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You may also e-mail for help at Ilona.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:

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

ID NUMBER									
0	0	0	0	0	0	0	0	0	M
1	1	1	1	1	1	1	1	1	S
2	2	2	2	2	2	2	2	2	E
3	3	3	3	3	3	3	3	3	H
4	4	4	4	4	4	4	4	4	
5	5	5	5	5	5	5	5	5	
6	6	6	6	6	6	6	6	6	
7	7	7	7	7	7	7	7	7	
8	8	8	8	8	8	8	8	8	
9	9	9	9	9	9	9	9	9	



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

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)

National Association of Secondary School Principals

National School Boards Association (NSBA)

The National Catholic Education Association (NCEA)

The National Association of Independent Schools (NAIS)

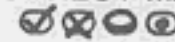
MARKING DIRECTIONS

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

CORRECT MARKS



INCORRECT MARKS



EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

Yes

No



INTRODUCTION

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

This questionnaire has four very different sections:

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

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

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

Thank you very much for your help.

PART I: STUDENT INFORMATION

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

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
	1. Is this student assigned to the class shown on the fourth column of the Student List? IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN.	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Questions 2-22 apply only to students for whom your answer to Question 1 is yes.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
2. Does this student usually work hard for good grades?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student
3. Does this student seem to relate well to other students?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
4. Will this student probably go to college?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
5. Does this student talk with you outside of class about school work, plans, or personal matters?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
6. Have you spoken with the student's parents this semester about the following?																
a. Student's academic performance	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
b. Student's behavior in school	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
c. Student's homework assignments	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
d. Student's absenteeism	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
7. How involved are the parents of this student in his/her academic performance?																
Not involved	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Somewhat involved	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Very involved	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Don't know	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student
8. Has this student fallen behind in school work because of a health problem?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
9. Do you feel this student has a learning disability that affects his or her school work?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.**	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
13. Is this class ...																
Too difficult for this student?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Not challenging enough for this student?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
The appropriate level for this student?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

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

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

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
14. Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school Yes No	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
16. How often is this student absent? Never Rarely Some of the time Most of the time All of the time Don't know	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
17. How often is this student tardy? Never Rarely Some of the time Most of the time All of the time Don't know	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6



STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	
18. How often is this student attentive in class? Never Rarely Some of the time Most of the time All of the time Don't know	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
19. Is this student exceptionally passive or withdrawn?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	
20. How often is this student disruptive in class? Never Rarely Some of the time Most of the time All of the time Don't know	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	
21. Have you spoken to a guidance counselor or a school services person this semester about the following?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	
a. Student's academic performance	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	
b. Student's behavior in school	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)																
c. Student's homework assignments	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
d. Student's absenteeism	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
22. Is this student at risk of dropping out of high school?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK

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



PART II: CLASS INFORMATION

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

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																																																																						
<p>1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.</p>	<table border="1" style="margin: auto;"> <tr><td>Class Number</td><td></td></tr> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	Class Number		0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>
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<p>1B. Write the Class Title (column two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)</p>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>																																																																																																						
<p>2. Are you currently teaching this class?</p> <p>IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.</p> <p>AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>																																																																																																						
<p>3. Which of the following best describes the "track" this class is considered to be? (MARK ONE)</p>	<p><input type="radio"/> ① Academic.....</p> <p><input type="radio"/> ② Advanced or honors.....</p> <p><input type="radio"/> ③ General.....</p> <p><input type="radio"/> ④ Vocational/technical/business.....</p> <p><input type="radio"/> ⑤ Other.....</p>	<p><input type="radio"/> ① Academic.....</p> <p><input type="radio"/> ② Advanced or honors.....</p> <p><input type="radio"/> ③ General.....</p> <p><input type="radio"/> ④ Vocational/technical/business.....</p> <p><input type="radio"/> ⑤ Other.....</p>	<p><input type="radio"/> ① Academic.....</p> <p><input type="radio"/> ② Advanced or honors.....</p> <p><input type="radio"/> ③ General.....</p> <p><input type="radio"/> ④ Vocational/technical/business.....</p> <p><input type="radio"/> ⑤ Other.....</p>	<p><input type="radio"/> ① Academic.....</p> <p><input type="radio"/> ② Advanced or honors.....</p> <p><input type="radio"/> ③ General.....</p> <p><input type="radio"/> ④ Vocational/technical/business.....</p> <p><input type="radio"/> ⑤ Other.....</p>	<p><input type="radio"/> ① Academic.....</p> <p><input type="radio"/> ② Advanced or honors.....</p> <p><input type="radio"/> ③ General.....</p> <p><input type="radio"/> ④ Vocational/technical/business.....</p> <p><input type="radio"/> ⑤ Other.....</p>																																																																																																						

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<p>4. Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)</p> <p><input type="radio"/> Higher achievement levels... ①</p> <p><input type="radio"/> Average achievement levels... ②</p> <p><input type="radio"/> Lower achievement levels... ③</p> <p><input type="radio"/> Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p> <p>Students</p> <table border="1" data-bbox="567 51 677 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p> <p>Students</p> <table border="1" data-bbox="895 51 1004 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p> <p>Students</p> <table border="1" data-bbox="1004 51 1113 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p> <p>Students</p> <table border="1" data-bbox="1113 51 1223 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p> <p>Students</p> <table border="1" data-bbox="1550 51 1659 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9
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<p>5. How many students are enrolled in this class?</p>	<p>Students</p> <table border="1" data-bbox="567 51 677 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1" data-bbox="895 51 1004 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1" data-bbox="1004 51 1113 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1" data-bbox="1113 51 1223 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1" data-bbox="1550 51 1659 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9
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<p>6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)</p>	<p>Students</p> <table border="1" data-bbox="567 51 677 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1" data-bbox="895 51 1004 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1" data-bbox="1004 51 1113 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1" data-bbox="1113 51 1223 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1" data-bbox="1550 51 1659 2650"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9
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<p>7. How were you assigned to teach this class? (MARK ONE)</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>																																																																																																														

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																																																																				
<p>8. How many Limited-English-Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*</p>	<table border="1"> <tr><td colspan="10">LEP Students</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	LEP Students										0	1	2	3	4	5	6	7	8	9	<table border="1"> <tr><td colspan="10">LEP Students</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	LEP Students										0	1	2	3	4	5	6	7	8	9	<table border="1"> <tr><td colspan="10">LEP Students</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	LEP Students										0	1	2	3	4	5	6	7	8	9	<table border="1"> <tr><td colspan="10">LEP Students</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	LEP Students										0	1	2	3	4	5	6	7	8	9	<table border="1"> <tr><td colspan="10">LEP Students</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	LEP Students										0	1	2	3	4	5	6	7	8	9
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<p>9. Approximately how much homework do you typically assign each day?</p>	<table border="1"> <tr><td colspan="10">Hours plus Minutes</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	Hours plus Minutes										0	1	2	3	4	5	6	7	8	9	<table border="1"> <tr><td colspan="10">Hours plus Minutes</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	Hours plus Minutes										0	1	2	3	4	5	6	7	8	9	<table border="1"> <tr><td colspan="10">Hours plus Minutes</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	Hours plus Minutes										0	1	2	3	4	5	6	7	8	9	<table border="1"> <tr><td colspan="10">Hours plus Minutes</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	Hours plus Minutes										0	1	2	3	4	5	6	7	8	9	<table border="1"> <tr><td colspan="10">Hours plus Minutes</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	Hours plus Minutes										0	1	2	3	4	5	6	7	8	9
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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.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)	All of the Time	All of the Time	All of the Time	All of the Time	All of the Time
	Most of the Time	Most of the Time	Most of the Time	Most of the Time	Most of the Time
	Some of the Time	Some of the Time	Some of the Time	Some of the Time	Some of the Time
	Never	Never	Never	Never	Never
a. Keep records of who turned in the assignment...	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
b. Return assignments with grades or corrections....	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
c. Discuss the completed assignment in class	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
11. 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	Not applicable	Not applicable	Not applicable	Not applicable
	None	None	None	None	None
	1-2 assignments	1-2 assignments	1-2 assignments	1-2 assignments	1-2 assignments
	3-4 assignments	3-4 assignments	3-4 assignments	3-4 assignments	3-4 assignments
	5-6 assignments	5-6 assignments	5-6 assignments	5-6 assignments	5-6 assignments
	7-8 assignments	7-8 assignments	7-8 assignments	7-8 assignments	7-8 assignments
	9-10 assignments	9-10 assignments	9-10 assignments	9-10 assignments	9-10 assignments
	11 or more assignments.....	11 or more assignments.....	11 or more assignments.....	11 or more assignments.....	11 or more assignments.....
12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently
	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently
	Rarely Used	Rarely Used	Rarely Used	Rarely Used	Rarely Used
	Not Used	Not Used	Not Used	Not Used	Not Used
a. Textbooks	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
b. Reading materials other than textbooks	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
c. Audio-visual materials	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
d. Other	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)

- a. I did ①
- b. The principal ①
- 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

14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)

- Very unprepared 5
- Somewhat prepared 4
- Adequately prepared 3
- Well prepared 2
- Very well prepared 1

15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?

MINUTES		
	0	0
	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

MINUTES		
	0	0
	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

MINUTES		
	0	0
	1	1
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	9	9

MINUTES		
	0	0
	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

MINUTES		
	0	0
	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

CLASS #1

CLASS #2

CLASS #3

CLASS #4

CLASS #5

- a. I did ①
- b. The principal ①
- 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 unprepared 5
- Somewhat prepared 4
- Adequately prepared 3
- Well prepared 2
- Very well prepared 1

- a. I did ①
- b. The principal ①
- 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 unprepared 5
- Somewhat prepared 4
- Adequately prepared 3
- Well prepared 2
- Very well prepared 1

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9
16. 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	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6
b. Providing instruction to small groups of students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
c. Providing instruction to individual students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
d. Maintaining order/disciplining students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
e. Administering tests or quizzes	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
g. Conducting lab periods	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
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	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
b. Selecting content, topics, and skills to be taught	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
c. Selecting teaching techniques	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
d. Disciplining students	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
e. Determining the amount of homework	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE)					
a. Lecture	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
b. Film	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
c. Whole-group discussion	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
d. Have students respond orally to questions on subject matter	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
e. Have student-led whole-group discussions	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
f. Have students work in small groups	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
g. Have students complete individual written assignments or worksheets in class	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
h. Have students give oral reports	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
i. Other	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

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

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



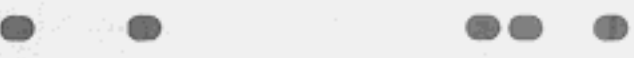
FOR ENGLISH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>21. Below are a number of ways in which teachers mark or give written comments on student compositions. Indicate how frequently you use each method with this class.</p> <p>(MARK ONE ON EACH LINE)</p> <p>a. Assign a number, letter grade, judgment (e.g., good, excellent) without any comments</p> <p>b. Assign separate numbers, grades or judgments to several aspects of the composition (e.g., content, mechanics, style)</p> <p>c. Give a general comment at the end of the essay (written, broad information on the quality of the essay)</p> <p>d. Give detailed comments, notes, in the margin and/or between the lines</p> <p>e. Give comments on strengths and weaknesses and indicate different types of weak spots and mistakes with symbols and signs</p> <p>f. Point out some aspects of strength in each student's writing</p> <p>g. Give only positive comments at the end of the essay and make no corrections</p> <p>h. Give comments and suggest corrections. After that, the students revise their compositions and write a "final draft"</p> <p>i. Give primarily oral feedback</p>	<p>Most of the Time</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>a. 0 1 2 3</p> <p>b. 0 1 2 3</p> <p>c. 0 1 2 3</p> <p>d. 0 1 2 3</p> <p>e. 0 1 2 3</p> <p>f. 0 1 2 3</p> <p>g. 0 1 2 3</p> <p>h. 0 1 2 3</p> <p>i. 0 1 2 3</p>	<p>Most of the Time</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>a. 0 1 2 3</p> <p>b. 0 1 2 3</p> <p>c. 0 1 2 3</p> <p>d. 0 1 2 3</p> <p>e. 0 1 2 3</p> <p>f. 0 1 2 3</p> <p>g. 0 1 2 3</p> <p>h. 0 1 2 3</p> <p>i. 0 1 2 3</p>	<p>Most of the Time</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>a. 0 1 2 3</p> <p>b. 0 1 2 3</p> <p>c. 0 1 2 3</p> <p>d. 0 1 2 3</p> <p>e. 0 1 2 3</p> <p>f. 0 1 2 3</p> <p>g. 0 1 2 3</p> <p>h. 0 1 2 3</p> <p>i. 0 1 2 3</p>	<p>Most of the Time</p> <p>Sometimes</p> <p>Rarely</p> <p>Never</p> <p>a. 0 1 2 3</p> <p>b. 0 1 2 3</p> <p>c. 0 1 2 3</p> <p>d. 0 1 2 3</p> <p>e. 0 1 2 3</p> <p>f. 0 1 2 3</p> <p>g. 0 1 2 3</p> <p>h. 0 1 2 3</p> <p>i. 0 1 2 3</p>	

GO ON TO PART III, PAGE 27



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













PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)

- Male ①
 Female ②

2. Which best describes you? (MARK ONE)

- American Indian or Alaskan Native ①
 Asian or Pacific Islander ②
 Hispanic, regardless of race ③
 Black, not of Hispanic origin ④
 White, not of Hispanic origin ⑤

