 Yes 0 Yes 0 Yes0 Yes 0 Yes 0 Yes 0 Yes0 Yes 0 Yes 0 Yes 0 Yes 0 Yes0 Yes 0 Yes 0 Yes 0 Yes 0 Yes 0 Yes0 Yes 0 Yes 0 Yes 0 Yes0 Yes 0 Yes <td>Does this student seem to relate well to other students? O ves 0 No O ves 0 No</td> <td>Does this student seem to relate well to other students? O ves 0 No O ves 0 No O ves 0 No</br></br></br></br></br></br></br></td> <td>Does this student seem to relate well to other students? D ves 0 No Ves 0 No D ves 0 No <thd ves<br="">0 No</thd></td> <td>Does this student seem to relate well to other students? O ves 0 to 0 to 0 to 0 to 0 to 0 to 0 to 0 to</td> <td>Does this student seem to relate well to other students? O ves 0 vos 0 vos</td>	Does this student seem to relate well to other students? O ves 0 No O ves 0 No	Does this student seem to relate well to other students? O ves 0 No O ves 	Does this student seem to relate well to other students? D ves 0 No Ves 0 No D ves 0 No <thd ves<br="">0 No</thd>	Does this student seem to relate well to other students? O ves 0 to 0 to 0 to 0 to 0 to 0 to 0 to 0 to	Does this student seem to relate well to other students? O ves 0 vos 0 vos

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STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	t 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
 Has this student fallen behind in school work because of a health problem? 	0 No DK	O Yes O No D K	0 Yes 0 No 0 DK	0 Yes 0 No 0 DK	0 Yes 0 No 0 DK	O Yes O No D K	O Yes O No D K	0 Yes 0 No 0 DK	0 Yes 0 No 0 DK	0 Nes	D No Ves	0 Ves 0 DK	0 Ves 0 DK	D No Ves	No Nes	0 Yes 0 No 0 DK
 Do you feel this student has a learning disability that affects his or her school work? 	O No O No	DX % CO DX %	D Ves	O Ves O DK O DK	O Yes O DK	Ves 0 No 0 DK	O Yes O No DK	O Ves O DK	O Yes O No O DK	0 Ves 0 No 0 DK	O Yes O No DK	O Yes O No DK	O Ves O No DK	D No Ves	DK 00 Ves	0 Ves 0 No DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	D No Xes	D No Xes	0 Yes 0 No 0 DK	0 Yes 0 DK	O No D K	O Ves O No O DK	O Ves O No O DK	o No D No D K	0 No DK	0 No 0 DK	O DK	0 No DK	O Ves O N₀ O DK	DK Ves	0 No DK	O 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.* 	0 ve 0 DK	0 No 0 No	O Ves O No O DK	D No D K	0 Ves 0 DK	0 Ves 0 No 0 DK	0 Nes 0 DK	D DK	D DK 0 DK	DK %	D N S Kes	0 Ves 0 DK	Ves 0 No 0 DK	DK DK	D No Kes	0 Ves 0 DK
 12. Is this student a Limited- C English Proficient (LEP) student? An LEP student is a Language Minority student who has limited English language skills. 	D No Ves	0 Ves 0 DK	O DK DK	DK %	O Ves O DK	D DK	DK %	0 Ves 0 DK	o no Xes	D No Ves	D No D K	O Ves O DK	Ves DK 0 DK	DK %	DOO	O DK O DK
13. Is this class																
Too difficult for this student?	¢	©	G	©	©	ē	G	ē	ē	¢	©	©	Ð	Ð	9	G
Not challenging enough for this student?	Ø	8	8	3	3	3	3	3	3	0	3	3	0	8	3	0
The appropriate level for this student?	m	6	0	6	0	6	6	0	6	0	©	e	ē	m	6	6
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*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.

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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	15. How often does this student complete homework assignments? Never Rarely Some of the time Most of the time All of the time	16. How often is this student absent? Never	17. How often is this student tardy? Never Rarely Some of the time All of the time Don't know

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Student 01	© © © © © ©	0 Ves 0 No			NN No NN NN	O NN O NN
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	18. How often is this student attentive in class? Never	19. Is this student exceptionally passive or withdrawn?	20. How often is this student 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
	attached Student S	TUDENT NUMBER (from attached it) Please write the student's titl selow the number. Student of 01 Student oz Student oz	TUDENT NUMBER (from attached it) Please write the student Student student student student student student student student student student student student student student Student studet student studet studet student studet student student	TUDER VINMER Student S	TUDER Numeration Initial below the number Student student student where measurements Student of the number Student student of the number Student student of the number Student student of the number Student student student of the number Student student of the number Student student of the number Student student of the number Student	Children Student Studet Student Studet Student Student Student Student Student Student

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Student 03		NN 00 Yes	O NN NN	D Ves
Student 02		O NN 0 NN	NN NO Xes	O DK 0 DK
Student 01		NN No NN	00 Xes	D N Kes
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)	c. Student's homework assignments	d. Student's absenteelsm	22. Is this student at risk of O dropping out of high school?

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

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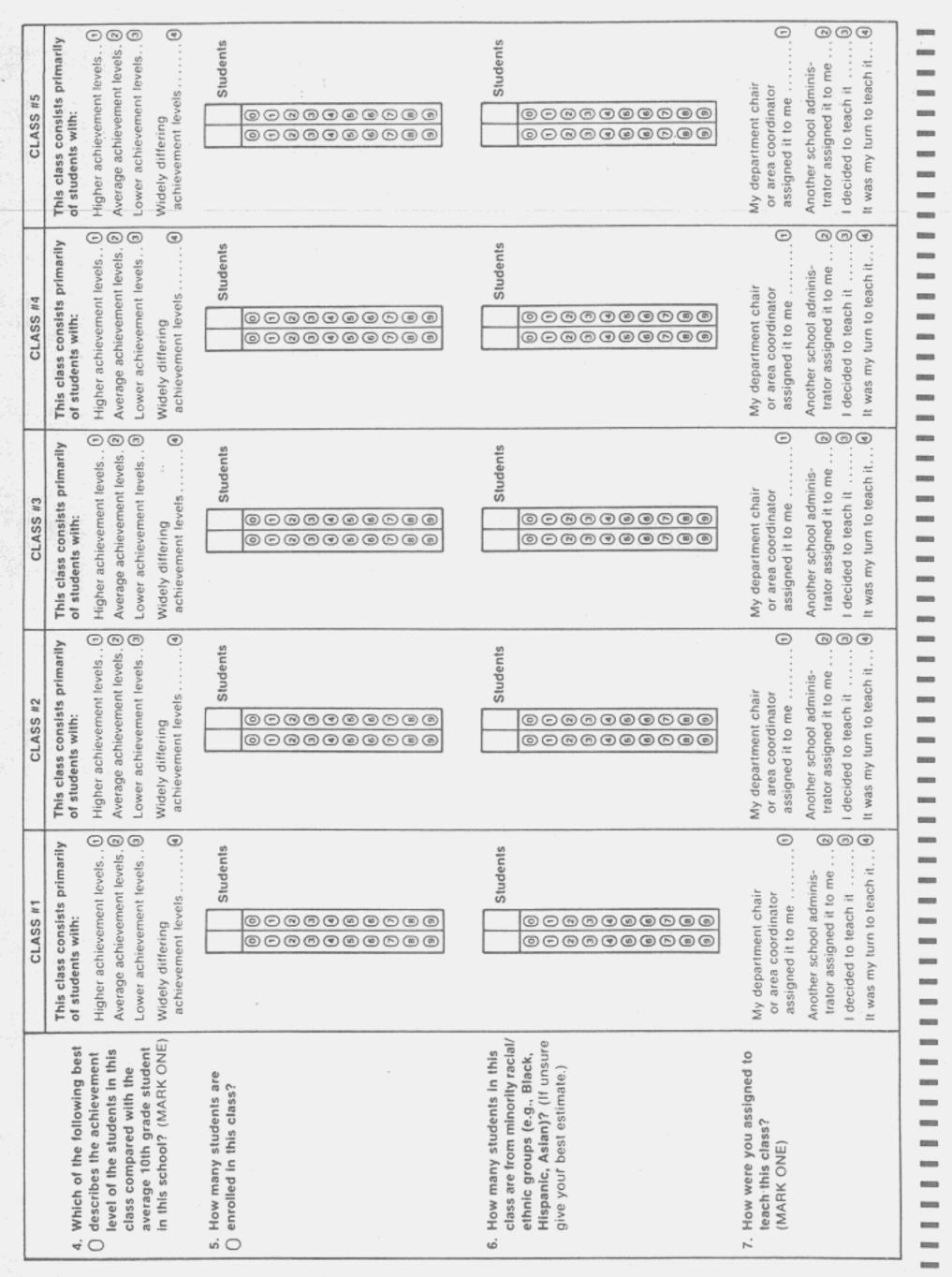
PART II: CLASS INFORMATION

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.

	TITLE	O Yes O No		:	Academic
	TITLE	0 Yes 0 No			Academic
CLASS #3 000000000000000000000000000000000000	TITLE	O Yes O No	1		Academic
CLASS #2 000000000000000000000000000000000000	TITLE	O Yes O No			Academic
Class Number ©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©	TITLE	O Yes O No			Academic
1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the question- naire) in the box and darken the ovals that correspond with that number.	 1B. Write the Class Title (column Uvo) 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.	 Which of the following best describes the "track" this class is considered to be? (MARK ONE)

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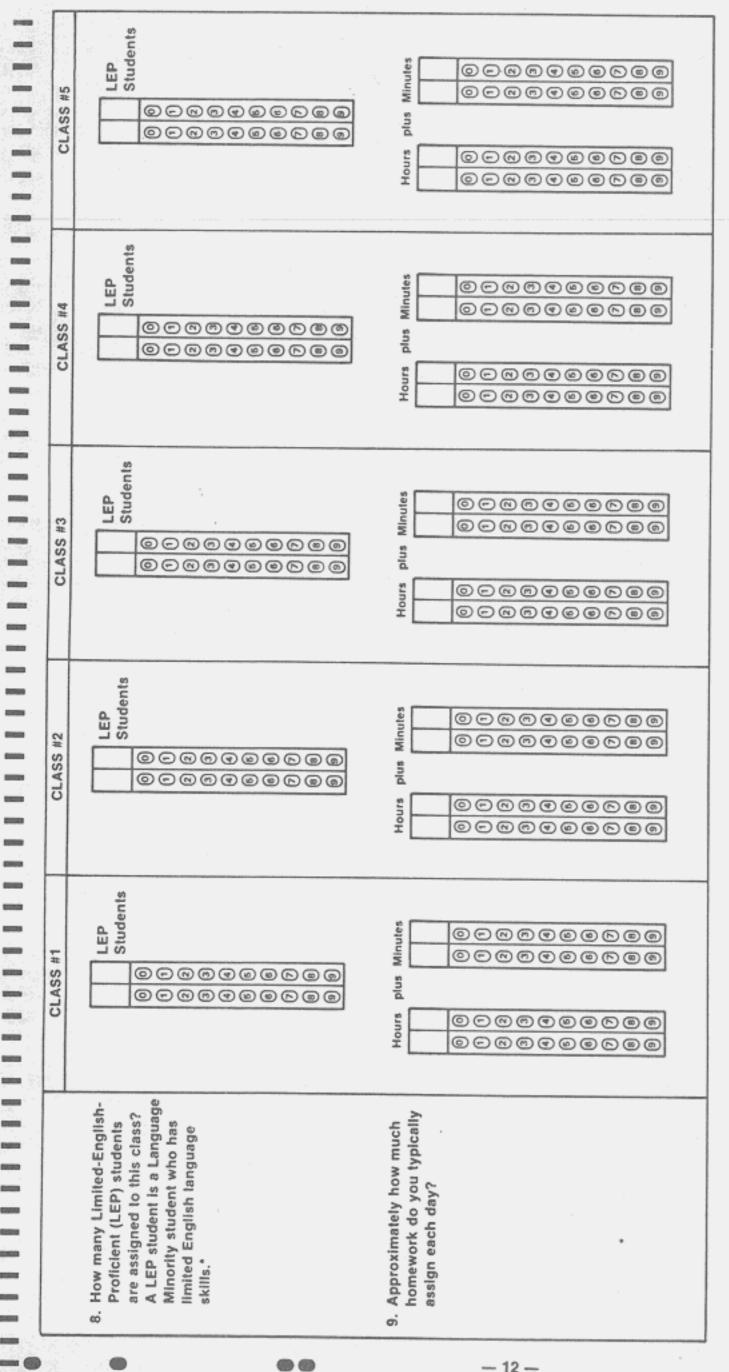
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	Ct ACC 44				
		CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. How often do you do each of the following with	All of the Time				
MARK ONE ON EACH LINE)	Most of the Time				
	Some of the Time				
	Never	Never	Never	Never	Never
	4 3 2 1	4 3 2 <u>1</u>	4 3 2 <u>1</u>	4 3 2 JJ	4 <u>3</u> 2 1
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 C. UISCUSS The completed assignment in class 	0 0	0 0	0	0	0
					-
 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) 	Not applicable				
				4	
12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	Primary Resource Used Frequently Secondary Resource				
	Rarely Used	Barely Used	Used Frequency Rarely Haed	Used Frequently Barely Head	
	Not Used				
a. Textbooks	9 0 0	9 0 9	000	0 3	9 9 9
 b. Reading materials other than textbooks 	9 0 9	9 0 9	9 9 9	9 (0) (1) (1)	9 0 9 0
c. Audio-visual materials	99 00 00	99 00 00	99 00 00	© © © © © ©	99 00 09 09