3. What is the date of your birth?

DATE			
Month	Day	Year	
① JAN			
② FEB			
③ MAR	① ②	① ②	
④ APR	① ②	③ ④	
⑤ MAY	② ③	⑤ ⑥	
⑥ JUN	③ ④	⑦ ⑧	
⑦ JUL	④ ⑤	⑨ ⑩	
⑧ AUG	⑤ ⑥	⑪ ⑫	
⑨ SEP	⑥ ⑦		
⑩ OCT	⑦ ⑧		
⑪ NOV	⑧ ⑨		
⑫ DEC	⑨ ⑩		

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")

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

①	②
③	④
⑤	⑥
⑦	⑧
⑨	⑩
- b. Number of years taught at the secondary level (7-12)

①	②
③	④
⑤	⑥
⑦	⑧
⑨	⑩

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

Years	
①	②
③	④
⑤	⑥
⑦	⑧
⑨	⑩

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

- a. Regular full-time position ①
 b. Regular part-time position ②
 c. Substitute teacher ③

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

- a. I am not certified 4
(SKIP TO QUESTION 9) ←
- b. Regular or standard certification (standard certification offered in your state) 1
 c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) 2
 d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained) 3

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 ①
 b. Science ②
 c. English ③
 d. History ④

9. What academic degree do you hold?

(MARK ALL THAT APPLY)

- a. No degree (SKIP TO QUESTION 12) ←
- b. Associate degree (SKIP TO QUESTION 12) ←
- c. Bachelor's
- d. Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate)
- e. Master's
- f. Doctorate
- 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 | <input type="checkbox"/> | <input type="checkbox"/> |
| b. English | <input type="checkbox"/> | <input type="checkbox"/> |
| c. History (or Social Studies/
Social Science) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mathematics | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Natural/Physical Sciences | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Foreign Language | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other (PLEASE SPECIFY) | <input type="checkbox"/> | <input type="checkbox"/> |

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)

- | | Minor | Major |
|---|--------------------------|--------------------------|
| a. Education | <input type="checkbox"/> | <input type="checkbox"/> |
| b. English | <input type="checkbox"/> | <input type="checkbox"/> |
| c. History (or Social Studies/
Social Science) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mathematics | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Natural/Physical Sciences | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Foreign Language | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other (PLEASE SPECIFY) | <input type="checkbox"/> | <input type="checkbox"/> |

MAJOR	MINOR

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

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

- a. Mathematics
- b. Science
- c. Humanities
- d. English
- e. Foreign language
- f. Social science/Social studies
- g. History
- h. Vocational education
- i. Physical Education
- j. Guidance counseling
- k. Special education
- l. Other

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

MATHEMATICS

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> General Math | <input type="checkbox"/> Trigonometry |
| <input type="checkbox"/> Pre-Algebra | <input type="checkbox"/> Pre-Calculus |
| <input type="checkbox"/> Algebra I | <input type="checkbox"/> Calculus |
| <input type="checkbox"/> Algebra II | <input type="checkbox"/> Consumer/Business Math |
| <input type="checkbox"/> Geometry | <input type="checkbox"/> Other Math |

SCIENCE

- | | |
|---|--|
| <input type="checkbox"/> General Science | <input type="checkbox"/> Chemistry |
| <input type="checkbox"/> General Physical Science | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Earth Science | <input type="checkbox"/> Other Science |
| <input type="checkbox"/> Principles of Technology | |
| <input type="checkbox"/> Biology | |

ENGLISH

- | | |
|---|---|
| <input type="checkbox"/> Basic English | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Sophomore English | <input type="checkbox"/> Great Books |
| <input type="checkbox"/> American Literature | <input type="checkbox"/> Honors English |
| <input type="checkbox"/> Comparative Literature | <input type="checkbox"/> Other English |

SOCIAL SCIENCE

- | | |
|---|---|
| <input type="checkbox"/> World History | <input type="checkbox"/> Western Civilization |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Geography |
| <input type="checkbox"/> Sociology | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> U.S. History | <input type="checkbox"/> Area Studies |
| <input type="checkbox"/> American Government/Civics | <input type="checkbox"/> Other Social Science |

OTHER COURSES

- | | |
|--|---|
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Typing/Word Processing |
| <input type="checkbox"/> Music | <input type="checkbox"/> Vocational Education |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Art |
| <input type="checkbox"/> Industrial Arts | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Religious Education | <input type="checkbox"/> Home Economics |
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Other Course |
| <input type="checkbox"/> Family Life Studies | |

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. Undergraduate	B. Graduate
None	①	①
2-4 courses	②	②
5-7 courses	③	③
8 or more courses	④	④
Don't remember	⑤	⑤

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

- Almost never ①
- Some of the time ②
- Most of the time ③
- All of the time ④

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)

- Certainly would not become a teacher ①
- Probably would not become a teacher ②
- Chances about even for and against ③
- Probably would become a teacher ④
- Certainly would become a teacher ⑤

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)

	A. Full-Time	B. Part-Time
No	4	4
(IF NO TO BOTH, SKIP TO QUESTION 19) ←		
Yes, summer only	1	1
Yes, school year only	2	2
Yes, during the entire year	3	3

18. Are these jobs related to the field of education? (MARK ONE)

- No ①
- Yes ②

19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY)

- a. None ①
- b. Released time from teaching ②
- c. Travel and/or per diem expenses ③
- d. Stipend(s) ④
- e. Professional growth credits ⑤

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 school year ①
- b. School-system-sponsored workshops during summer ①
- c. School-wide curriculum committee ①
- d. Department curriculum committee ①
- e. Committee work or special assignment other than curriculum ①
- f. University extension courses ①
- g. College courses in EDUCATION during school year ①
- h. College courses in subject fields OTHER THAN EDUCATION during school year ①
- i. College courses in EDUCATION during the summer ①
- j. College courses in subjects OTHER THAN EDUCATION during the summer ①
- k. Professional growth activities sponsored by professional association(s) ①
- l. None of the above ①

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

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 ⑤
- At least once a week ⑥

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)

<p>a. Planning and preparing for teaching</p>		Hours	Minutes		Hours	Minutes
		0	0		0	0
		1	1		1	1
		2	2		2	2
		3	3		3	3
		4	4		4	4
		5	5		5	5
		6	6		6	6
		7	7		7	7
		8	8		8	8
		9	9		9	9
<p>b. Correcting papers/homework/tests</p>		0	0		0	0
		1	1		1	1
		2	2		2	2
		3	3		3	3
		4	4		4	4
		5	5		5	5
		6	6		6	6
		7	7		7	7
		8	8		8	8
		9	9		9	9
<p>c. Other record keeping/paperwork</p>		0	0		0	0
		1	1		1	1
		2	2		2	2
		3	3		3	3
		4	4		4	4
		5	5		5	5
		6	6		6	6
		7	7		7	7
		8	8		8	8
		9	9		9	9
<p>d. Meeting with other teachers on lesson planning, curriculum development, guidance</p>	Hours	Minutes			Hours	Minutes
	0	0			0	0
	1	1			1	1
	2	2			2	2
	3	3			3	3
	4	4			4	4
	5	5			5	5
	6	6			6	6
	7	7			7	7
	8	8			8	8
	9	9			9	9
<p>e. Coordinating a curriculum area or department</p>					0	0
					1	1
					2	2
					3	3
					4	4
					5	5
					6	6
					7	7
					8	8
					9	9
<p>f. Supervising students (field trips, study hall)</p>					0	0
					1	1
					2	2
					3	3
					4	4
					5	5
					6	6
					7	7
					8	8
					9	9
<p>g. Coaching or advising extracurricular activities</p>					0	0
					1	1
					2	2
					3	3
					4	4
					5	5
					6	6
					7	7
					8	8
					9	9
<p>h. Communicating with parents/parent conference</p>	Hours	Minutes			Hours	Minutes
	0	0			0	0
	1	1			1	1
	2	2			2	2
	3	3			3	3
	4	4			4	4
	5	5			5	5
	6	6			6	6
	7	7			7	7
	8	8			8	8
	9	9			9	9

Continued on next page

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

i. Tutoring individual students.....

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

j. Academic counseling with students.....

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

k. Personal counseling with students.....

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

l. Informal student/teacher contact.....

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

m. Keeping up-to-date in my field.....

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

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

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Absolute level of achievement.....	①	②	③	④
b. Achievement relative to the rest of the class.....	①	②	③	④
c. Individual improvement or progress over past performance.....	①	②	③	④
d. Effort.....	①	②	③	④
e. Class participation.....	①	②	③	④
f. Completing homework assignments.....	①	②	③	④
g. Consistently attending class.....	①	②	③	④

PART IV. SCHOOL CLIMATE

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

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

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 ① ② ③ ④ ⑤ ⑥
- b. The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging ① ② ③ ④ ⑤ ⑥
- c. Teachers in this school are continually learning and seeking new ideas ① ② ③ ④ ⑤ ⑥
- d. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff ① ② ③ ④ ⑤ ⑥
- e. There is a great deal of cooperative effort among staff members ① ② ③ ④ ⑤ ⑥
- f. There is broad agreement among the entire school faculty about the central mission of the school ① ② ③ ④ ⑤ ⑥
- g. I usually look forward to each working day at this school ① ② ③ ④ ⑤ ⑥
- h. This school seems like a big family; everyone is so close and cordial ① ② ③ ④ ⑤ ⑥
- i. The principal lets staff members know what is expected of them ① ② ③ ④ ⑤ ⑥
- j. I sometimes feel it is a waste of time to try to do my best as a teacher ① ② ③ ④ ⑤ ⑥
- k. The principal is interested in innovation and new ideas ① ② ③ ④ ⑤ ⑥
- l. Rules for student behavior are consistently enforced in this school ① ② ③ ④ ⑤ ⑥
- m. The principal usually consults with staff members before he/she makes decisions that affect us ① ② ③ ④ ⑤ ⑥
- n. The attitudes and habits students bring to my class greatly reduce their chances for academic success ① ② ③ ④ ⑤ ⑥
- 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 other teachers in my department ① ② ③ ④ ⑤ ⑥
- q. The teachers union (or education association) and the school administration work together to improve the achievement of students in this school ① ② ③ ④ ⑤ ⑥

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

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Tardiness	①	②	③	④
b. Absenteeism	①	②	③	④
c. Class cutting	①	②	③	④
d. Physical conflicts among students	①	②	③	④
e. Gang activities	①	②	③	④
f. Robbery or theft	①	②	③	④
g. Vandalism	①	②	③	④
h. Use of alcohol	①	②	③	④
i. Use of illegal drugs	①	②	③	④
j. Possession of weapons	①	②	③	④
k. Physical abuse of teachers	①	②	③	④
l. Verbal abuse of teachers	①	②	③	④
m. Racial/ethnic conflict among students	①	②	③	④

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 ①
- Student's intellectual ability ②
- Student's enthusiasm or perseverance ③
- Teacher's attention to the unique interests and abilities of the student ④
- Teacher's use of effective methods of teaching ⑤
- Teacher's enthusiasm or perseverance ⑥

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 ① ② ③ ④ ⑤ ⑥
- b. I feel that it's part of my responsibility to keep students from dropping out of school ① ② ③ ④ ⑤ ⑥
- c. If some students in my class are not doing well, I feel that I should change my approach to the subject ① ② ③ ④ ⑤ ⑥
- d. By trying a different teaching method, I can significantly affect a student's achievement ① ② ③ ④ ⑤ ⑥
- e. There is really very little I can do to insure that most of my students achieve at a high level ① ② ③ ④ ⑤ ⑥
- f. I am certain I am making a difference in the lives of my students ① ② ③ ④ ⑤ ⑥

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

- Never ①
- Rarely ②
- Sometimes ③
- 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)

- I don't seek advice from anyone at my school ⑥ (SKIP TO QUESTION 8)
- Principal ①
- Your department chair ②
- Your area coordinator ③
- Other colleagues in your department ④
- Other school staff members ⑤

Write in department/curricular area

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

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

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

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

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	.....	③
b. Determining the content of inservice programs	①	.....	②	.....	③
c. Setting policy on grouping students in classes by ability	①	.....	②	.....	③
d. Establishing curriculum	①	.....	②	.....	③

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

- a. Never ①
- b. 1-3 times per semester ②
- c. 1-3 times per month ③
- d. Once a week ④
- 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
a. I'm happy just to get through the day	①	.....	②	.....	③	.....	④
b. I want to be sure to cover the curriculum	①	.....	②	.....	③	.....	④
c. I want my students to understand and be able to make sense of the subject matter	①	.....	②	.....	③	.....	④
d. I work to insure that as many students as possible perform well on tests	①	.....	②	.....	③	.....	④
e. I want to maintain order and discipline in the classroom	①	.....	②	.....	③	.....	④
f. I work to create lessons so my students will enjoy learning and become independent learners	①	.....	②	.....	③	.....	④
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens	①	.....	②	.....	③	.....	④

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

LAST NAME	FIRST NAME	M.I.	MAIDEN NAME
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

TELEPHONE NUMBER	<input type="checkbox"/>	HOME	BEST TIME OF DAY TO CALL:	<input type="checkbox"/>	AM PM
(<input type="text"/>)					

TELEPHONE NUMBER	<input type="checkbox"/>	OFFICE (SCHOOL)	BEST TIME OF DAY TO CALL:	<input type="checkbox"/>	AM PM
(<input type="text"/>)					

DATE COMPLETED

MONTH		DAY						YEAR
① Jan	⑦ July	①	⑦	⑬	⑱	⑲	⑳	<input type="radio"/> 1989 <input type="radio"/> 1990 <input type="radio"/> 1991
② Feb	⑧ Aug	②	⑧	⑭	⑲	⑲	⑳	
③ Mar	⑨ Sep	③	⑨	⑮	⑲	⑲	⑳	
④ Apr	⑩ Oct	④	⑩	⑯	⑲	⑲	⑳	
⑤ May	⑪ Nov	⑤	⑪	⑰	⑲	⑲	⑳	
⑥ June	⑫ Dec	⑥	⑫	⑰	⑲	⑲	⑳	

THANK YOU FOR YOUR COOPERATION.

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

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)

National Association of Secondary School Principals

National School Boards Association (NSBA)

The National Catholic Education Association (NCEA)

The National Association of Independent Schools (NAIS)

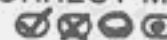
MARKING DIRECTIONS

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

CORRECT MARKS



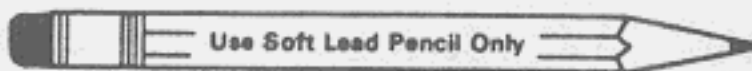
INCORRECT MARKS



EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

Yes

No



INTRODUCTION

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

This questionnaire has four very different sections:

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

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

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

Thank you very much for your help.

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
3. Does this student seem to relate well to other students?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
4. Will this student probably go to college?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
5. Does this student talk with you outside of class about school work, plans, or personal matters?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
6. Have you spoken with the student's parents this semester about the following?																
a. Student's academic performance	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
b. Student's behavior in school	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
c. Student's homework assignments	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
d. Student's absenteeism	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
7. How involved are the parents of this student in his/her academic performance?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
Not involved																
Somewhat involved																
Very involved																
Don't know																



STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
8. Has this student fallen behind in school work because of a health problem?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
9. Do you feel this student has a learning disability that affects his or her school work?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.**	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
13. Is this class ...	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
Too difficult for this student?	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
Not challenging enough for this student?	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
The appropriate level for this student?																

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

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

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
14. Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school Yes No	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
16. How often is this student absent? Never *..... Rarely Some of the time Most of the time All of the time Don't know	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
17. How often is this student tardy? Never Rarely Some of the time Most of the time All of the time Don't know	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)																
c. Student's homework assignments	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
d. Student's absenteeism	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
22. Is this student at risk of dropping out of high school?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK

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



PART II: CLASS INFORMATION

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

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																																																																						
<p>1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.</p>	<table border="1" style="margin: auto;"> <tr><td>Class Number</td><td></td></tr> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	Class Number		0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>
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<p>1B. Write the Class Title (column two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)</p>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>																																																																																																						
<p>2. Are you currently teaching this class?</p> <p>IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.</p> <p>AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>																																																																																																						
<p>3. Which of the following best describes the "track" this class is considered to be? (MARK ONE)</p>	<p><input type="radio"/> Academic..... ①</p> <p><input type="radio"/> Advanced or honors..... ②</p> <p><input type="radio"/> General..... ③</p> <p><input type="radio"/> Vocational/technical/business..... ④</p> <p><input type="radio"/> Other..... ⑤</p>	<p><input type="radio"/> Academic..... ①</p> <p><input type="radio"/> Advanced or honors..... ②</p> <p><input type="radio"/> General..... ③</p> <p><input type="radio"/> Vocational/technical/business..... ④</p> <p><input type="radio"/> Other..... ⑤</p>	<p><input type="radio"/> Academic..... ①</p> <p><input type="radio"/> Advanced or honors..... ②</p> <p><input type="radio"/> General..... ③</p> <p><input type="radio"/> Vocational/technical/business..... ④</p> <p><input type="radio"/> Other..... ⑤</p>	<p><input type="radio"/> Academic..... ①</p> <p><input type="radio"/> Advanced or honors..... ②</p> <p><input type="radio"/> General..... ③</p> <p><input type="radio"/> Vocational/technical/business..... ④</p> <p><input type="radio"/> Other..... ⑤</p>	<p><input type="radio"/> Academic..... ①</p> <p><input type="radio"/> Advanced or honors..... ②</p> <p><input type="radio"/> General..... ③</p> <p><input type="radio"/> Vocational/technical/business..... ④</p> <p><input type="radio"/> Other..... ⑤</p>																																																																																																						

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																																																																														
4. Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ① Average achievement levels... ② Lower achievement levels... ③ Widely differing achievement levels... ④</p> <p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ① Average achievement levels... ② Lower achievement levels... ③ Widely differing achievement levels... ④</p> <p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ① Average achievement levels... ② Lower achievement levels... ③ Widely differing achievement levels... ④</p> <p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ① Average achievement levels... ② Lower achievement levels... ③ Widely differing achievement levels... ④</p> <p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ① Average achievement levels... ② Lower achievement levels... ③ Widely differing achievement levels... ④</p> <p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9
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6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9		0	1	2	3	4	5	6	7	8	9
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7. How were you assigned to teach this class? (MARK ONE)	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>																																																																																																														

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																																																																														
8. How many Limited-English-Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*	<table border="1"> <tr><td>LEP Students</td><td></td></tr> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> </table>	LEP Students		0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	<table border="1"> <tr><td>LEP Students</td><td></td></tr> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> </table>	LEP Students		0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	<table border="1"> <tr><td>LEP Students</td><td></td></tr> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> </table>	LEP Students		0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	<table border="1"> <tr><td>LEP Students</td><td></td></tr> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> </table>	LEP Students		0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	<table border="1"> <tr><td>LEP Students</td><td></td></tr> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> </table>	LEP Students		0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9
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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.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)	All of the Time	All of the Time	All of the Time	All of the Time	All of the Time
	Most of the Time	Most of the Time	Most of the Time	Most of the Time	Most of the Time
	Some of the Time	Some of the Time	Some of the Time	Some of the Time	Some of the Time
	Never	Never	Never	Never	Never
a. Keep records of who turned in the assignment...	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
b. Return assignments with grades or corrections...	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
c. Discuss the completed assignment in class	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
11. 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	Not applicable	Not applicable	Not applicable	Not applicable
	None	None	None	None	None
	1-2 assignments	1-2 assignments	1-2 assignments	1-2 assignments	1-2 assignments
	3-4 assignments	3-4 assignments	3-4 assignments	3-4 assignments	3-4 assignments
	5-6 assignments	5-6 assignments	5-6 assignments	5-6 assignments	5-6 assignments
	7-8 assignments	7-8 assignments	7-8 assignments	7-8 assignments	7-8 assignments
	9-10 assignments	9-10 assignments	9-10 assignments	9-10 assignments	9-10 assignments
	11 or more assignments	11 or more assignments	11 or more assignments	11 or more assignments	11 or more assignments
	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently
	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently
	Rarely Used	Rarely Used	Rarely Used	Rarely Used	Rarely Used
	Not Used	Not Used	Not Used	Not Used	Not Used
12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently
	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently
	Rarely Used	Rarely Used	Rarely Used	Rarely Used	Rarely Used
	Not Used	Not Used	Not Used	Not Used	Not Used
a. Textbooks	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
b. Reading materials other than textbooks	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
c. Audio-visual materials	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
d. Other	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4





	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																																																																				
13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)	a. I did ① b. The principal ① 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	a. I did ① b. The principal ① 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	a. I did ① b. The principal ① 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	a. I did ① b. The principal ① 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	a. I did ① b. The principal ① 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																																																																																																				
14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1																																																																																																				
15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?	MINUTES <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>											0	1	2	3	4	5	6	7	8	9	MINUTES <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>											0	1	2	3	4	5	6	7	8	9	MINUTES <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>											0	1	2	3	4	5	6	7	8	9	MINUTES <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>											0	1	2	3	4	5	6	7	8	9	MINUTES <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>											0	1	2	3	4	5	6	7	8	9
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	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9
16. Indicate about what percent of your time is spent each week doing each of the following with this class? (MARK ONE ON EACH LINE)					
<input type="checkbox"/> a. Providing instruction to the class as a whole	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6
<input type="checkbox"/> b. Providing instruction to small groups of students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<input type="checkbox"/> c. Providing instruction to individual students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<input type="checkbox"/> d. Maintaining order/disciplining students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<input type="checkbox"/> e. Administering tests or quizzes	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<input type="checkbox"/> f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
<input type="checkbox"/> g. Conducting lab periods	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>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)</p> <p>a. Selecting textbooks and other instructional materials</p> <p>b. Selecting content, topics, and skills to be taught</p> <p>c. Selecting teaching techniques</p> <p>d. Disciplining students</p> <p>e. Determining the amount of homework</p>	<p>No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p>	<p>No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p>	<p>No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p>	<p>No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p>	<p>No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p>
<p>18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE)</p> <p>a. Lecture</p> <p>b. Film</p> <p>c. Whole-group discussion</p> <p>d. Have students respond orally to questions on subject matter</p> <p>e. Have student-led whole-group discussions</p> <p>f. Have students work in small groups</p> <p>g. Have students complete individual written assignments or worksheets in class</p> <p>h. Have students give oral reports</p> <p>i. Other</p>	<p>Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>2-3 Times Per Week <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>Once a Week <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>1-3 Times Per Month <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>Never <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input 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type="radio"/> 4 <input type="radio"/> 5</p>	<p>Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>2-3 Times Per Week <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>Once a Week <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>1-3 Times Per Month <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>Never <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>2-3 Times Per Week <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>Once a Week <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>1-3 Times Per Month <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>1-3 Times Per Semester <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>Never <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>

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

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
19. 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	None (1) (2) (3) (4) a. ...	None (1) (2) (3) (4) a. ...	None (1) (2) (3) (4) a. ...	None (1) (2) (3) (4) a. ...	None (1) (2) (3) (4) a. ...
b. Teach scientific facts and principles	None (1) (2) (3) (4) b. ...	None (1) (2) (3) (4) b. ...	None (1) (2) (3) (4) b. ...	None (1) (2) (3) (4) b. ...	None (1) (2) (3) (4) b. ...
c. Teach scientific methods	None (1) (2) (3) (4) c. ...	None (1) (2) (3) (4) c. ...	None (1) (2) (3) (4) c. ...	None (1) (2) (3) (4) c. ...	None (1) (2) (3) (4) c. ...
d. Prepare students for further study in science	None (1) (2) (3) (4) d. ...	None (1) (2) (3) (4) d. ...	None (1) (2) (3) (4) d. ...	None (1) (2) (3) (4) d. ...	None (1) (2) (3) (4) d. ...
e. Develop problem solving/inquiry skills	None (1) (2) (3) (4) e. ...	None (1) (2) (3) (4) e. ...	None (1) (2) (3) (4) e. ...	None (1) (2) (3) (4) e. ...	None (1) (2) (3) (4) e. ...
f. Develop skills in lab techniques	None (1) (2) (3) (4) f. ...	None (1) (2) (3) (4) f. ...	None (1) (2) (3) (4) f. ...	None (1) (2) (3) (4) f. ...	None (1) (2) (3) (4) f. ...
g. Increase awareness of the importance of science in daily life	None (1) (2) (3) (4) g. ...	None (1) (2) (3) (4) g. ...	None (1) (2) (3) (4) g. ...	None (1) (2) (3) (4) g. ...	None (1) (2) (3) (4) g. ...
h. Develop systematic observation skills	None (1) (2) (3) (4) h. ...	None (1) (2) (3) (4) h. ...	None (1) (2) (3) (4) h. ...	None (1) (2) (3) (4) h. ...	None (1) (2) (3) (4) h. ...
i. Learning about applications of science to environmental issues	None (1) (2) (3) (4) i. ...	None (1) (2) (3) (4) i. ...	None (1) (2) (3) (4) i. ...	None (1) (2) (3) (4) i. ...	None (1) (2) (3) (4) i. ...
j. Develop scientific writing skills	None (1) (2) (3) (4) j. ...	None (1) (2) (3) (4) j. ...	None (1) (2) (3) (4) j. ...	None (1) (2) (3) (4) j. ...	None (1) (2) (3) (4) j. ...