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	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)?
	 a. I did b. The principal b. The principal c. Departmental c. Department head d. Department head d. Department head f. A district-wide textbook adoption committee f. A state-wide textbook g. Other 	Very unprepared	
CLASS #2	a. I did	Very unprepared	
CLASS #3	 a. I did. b. The principal. c. Departmental c. Departmental d. Department head. d. Department head. f. A district-wide textbook adoption committee. f. A state-wide textbook adoption committee. g. Other 	Very unprepared() Somewhat prepared() Adequately prepared() Well prepared() Very well prepared()	
CLASS #4	a. I did	Very unprepared	
CLASS #5	 a. I did b. The pr b. The pr c. Depart commit d. Depart d. Depart e. A distri adoptic f. A state f. A state g. Other . 	Very unprepared Somewhat prepared Adequately prepared Well prepared	

CLASS #5		15-100°% @ 50-74°% @ 25-49% @ 10-24% @ 10-24% @ 10-24% @	9 9 9	000	0 9 9 9 9 9	0000	9 9 9 0 0	1396	-
CLASS #4		75-100 ^{8/0} (1) 50-74 ^{0/0} (1) 25-49 ^{0/0} (1) 10-24 ^{0/0} (1) 10-24 ^{0/0} (1) 10-24 ^{0/0} (1) 10-24 ^{0/0} (1)	9 0 8	0 9 9 9 9	0 0 0 0 0	0000	9 8 8 1	0 3 8 8 8	
CLASS #3		75-100°10 @ 50-74°10 @ 25-49°10 @ 10-24°10 @ 10-24°10 @ 10-24°10 @ None @	9	0000	0 3 9 9 8 9	12366	9 9 0	0 9 9 9 0	
CLASS #2	MINUTES 000000000000000000000000000000000000	75-100 ^{8/0} (1) 50-74 ^{0/0} (1) 25-49 ^{0/0} (1) 10-24 ^{0/0} (1) -210 ^{8/0} (1) NON ^e (1)	•	0 3 9 6 6	0 3 9 6 8	0 3 9 8 8	() () () () () () ()	0 9 9 9 0	
1= 000	MINUTES 000000000000000000000000000000000000	75-100°% @ 75-14°% @ 50-14°% @ 25-49% @ 10-24% @ 10-24% @ None @	1336	00000	00000	13366	0 9 0 0 1	03966	
	15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	 Indicate about what percent of your time is spent each 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	 Performing routine administrative tasks (e.g., taking attendance, making announce- ments, etc.) 	g. Conducting lab periods	

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CLASS #5	-	No Complete Control Complete (1) (2) (3) (6) (6) (6)		00 (0 00 (0 00 (0 00 (0	9 9 8	Every Less Week @	008998					0000	000000000000000000000000000000000000000
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CLASS #3		No Complete Control Control	6	00 99 00	0 8 9 8 0	Almost Even Lesson @ (1 2 0 4 0 1 2 9 4 0	9 9 8	9 9 0 0 0	00000		0 0 3 3 4 8	9 9 9 9 9 9 9 9 0 9 9 0 9 9 0 9 0 9 0 9
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	CLASSROUM 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 d. Disciplining students	e. Determining the amount of homework	w often do you use the lowing teaching methods? ARK ONE ON EACH LINE) Lecture	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

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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. Outputs 14.

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CHER	If you teach a U.S. History class, how much emphasis do you give to the following topics?		EAC	a. Settlement/Colonization b. Independence	of	onstruction	tiny					al		
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FUH HISTOHY TEACHERS	 If you teach a class, how mu class, how to do you give to following topic 	U.S.U	(MAF	a. Se b. Inc	c. De	d. Co e. Civ		g. Ind h. Wo	I. Del	k. Wo	I. Col m. Viet	n. Det	Der	
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21. If you teach a Western	class, how much emphasis do you give to each of the following topics?	Western CivilizationC (MARK ONE ON EACH LINE)	a. Origin of manb. Pre-historic man	c. Ancient civilizations of Greece and Rome d. Medieval history	e. Early modern European historyf. Non-western civilization	g. Political, economic, religious, and social aspects of comparative cultures		
If yo	class do y follo	Wes (MAF	a. O	ç. b 8.0 €	e. F. P. E.	0.280 5		

GO ON TO PART III, PAGE 27

- 19 --

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.