FOR SCIENCE TEACHERS ONLY	CLASS #1		CLASS #2		CLASS #3		CLASS #4		CLASS #5	
	2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day Every Week	2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day Every Week	2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day Every Week	2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day Every Week	2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day Every Week
20. How often do you do each of the following activities in this class? (MARK ONE ON EACH LINE)										
a. Go on field trips	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
b. Show films, filmstrips, or videotapes	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
c. Have students do an experiment or systematic observation in class	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
d. Demonstrate an experiment or lead students in systematic observations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
e. Require students to turn in written reports on experiments or systematic observations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
f. Discuss current issues and events in science	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
g. Have students read supplementary materials	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
h. Have students give oral reports	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
i. Use computers for science or laboratory instruction	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
j. Discuss current magazine articles or books related to science	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
k. Discuss television programs about science	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
l. Have students independently design and conduct their own science projects	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
m. Require written reports on outside readings	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
n. Discuss career opportunities in scientific and technological fields	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
o. Discuss controversial inventions and technologies	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

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



FOR SCIENCE TEACHERS ONLY

22. Which of the following textbooks constitutes the primary source that you use in this Biology class?

(MARK ONE FOR EACH CLASS)

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
	<p><input type="radio"/> This is not a Biology class.</p> <p><input type="radio"/> <u>Biology: Living Systems, Merrill, 1986</u></p> <p><input type="radio"/> <u>Biology, Harcourt Brace Jovanovich, 1986</u></p> <p><input type="radio"/> <u>Biology: An Everyday Experience, Merrill, 1985</u></p> <p><input type="radio"/> <u>Biology, D.C. Heath Co., 1985</u></p> <p><input type="radio"/> <u>Modern Biology, Holt, Rinehart, & Winston, 1985</u></p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Biology class.</p> <p><input type="radio"/> <u>Biology: Living Systems, Merrill, 1986</u></p> <p><input type="radio"/> <u>Biology, Harcourt Brace Jovanovich, 1986</u></p> <p><input type="radio"/> <u>Biology: An Everyday Experience, Merrill, 1985</u></p> <p><input type="radio"/> <u>Biology, D.C. Heath Co., 1985</u></p> <p><input type="radio"/> <u>Modern Biology, Holt, Rinehart, & Winston, 1985</u></p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Biology class.</p> <p><input type="radio"/> <u>Biology: Living Systems, Merrill, 1986</u></p> <p><input type="radio"/> <u>Biology, Harcourt Brace Jovanovich, 1986</u></p> <p><input type="radio"/> <u>Biology: An Everyday Experience, Merrill, 1985</u></p> <p><input type="radio"/> <u>Biology, D.C. Heath Co., 1985</u></p> <p><input type="radio"/> <u>Modern Biology, Holt, Rinehart, & Winston, 1985</u></p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Biology class.</p> <p><input type="radio"/> <u>Biology: Living Systems, Merrill, 1986</u></p> <p><input type="radio"/> <u>Biology, Harcourt Brace Jovanovich, 1986</u></p> <p><input type="radio"/> <u>Biology: An Everyday Experience, Merrill, 1985</u></p> <p><input type="radio"/> <u>Biology, D.C. Heath Co., 1985</u></p> <p><input type="radio"/> <u>Modern Biology, Holt, Rinehart, & Winston, 1985</u></p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Biology class.</p> <p><input type="radio"/> <u>Biology: Living Systems, Merrill, 1986</u></p> <p><input type="radio"/> <u>Biology, Harcourt Brace Jovanovich, 1986</u></p> <p><input type="radio"/> <u>Biology: An Everyday Experience, Merrill, 1985</u></p> <p><input type="radio"/> <u>Biology, D.C. Heath Co., 1985</u></p> <p><input type="radio"/> <u>Modern Biology, Holt, Rinehart, & Winston, 1985</u></p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>

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



FOR SCIENCE TEACHERS ONLY

24. Which of the following textbooks constitutes the primary source that you use in this Chemistry class?

(MARK ONE FOR EACH CLASS)

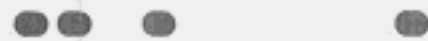
	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
	<p><input type="radio"/> This is not a Chemistry class.</p> <p><input type="radio"/> Chemistry: A Modern Approach, Merrill, 1987</p> <p><input type="radio"/> Chemistry, Addison Wesley, 1987</p> <p><input type="radio"/> Modern Chemistry, Holt Rinehart Winston, 1982</p> <p><input type="radio"/> ChemCom: Chemistry in the Community, Kendall/Hunt, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Chemistry class.</p> <p><input type="radio"/> Chemistry: A Modern Approach, Merrill, 1987</p> <p><input type="radio"/> Chemistry, Addison Wesley, 1987</p> <p><input type="radio"/> Modern Chemistry, Holt Rinehart Winston, 1982</p> <p><input type="radio"/> ChemCom: Chemistry in the Community, Kendall/Hunt, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Chemistry class.</p> <p><input type="radio"/> Chemistry: A Modern Approach, Merrill, 1987</p> <p><input type="radio"/> Chemistry, Addison Wesley, 1987</p> <p><input type="radio"/> Modern Chemistry, Holt Rinehart Winston, 1982</p> <p><input type="radio"/> ChemCom: Chemistry in the Community, Kendall/Hunt, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Chemistry class.</p> <p><input type="radio"/> Chemistry: A Modern Approach, Merrill, 1987</p> <p><input type="radio"/> Chemistry, Addison Wesley, 1987</p> <p><input type="radio"/> Modern Chemistry, Holt Rinehart Winston, 1982</p> <p><input type="radio"/> ChemCom: Chemistry in the Community, Kendall/Hunt, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Chemistry class.</p> <p><input type="radio"/> Chemistry: A Modern Approach, Merrill, 1987</p> <p><input type="radio"/> Chemistry, Addison Wesley, 1987</p> <p><input type="radio"/> Modern Chemistry, Holt Rinehart Winston, 1982</p> <p><input type="radio"/> ChemCom: Chemistry in the Community, Kendall/Hunt, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>

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 in your class? (MARK ONE)	I have little or no equipment for students to use .....① Each student usually has his/her own equipment .....② One student usually shares with another .....③ Groups of students (3 or more) usually share equipment .....④	I have little or no equipment for students to use .....① Each student usually has his/her own equipment .....② One student usually shares with another .....③ Groups of students (3 or more) usually share equipment .....④	I have little or no equipment for students to use .....① Each student usually has his/her own equipment .....② One student usually shares with another .....③ Groups of students (3 or more) usually share equipment .....④	I have little or no equipment for students to use .....① Each student usually has his/her own equipment .....② One student usually shares with another .....③ Groups of students (3 or more) usually share equipment .....④	I have little or no equipment for students to use .....① Each student usually has his/her own equipment .....② One student usually shares with another .....③ Groups of students (3 or more) usually share equipment .....④	
26. In general, is the condition of the science equipment you use in this class: (MARK ONE)	I have none .....① Poor .....② Fair .....③ Good .....④ Excellent .....⑤	I have none .....① Poor .....② Fair .....③ Good .....④ Excellent .....⑤	I have none .....① Poor .....② Fair .....③ Good .....④ Excellent .....⑤	I have none .....① Poor .....② Fair .....③ Good .....④ Excellent .....⑤	I have none .....① Poor .....② Fair .....③ Good .....④ Excellent .....⑤	I have none .....① Poor .....② Fair .....③ Good .....④ Excellent .....⑤

GO ON TO PART III, PAGE 27



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



PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)

- Male ①
 Female ②

2. Which best describes you? (MARK ONE)

- American Indian or Alaskan Native ①
 Asian or Pacific Islander ②
 Hispanic, regardless of race ③
 Black, not of Hispanic origin ④
 White, not of Hispanic origin ⑤

3. What is the date of your birth?

DATE			
Month	Day	Year	
① JAN			
② FEB			
③ MAR	① ②	③ ④	
④ APR	① ②	③ ④	
⑤ MAY	① ②	③ ④	
⑥ JUN	① ②	③ ④	
⑦ JUL		④ ⑤	
⑧ AUG		⑤ ⑥	
⑨ SEP		⑥ ⑦	
⑩ OCT		⑦ ⑧	
⑪ NOV		⑧ ⑨	
⑫ DEC		⑨ ⑩	

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")

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

--	--

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

--	--

Years	
① ①	① ①
① ②	① ②
① ③	① ③
① ④	① ④
① ⑤	① ⑤
① ⑥	① ⑥
① ⑦	① ⑦
① ⑧	① ⑧
① ⑨	① ⑨

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

Years	
① ①	① ①
① ②	① ②
① ③	① ③
① ④	① ④
① ⑤	① ⑤
① ⑥	① ⑥
① ⑦	① ⑦
① ⑧	① ⑧
① ⑨	① ⑨

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

- a. Regular full-time position ①
 b. Regular part-time position ②
 c. Substitute teacher ③

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

- a. I am not certified 4
 (SKIP TO QUESTION 9) ←
- b. Regular or standard certification (standard certification offered in your state) 3
 c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) 2
 d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained) 1

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 ①
 b. Science ②
 c. English ③
 d. History ④

9. What academic degree do you hold?

(MARK ALL THAT APPLY)

- a. No degree

(SKIP TO QUESTION 12) ←
- b. Associate degree

(SKIP TO QUESTION 12) ←
- c. Bachelor's
- d. Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate)
- e. Master's
- f. Doctorate
- 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
- c. History (or Social Studies/ Social Science)
- d. Mathematics
- e. Natural/Physical Sciences
- f. Foreign Language
- g. 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)

Minor
Major

- a. Education
- b. English
- c. History (or Social Studies/ Social Science)
- d. Mathematics
- e. Natural/Physical Sciences
- f. Foreign Language
- g. Other (PLEASE SPECIFY)

MAJOR

MINOR

- h. Not applicable; did not receive a graduate degree

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

- a. Mathematics
- b. Science
- c. Humanities
- d. English
- e. Foreign language
- f. Social science/Social studies
- g. History
- h. Vocational education
- i. Physical Education
- j. Guidance counseling
- k. Special education
- l. Other

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

MATHEMATICS

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

SCIENCE

- General Science
- General Physical Science
- Earth Science
- Principles of Technology
- Biology
- Chemistry
- Physics
- Other Science

ENGLISH

- Basic English
- Sophomore English
- American Literature
- Comparative Literature
- Humanities
- Great Books
- Honors English
- Other English

SOCIAL SCIENCE

- World History
- Economics
- Sociology
- U.S. History
- American Government/Civics
- Western Civilization
- Geography
- Psychology
- Area Studies
- Other Social Science

OTHER COURSES

- Foreign Language
- Music
- Computer Science
- Industrial Arts
- Religious Education
- Physical Education
- Family Life Studies
- Typing/Word Processing
- Vocational Education
- 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. Undergraduate	B. Graduate
None	①	①
2-4 courses	②	②
5-7 courses	③	③
8 or more courses	④	④
Don't remember	⑤	⑤

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

- Almost never ①
- Some of the time ②
- Most of the time ③
- All of the time ④

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)

- Certainly would not become a teacher ①
- Probably would not become a teacher ②
- Chances about even for and against ③
- Probably would become a teacher ④
- Certainly would become a teacher ⑤

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)

	A. Full-Time	B. Part-Time
No.....	4	4
(IF NO TO BOTH, SKIP TO QUESTION 19) ←		
Yes, summer only	1	1
Yes, school year only	2	2
Yes, during the entire year	3	3

18. Are these jobs related to the field of education? (MARK ONE)

- No..... ①
- Yes..... ②

19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY)

- a. None ①
- b. Released time from teaching ②
- c. Travel and/or per diem expenses ③
- d. Stipend(s) ④
- e. Professional growth credits ⑤

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 school year ①
- b. School-system-sponsored workshops during summer..... ①
- c. School-wide curriculum committee ①
- d. Department curriculum committee ①
- e. Committee work or special assignment other than curriculum ①
- f. University extension courses ①
- g. College courses in EDUCATION during school year ①
- h. College courses in subject fields OTHER THAN EDUCATION during school year..... ①
- i. College courses in EDUCATION during the summer ①
- j. College courses in subjects OTHER THAN EDUCATION during the summer ①
- k. Professional growth activities sponsored by professional association(s) ①
- l. None of the above ①

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

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 ⑤
- At least once a week ⑥

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)

<p>a. Planning and preparing for teaching</p>		Hours	Minutes		
<p>b. Correcting papers/homework/tests</p>		Hours	Minutes		
<p>c. Other record keeping/paperwork</p>		Hours	Minutes		
<p>d. Meeting with other teachers on lesson planning, curriculum development, guidance</p>		Hours	Minutes		

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

i. Tutoring individual students.....

Hours		Minutes	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

j. Academic counseling with students.....

Hours		Minutes	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

k. Personal counseling with students.....

Hours		Minutes	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

l. Informal student/teacher contact.....

Hours		Minutes	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

m. Keeping up-to-date in my field.....

Hours		Minutes	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Absolute level of achievement.....	①	②	③	④
b. Achievement relative to the rest of the class.....	①	②	③	④
c. Individual improvement or progress over past performance.....	①	②	③	④
d. Effort.....	①	②	③	④
e. Class participation.....	①	②	③	④
f. Completing homework assignments.....	①	②	③	④
g. Consistently attending class.....	①	②	③	④

PART IV. SCHOOL CLIMATE

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

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

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 ① ② ③ ④ ⑤ ⑥
- b. The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging ① ② ③ ④ ⑤ ⑥
- c. Teachers in this school are continually learning and seeking new ideas ① ② ③ ④ ⑤ ⑥
- d. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff ① ② ③ ④ ⑤ ⑥
- e. There is a great deal of cooperative effort among staff members ① ② ③ ④ ⑤ ⑥
- f. There is broad agreement among the entire school faculty about the central mission of the school ① ② ③ ④ ⑤ ⑥
- g. I usually look forward to each working day at this school ① ② ③ ④ ⑤ ⑥
- h. This school seems like a big family; everyone is so close and cordial ① ② ③ ④ ⑤ ⑥
- i. The principal lets staff members know what is expected of them ① ② ③ ④ ⑤ ⑥
- j. I sometimes feel it is a waste of time to try to do my best as a teacher ① ② ③ ④ ⑤ ⑥
- k. The principal is interested in innovation and new ideas ① ② ③ ④ ⑤ ⑥
- l. Rules for student behavior are consistently enforced in this school ① ② ③ ④ ⑤ ⑥
- m. The principal usually consults with staff members before he/she makes decisions that affect us ① ② ③ ④ ⑤ ⑥
- n. The attitudes and habits students bring to my class greatly reduce their chances for academic success ① ② ③ ④ ⑤ ⑥
- 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 other teachers in my department ① ② ③ ④ ⑤ ⑥
- q. The teachers union (or education association) and the school administration work together to improve the achievement of students in this school ① ② ③ ④ ⑤ ⑥

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

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Tardiness	①	②	③	④
b. Absenteeism	①	②	③	④
c. Class cutting	①	②	③	④
d. Physical conflicts among students	①	②	③	④
e. Gang activities	①	②	③	④
f. Robbery or theft	①	②	③	④
g. Vandalism	①	②	③	④
h. Use of alcohol	①	②	③	④
i. Use of illegal drugs	①	②	③	④
j. Possession of weapons	①	②	③	④
k. Physical abuse of teachers	①	②	③	④
l. Verbal abuse of teachers	①	②	③	④
m. Racial/ethnic conflict among students	①	②	③	④