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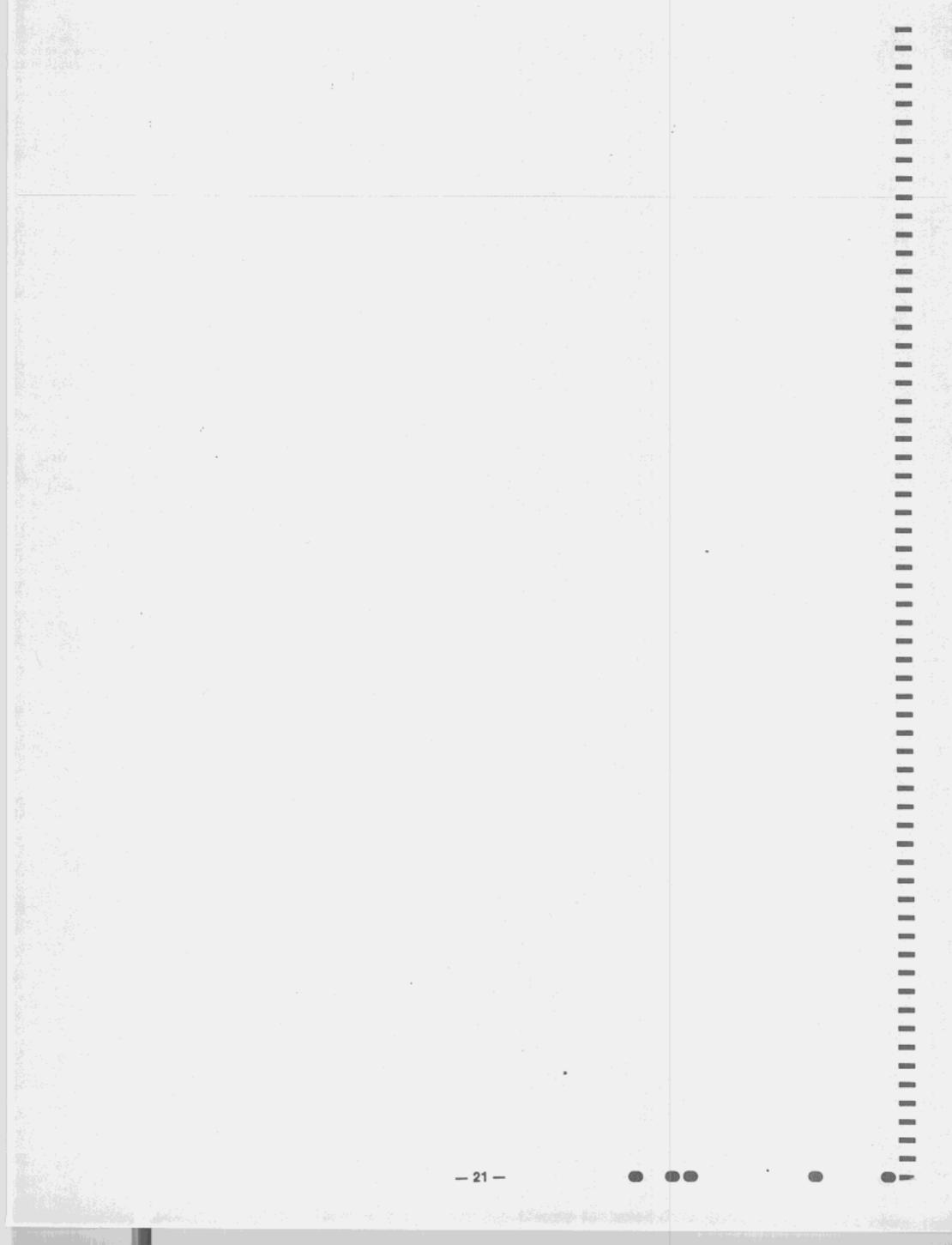
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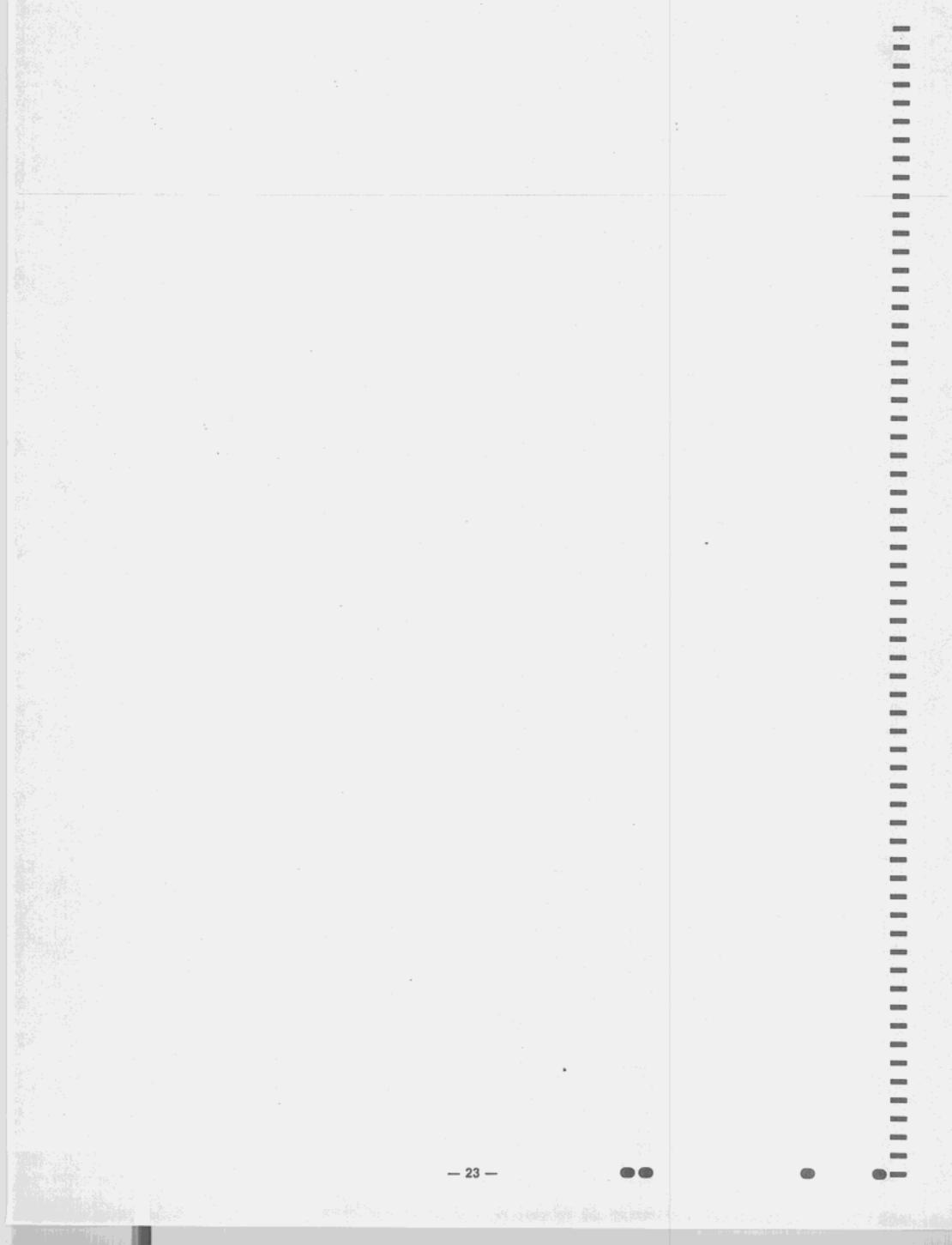
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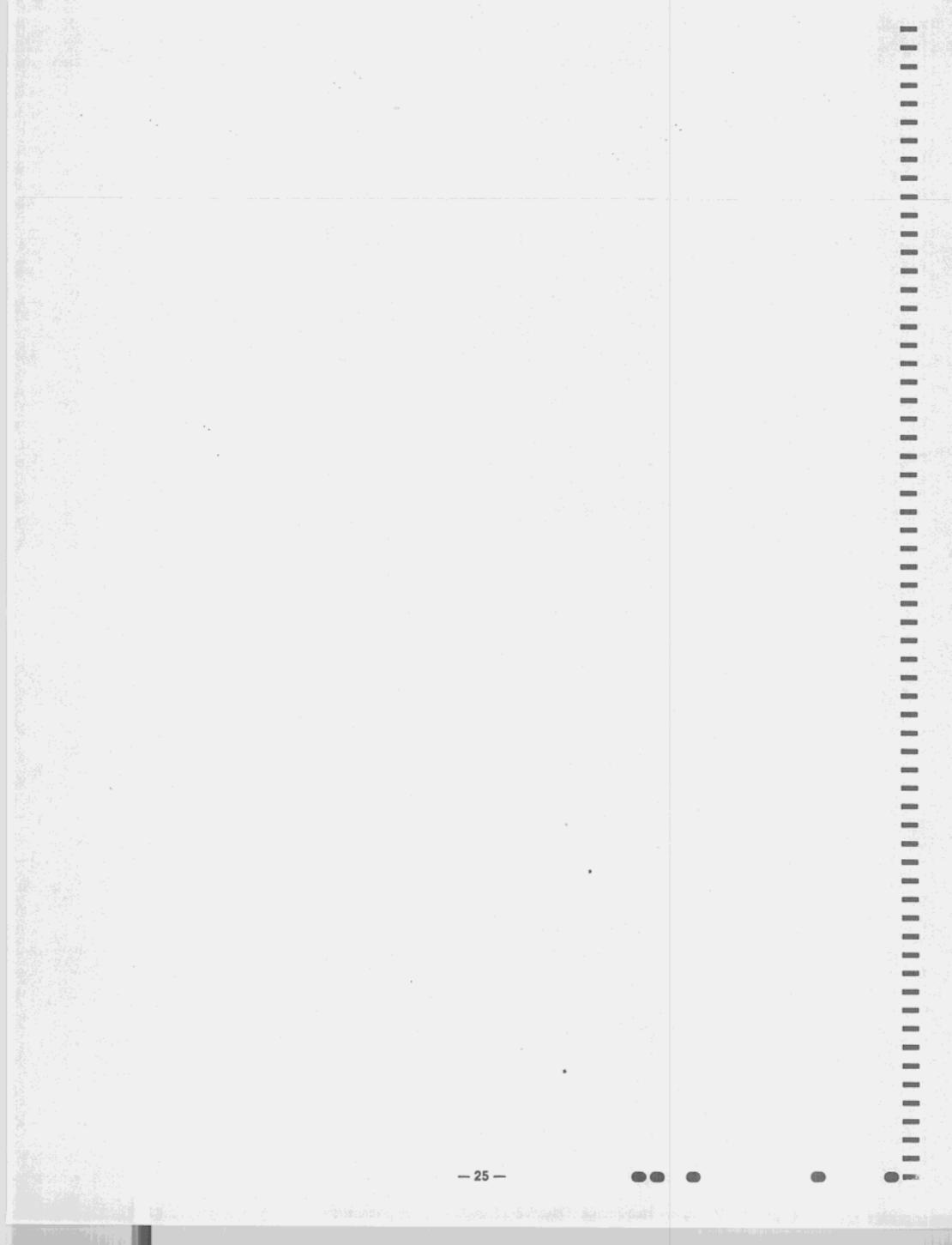
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PART III: TEACHER BACKGROUND AND ACTIVITIES

1. W	nat is your sex? (MARK ONE)	
0	Male	
2. W O	nich best describes you? (MARK ONE)	
	American Indian or Alaskan Native	

3. What is the date of your birth?

	AT	E		
Month	D	sy .	Ye	ar
(D JAN			1.24	
2 FEB				5.
3 MAR	0	0	0	٢
④ APR	O	Ð	Ð	Ο
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 SEP 		0	٢	٢
@ OCT		Ø	Ø	Ø
(D) NOV		⊕		⑧
1 DEC		Ð		Ð

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

				Ye	ars	
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5. Counting this year, how many years in total have you taught in this school?



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

a.	Regular full-time position	
b.	Regular part-time position	
c.	Substitute teacher	

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ENGINE

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

- 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	
d.	History	

9. What academic degree do you hold? (MARK ALL THAT APPLY)

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а.	No degree
b.	Associate degree
С,	Bachelor's ①
	Education specialist or professional diploma based on at least one year of work
	(e.g., credential, 6-year certificate)
	Doctorate
	First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)

10. What were your major and minor fields of study for your bachelor's degree? (MARK ALL THAT APPLY)

	· · ·	Minor Major
	Education	
	History (or Social Studies/ Social Science)	
e.	Natural/Physical Sciences Foreign Language	O O
	Other (PLEASE SPECIFY) MAJOR MINOR	

h. Not applicable; did not receive bachelor's degree (SKIP TO QUESTION 12) -

11. What were your major and minor fields of study for your highest graduate degree? (MARK ALL THAT APPLY)

			Major
	Education		
b.	English		OO
	History (or Social Studie Social Science)	es/	
d.	Mathematics		
e.	Natural/Physical Scienc	es	00
f.c	Foreign Language		OO
g.	Other (PLEASE SPECIF	Y)	OO
	MAJOR M	INOR	

h. Not applicable, did not receive a graduate degree ①

12. What is your current department/subject area affiliation? (MARK ALL THAT APPLY)

a.	Mathematics)
	Science ①	
c.	Humanities 🖸)
	English ①	
e.	Foreign language ①)
f.	Social science/Social studies @)
g.	History ①	5
h,	Vocational education)
i.	Physical Education ①)
j.	Guidance counseling @)
k.	Special education ①)
١.	Other ①	,

13. Darken the oval beside the course you teach most frequently.

MATHEMATICS

G General Math Pre-Algebra ③ Algebra I Algebra II Geometry

SCIENCE

 General Science General Physical Science ③ Earth Science Principles of Technology Biology

ENGLISH

- Basic English
- Sophomore English
- 2 American Literature
- Comparitive Literature

SOCIAL SCIENCE

- 2 World History
- Economics
- Sociology
- O U.S. History

I American Government/Civics I Other Social Science

OTHER COURSES

- Foreign Language
- 3 Music
- Computer Science
- Industrial Arts
- Religious Education
- Physical Education
- Samily Life Studies

- G Trigonometry Pre-Calculus ③ Calculus ③ Consumer/Business Math O Other Math
- Chemistry
- D Physics
- Other Science
- 23 Humanities
- Great Books
- Honors Englist
- Other English
- Western Civilization
- C Geography

- Typing/Word Processing
- Vocational Education
- 🚯 Art
- Drama
- Home Economics Other Course

Minor

- - Area Studies
- Psychology

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.) Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN) A. B. Undergraduate Graduate None ① ① 2-4 courses ② ② 5-7 courses ③ ③ 8 or more courses ④ ④ Don't remember ④ ④	18. Are these jobs related to the field of education? (MARK ONE) No
 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
Some of the time 2	school year
Most of the time	b. School-system-sponsored workshops during
All of the time (1)	summer
	c. School-wide curriculum committee
	d. Department curriculum committee
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
Chances about even for and against	i. College courses in EDUCATION during
Probably would become a teacher	the summer
Certainly would become a teacher	j. College courses in subjects OTHER THAN
	k. Professional growth activities sponsored
	by professional association(s)
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)	I. None of the above
A. B.	
Full-Time Part-Time	21. During the first semester of the current school year,
No	how many days of teaching did you miss for any reason? (MARK ONE)
(IF NO TO BOTH, SKIP TO QUESTION 19)	No days absent
· · · · · · · · · · · · · · · · · · ·	1-2 days absent
Yes, summer only	3-4 days absent
Yes, school year only	5-7 days absent 4,
Yes, during the entire year	8-11 days absent 5
	12 or more days absent 6

- 29 --

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

Not allowed to observe	Œ
Never	Q
One time only	3
Two to three times a semester/term	C
At least once a month	6
At least once a week	0

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23. 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)

a. Planning and preparing for teaching .							Hours	Minut
. Planning and preparing for teaching.	********		•••••••••••		••••••		····	
			,			Minutes		O
 Correcting papers/homework/tests 	•••••						00	0
Construction of the second sec	ويعدد ويتوارد ويجزه	a na serie de la companya de la comp		(and interval			00	0
	er più angla Antonio	사실학, 1919년 1919년 - 1919년 1919년 - 1919년 - 1919년	Hours	Minutes	00	00	OO	0
Other record keeping/paperwork					00	00	00	Ð
		Minutes	00	00	00	00	OO	D
Monting with other teachers or		(T)	00	00	00	00		0
 Meeting with other teachers on lesson planning, curriculum 			00	00	00	00	00	0
development, guidance		00	00	00	00	00		0
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			ti ki j				Hours	Minu
. Coordinating a curriculum area or dep	partment .							
n an	and a failer. T	Gel			Hours	Minutes	00	00
Supervising students (field trips, study	hall)				Contraction of the second seco		00	00
							00	00
		1.4	Hours	Minutes	00	00	00	DO
Coaching or advising extracurricular a	ctivities				00	00	OO	0
ر با در ۳۰۰ را در همه او مسیر داد بر ۲۰۰۰ و از می از این ا					00	00	DO	0
Communicating with percents/	Hours	Minutes	00	00	00	00	00	0
Communicating with parents/ parent conference			00	00	ĐĐ	OO	00	00
	1.1.1.1		00	00	66	00	OO	00
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	00	00	OO	OO	00	00		
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	99 99 99	9 9 9 9 9 0	1 1.101 (200) 101	1 52 6 2 h 57.		Continu	ed on nex	t pag

23.	(Continued) For the most recent full sch on each of the following school-related	activities: (if	f none, w	rite in "00	") (WRITE	IN AMOUI	NT FOR E	ACH LINE	r school	hours
				enut o suprima. Nucle	a for a de la				Hours	Minutes
	I. Tutoring individual students		Bosicia	i i Rijen ke S	and and a start of the start of					
								Minutes		00
	j. Academic counseling with students								00	00
									00	00
		1. 1.			Hours	Minutes	00	00	00	33
	K. Personal counseling with students.						00	00	OO	00
	Martin Martineston Constant						00	00	OO	00
			Hours	Minutes	OO	00	33	33	OO	OO
	I. Informal student/teacher contact				00	00	4	00	00	00
	Hours				00	00	GG	66	▣▣	00
		Minutes	00	00	00	33	00	00	OO	OO
	m. Keeping up-to-date		00	00	ĐĐ	00	00	00		
	In my field		00	00	00	00	88			
	00	00	33	00	00	00	ØØ	90		
	00	00	00	00	00	00				
	00	00	00	GG						
	00	00	60	00	OO	II				
	00	66	BB	00						
	GG	00		88						
	00	00	ÐÐ	99						
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	00	00								

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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	
a. Absolute level of achievement	🛈	@	@	Đ
b. Achievement relative to the rest of the class	@	©	I	۵
c. Individual improvement or progress over past performance	O	🖸		
d. Effort	©	@	@	Ð
e. Class participation	O	@	I	۵
f. Completing homework assignments	©	@	I	T
g. Consistently attending class	D	@	🛈	

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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)

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		Strongly Agree
		Agree
		Disagree Somewhat
		Disagree
		Strongly Disagree
а		
	make a conscious effort to coordinate the content of my courses with teachers in my epartment/curricular area	
b		
	may not be part of their official assignment	
C.	Most of my departmental colleagues share my beliefs and values about the central mission	
	of the school	
d	Murauaaaa as failura in tarabina atu dantatin dan atu da tarabina atu atu atu atu atu atu atu atu atu at	
<u>.</u>	my success or failure in teaching students is due primarily to factors beyond my control	
	rather than to my own effort and ability	
e.	The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria,	or
	 b. You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment	
f.	The principal does a poor job of getting resources for this school	
0	The principal deals effectively with pressures from outside the exhault that his task of	지 않는 것 같아. 가지?
9.	with my teaching	
	inter my touching the second	
h	The principal sets principles makes along a life start of	물 이 같은 것이 없는 것이 없는 것이 없다.
	the principal sets phonties, makes plans, and sees that they are carried out	
i.	Many of the students I teach are not capable of learning the material I am supposed to	
	teach them	
j.	Goals and priorities for the school are clear	
k.	The staff seldom evaluates its programs and activities	
1	Staff members are recognized for a job well done	
1.	orden members are recognized for a job well done	
m.	The amount of student tardiness and class cutting in this school interferes with my teaching	ng
		S. 1. 1.
n.	I make a conscious effort to coordinate the content of my course with teachers outside	
	my department/curricular area	000000
0	The principal knows what kind of school he/che wants and has seen in the start in the	
	the standard and or school nersne wants and has communicated it to the sta	the second se
-	This cohool's administration is south and the	
ρ.	this school's administration knows the problems faced by the staff	
q.	In this school I am encouraged to experiment with my teaching	

— 32 —

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	sing the scale provided, please indicate the extent to which you agree or disagree with each of the followi MARK ONE ON EACH LINE)	ng statements.
		Strongly Agree
		Agree
		Somewhat
	Strongly Disa	oree
		70-1
а	Routine duties and paperwork interfere with my job of teaching	നമരുകളും
ь	. The department's chair or curricular area coordinator's behavior toward the staff is	
U	supportive and encouraging	.000000
c	. Teachers in this school are continually learning and seeking new ideas	
Ŭ		
а	Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as	
	needed by the staff	
е	. There is a great deal of cooperative effort among staff members	. നമരുമുള്ള
f	There is broad agreement among the entire school faculty about the central mission	
	of the school	. 000000
g	I usually look forward to each working day at this school	. 000000
-		
h	This school seems like a big family; everyone is so close and cordial	. 00000
i.	The principal lets staff members know what is expected of them	. 00000
j.	I sometimes feel it is a waste of time to try to do my best as a teacher	.023050
k	. The principal is interested in innovation and new ideas	.00306
١.	Rules for student behavior are consistently enforced in this school	.00000
m.	The principal usually consults with staff members before he/she makes decisions that	
	affect us	.00366
n.	The attitudes and habits students bring to my class greatly reduce their chances for	
	academic success	.003066
0.	The level of student drug or alcohol use in this school interferes with my teaching	. 00306
p.	I am familiar with the content and specific goals of the courses taught by other teachers	4
	in my department	
q.	The teachers union (or education association) and the school administration work together	
	to improve the achievement of students in this school	000000

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		Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a	Tardiness		🖸	③	O
b	Absenteeism	O	©	(J)	(
C	Class cutting	O	🖸	©	(T)
d	Physical conflicts among students	O	œ		
e	Gang activities	O		3	
	Robbery or theft				
g	Vandalism		0	<u>©</u>	a
h.	Use of alcohol			 	e
	Use of illegal drugs				
	Possession of weapons				
: k.	Physical abuse of teachers	D		©	e
. I.	Verbal abuse of teachers			ی ص	
	Racial/ethnic conflict among students				

4. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. Which do you believe is the most frequent source of success? (MARK ONE)

Student's home background	6
Student's intellectual ability	0
Student's enthusiasm or perseverance	2
Student's enthusiasm or perseverance	3
Teacher's attention to the unique interests and abilities of the student	④
leacher's use of effective methods of teaching	(The second seco
Teacher's enthusiasm or perseverance	
	S.

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

Strongly Agree Agree Agree Somewhat Disagree Somewhat Disagree Strongly Disagree

a. If I try really hard, I can get through even to the most difficult or unmotivated students
b. I feel that it's part of my responsibility to keep students from dropping out of school
c. If some students in my class are not doing well, I feel that I should change my approach
to the subject
d. By trying a different teaching method, I can significantly affect a student's achievement
e. There is really very little I can do to insure that most of my students achieve at a high level
f. I am certain I am making a difference in the lives of my students

6. How often does racial/ethnic conflict occur among students at your school? (MARK ONE)

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Never			 	 		 		 				 	 	 		 	 	 	 	 	 		 		 	. (Ð
Rarely			 • •	 		 		 	 			 		 		 	 	 	 	 	 		 	 	 	. (2
Someti	me	S.	 	 				 	 	 		 		 		 	 	 	 	 	 		 	 	 	. (Э
Often .		• • •		 	-		 -	 	 		• •	 		 	• •		 	 	 	 		,	 	 	 	. (Ð

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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)

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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
2-5 times a month
6-10 times a month
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 O or class management problem? (MARK ONE ON EACH LINE)

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

9. At this school, how much actual influence do you think teachers have over school policy in each of the areas below? (MARK ONE ON EACH LINE)

		No Influence	Moderate	A Great Deal of Influence
a.	Determining discipline policy		D	
	Determining the content of inservice programs			
	Setting policy on grouping students in classes by ability			
	Establishing curriculum			

10. How often does your department hold staff meetings? (MARK ONE)

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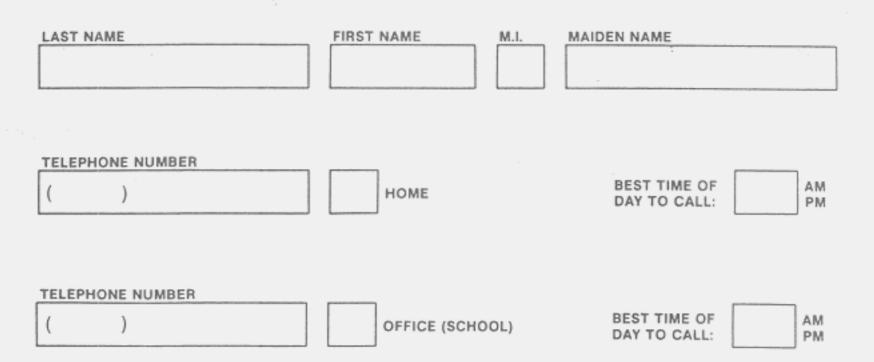
а,	Never	5
b.	1-3 times per semester	5
Ċ.,	1-3 times per month	5
d.	Once a week	5
e.	2-3 times per week @	5

11. To what degree do the following represent your most important teaching goals? (MARK ONE ON EACH LINE)

		Not Important	Somewhat Important	Very Important	Extremely Important
а.	I'm happy just to get through the day	①	②		(Ð
b.		🛈			D
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				_
g.	I work toward developing the skills needed for my students to become employable adults and responsible citizens				

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12. Please provide the information requested below so we can reach you if any clarification of your responses is needed. (Please print)



DATE COMPLETED

	MONT	Ή			YEAR				
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2 F	eb	Aug	Ø	ـ	1	20	26		0 1989
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(D) N	lay	1 Nov	5	1	67	0	23		
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THANK YOU FOR YOUR COOPERATION.

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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:

- 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.
- Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
- You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

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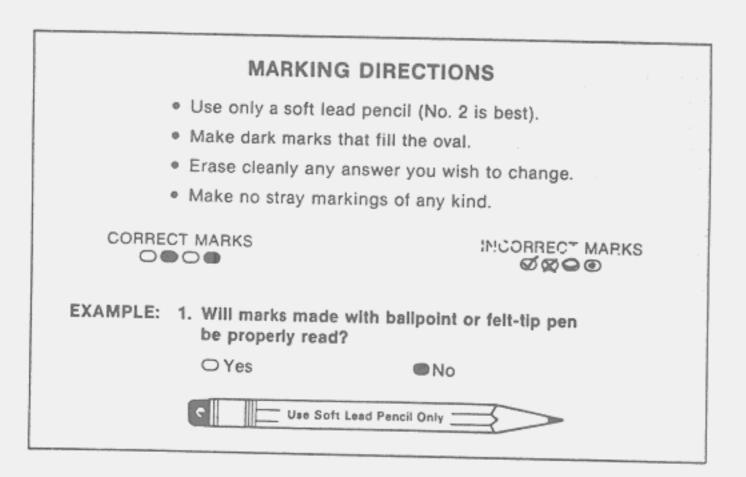
The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education Information Management and Compliance Division, Washington, D.C., 20202-4651 and to the Office of Management and Budget Paperwork Reduction Project, Washington, D.C., 20503.

CODIA

Line

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)



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TEACHER QUESTIONNAIRE Mathematics Version

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.

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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.