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	①
Student's intellectual ability	②
Student's enthusiasm or perseverance	③
Teacher's attention to the unique interests and abilities of the student	④
Teacher's use of effective methods of teaching	⑤
Teacher's enthusiasm or perseverance	⑥

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	①	②	③	④	⑤	⑥
b. I feel that it's part of my responsibility to keep students from dropping out of school	①	②	③	④	⑤	⑥
c. If some students in my class are not doing well, I feel that I should change my approach to the subject	①	②	③	④	⑤	⑥
d. By trying a different teaching method, I can significantly affect a student's achievement	①	②	③	④	⑤	⑥
e. There is really very little I can do to insure that most of my students achieve at a high level	①	②	③	④	⑤	⑥
f. I am certain I am making a difference in the lives of my students	①	②	③	④	⑤	⑥

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

Never	①
Rarely	②
Sometimes	③
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)

- I don't seek advice from anyone at my school ⑥ (SKIP TO QUESTION 8)
- Principal ①
- Your department chair ②
- Your area coordinator ③
- Other colleagues in your department ④
- Other school staff members ⑤

Write in department/curricular area

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

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

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

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

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	③	④	⑤
b. Determining the content of inservice programs	①	②	③	④	⑤
c. Setting policy on grouping students in classes by ability	①	②	③	④	⑤
d. Establishing curriculum	①	②	③	④	⑤

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

- a. Never ①
- b. 1-3 times per semester ②
- c. 1-3 times per month ③
- d. Once a week ④
- 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
a. I'm happy just to get through the day	①	②	③	④
b. I want to be sure to cover the curriculum	①	②	③	④
c. I want my students to understand and be able to make sense of the subject matter	①	②	③	④
d. I work to insure that as many students as possible perform well on tests	①	②	③	④
e. I want to maintain order and discipline in the classroom	①	②	③	④
f. I work to create lessons so my students will enjoy learning and become independent learners	①	②	③	④
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens	①	②	③	④

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

LAST NAME	FIRST NAME	M.I.	MAIDEN NAME
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

TELEPHONE NUMBER ()	<input type="checkbox"/> HOME	BEST TIME OF DAY TO CALL: <input type="checkbox"/> AM <input type="checkbox"/> PM
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TELEPHONE NUMBER ()	<input type="checkbox"/> OFFICE (SCHOOL)	BEST TIME OF DAY TO CALL: <input type="checkbox"/> AM <input type="checkbox"/> PM
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DATE COMPLETED

MONTH		DAY					YEAR
① Jan	⑦ July	①	⑦	⑬	⑱	⑲	<input type="checkbox"/> 1989 <input type="checkbox"/> 1990 <input type="checkbox"/> 1991
② Feb	⑧ Aug	②	⑧	⑭	⑲	⑲	
③ Mar	⑨ Sep	③	⑨	⑮	⑲	⑲	
④ Apr	⑩ Oct	④	⑩	⑯	⑲	⑲	
⑤ May	⑪ Nov	⑤	⑪	⑰	⑲	⑲	
⑥ June	⑫ Dec	⑥	⑫	⑰	⑲	⑲	

THANK YOU FOR YOUR COOPERATION.

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

Educational Organizations That Have Endorsed NELS:88

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

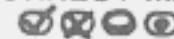
MARKING DIRECTIONS

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

CORRECT MARKS



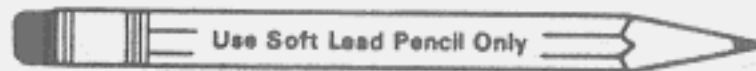
INCORRECT MARKS



EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

Yes

No



INTRODUCTION

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

This questionnaire has four very different sections:

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

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

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

Thank you very much for your help.

PART I: STUDENT INFORMATION

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

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
	1. Is this student assigned to the class shown on the fourth column of the Student List? IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN. Questions 2 - 22 apply only to students for whom your answer to Question 1 is yes. 2. Does this student usually work hard for good grades?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student
3. Does this student seem to relate well to other students?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
4. Will this student probably go to college?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
5. Does this student talk with you outside of class about school work, plans, or personal matters?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
6. Have you spoken with the student's parents this semester about the following?																
a. Student's academic performance	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
b. Student's behavior in school	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
c. Student's homework assignments	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
d. Student's absenteeism	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
7. How involved are the parents of this student in his/her academic performance?																
Not involved	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
Somewhat involved	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
Very involved	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
Don't know	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
8. Has this student fallen behind in school work because of a health problem?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
9. Do you feel this student has a learning disability that affects his or her school work?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.**	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
13. Is this class ...																
Too difficult for this student?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Not challenging enough for this student?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
The appropriate level for this student?	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

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

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

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
14. Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school..... Yes No	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
16. How often is this student absent? Never Rarely Some of the time Most of the time All of the time Don't know	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
17. How often is this student tardy? Never Rarely Some of the time Most of the time All of the time Don't know	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6



STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	
18. How often is this student attentive in class? Never Rarely Some of the time Most of the time All of the time Don't know	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
19. Is this student exceptionally passive or withdrawn?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	
20. How often is this student disruptive in class? Never Rarely Some of the time Most of the time All of the time Don't know	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	
21. Have you spoken to a guidance counselor or a school services person this semester about the following?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	
a. Student's academic performance	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	
b. Student's behavior in school	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)																
c. Student's homework assignments	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
d. Student's absenteeism	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
22. Is this student at risk of dropping out of high school?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK

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



PART II: CLASS INFORMATION

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

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																																																																						
<p>1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.</p>	<table border="1" style="margin: auto;"> <tr><td>Class Number</td><td></td></tr> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	Class Number		0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="checkbox"/></td></tr> <tr><td>1</td><td><input type="checkbox"/></td></tr> <tr><td>2</td><td><input type="checkbox"/></td></tr> <tr><td>3</td><td><input type="checkbox"/></td></tr> <tr><td>4</td><td><input type="checkbox"/></td></tr> <tr><td>5</td><td><input type="checkbox"/></td></tr> <tr><td>6</td><td><input type="checkbox"/></td></tr> <tr><td>7</td><td><input type="checkbox"/></td></tr> <tr><td>8</td><td><input type="checkbox"/></td></tr> <tr><td>9</td><td><input type="checkbox"/></td></tr> </table>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>
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<p>1B. Write the Class Title (column two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)</p>	<p>TITLE</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>																																																																																																						
<p>2. Are you currently teaching this class?</p> <p>IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.</p> <p>AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>																																																																																																						
<p>3. Which of the following best describes the "track" this class is considered to be? (MARK ONE)</p>	<p><input type="radio"/> Academic.....1</p> <p><input type="radio"/> Advanced or honors.....2</p> <p><input type="radio"/> General.....3</p> <p><input type="radio"/> Vocational/technical/business.....4</p> <p><input type="radio"/> Other.....5</p>	<p><input type="radio"/> Academic.....1</p> <p><input type="radio"/> Advanced or honors.....2</p> <p><input type="radio"/> General.....3</p> <p><input type="radio"/> Vocational/technical/business.....4</p> <p><input type="radio"/> Other.....5</p>	<p><input type="radio"/> Academic.....1</p> <p><input type="radio"/> Advanced or honors.....2</p> <p><input type="radio"/> General.....3</p> <p><input type="radio"/> Vocational/technical/business.....4</p> <p><input type="radio"/> Other.....5</p>	<p><input type="radio"/> Academic.....1</p> <p><input type="radio"/> Advanced or honors.....2</p> <p><input type="radio"/> General.....3</p> <p><input type="radio"/> Vocational/technical/business.....4</p> <p><input type="radio"/> Other.....5</p>	<p><input type="radio"/> Academic.....1</p> <p><input type="radio"/> Advanced or honors.....2</p> <p><input type="radio"/> General.....3</p> <p><input type="radio"/> Vocational/technical/business.....4</p> <p><input type="radio"/> Other.....5</p>																																																																																																						

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																							
<p>4. Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)</p> <p><input type="radio"/> Higher achievement levels... ①</p> <p><input type="radio"/> Average achievement levels... ②</p> <p><input type="radio"/> Lower achievement levels... ③</p> <p><input type="radio"/> Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>																																																							
<p>5. How many students are enrolled in this class?</p>	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9
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<p>6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)</p>	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9
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<p>7. How were you assigned to teach this class? (MARK ONE)</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>																																																							

8. How many Limited-English-Proficient (LEP) students are assigned to this class?
 A LEP student is a Language Minority student who has limited English language skills.*

9. Approximately how much homework do you typically assign each day?

CLASS #1

LEP Students										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Hours plus Minutes										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

CLASS #2

LEP Students										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Hours plus Minutes										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

CLASS #3

LEP Students										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Hours plus Minutes										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

CLASS #4

LEP Students										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Hours plus Minutes										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

CLASS #5

LEP Students										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

Hours plus Minutes										
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

*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.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)	All of the Time	All of the Time	All of the Time	All of the Time	All of the Time
	Most of the Time	Most of the Time	Most of the Time	Most of the Time	Most of the Time
	Some of the Time	Some of the Time	Some of the Time	Some of the Time	Some of the Time
	Never	Never	Never	Never	Never
a. Keep records of who turned in the assignment...	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
b. Return assignments with grades or corrections.....	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
c. Discuss the completed assignment in class	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
11. 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	Not applicable	Not applicable	Not applicable	Not applicable
	None	None	None	None	None
	1-2 assignments	1-2 assignments	1-2 assignments	1-2 assignments	1-2 assignments
	3-4 assignments	3-4 assignments	3-4 assignments	3-4 assignments	3-4 assignments
	5-6 assignments	5-6 assignments	5-6 assignments	5-6 assignments	5-6 assignments
	7-8 assignments	7-8 assignments	7-8 assignments	7-8 assignments	7-8 assignments
	9-10 assignments	9-10 assignments	9-10 assignments	9-10 assignments	9-10 assignments
	11 or more assignments.....	11 or more assignments.....	11 or more assignments.....	11 or more assignments.....	11 or more assignments.....
	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently
	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently
Rarely Used	Rarely Used	Rarely Used	Rarely Used	Rarely Used	
Not Used	Not Used	Not Used	Not Used	Not Used	
a. Textbooks	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
b. Reading materials other than textbooks	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
c. Audio-visual materials	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
d. Other	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently
	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently
	Rarely Used	Rarely Used	Rarely Used	Rarely Used	Rarely Used
	Not Used	Not Used	Not Used	Not Used	Not Used
	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently
	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently
	Rarely Used	Rarely Used	Rarely Used	Rarely Used	Rarely Used
	Not Used	Not Used	Not Used	Not Used	Not Used
	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently
	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently



13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)

14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)

15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?

CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
a. I did ① b. The principal ① 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	a. I did ① b. The principal ① 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	a. I did ① b. The principal ① 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	a. I did ① b. The principal ① 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	a. I did ① b. The principal ① 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 unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤
--	--	--	--	--

MINUTES	MINUTES	MINUTES	MINUTES	MINUTES
①	①	①	①	①
②	②	②	②	②
③	③	③	③	③
④	④	④	④	④
⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨

MINUTES	MINUTES	MINUTES	MINUTES	MINUTES
①	①	①	①	①
②	②	②	②	②
③	③	③	③	③
④	④	④	④	④
⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨

MINUTES	MINUTES	MINUTES	MINUTES	MINUTES
①	①	①	①	①
②	②	②	②	②
③	③	③	③	③
④	④	④	④	④
⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9
16. 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	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6	75-100% 50-74% 25-49% 10-24% <10% None 1 2 3 4 5 6
b. Providing instruction to small groups of students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
c. Providing instruction to individual students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
d. Maintaining order/disciplining students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
e. Administering tests or quizzes	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
g. Conducting lab periods	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6



	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
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	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control
b. Selecting content, topics, and skills to be taught	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
c. Selecting teaching techniques	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
d. Disciplining students	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
e. Determining the amount of homework	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE)					
a. Lecture	Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 2-3 Times Per Week Once a Week 1-3 Times Per Month 1-3 Times Per Semester Never	Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 2-3 Times Per Week Once a Week 1-3 Times Per Month 1-3 Times Per Semester Never	Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 2-3 Times Per Week Once a Week 1-3 Times Per Month 1-3 Times Per Semester Never	Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 2-3 Times Per Week Once a Week 1-3 Times Per Month 1-3 Times Per Semester Never	Almost Every Lesson <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 2-3 Times Per Week Once a Week 1-3 Times Per Month 1-3 Times Per Semester Never
b. Film	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
c. Whole-group discussion	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
d. Have students respond orally to questions on subject matter	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
e. Have student-led whole-group discussions	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
f. Have students work in small groups	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
g. Have students complete individual written assignments or worksheets in class	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
h. Have students give oral reports	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
i. Other	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

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

FOR HISTORY TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
19. If you are a History teacher, how often do you do each of the following activities in this class? (MARK ONE ON EACH LINE)	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely
	a. Go on field trips	a. 1 2 3 4 5 6	a. 1 2 3 4 5 6	a. 1 2 3 4 5 6	a. 1 2 3 4 5 6
	b. Show films, filmstrips, or videotapes	b. 1 2 3 4 5 6	b. 1 2 3 4 5 6	b. 1 2 3 4 5 6	b. 1 2 3 4 5 6
	c. Have students read supplementary materials	c. 1 2 3 4 5 6	c. 1 2 3 4 5 6	c. 1 2 3 4 5 6	c. 1 2 3 4 5 6
	d. Have students give oral reports	d. 1 2 3 4 5 6	d. 1 2 3 4 5 6	d. 1 2 3 4 5 6	d. 1 2 3 4 5 6
	e. Discuss current magazine articles or books related to social studies	e. 1 2 3 4 5 6	e. 1 2 3 4 5 6	e. 1 2 3 4 5 6	e. 1 2 3 4 5 6
f. Require written reports on outside readings	f. 1 2 3 4 5 6	f. 1 2 3 4 5 6	f. 1 2 3 4 5 6	f. 1 2 3 4 5 6	f. 1 2 3 4 5 6