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	propriate responses to Questions 1-23 Questions 2-23 apply only to students I-Not Necessary.	Student 5 12		No O			D V X es
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	Fill in the oval corresponding to the appropriate responses to Questions 1-23 ach student listed on the Student List. Questions 2-23 apply only to students estion 1.) NOTE: DK - Don't Know; NN - Not Necessary.	Student S 10		No O			NA Ves
NO	oval corresp it listed on 1 NOTE: DK	Student St 09	000000000	No CO			N X Kes
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	d Student List. Fill in the a column for each stude response to Question 1.)	t Student 07		O Ves O No			O Yes O No O DK
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	Please answer the questions in this section for each student in the first column for the first listed student. Continue until who are enrolled in the class listed next to their name on the	STUDENT NUMBER (from attached list) Please write the student's 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 question- naire) in the box and darken the oval that corresponds to that number.	 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 * is yes.	2. Does this student usually work hard for good grades?
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Student 01	0 Ves DK	D No Xes	O Ves O No		NN NO Ves	NN OO Ves	NN NN OOO	N N N N N N N N N N N N N N N N N N N	000
STUDENT NUMBER (from attached list) Please write the student's initials below the number.		 Will this student probably go to college? 	 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 Very involved Don't know
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STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	t 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
 Has this student fallen behind in school work because of a health problem? 	o o o o o o o o o o o o o o o o o o o	O Ves O No D K	O Yes O No O DK	O Yes O No O DK	0 Yes 0 No 0 DK	0 Ves 0 DK	O Yes O No O DK	O Ves O No O DK	0 Ves 0 No 0 DK	0 Ves 0 No	DK Ves	0 Ves 0 DK	0 Ves 0 No 0 K	D N CO	0 Yes 0 No DK	0 Yes 0 No
 Do you feel this student has a learning disability that affects his or her school work? 	D No D No D K	o No DK DK	O Yes O No DK	O Yes O No O DK	O Yes O No O DK	O Yes O No DK	0 Yes 0 No 0 DK	0 Yes 0 No 0 DK	0 Yes 0 No 0 DK	0 Ves 0 No	0 Ves 0 No DK	0 Yes 0 No DK	0 Yes 0 No 0 DK	D Kes	0 Ves 0 No DK	D Ves
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	0 Yes 0 DK	0 ves 0 DK	0 Ves 0 No 0 DK	0 No D DK	O No D K	0 Ves 0 DK	0 ves 0 no 0 bk	0 Ves 0 No 0 DK	0 Ves 0 No	0 Ves 0 No	0 Yes 0 No 0 DK .	0 Yes 0 No	O Ves O DK	O Ves O D K	O Ves O DK	O DK
 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.* 	0 Ves 0 DK	0 Ves 0 No 0 DK	N N N N N N N N N N N N N N N N N N N	S 2 K €	D N K	D N Kes	0 No DK	0 Ves 0 DK	0 DK %	O Ves O DK	0 DK %	0 DK 00 Ves	0 DK	0 DK	O DK	O Yes O No O DK
 12. Is this student a Limited- C English Proficient (LEP) Student? An LEP student is a Language Minority student who has limited English language skills.** 	O Ves O DK	DK ° Xes	5 2 2 0 0 0	DO S A	DD % Å	D DK 0 DK	O DK 0 DK	D DK	D DK 0 O Ves	D N N CO	D No D K	D No Nes	D No D K	0 Ves 0 No	DK % Kes	0 DK
13. Is this class																
Too difficult for this student?	Ð	©	©	©	¢	¢	. ©	Ð	Ð	Ð	ē	C	ē	Ð		Ð
for this student?	8	0	8	3	3	0	Ø	3	8	8	3	3	3	8	0	3
The appropriate level for this student?	6	6	6	6	0	6	6	6	0	ē	Ø	6	0	m	0	6

*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.

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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	15. How often does this student complete homework assignments? Never Rarely Some of the time Most of the time All of the time	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

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Student 01	00000	0 ves 0 No 0 DK			O Yes O No O NN	0 NN 0 NN
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	 19. Is this student exceptionally passive or withdrawn? 20. How often is this student 		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

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Student 15	5	Ves 0 No 0 NN	Ves NN NN	DK %
Student 14		Ves NN NN	NN No Yes	Ves 0 No 0 K
Student 13		Ves 0 No 0 NN	0 ves 0 No	0 DK 0 DK
Student 12		O Yes O No O NN	0 Ves 0 No 0 NN	O DK O DK
Student 11		Ves 0 No 0 NN	O Ves O No NN	D No D K
Student Student Student Student Student Student Student 09 10 11 12 13 14 15 16		Ves NN NN NN	O Yes O No O NN	O DK O DK
Student 09		O Yes O N₀ O NN	Ves 0 No 0 NN	0 No 0 DK
Student 08		O Yes O No O NN	Ves 0 No 0 NN	O DK O DK
Student 07		Ves NN NN	NN OO NN OO	0 Ves 0 No 0 DK
		Ves 0 No 0 NN	NN No Ves	o dK DK O DK
Student 05		Ves 0 No 0 NN	0 No NN	0 DK 0 DK
Student 04		Ves 0 NN 0 NN	Ves 0 No 0 NN	0 Yes 0 No 0 DK
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Student 02		Ves 0 No 0 NN	O No No NN	0 Ves 0 No 0 DK
Student 01		NN	Ves 0 No 0 NN	0 Yes 0 No 0 DK
STUDENT NUMBER (from attached list) Please write the student's initials below the number.	21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)	c. Student's homework assignments	d. Student's absenteeism	22. Is this student at risk of O dropping out of high school?

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

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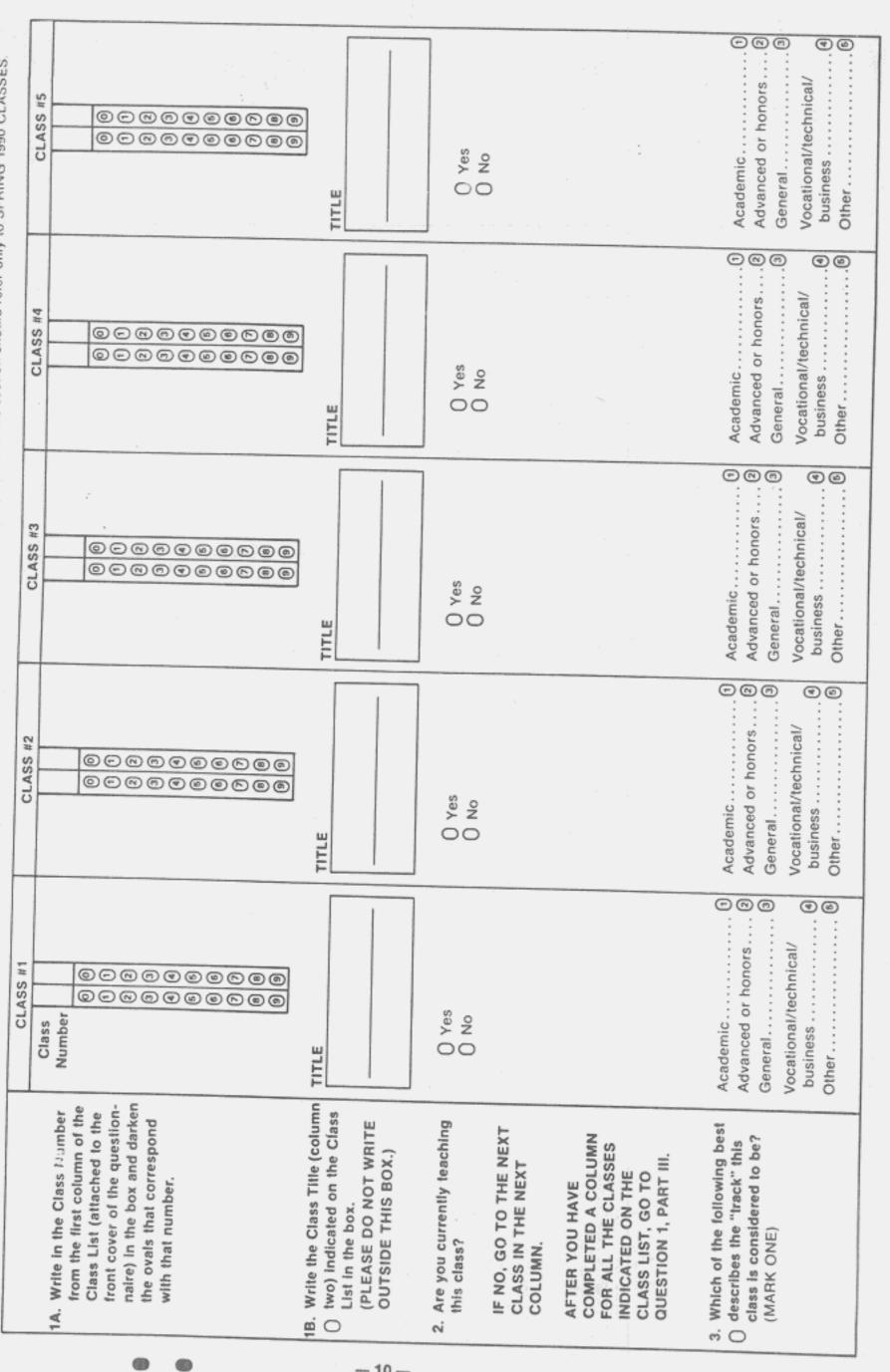
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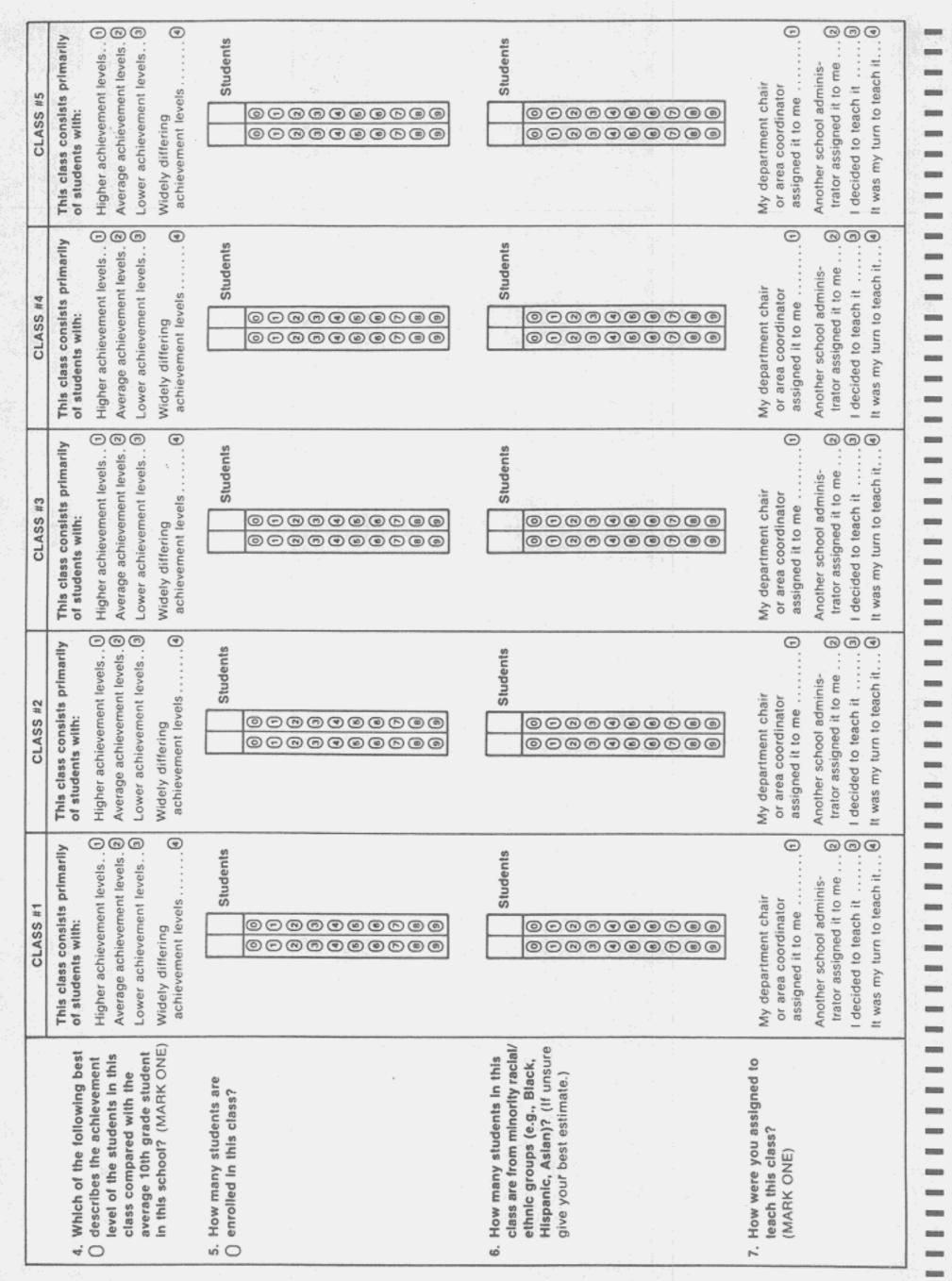
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PART II: CLASS INFORMATION -