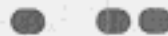
FOR HISTORY TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>20. If you teach a <u>U.S. History</u> class, how much emphasis do you give to the following topics?</p> <p><input type="checkbox"/> I do not teach U.S. History</p> <p>(MARK ONE ON EACH LINE)</p> <p>a. Settlement/Colonization ..</p> <p>b. Independence</p> <p>c. Development of democracy</p> <p>d. Constitution</p> <p>e. Civil War/Reconstruction ..</p> <p>f. Manifest Destiny</p> <p>g. Industrialism</p> <p>h. World War I</p> <p>i. Depression</p> <p>j. New Deal</p> <p>k. World War II</p> <p>l. Cold War</p> <p>m. Vietnam</p> <p>n. Detente (Global Democracy)</p>	<p>None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p> <p>A Little <input type="radio"/> 2 <input type="radio"/> 3</p> <p>Moderate <input type="radio"/> 3 <input type="radio"/> 4</p> <p>Heavy <input type="radio"/> 4 <input type="radio"/> 4</p> <p>a. ... 1 2 3 4</p> <p>b. ... 1 2 3 4</p> <p>c. ... 1 2 3 4</p> <p>d. ... 1 2 3 4</p> <p>e. ... 1 2 3 4</p> <p>f. ... 1 2 3 4</p> <p>g. ... 1 2 3 4</p> <p>h. ... 1 2 3 4</p> <p>i. ... 1 2 3 4</p> <p>j. ... 1 2 3 4</p> <p>k. ... 1 2 3 4</p> <p>l. ... 1 2 3 4</p> <p>m. ... 1 2 3 4</p> <p>n. ... 1 2 3 4</p>	<p>None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p> <p>A Little <input type="radio"/> 2 <input type="radio"/> 3</p> <p>Moderate <input type="radio"/> 3 <input type="radio"/> 4</p> <p>Heavy <input type="radio"/> 4 <input type="radio"/> 4</p> <p>a. ... 1 2 3 4</p> <p>b. ... 1 2 3 4</p> <p>c. ... 1 2 3 4</p> <p>d. ... 1 2 3 4</p> <p>e. ... 1 2 3 4</p> <p>f. ... 1 2 3 4</p> <p>g. ... 1 2 3 4</p> <p>h. ... 1 2 3 4</p> <p>i. ... 1 2 3 4</p> <p>j. ... 1 2 3 4</p> <p>k. ... 1 2 3 4</p> <p>l. ... 1 2 3 4</p> <p>m. ... 1 2 3 4</p> <p>n. ... 1 2 3 4</p>	<p>None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p> <p>A Little <input type="radio"/> 2 <input type="radio"/> 3</p> <p>Moderate <input type="radio"/> 3 <input type="radio"/> 4</p> <p>Heavy <input type="radio"/> 4 <input type="radio"/> 4</p> <p>a. ... 1 2 3 4</p> <p>b. ... 1 2 3 4</p> <p>c. ... 1 2 3 4</p> <p>d. ... 1 2 3 4</p> <p>e. ... 1 2 3 4</p> <p>f. ... 1 2 3 4</p> <p>g. ... 1 2 3 4</p> <p>h. ... 1 2 3 4</p> <p>i. ... 1 2 3 4</p> <p>j. ... 1 2 3 4</p> <p>k. ... 1 2 3 4</p> <p>l. ... 1 2 3 4</p> <p>m. ... 1 2 3 4</p> <p>n. ... 1 2 3 4</p>	<p>None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p> <p>A Little <input type="radio"/> 2 <input type="radio"/> 3</p> <p>Moderate <input type="radio"/> 3 <input type="radio"/> 4</p> <p>Heavy <input type="radio"/> 4 <input type="radio"/> 4</p> <p>a. ... 1 2 3 4</p> <p>b. ... 1 2 3 4</p> <p>c. ... 1 2 3 4</p> <p>d. ... 1 2 3 4</p> <p>e. ... 1 2 3 4</p> <p>f. ... 1 2 3 4</p> <p>g. ... 1 2 3 4</p> <p>h. ... 1 2 3 4</p> <p>i. ... 1 2 3 4</p> <p>j. ... 1 2 3 4</p> <p>k. ... 1 2 3 4</p> <p>l. ... 1 2 3 4</p> <p>m. ... 1 2 3 4</p> <p>n. ... 1 2 3 4</p>	

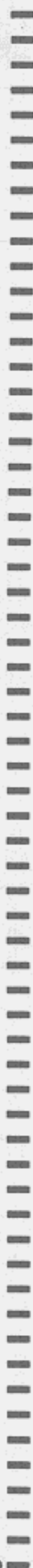
FOR HISTORY TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>21. If you teach a <u>Western Civilization or World History</u> class, how much emphasis do you give to each of the following topics?</p> <p>I do not teach Western Civilization <input type="radio"/></p> <p>(MARK ONE ON EACH LINE)</p> <p>a. Origin of man b. Pre-historic man c. Ancient civilizations of Greece and Rome d. Medieval history e. Early modern European history f. Non-western civilization g. Political, economic, religious, and social aspects of comparative cultures</p>	<p>None <input type="radio"/> 1 A Little <input type="radio"/> 2 Moderate <input type="radio"/> 3 Heavy <input type="radio"/> 4</p> <p>a. ... <input type="radio"/> 1 b. ... <input type="radio"/> 1 c. ... <input type="radio"/> 1 d. ... <input type="radio"/> 1 e. ... <input type="radio"/> 1 f. ... <input type="radio"/> 1 g. ... <input type="radio"/> 1</p>	<p>None <input type="radio"/> 1 A Little <input type="radio"/> 2 Moderate <input type="radio"/> 3 Heavy <input type="radio"/> 4</p> <p>a. ... <input type="radio"/> 1 b. ... <input type="radio"/> 1 c. ... <input type="radio"/> 1 d. ... <input type="radio"/> 1 e. ... <input type="radio"/> 1 f. ... <input type="radio"/> 1 g. ... <input type="radio"/> 1</p>	<p>None <input type="radio"/> 1 A Little <input type="radio"/> 2 Moderate <input type="radio"/> 3 Heavy <input type="radio"/> 4</p> <p>a. ... <input type="radio"/> 1 b. ... <input type="radio"/> 1 c. ... <input type="radio"/> 1 d. ... <input type="radio"/> 1 e. ... <input type="radio"/> 1 f. ... <input type="radio"/> 1 g. ... <input type="radio"/> 1</p>	<p>None <input type="radio"/> 1 A Little <input type="radio"/> 2 Moderate <input type="radio"/> 3 Heavy <input type="radio"/> 4</p> <p>a. ... <input type="radio"/> 1 b. ... <input type="radio"/> 1 c. ... <input type="radio"/> 1 d. ... <input type="radio"/> 1 e. ... <input type="radio"/> 1 f. ... <input type="radio"/> 1 g. ... <input type="radio"/> 1</p>	<p>None <input type="radio"/> 1 A Little <input type="radio"/> 2 Moderate <input type="radio"/> 3 Heavy <input type="radio"/> 4</p> <p>a. ... <input type="radio"/> 1 b. ... <input type="radio"/> 1 c. ... <input type="radio"/> 1 d. ... <input type="radio"/> 1 e. ... <input type="radio"/> 1 f. ... <input type="radio"/> 1 g. ... <input type="radio"/> 1</p>

GO ON TO PART III, PAGE 27

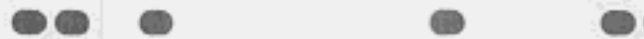


NOTE: So that the four independent teacher questionnaires--English, mathematics, science and history--could be optically scanned as a single document, pages 20 through 26, in the history teacher questionnaire booklet, were left blank intentionally. That is, these blank pages were reserved for the other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











PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)

- Male ①
 Female ②

2. Which best describes you? (MARK ONE)

- American Indian or Alaskan Native ①
 Asian or Pacific Islander ②
 Hispanic, regardless of race ③
 Black, not of Hispanic origin ④
 White, not of Hispanic origin ⑤

3. What is the date of your birth?

DATE			
Month	Day		Year
① JAN			
② FEB			
③ MAR	① ①	① ①	
④ APR	① ①	① ①	
⑤ MAY	② ②	② ②	
⑥ JUN	③ ③	③ ③	
⑦ JUL		④ ④	
⑧ AUG		⑤ ⑤	
⑨ SEP		⑥ ⑥	
⑩ OCT		⑦ ⑦	
⑪ NOV		⑧	⑧
⑫ DEC		⑨	⑨

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")

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

Years	
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

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

Years	
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

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

Years	
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

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

- a. Regular full-time position ①
 b. Regular part-time position ②
 c. Substitute teacher ③

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

- a. I am not certified ④
 (SKIP TO QUESTION 9) ←
- b. Regular or standard certification (standard certification offered in your state) ①
 c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) ②
 d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained) ③

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 ①
 b. Science ②
 c. English ③
 d. History ④

9. What academic degree do you hold?

(MARK ALL THAT APPLY)

- a. No degree (SKIP TO QUESTION 12) ←
- b. Associate degree (SKIP TO QUESTION 12) ←
- c. Bachelor's
- d. Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate)
- e. Master's
- f. Doctorate
- 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)

- | | Major | Minor |
|---|--------------------------|--------------------------|
| a. Education | <input type="checkbox"/> | <input type="checkbox"/> |
| b. English | <input type="checkbox"/> | <input type="checkbox"/> |
| c. History (or Social Studies/
Social Science) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mathematics | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Natural/Physical Sciences | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Foreign Language | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other (PLEASE SPECIFY) | <input type="checkbox"/> | <input type="checkbox"/> |

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 | Minor |
|---|--------------------------|--------------------------|
| a. Education | <input type="checkbox"/> | <input type="checkbox"/> |
| b. English | <input type="checkbox"/> | <input type="checkbox"/> |
| c. History (or Social Studies/
Social Science) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mathematics | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Natural/Physical Sciences | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Foreign Language | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other (PLEASE SPECIFY) | <input type="checkbox"/> | <input type="checkbox"/> |

MAJOR	MINOR

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

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

- a. Mathematics
- b. Science
- c. Humanities
- d. English
- e. Foreign language
- f. Social science/Social studies
- g. History
- h. Vocational education
- i. Physical Education
- j. Guidance counseling
- k. Special education
- l. Other

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

MATHEMATICS

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> General Math | <input type="checkbox"/> Trigonometry |
| <input type="checkbox"/> Pre-Algebra | <input type="checkbox"/> Pre-Calculus |
| <input type="checkbox"/> Algebra I | <input type="checkbox"/> Calculus |
| <input type="checkbox"/> Algebra II | <input type="checkbox"/> Consumer/Business Math |
| <input type="checkbox"/> Geometry | <input type="checkbox"/> Other Math |

SCIENCE

- | | |
|---|--|
| <input type="checkbox"/> General Science | <input type="checkbox"/> Chemistry |
| <input type="checkbox"/> General Physical Science | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Earth Science | <input type="checkbox"/> Other Science |
| <input type="checkbox"/> Principles of Technology | |
| <input type="checkbox"/> Biology | |

ENGLISH

- | | |
|---|---|
| <input type="checkbox"/> Basic English | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Sophomore English | <input type="checkbox"/> Great Books |
| <input type="checkbox"/> American Literature | <input type="checkbox"/> Honors English |
| <input type="checkbox"/> Comparative Literature | <input type="checkbox"/> Other English |

SOCIAL SCIENCE

- | | |
|---|---|
| <input type="checkbox"/> World History | <input type="checkbox"/> Western Civilization |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Geography |
| <input type="checkbox"/> Sociology | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> U.S. History | <input type="checkbox"/> Area Studies |
| <input type="checkbox"/> American Government/Civics | <input type="checkbox"/> Other Social Science |

OTHER COURSES

- | | |
|--|---|
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Typing/Word Processing |
| <input type="checkbox"/> Music | <input type="checkbox"/> Vocational Education |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Art |
| <input type="checkbox"/> Industrial Arts | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Religious Education | <input type="checkbox"/> Home Economics |
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Other Course |
| <input type="checkbox"/> Family Life Studies | |

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. Undergraduate	B. Graduate
None	①	①
2-4 courses	②	②
5-7 courses	③	③
8 or more courses	④	④
Don't remember	⑤	⑤

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

- Almost never ①
- Some of the time ②
- Most of the time ③
- All of the time ④

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)

- Certainly would not become a teacher ①
- Probably would not become a teacher ②
- Chances about even for and against ③
- Probably would become a teacher ④
- Certainly would become a teacher ⑤

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)

	A. Full-Time	B. Part-Time
No.....	(4)	(4)
(IF NO TO BOTH, SKIP TO QUESTION 19) ←		
Yes, summer only	(1)	(1)
Yes, school year only	(2)	(2)
Yes, during the entire year	(3)	(3)

18. Are these jobs related to the field of education? (MARK ONE)

- No..... ①
- Yes ②

19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY)

- a. None ①
- b. Released time from teaching ②
- c. Travel and/or per diem expenses ③
- d. Stipend(s) ④
- e. Professional growth credits ⑤

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 school year ①
- b. School-system-sponsored workshops during summer ①
- c. School-wide curriculum committee ①
- d. Department curriculum committee ①
- e. Committee work or special assignment other than curriculum ①
- f. University extension courses ①
- g. College courses in EDUCATION during school year ①
- h. College courses in subject fields OTHER THAN EDUCATION during school year ①
- i. College courses in EDUCATION during the summer ①
- j. College courses in subjects OTHER THAN EDUCATION during the summer ①
- k. Professional growth activities sponsored by professional association(s) ①
- l. None of the above ①

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

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 ⑤
- At least once a week ⑥

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	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

b. Correcting papers/homework/tests

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

c. Other record keeping/paperwork

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

d. Meeting with other teachers on lesson planning, curriculum development, guidance

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

e. Coordinating a curriculum area or department

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

f. Supervising students (field trips, study hall)

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

g. Coaching or advising extracurricular activities

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

h. Communicating with parents/parent conference

Hours	Minutes
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Continued on next page

PART IV. SCHOOL CLIMATE

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

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

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 ① ② ③ ④ ⑤ ⑥
- b. The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging ① ② ③ ④ ⑤ ⑥
- c. Teachers in this school are continually learning and seeking new ideas ① ② ③ ④ ⑤ ⑥
- d. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff ① ② ③ ④ ⑤ ⑥
- e. There is a great deal of cooperative effort among staff members ① ② ③ ④ ⑤ ⑥
- f. There is broad agreement among the entire school faculty about the central mission of the school ① ② ③ ④ ⑤ ⑥
- g. I usually look forward to each working day at this school ① ② ③ ④ ⑤ ⑥
- h. This school seems like a big family; everyone is so close and cordial ① ② ③ ④ ⑤ ⑥
- i. The principal lets staff members know what is expected of them ① ② ③ ④ ⑤ ⑥
- j. I sometimes feel it is a waste of time to try to do my best as a teacher ① ② ③ ④ ⑤ ⑥
- k. The principal is interested in innovation and new ideas ① ② ③ ④ ⑤ ⑥
- l. Rules for student behavior are consistently enforced in this school ① ② ③ ④ ⑤ ⑥
- m. The principal usually consults with staff members before he/she makes decisions that affect us ① ② ③ ④ ⑤ ⑥
- n. The attitudes and habits students bring to my class greatly reduce their chances for academic success ① ② ③ ④ ⑤ ⑥
- 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 other teachers in my department ① ② ③ ④ ⑤ ⑥
- q. The teachers union (or education association) and the school administration work together to improve the achievement of students in this school ① ② ③ ④ ⑤ ⑥

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

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Tardiness	①	②	③	④
b. Absenteeism	①	②	③	④
c. Class cutting	①	②	③	④
d. Physical conflicts among students	①	②	③	④
e. Gang activities	①	②	③	④
f. Robbery or theft	①	②	③	④
g. Vandalism	①	②	③	④
h. Use of alcohol	①	②	③	④
i. Use of illegal drugs	①	②	③	④
j. Possession of weapons	①	②	③	④
k. Physical abuse of teachers	①	②	③	④
l. Verbal abuse of teachers	①	②	③	④
m. Racial/ethnic conflict among students	①	②	③	④

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	①
Student's intellectual ability	②
Student's enthusiasm or perseverance	③
Teacher's attention to the unique interests and abilities of the student	④
Teacher's use of effective methods of teaching	⑤
Teacher's enthusiasm or perseverance	⑥

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	① ② ③ ④ ⑤ ⑥
b. I feel that it's part of my responsibility to keep students from dropping out of school	① ② ③ ④ ⑤ ⑥
c. If some students in my class are not doing well, I feel that I should change my approach to the subject	① ② ③ ④ ⑤ ⑥
d. By trying a different teaching method, I can significantly affect a student's achievement	① ② ③ ④ ⑤ ⑥
e. There is really very little I can do to insure that most of my students achieve at a high level	① ② ③ ④ ⑤ ⑥
f. I am certain I am making a difference in the lives of my students	① ② ③ ④ ⑤ ⑥

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

Never	①
Rarely	②
Sometimes	③
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)

- I don't seek advice from anyone at my school ⑥ (SKIP TO QUESTION 8)
- Principal ①
- Your department chair ②
- Your area coordinator ③
- Other colleagues in your department ④
- Other school staff members ⑤

Write in department/curricular area

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

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

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

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

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	.....	③
b. Determining the content of inservice programs	①	.....	②	.....	③
c. Setting policy on grouping students in classes by ability	①	.....	②	.....	③
d. Establishing curriculum	①	.....	②	.....	③

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

- a. Never ①
- b. 1-3 times per semester ②
- c. 1-3 times per month ③
- d. Once a week ④
- 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
a. I'm happy just to get through the day	①	.....	②	.....	③	.....	④
b. I want to be sure to cover the curriculum	①	.....	②	.....	③	.....	④
c. I want my students to understand and be able to make sense of the subject matter	①	.....	②	.....	③	.....	④
d. I work to insure that as many students as possible perform well on tests	①	.....	②	.....	③	.....	④
e. I want to maintain order and discipline in the classroom	①	.....	②	.....	③	.....	④
f. I work to create lessons so my students will enjoy learning and become independent learners	①	.....	②	.....	③	.....	④
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens	①	.....	②	.....	③	.....	④

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

LAST NAME	FIRST NAME	M.I.	MAIDEN NAME
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

TELEPHONE NUMBER ()	<input type="checkbox"/> HOME	BEST TIME OF DAY TO CALL: <input type="text"/> AM <input type="text"/> PM
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TELEPHONE NUMBER ()	<input type="checkbox"/> OFFICE (SCHOOL)	BEST TIME OF DAY TO CALL: <input type="text"/> AM <input type="text"/> PM
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DATE COMPLETED

MONTH		DAY						YEAR
① Jan	⑦ July	①	⑦	⑬	⑱	⑲	⑳	<input type="radio"/> 1989 <input type="radio"/> 1990 <input type="radio"/> 1991
② Feb	⑧ Aug	②	⑧	⑭	⑲	⑲	⑳	
③ Mar	⑨ Sep	③	⑨	⑮	⑲	⑲	⑳	
④ Apr	⑩ Oct	④	⑩	⑯	⑲	⑲	⑳	
⑤ May	⑪ Nov	⑤	⑪	⑰	⑲	⑲	⑳	
⑥ June	⑫ Dec	⑥	⑫	⑰	⑲	⑲	⑳	

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 MATHEMATICS VERSION

Sponsored by:

U.S. Department of Education
Center for Education Statistics

NORC
A Social Science Research Center
University of Chicago

USES OF THE DATA

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

CONFIDENTIALITY

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

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

ID NUMBER					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

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

Educational Organizations That Have Endorsed NELs:88

American Association of School Administrators (AASA)

National Association of Secondary School Principals

National School Boards Association (NSBA)

The National Catholic Education Association (NCEA)

The National Association of Independent Schools (NAIS)

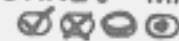
MARKING DIRECTIONS

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

CORRECT MARKS



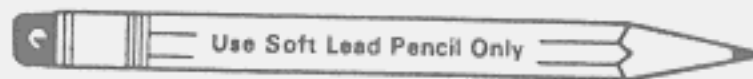
INCORRECT MARKS



EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

Yes

No



INTRODUCTION

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

This questionnaire has four very different sections:

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

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

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

Thank you very much for your help.

PART I: STUDENT INFORMATION

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

	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
<p>STUDENT NUMBER (from attached list) Please write the student's initials below the number.</p>	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
<p>Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.</p>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
<p>1. Is this student assigned to the class shown on the fourth column of the Student List?</p>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
<p>IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN.</p>																
<p>Questions 2-22 apply only to students for whom your answer to Question 1 is yes.</p>																
<p>2. Does this student usually work hard for good grades?</p>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
3. Does this student seem to relate well to other students?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
4. Will this student probably go to college?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
5. Does this student talk with you outside of class about school work, plans, or personal matters?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
6. Have you spoken with the student's parents this semester about the following?																
a. Student's academic performance	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
b. Student's behavior in school	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
c. Student's homework assignments	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
d. Student's absenteeism	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
7. How involved are the parents of this student in his/her academic performance?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
Not involved																
Somewhat involved																
Very involved																
Don't know																

STUDENT NUMBER (from attached list) Please write the student's initials below the number.

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
8. Has this student fallen behind in school work because of a health problem?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
9. Do you feel this student has a learning disability that affects his or her school work?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.*	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.**	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK
13. Is this class ...	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
Too difficult for this student?	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
Not challenging enough for this student?	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
The appropriate level for this student?	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3

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

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

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
14. Have you recommended this student for academic honors, advanced placement, or honor classes? Not available at this school..... Yes No	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
16. How often is this student absent? Never Rarely Some of the time Most of the time All of the time Don't know	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
17. How often is this student tardy? Never Rarely Some of the time Most of the time All of the time Don't know	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

STUDENT NUMBER (from attached list) Please write the student's initials below the number.

Student 01 Student 02 Student 03 Student 04 Student 05 Student 06 Student 07 Student 08 Student 09 Student 10 Student 11 Student 12 Student 13 Student 14 Student 15 Student 16

18. How often is this student attentive in class?

- Never
- Rarely
- Some of the time
- Most of the time
- All of the time
- Don't know

1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

19. Is this student exceptionally passive or withdrawn?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> DK

20. How often is this student disruptive in class?

- Never
- Rarely
- Some of the time
- Most of the time
- All of the time
- Don't know

1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
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1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

21. Have you spoken to a guidance counselor or a school services person this semester about the following?

a. Student's academic performance

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN

b. Student's behavior in school

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
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<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NN

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)																
c. Student's homework assignments	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
d. Student's absenteeism	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NN
22. Is this student at risk of dropping out of high school?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK

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



PART II: CLASS INFORMATION

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

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																																																																						
<p>1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.</p>	<table border="1" style="margin: auto;"> <tr><td>Class Number</td><td></td></tr> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	Class Number		0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>	<table border="1" style="margin: auto;"> <tr><td>0</td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td></tr> </table>	0	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5	<input type="radio"/>	6	<input type="radio"/>	7	<input type="radio"/>	8	<input type="radio"/>	9	<input type="radio"/>
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<p>1B. Write the Class Title (column two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)</p>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<p>TITLE</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>																																																																																																						
<p>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.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>																																																																																																						
<p>3. Which of the following best describes the "track" this class is considered to be? (MARK ONE)</p>	<p>Academic..... ① Advanced or honors..... ② General..... ③ Vocational/technical/business..... ④ Other..... ⑥</p>	<p>Academic..... ① Advanced or honors..... ② General..... ③ Vocational/technical/business..... ④ Other..... ⑥</p>	<p>Academic..... ① Advanced or honors..... ② General..... ③ Vocational/technical/business..... ④ Other..... ⑥</p>	<p>Academic..... ① Advanced or honors..... ② General..... ③ Vocational/technical/business..... ④ Other..... ⑥</p>	<p>Academic..... ① Advanced or honors..... ② General..... ③ Vocational/technical/business..... ④ Other..... ⑥</p>																																																																																																						

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																																		
<p>4. Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)</p> <p><input type="radio"/> Higher achievement levels... ①</p> <p><input type="radio"/> Average achievement levels... ②</p> <p><input type="radio"/> Lower achievement levels... ③</p> <p><input type="radio"/> Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>	<p>This class consists primarily of students with:</p> <p>Higher achievement levels... ①</p> <p>Average achievement levels... ②</p> <p>Lower achievement levels... ③</p> <p>Widely differing achievement levels... ④</p>																																																																		
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<p>5. How many students are enrolled in this class?</p>	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9											
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<p>6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)</p>	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9	<p>Students</p> <table border="1"> <tr><td></td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>		0	1	2	3	4	5	6	7	8	9											
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<p>7. How were you assigned to teach this class? (MARK ONE)</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>	<p>My department chair or area coordinator assigned it to me... ①</p> <p>Another school administrator assigned it to me... ②</p> <p>I decided to teach it... ③</p> <p>It was my turn to teach it... ④</p>																																																																		



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<p>8. How many Limited-English-Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*</p> <p>9. Approximately how much homework do you typically assign each day?</p>	<p>LEP Students</p> <table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	<p>LEP Students</p> <table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	<p>LEP Students</p> <table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	<p>LEP Students</p> <table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	<p>LEP Students</p> <table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
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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.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)	All of the Time	All of the Time	All of the Time	All of the Time	All of the Time
	Most of the Time	Most of the Time	Most of the Time	Most of the Time	Most of the Time
	Some of the Time	Some of the Time	Some of the Time	Some of the Time	Some of the Time
	Never	Never	Never	Never	Never
a. Keep records of who turned in the assignment...	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
b. Return assignments with grades or corrections.....	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
c. Discuss the completed assignment in class	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
11. 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	Not applicable	Not applicable	Not applicable	Not applicable
	None	None	None	None	None
	1-2 assignments	1-2 assignments	1-2 assignments	1-2 assignments	1-2 assignments
	3-4 assignments	3-4 assignments	3-4 assignments	3-4 assignments	3-4 assignments
	5-6 assignments	5-6 assignments	5-6 assignments	5-6 assignments	5-6 assignments
	7-8 assignments	7-8 assignments	7-8 assignments	7-8 assignments	7-8 assignments
	9-10 assignments	9-10 assignments	9-10 assignments	9-10 assignments	9-10 assignments
	11 or more assignments.....	11 or more assignments.....	11 or more assignments.....	11 or more assignments.....	11 or more assignments.....
	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently	Primary Resource Used Frequently
	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently	Secondary Resource Used Frequently
12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	Rarely Used	Rarely Used	Rarely Used	Rarely Used	Rarely Used
	Not Used	Not Used	Not Used	Not Used	Not Used
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
a. Textbooks	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
b. Reading materials other than textbooks	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
c. Audio-visual materials	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
d. Other	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)

- a. I did ①
- b. The principal ①
- 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

14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)

- Very unprepared 5
- Somewhat prepared 4
- Adequately prepared 3
- Well prepared 2
- Very well prepared 1

15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?