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, Please answer

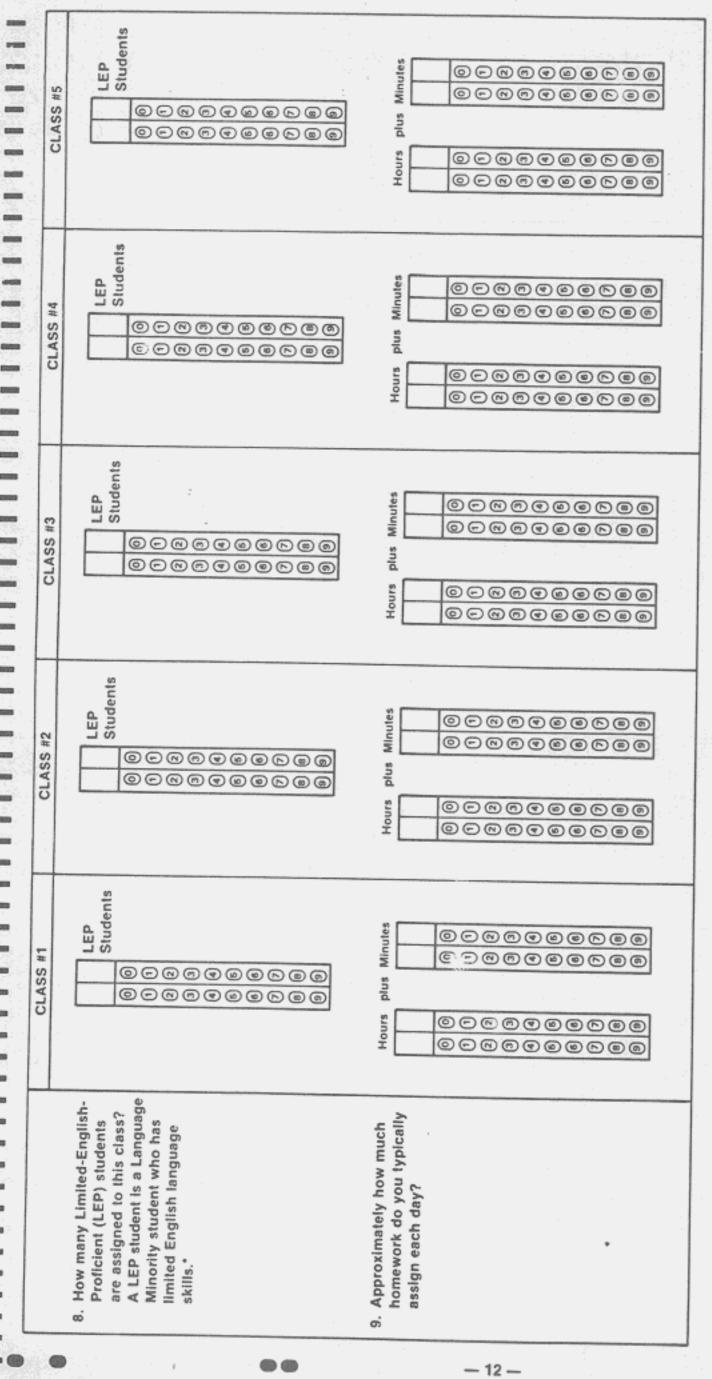


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A Limited-English-Proficient student is a Language Minority student, either, LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit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

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	10. How often do you do each of the following with	(MARK ONE ON EACH LINE)			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 assign- ments 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	b. Reading materials other than textbooks	c. Audio-visual materialsd. Other

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	Indicate the person or groups who helped determine which particular textbook/ workbook you use in this class. (MARK ALL THAT APPLY) APPLY) e.	How prepared do you feel Ve to teach the subject matter Sc covered in this course? Ac (MARK ONE) Ve	15a. Approximately how many minutes <u>per week</u> does this class meet regularly (exclude lab periods)?
CLASS #1	a. I did	Very unprepared 5 Somewhat prepared 4 Adequately prepared 2 Well prepared 2 Very well prepared 1	MINUTES 000000000000000000000000000000000000
CLASS #2	a. I did	Very unprepared	
CLASS #3	a. I did	Very unprepared5 Somewhat prepared 4 Adequately prepared 2 Well prepared 2 Very well prepared 1	
CLASS #4	a. I did	Very unprepared() Somewhat prepared() Adequately prepared() Well prepared() Very well prepared()	
CLASS #5	 a. I did b. The principal c. Departmental committee/colleagues d. Department head e. A district-wide textbook adoption committee f. A state-wide textbook adoption committee g. Other 	Very unprepared Somewhat prepared Adequately prepared Well prepared	

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CLASS #5	MINUTES 000000000000000000000000000000000000	75-100% @ 50-14% @ 50-14% @ 10-24% @ 10-24% @ 10-24% @	9990 1	00000000000000000000000000000000000000	99999		0 3 9 8 0	0 3 8 8 0	
CLASS #4	MINUTES 000000000000000000000000000000000000	75-100 ^{5/5} (1) 50-14 ^{0/0} (1) 50-49 ^{5/6} (1) 10-24 ^{0/0} (1) 10-24 ^{0/0} (1) 10-24 ^{0/0} (1) 10-24 ^{0/0} (1)	0 0 0 0 0 0	0 0 0 0 0 0 0 0	9 9 9 9 9 6 9 8		0 9 9 9 9	0 9 9 9 0	
CLASS #3		75-100 ⁸⁴⁰ (3) 50-74 ⁹¹⁰ (3) 25-49 ⁸⁴⁰ (3) 10-24 ⁹¹⁰ (3) -210 ⁸⁴⁰ (3) -10 ⁷⁴⁰ (3) -10 ⁷⁴⁰ (3)	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	9 9 9 9 9 9 9 8		00000	0 9 0 0 0	
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CLASS #1	MINUTES 000000000000000000000000000000000000	15-100 ⁴⁴ (1) 50-74 ⁵¹ (1) 25-49 ⁵¹ (1) 25-49 ⁵¹ (1) 10-24 ⁵¹ (1) 10-24 ⁵¹ (1) 10-24 ⁵¹ (1) 10-24 ⁵¹ (1) 10-24 ⁵¹ (1)	9 9 9 9 9 0 9	0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0		0 9 9 8 8 0	0 5 9 6 8	
	15b. Approximately how many minutes <u>per week</u> does this class have lab sessions (e.g., science, math)?	 16. Indicate about what percent 0 of your time is spent each 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/ 	e. Administering tests or quizzes	 Performing routine administrative tasks (e.g., taking attendance, 	making announce- ments, etc.)	g. Conducting lab periods	

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A = "	planning and teaching? (MARK ONE ON EACH LINE) a. Selecting textbooks and other instructional	materials			amount of homework	ow often do you use the llowing teaching methods? ARK ONE ON EACH LINE) Lecture	c. wnole-group discussion	orally to questions on subject matter		f. Have students work in small groups	g. Have students complete individual written assignments or worksheets in class	h. Have students give oral reports

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Having students talk or ask questions about math			0	6	Q		6	0	Ð		9	6	9	×.			ند			9
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20.1 If you teach an Algebra i review the following topics Topic not in school curriculum review the following topics Topic not in school curriculum review the following topics Topic not in school curriculum review the following topics 1 Concil class, do you teach or review the following topics No. It will be invojinitiate this semester/term? No. It will be invojinitiate invojinitiate invojinitiate No. It was taught housed to not teach. Algebra iO No. It was taught previously Ves. I review I concernition No. It was taught previously Ves. I review I concernition No. It was taught previously Ves. I review I convected No. It was taught previously I convected No. It was taught preview I	CLASS #2 CLASS #3	CLASS #4 CLASS #5
Monthline No. It will be taught later No. It wall be taught later No. It was laught be taught No. It was laught be tau to taught No. It was laught be taught	Topic not in school curriculum	Topic not in school curricutum
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EACH LINE) Ves. I review It only Yes. I review It only Yes. I review It only Yes. I review It only negative a. () () () () () () () () () () () () () (was taught No, It wa previously br	No, It wa
Yes, I teach It as new content Addition/Subtraction a. 0	I review Yes, I it only	Yes, I review Yes, I review it only it only
Positive and negative integers a (1) (2) (3)	teach it Yes, I teach it as content as	Yes, I teac as new coni
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of integers c. 1 3 9 6 . 1 3 5 9 6 . 1 3 5 9 5 <t< td=""><td>þ</td><td></td></t<>	þ	
Structural properties of the set of integers of e.g., commutative) d.d., commutative) associative, distributive) d.d., commutative associative, distributive) d.d., commutative d.d., c	c	
Order relations in the set of integers e 0	d	
Evaluating formulae 1 0	e	
Deriving formulae or equations 9 <	0000	
Solving literal equations. h. 0		
		0 3 3 6 8 0 3 3 3 6 8 0 3 3 6 8 0 3 3 3 6 8 0 3 3 6 8 0 3 3 6 8 0 3 3 3 6 8 0 3 3 3 6 8 0 3 3 3 6 8 0 3 3 3 6 0 3 3 3 6 0 3 3 3 6 0 3 3 3 6 0 3 3 3 6 0 3 3 3 6 0 3 3 3 6 0 3 3 3 6

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21. When the second sec	Which of the following textbooks constitutes the primary source that you use in this Algebra I class? (MARK ONE FOR EACH CLASS) EACH CLASS)	 This is not an Algebra I class. Class. Algebra I, D.C. Heath and Co., 1987 Algebra I, Merrill, 1980 HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987 Algebra Structure and Method, Houghton Mifflin, 1986 	 This is not an Algebra I class. 	This is not an Algebra I	This is not an Algebra I	This is not an Algebra I class.
nse () use		 Algebra I, D.C. Heath and Co., 1987 Algebra I, Merrill, 1980 <u>Algebra I</u>, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987 <u>Algebra Structure and Method</u>, Houghton Mifflin, 1986 				
Ϋ́Ψ		 Algebra I, Merrill, 1980 HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987 Algebra Structure and Method, Houghton Mifflin, 1986 	Algebra I, D.C. Heath and Co., 1987	Algebra I, D.C. Heath and Co., 1987	Algebra I, D.C. Heath and Co., 1987	6 Algebra I, D.C. Heath and Co., 1987
		Algebra Structure and Method, Houghton Mifflin, 1986	00	Algebra I, Merrill, 1980 <u>HBJ Algebra I</u> , Holt, Ríhehart and Winston and Harcourt Brace Jovanovich, 1987	 Algebra I, Merrill, 1980 HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987 	00
			۹ ا	 Algebra Structure and Method, Houghton Mifflin, 1986 	Algebra Structure and Method, Houghton Mifflin, 1986	0
		G Elementary Algebra, Houghton Mifflin, 1983	German Algebra, Houghton Mifflin, 1983	 Elementary Algebra, Houghton Mifflin, 1983 	 Elementary Algebra, Houghton Mifflin, 1983 	<u> Houghton Mifflin</u> , 1983
		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)	Other Textbook (Please specify below Please do not write outside box)	Other Textbook (Please specify below - Please do not write outside box)
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	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
22. If you teach an <u>Algebra II</u> O class, do you teach or review the following topics this semester/term?	Topic not in school curriculum No, it will be taught later	Topic not in school curriculum No, it will be taught later	Topic not in schoof curriculum No, it will be taught later	Topic not in school curriculum No, it will be	Topic not in school curriculum No, it will be
I do not teach Algebra IIO	No, It was taught previously	No, It was taught previously	No, It was taught previously	No, It was taught previoualy	No, It was taught
(MARK ONE ON EACH LINE)	Yes, I review It only	Yes, I review It only	Yes, I review it only	Yes, I review	Yes, I review
	Yes, I teach it as new content	Yes, I teach it as new content	Yes, I teach it as new content	Yes, I teach it as new content	Yes, I teach it
a. Logic, sets, and operations on sets	a () () () () ()	a () () () () () ()	000	2846	
 b. Topics concerning functions and polynomial functions c. Logarithmic functions d. Exponential functions e. Complex numbers 	9999 9999 9999 9999 9999 9999 9999 9999 9999	9999 9999 9999 9999 9999 9999 9999 9999 9999	0000 0000		
f. Counting, permutations, and combinations g. Probability/Statistics	f	f	00 90 00		
h. Elementary linear algebra — matrices and determinents	h () (2 (5 (6)		1336		
 Algebraic structures — groupš, rings, and fields Word problems 	l 0 2 9 9 6 J 0 2 9 9 6	0 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		00 00 00 00
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23. Which of the following textbooks constitutes the	This is not an Algebra II class.	This is not an Algebra II class.	This is not an Algebra II class.	This is not an Algebra II class.	This is not an Algebra II class.
primary source that you use in this Algebra II class?	Algebra II with Trigonometry. Holt, 1982	Algebra II with Trigonometry, Holt, 1982	Algebra II with Trigonometry, Holt, 1982	Algebra II with Trigonometry, Holt, 1982	B Algebra II with Trigonometry. Holt, 1982
(MARK ONE FOR EACH CLASS)	CAlgebra with Trigonometry, Addison Wesley, 1984	C Algebra with Trigonometry, Addison Wesley, 1984	O Algebra with Trigonometry, Addison Wesley, 1984	C Algebra with Trigonometry, Addison Wesley, 1984	C Algebra with Trigonometry, Addison Wesley, 1984
	Algebra II and Trigonometry, Houghton Mifflin, 1986	Algebra II and Trigonometry, Houghton Mifflin, 1986	OAlgebra II and Trigonometry, Houghton Mifflin, 1986	Algebra II and Trigonometry, Houghton Mifflin, 1986	Algebra II and Trigonometry, Houghton Mifflin, 1986
	Algebra II, Saxon, 1984 <u>Algebra 2 with Trigo-</u> <u>nometry</u> , Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	Algebra II, Saxon, 1984 Algebra 2 with Trigo- nometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	 Algebra II, Saxon, 1984 HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988 	 Algebra II, Saxon, 1984 HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988 	Algebra II, Saxon, 1984 Algebra 2 with Trigo- nometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988
	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)	Other Textbook (Please specify below Please do not write outside box)	Other Textbook (Please specify below Please do not write outside box)
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	AUTHOR	AUTHOR	AUTHOR	AUTHOR	AUTHOR
	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER
*	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION
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0 000 0 0 6 5 0 school curriculum ۲ ۲ ଭତ Topic not T T 0 G No, It will be T ◙ ◙ taught later • 0 000 0 0 0 No, It was taught 0 000 0 6 00 previously Yes, I review It only 0 000 0 0 1 0 CLASS #5 0 0 00 Θ 000 Θ O Yes, I teach It © O 000 Θ as new content G OO ej, à 0 b ຍ່ 4 ÷, ż <u>_</u> έ _ ć o ۲ 999 0 **Topic not in** ۲ ۲ ۲ 000 alogia (a) inc ۲ ◙ 00 school curriculum T ☜ ◙ taught later ◙ € € No, It will be ๔ . 0 800 6 No, It was taught 0 0 0 previoualy 000 0 0 00 0 000 0 1 0 0 Yes, I review 0 0 it only 00 0 O CLASS O 000 Θ Yes, I teach It as new content Θ O 000 © 00 O ei, പ്പ്പം é ÷ ÷ ÷ 1 έ ċ ō ۲ 000 ۲ ۲ ۲ ۲ 000 6 Topic not in ۲ ۲ school curriculum € € ◙ ◙ ◙ No, It will be ◙ taught later ◙ •• it was taught previously 0 000 6 0 0 0 000 G 0 00 0 0 000 0 0 0 CLASS #3 Yes, I review 000 0 0 \odot It only 0 000 0 O Θ O Yes, I teach it 000 © as new content Θ 00 No, rii i ດ່ວ່ວ່ ė ż -÷, <u>_</u> Ė ċ o 0 000 0 Topic not in school curriculum G ۲ 6 ۲ ۲ 60 T T No, it will be ◙ ◙ T taught later ▣ T • 0 No, It was taught 000 0 0 0 0 previously 000 0 0 00 It only 0 000 0 0 0 CLASS #2 Yes, I review 0 0 0 00 O 000 G Yes, I teach It © G Θ 000 as new content O O 00 ø ė υb ė ÷. ÷. ċ <u>____</u> έ ċ ó 0 000 0 Topic not in school curriculum 0 6 ø 000 ۲ 60 œ No, It will be taught later ◙ • 0 € ◙ 999 T Ŧ • 0 000 6 No, It was taught 0 G 0 000 previously ø G 00 0 It only 000 0 Yes, I review 0 0 CLASS #1 0 0 0 000 Θ Yes, I teach it Θ as new content O Θ O 000 Θ © 00 ŝ ė ü Ŀ, é -÷ ÷ 2 _ _ É ċ ó 0 an Theorem EACH LINE ERS ONLY review the following topics geometric I do not teach Geometry.. deductive m. Geometric constructions with ruler and compass If you teach a Geometry I. Similarity of geometric properties (excluding properties (excluding I. Geometric solids and right. rotations, reflections) congruent triangles) o. Coordinate geometry class, do you teach or supplementary, etc.) properties related to similar congruent triangles). their their in. figures (including figures (including ns **Circles and their** similar triangles) demonstrations) their properties FOR MATH TEACH this semester/ter (MARK ONE ON a. Angles (acute Transformatio d. The Pythagore Polygons and Congruence of J. Parallel lines . e. Triangles and properties k. Spatial relation n. Proofs (formal c. Vectors congruent or (translations, polygons) .. ė -÷. ż 24. C

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		CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
25.	. Which of the following textbooks constitutes the	This is not a Geometry class.	This is not a Geometry class.	 This is not a Geometry class. 	 This is not a Geometry class. 	This is not a Geometry class.
	primary source that you use in this Geometry class?	B Geometry, Addison-Wesley. 1984	B Geometry, Addison-Wesley, 1984	B Geometry, Addison-Wesley, 1984	Geometry, Addison-Wesley, 1984 1984	© Geometry, Addison-Wesley, 1984
	(MARK ONE FOR EACH CLASS)	C Geometry, Merrill, 1980 G Geometry, McDougal, Littell & Co., 1984	© <u>Geometry,</u> Merrill, 1980 @ <u>Geometry,</u> McDougal, Littell & Co., 1984	C Geometry, Merrill, 1980 C Geometry, McDougal, Littell & Co., 1984	© Geometry, Merrill, 1980 @ Geometry, McDougal, Littell & Co., 1984	G Geometry, Merrill, 1980 G Geometry, McDougal, Littell & Co., 1984
		 Geometry, Houghton Mifflin, 1985 	© Geometry, Houghton Mittlin, 1985	Geometry, Houghton Mifflin, 1985	Geometry, Houghton Mifflin, 1985	0
		HBJ Geometry. Harcourt Brace Jovanovich, 1984	HBJ Geometry, Harcourt Brace Jovanovich, 1984	HBJ Geometry, Harcourt Brace Jovanovich, 1984	HBJ Geometry, Harcourt Brace Jovanovich, 1984	HBJ Geometry, Harcourt Brace Jovanovich, 1984
		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)	Other Textbook (Please specify below — Please do not write outside box)	 Other Textbook (Please specify below — Please do not write outside box)
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		AUTHOR	AUTHOR	AUTHOR	AUTHOR	AUTHOR
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3		PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER
	-	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION
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Please answer the following questions for the most recent period you taught the mathematics class Questions 1-25. Do not be concerned if this period was not typical of instruction in this class. If y most recent period, answer for the next most recent period. (ENTER "00" IF NO TIME WAS SDENT	u taugh of inst	the r truction	nather n in th	matics class his class. If	CARLES AND ADDRESS OF A DRESS OF A	described ou gave a	in tes	Column 1 Column 1 t during t	of	-				
26a. How many minutes were allocated for that mathematics period?										· · · · · · · · · · · · · · · · · · ·	26a.		Minutes	
Of these, how many were spent on the following?		gire L							1 I.	Minutes		00		
26b. The teacher working with the entire class as a group (e.g., lecture, etc.)									26b.			80		
26c. The teacher working with small groups of students				-			26c.	Minutes		000	000	•••	900	
					MIr	Minutes	1	+-			କାଳ	96		· .
26d. Students working on Individual activities (e.g., seat work)				26d.				00				00		
			Min	Minutes	0	0					ාම	٥	4	
26e. Students working together in small groups		26e.			00	06					6			
	Minutes	J	0	0	0	0					ඉක			
261. Routines, administrative tasks, and other non-instructional activities . 261.	-		00	6	66	•]		1			
PLEASE VERIFY THAT THE TOTAL NUMBER OF MINUTES ENTERED FOR 26b-26f EQUALS THE NUMBER OF MINUTES ENTERED IN 26a.	00000000000000000000000000000000000000				0000	00000								
											ţ.		4.1	
27. Indicate the activities that took place during the class described in Question 26.	26.													

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(MARK-ALL THAT APPLY)

 a. Lecture
 0

 b. Discussion
 0

 c. Test or quiz
 0

 d. Students using calculators
 0

 e. Students using computers
 0

 f. Students using hands-on or manipulative materials/handouts
 0

 f. Students using seatwork assigned from textbook
 0

 h. Students completing supplemental worksheets
 0

 i. Assigning homework
 0

 a. Lecture
b. Discussion
c. Test or quiz
d. Students using
e. Students using
f. Students using
g. Students doing
h. Students compl
i. Assigning home

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- 24 -

30. Many teachers want students to understand the "whys" of math, rather than simply memorizing rules or principles. Sometimes this can be hard. 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 <u>explain</u> why. 2 = It is just "one of those things" in mathematics that you have to <u>remember</u>. 3 = I'm <u>not sure</u>. 	Not Sure Remember Explain	 a. When you multiply two negatives together, you always get a positive				. 2 . 1 . 1 								
28. Which one of the following skills or instructional techniques/practices would you emphasize most for each of the student ability levels listed below? (MARK ONE TECHNIQUE/PRACTICE FOR EACH OF THE ABILITY LEVELS LISTED.)	High Ability Students Average Ability Students Low Ability Students	 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 <u>1</u> and <u>g</u> to stand for the number of tan and green M&Ms.	Here are some responses you get from students:	Kelly — 1.51 = g Lee — .501 = a	5 g = dy - g + 1/2	Which of the students has represented the relationship best? (MARK ONE)	All of them	Kelly	Lee	Pat	Sandy	None of them. It should be:	Don't know

CONTINUE TO QUESTION 30

-**EXEMP** 1200 0000

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- 25 -

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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.

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---------**Contra** -----Size Size

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. Wh	at is your sex	? (MARK	ONE)	
0				
	Female			 2

2. Which best describes you? (MARK ONE)

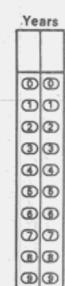
American Indian or Alaskan Native	Ð
Asian or Pacific Islander	2
Hispanic, regardless of race	3
Black, not of Hispanic origin	٩
White, not of Hispanic origin	ര

3. What is the date of your birth?

D	AT	E			
Month	D	ву:	Ye	ar	
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@ FEB					
(3) MAR	0	0	0	0	
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CO OCT		Ø	Ø	Ø	
(D) NOV		0		1	
DEC 20		Ð		1	

- 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")
 - Years Number of years taught at the elementary level (K-6) 00 00 Years 00 b. Number of years taught at 33 the secondary level (7-12) 00 00 00 GO 00 00 33 00 00 00 66 00 00 00 00 00

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



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

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12002

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Design

COURSE

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EXCLUSION

EXCISE

c. Substitute teacher 3

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

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

d. History

- 27 -

A started

and the statement with

What academic degree do you hold? (MARK ALL THAT APPLY)

-

a.	No degree
b.	Associate degree
c.	Bachelor's ①
e.	Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate)
	First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)

 What were your major and minor fields of study for your <u>bachelor's degree</u>? (MARK ALL THAT APPLY)

 What were your major and minor fields of study for your <u>highest</u> graduate degree? (MARK ALL THAT APPLY)

 h. Not applicable, did not receive a graduate degree D

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

- Darken the oval beside the course you teach most frequently.

MATHEMATICS

Minor

Minor

General Math
 G Trigonometry
 Pre-Algebra
 D Pre-Calculus
 O Calculus
 Algebra I
 O Consumer/Business Math
 Geometry
 O Other Math

SCIENCE

- ① General Science
 ② General Physical Science
 ③ Earth Science
 ④ Principles of Technology
- 1 Biology

ENGLISH

Basic English	Humanities
Sophomore English	Great Books Great Book
American Literature	🐵 Honors English
Comparitive Literature	🕲 Other English

SOCIAL SCIENCE

- World History
- 2 Economics
- Sociology
 U.S. History
- Psychology
 Area Studies

Geography

Western Civilization

Chemistry

Other Science

Physics

③ American Government/Civics ③ Other Social Science

OTHER COURSES

- Foreign Language
- Music
- Computer Science
- Industrial Arts
- ④ Religious Education
- Physical Education
- Samily Life Studies
- Typing/Word Processing
- Vocational Education
- G Art
- Drama
- Home Economics
- Other Course

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.) Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN) A. B. Undergraduate Graduate None ① ① 2-4 courses ② ③ 3 or more courses ④ ④ b or more courses ④ ④	18. Are these jobs related to the field of education? (MARK ONE) No
 During the current 1989-90 school year, how often do you feel satisfied with your teaching job? (MARK ONE) Almost never	20. Please indicate whether you have participated in any of the following activities during the past school year. (MARK ALL THAT APPLY) a. School-system-sponsored workshops during
Some of the time	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)	by professional association(s)
A. B. Full-Time Part-Time No. (4 (IF NO TO BOTH, SKIP (4) TO QUESTION 19) (1) Yes, summer only (1) Yes, school year only (2) Yes, during the entire year (3)	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 1) 1-2 days absent 2) 3-4 days absent 3) 5-7 days absent 4) 8-11 days absent 5) 12 or more days absent 6)
	29 — • • • • • • • •

(i) ===

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)

Not allowed to observe	۵ ۵	D
Never	C	D
One time only		D
Two to three times a semester/terr	rm අ	D
At least once a month	@	Э
At least once a week	C	D

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23. 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)

ÿ		54. T.S					Hours	Minutes
a.	Planning and preparing for teaching						\Box	\square
b. c.	Correcting papers/homework/tests Other record keeping/paperwork Meeting with other teachers on lesson planning, curriculum development, guidance	Minutes	Hours	Minutes (0) (0) (1) (1) (2) (2) (2) (2) (3) (2) (3) (3) (4) (4) (5) (2) (5) (4) (6) (6) (6) (6) (6) (6) (7) (7) (6) (6) (7)		Minutes 0 0 0 0 0 0 0 0 0 0 0 0 0		000000000000000000000000000000000000000
	Coordinating a curriculum area or department Supervising students (field trips, study hall)				Hours	Minutes	Hours	Minutes ©©
	Coaching or advising extracurricular activities		Hours	Minutes	00 00 00	00 00 00	00 00 00	00 00 00
h.	Communicating with parents/ parent conference	000000000000000000000000000000000000000	() () () () () () () () () () () () () (0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	3 6 6 6 6 9 8 9 9	3 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	99 99 99	999 999
	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) (1)	88		Continued	on ne)	(t page

on each of the	r the most recent full sc following school-related	activities:	(if none, w	rite in "00") (WRITE	IN AMOU	NT FOR E	ACH LINE	-	hours	
		- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1							Hours	Minutes	. =
I. Tutoring in	dividual students	5. 									-
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•							Hours	Minutes	00	00	
j. Academic	counseling with student	s							00	00	1
	eng a sa								00	00	=
e sa an Friday anno an Star a shi a					Hours	Minutes	00	00	00	00	
k. Personal co	ounseling with students						00	00	OO	ÐÐ	
and the second second	n den en for en en		. · · ·				00	22	OO	OO	=
				Minutes	00	00	30	33	OO	00	-
I. Informal st	udent/teacher contact .				00	00		00	00	00	-
	House	Minutes	00		00	00	66	66	ĐĐ	ĐĐ	-
m. Keeping up		Minutes	00	00	00	00	00	66	O	90	-
in my field	-io-date		00	00	00	00	00	00			-
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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		Important	Extremely Important
a.	Absolute level of achievement	🛈	©	@	@
b.	Achievement relative to the rest of the class	D	©	@	
c.	Individual improvement or progress over past performance	©		@	ð
d.	Effort	©	©	@	@
e.	Class participation	• D	@	🕲	@
f.	Completing homework assignments	• • · · · · · · · ·	©	🛈	@
g.	Consistently attending class	🛈	🖸	🕲	

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PART IV. SCHOOL CLIMATE

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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 Agree Disagree Somewhat Disagree Strongly Disagree
a.	I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area
b.	You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment
c.	Most of my departmental colleagues share my beliefs and values about the central mission of the school
d.	My success or failure in teaching students is due primarily to factors beyond no control rather than to my own effort and ability
e.	The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching
f.	The principal does a poor job of getting resources for this school
g.	The principal deals effectively with pressures from outside the school that might interfere with my teaching
h.	The principal sets priorities, makes plans, and sees that they are carried out
i.	Many of the students I teach are not capable of learning the material I am supposed to teach them
j.	Goals and priorities for the school are clear
k.	The staff seldom evaluates its programs and activities ① ② ③ ④ ⑤ ④
I,	Staff members are recognized for a job well done ① ② ③ ④ ⑤ ④
m.	The amount of student tardiness and class cutting in this school interferes with my teaching ① ② ③ ④ ⑤ ④
n.	make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area
о.	The principal knows what kind of school he/she wants and has communicated it to the staff
p.	This school's administration knows the problems faced by the staff
q.	n this school I am encouraged to experiment with my teaching

- 32 -

 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) _

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	Strongly Agree Agree
	Agree Somewhat Disagree Somewhat Disagree Strongly Disagree
a. Routine duties and paperwork interfere with my job of teaching	
b. The department's chair or curricular area coordinator's behavior toward to	the staff is
supportive and encouraging	
c. Teachers in this school are continually learning and seeking new ideas .	00000
d. Necessary materials (e.g., textbooks, supplies, copy machine) are readily	available as
needed by the staff	00000
e. There is a great deal of cooperative effort among staff members	
f. There is broad agreement among the entire school faculty about the cent	tral mission
of the school	
g. 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	
i. The principal lets staff members know what is expected of them	······································
j. I sometimes feel it is a waste of time to try to do my best as a teacher	
k. The principal is interested in innovation and new ideas	
I. Rules for student behavior are consistently enforced in this school	00000
m. The principal usually consults with staff members before he/she makes de affect us	ecisions that
n. The attitudes and habits students bring to my class greatly reduce their c academic success	hances for
o. The level of student drug or alcohol use in this school interferes with my	teaching ① ② ③ ④ ⑤ ⑥
p. I am familiar with the content and specific goals of the courses taught by in my department	other teachers
q. The teachers union (or education association) and the school administrat to improve the achievement of students in this school	tion work together

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

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		Not a Problem	Minor Problem	Moderate Problem	Serious Problem
а.	Tardiness		🖸	©	
b.	Absenteeism		②		
- C.	Class cutting	O	🕑	③	(D)
d.	Physical conflicts among students	O	②	(D	(f)
	Gang activities				
	Robbery or theft				
	Vandalism				
	Use of alcohol				
	Use of illegal drugs				
	Possession of weapons				
	Physical abuse of teachers				
	Verbal abuse of teachers				
	Racial/ethnic conflict among students				

4. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. Which do you believe is the most frequent source of <u>success</u>? (MARK ONE)

Student's home background	
Student's intellectual ability	
Student's enthusiasm or perseverance	
Teacher's attention to the unique interests and abilities of the student	
Teacher's use of effective methods of teaching	
Teacher's enthusiasm or perseverance	
(f)	

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

> Strongly Agree Agree Agree Somewhat Disagree Somewhat Disagree Strongly Disagree

ŝ	a.	If I try really hard, I can get through even to the most difficult or unmotivated students
Ł	Э.	I feel that it's part of my responsibility to keep students from dropping out of school
0	с.	If some students in my class are not doing well, I feel that I should change my approach
		to the subject
C	1.	By trying a different teaching method, I can significantly affect a student's achievement
6	е.	There is really very little I can do to insure that most of my students achieve at a high level
1	f.	I am certain I am making a difference in the lives of my students

6. How often does racial/ethnic conflict occur among students at your school? (MARK ONE)

Never*	0
Rarely	2
Sometimes	
Often	4

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)

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	5
2-5 times a month	
6-10 times a month	0
Over 10 times a month	5

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
ł	a. Principal or school head	①	②		
ł	b. Department chair	①	🖸	(1) (6)	©
. (c. Other school administrators	①	🛈		©
(d. Department colleagues	①	🕑		©
1	e. Colleagues outside my department	· · · · ① · · · ·	②		
	f. Personnel group or committee	🛈	②		

9. At this school, how much actual influence do you think teachers have over school policy in each of the areas below? (MARK ONE ON EACH LINE)

		No Influence	Moderate	A Great Deal of Influence
а.	Determining discipline policy		a	
b.	Determining the content of inservice programs			· · · · · · · · · · · · · · · · · · ·
C.	Setting policy on grouping students in classes by ability.	0 0		
d.	Establishing curriculum	······ ① ····· ②)

10. How often does your department hold staff meetings? (MARK ONE)

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а.	Never
b.	1-3 times per semester 2
c.	1-3 times per month
d.	Once a week
	Once a week
е.	2-3 times per week

11. To what degree do the following represent your most important teaching goals? (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. I'm happy just to get through the day	0	G		
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				
 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				
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens				

12. Please provide the information requested below so we can reach you if any clarification of your responses is needed.

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LAST NAME	FIRST NAME M.I.	MAIDEN NAME
TELEPHONE NUMBER	HOME	BEST TIME OF DAY TO CALL:
()	OFFICE (SCHOOL)	BEST TIME OF DAY TO CALL:

DATE COMPLETED

MONTH			DAY				YEAR		
0.	Jan	@ July	1	Ø	13	19	ø	30	
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6.	June	1 Dec	©	12	1	24	30		

THANK YOU FOR YOUR COOPERATION.

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