MINUTES		
	0	9
	1	8
	2	7
	3	6
	4	5
	5	4
	6	3
	7	2
	8	1
	9	0

MINUTES		
	0	9
	1	8
	2	7
	3	6
	4	5
	5	4
	6	3
	7	2
	8	1
	9	0

MINUTES		
	0	9
	1	8
	2	7
	3	6
	4	5
	5	4
	6	3
	7	2
	8	1
	9	0

MINUTES		
	0	9
	1	8
	2	7
	3	6
	4	5
	5	4
	6	3
	7	2
	8	1
	9	0

MINUTES		
	0	9
	1	8
	2	7
	3	6
	4	5
	5	4
	6	3
	7	2
	8	1
	9	0

CLASS #1

CLASS #2

CLASS #3

CLASS #4

CLASS #5

- a. I did ①
- b. The principal ①
- 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 unprepared 5
- Somewhat prepared 4
- Adequately prepared 3
- Well prepared 2
- Very well prepared 1

- a. I did ①
- b. The principal ①
- 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 unprepared 5
- Somewhat prepared 4
- Adequately prepared 3
- Well prepared 2
- Very well prepared 1

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9	MINUTES 0 1 2 3 4 5 6 7 8 9
16. 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	None 1 2 3 4 5 6 75-100% 0 50-74% 0 25-49% 0 10-24% 0	None 1 2 3 4 5 6 75-100% 0 50-74% 0 25-49% 0 10-24% 0	None 1 2 3 4 5 6 75-100% 0 50-74% 0 25-49% 0 10-24% 0	None 1 2 3 4 5 6 75-100% 0 50-74% 0 25-49% 0 10-24% 0	None 1 2 3 4 5 6 75-100% 0 50-74% 0 25-49% 0 10-24% 0
b. Providing instruction to small groups of students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
c. Providing instruction to individual students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
d. Maintaining order/disciplining students	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
e. Administering tests or quizzes	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
g. Conducting lab periods	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
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	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	No Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 Complete Control <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE) a. Lecture b. Film c. Whole-group discussion d. Have students respond orally to questions on subject matter e. Have student-led whole-group discussions f. Have students work in small groups g. Have students complete individual written assignments or worksheets in class h. Have students give oral reports i. Other	Almost Every Lesson <input type="radio"/> 0 2-3 Times Per Week <input type="radio"/> 1 Once a Week <input type="radio"/> 2 1-3 Times Per Month <input type="radio"/> 3 1-3 Times Per Semester <input type="radio"/> 4 Never <input type="radio"/> 5	Almost Every Lesson <input type="radio"/> 0 2-3 Times Per Week <input type="radio"/> 1 Once a Week <input type="radio"/> 2 1-3 Times Per Month <input type="radio"/> 3 1-3 Times Per Semester <input type="radio"/> 4 Never <input type="radio"/> 5	Almost Every Lesson <input type="radio"/> 0 2-3 Times Per Week <input type="radio"/> 1 Once a Week <input type="radio"/> 2 1-3 Times Per Month <input type="radio"/> 3 1-3 Times Per Semester <input type="radio"/> 4 Never <input type="radio"/> 5	Almost Every Lesson <input type="radio"/> 0 2-3 Times Per Week <input type="radio"/> 1 Once a Week <input type="radio"/> 2 1-3 Times Per Month <input type="radio"/> 3 1-3 Times Per Semester <input type="radio"/> 4 Never <input type="radio"/> 5	Almost Every Lesson <input type="radio"/> 0 2-3 Times Per Week <input type="radio"/> 1 Once a Week <input type="radio"/> 2 1-3 Times Per Month <input type="radio"/> 3 1-3 Times Per Semester <input type="radio"/> 4 Never <input type="radio"/> 5

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

FOR MATH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
19. How much emphasis do you give to each of the following objectives? (MARK ONE ON EACH LINE)					
a. Understanding the logical structure of mathematics	None (1) (2) (3) (4) Heavy	None (1) (2) (3) (4) Heavy	None (1) (2) (3) (4) Heavy	None (1) (2) (3) (4) Heavy	None (1) (2) (3) (4) Heavy
b. Understanding the nature of proof	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
c. Memorizing facts, rules and steps	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
d. Becoming interested in mathematics	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
e. Knowing mathematical facts, principles, and algorithms	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
f. Developing an awareness of the importance of mathematics in everyday life	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
g. Thinking about what a problem means and ways it might be solved	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
h. Performing computations with speed and accuracy	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
i. Developing an awareness of the importance of mathematics in the basic and applied sciences	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
j. Understanding mathematical concepts	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
k. Learning about the application of mathematics in business and industry	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)
l. Having students talk or ask questions about math	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)	(1) (2) (3) (4)

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>21. Which of the following textbooks constitutes the primary source that you use in this Algebra I class?</p> <p>(MARK ONE FOR EACH CLASS)</p>	<p>a This is not an Algebra I class.</p> <p>b <u>Algebra I</u>, D.C. Heath and Co., 1987</p> <p>c <u>Algebra I</u>, Merrill, 1980</p> <p>d <u>HBJ Algebra I</u>, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987</p> <p>e <u>Algebra Structure and Method</u>, Houghton Mifflin, 1986</p> <p>f <u>Elementary Algebra</u>, Houghton Mifflin, 1983</p> <p>g Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p>a This is not an Algebra I class.</p> <p>b <u>Algebra I</u>, D.C. Heath and Co., 1987</p> <p>c <u>Algebra I</u>, Merrill, 1980</p> <p>d <u>HBJ Algebra I</u>, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987</p> <p>e <u>Algebra Structure and Method</u>, Houghton Mifflin, 1986</p> <p>f <u>Elementary Algebra</u>, Houghton Mifflin, 1983</p> <p>g Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p>a This is not an Algebra I class.</p> <p>b <u>Algebra I</u>, D.C. Heath and Co., 1987</p> <p>c <u>Algebra I</u>, Merrill, 1980</p> <p>d <u>HBJ Algebra I</u>, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987</p> <p>e <u>Algebra Structure and Method</u>, Houghton Mifflin, 1986</p> <p>f <u>Elementary Algebra</u>, Houghton Mifflin, 1983</p> <p>g Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p>a This is not an Algebra I class.</p> <p>b <u>Algebra I</u>, D.C. Heath and Co., 1987</p> <p>c <u>Algebra I</u>, Merrill, 1980</p> <p>d <u>HBJ Algebra I</u>, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987</p> <p>e <u>Algebra Structure and Method</u>, Houghton Mifflin, 1986</p> <p>f <u>Elementary Algebra</u>, Houghton Mifflin, 1983</p> <p>g Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p>a This is not an Algebra I class.</p> <p>b <u>Algebra I</u>, D.C. Heath and Co., 1987</p> <p>c <u>Algebra I</u>, Merrill, 1980</p> <p>d <u>HBJ Algebra I</u>, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987</p> <p>e <u>Algebra Structure and Method</u>, Houghton Mifflin, 1986</p> <p>f <u>Elementary Algebra</u>, Houghton Mifflin, 1983</p> <p>g Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>



	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>22. If you teach an Algebra II class, do you teach or review the following topics this semester/term?</p> <p><input type="radio"/> I do not teach Algebra II...</p> <p>(MARK ONE ON EACH LINE)</p> <p>a. Logic, sets, and operations on sets</p> <p>b. Topics concerning functions and polynomial functions</p> <p>c. Logarithmic functions</p> <p>d. Exponential functions</p> <p>e. Complex numbers</p> <p>f. Counting, permutations, and combinations</p> <p>g. Probability/Statistics</p> <p>h. Elementary linear algebra — matrices and determinants</p> <p>i. Algebraic structures — groups, rings, and fields</p> <p>j. Word problems</p>	<p>Topic not in school curriculum</p> <p>No, it will be taught later</p> <p>No, it was taught previously</p> <p>Yes, I review it only</p> <p>Yes, I teach it as new content</p> <p>a. 1 2 3 4 5</p> <p>b. 1 2 3 4 5</p> <p>c. 1 2 3 4 5</p> <p>d. 1 2 3 4 5</p> <p>e. 1 2 3 4 5</p> <p>f. 1 2 3 4 5</p> <p>g. 1 2 3 4 5</p> <p>h. 1 2 3 4 5</p> <p>i. 1 2 3 4 5</p> <p>j. 1 2 3 4 5</p>	<p>Topic not in school curriculum</p> <p>No, it will be taught later</p> <p>No, it was taught previously</p> <p>Yes, I review it only</p> <p>Yes, I teach it as new content</p> <p>a. 1 2 3 4 5</p> <p>b. 1 2 3 4 5</p> <p>c. 1 2 3 4 5</p> <p>d. 1 2 3 4 5</p> <p>e. 1 2 3 4 5</p> <p>f. 1 2 3 4 5</p> <p>g. 1 2 3 4 5</p> <p>h. 1 2 3 4 5</p> <p>i. 1 2 3 4 5</p> <p>j. 1 2 3 4 5</p>	<p>Topic not in school curriculum</p> <p>No, it will be taught later</p> <p>No, it was taught previously</p> <p>Yes, I review it only</p> <p>Yes, I teach it as new content</p> <p>a. 1 2 3 4 5</p> <p>b. 1 2 3 4 5</p> <p>c. 1 2 3 4 5</p> <p>d. 1 2 3 4 5</p> <p>e. 1 2 3 4 5</p> <p>f. 1 2 3 4 5</p> <p>g. 1 2 3 4 5</p> <p>h. 1 2 3 4 5</p> <p>i. 1 2 3 4 5</p> <p>j. 1 2 3 4 5</p>	<p>Topic not in school curriculum</p> <p>No, it will be taught later</p> <p>No, it was taught previously</p> <p>Yes, I review it only</p> <p>Yes, I teach it as new content</p> <p>a. 1 2 3 4 5</p> <p>b. 1 2 3 4 5</p> <p>c. 1 2 3 4 5</p> <p>d. 1 2 3 4 5</p> <p>e. 1 2 3 4 5</p> <p>f. 1 2 3 4 5</p> <p>g. 1 2 3 4 5</p> <p>h. 1 2 3 4 5</p> <p>i. 1 2 3 4 5</p> <p>j. 1 2 3 4 5</p>	<p>Topic not in school curriculum</p> <p>No, it will be taught later</p> <p>No, it was taught previously</p> <p>Yes, I review it only</p> <p>Yes, I teach it as new content</p> <p>a. 1 2 3 4 5</p> <p>b. 1 2 3 4 5</p> <p>c. 1 2 3 4 5</p> <p>d. 1 2 3 4 5</p> <p>e. 1 2 3 4 5</p> <p>f. 1 2 3 4 5</p> <p>g. 1 2 3 4 5</p> <p>h. 1 2 3 4 5</p> <p>i. 1 2 3 4 5</p> <p>j. 1 2 3 4 5</p>

23. Which of the following textbooks constitutes the primary source that you use in this Algebra II class?

(MARK ONE FOR EACH CLASS)

CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p><input type="radio"/> This is not an Algebra II class.</p> <p><input type="radio"/> Algebra II with Trigonometry, Holt, 1982</p> <p><input type="radio"/> Algebra with Trigonometry, Addison Wesley, 1984</p> <p><input type="radio"/> Algebra II and Trigonometry, Houghton Mifflin, 1986</p> <p><input type="radio"/> Algebra II, Saxon, 1984</p> <p><input type="radio"/> HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p>	<p><input type="radio"/> This is not an Algebra II class.</p> <p><input type="radio"/> Algebra II with Trigonometry, Holt, 1982</p> <p><input type="radio"/> Algebra with Trigonometry, Addison Wesley, 1984</p> <p><input type="radio"/> Algebra II and Trigonometry, Houghton Mifflin, 1986</p> <p><input type="radio"/> Algebra II, Saxon, 1984</p> <p><input type="radio"/> HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p>	<p><input type="radio"/> This is not an Algebra II class.</p> <p><input type="radio"/> Algebra II with Trigonometry, Holt, 1982</p> <p><input type="radio"/> Algebra with Trigonometry, Addison Wesley, 1984</p> <p><input type="radio"/> Algebra II and Trigonometry, Houghton Mifflin, 1986</p> <p><input type="radio"/> Algebra II, Saxon, 1984</p> <p><input type="radio"/> HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p>	<p><input type="radio"/> This is not an Algebra II class.</p> <p><input type="radio"/> Algebra II with Trigonometry, Holt, 1982</p> <p><input type="radio"/> Algebra with Trigonometry, Addison Wesley, 1984</p> <p><input type="radio"/> Algebra II and Trigonometry, Houghton Mifflin, 1986</p> <p><input type="radio"/> Algebra II, Saxon, 1984</p> <p><input type="radio"/> HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p>	<p><input type="radio"/> This is not an Algebra II class.</p> <p><input type="radio"/> Algebra II with Trigonometry, Holt, 1982</p> <p><input type="radio"/> Algebra with Trigonometry, Addison Wesley, 1984</p> <p><input type="radio"/> Algebra II and Trigonometry, Houghton Mifflin, 1986</p> <p><input type="radio"/> Algebra II, Saxon, 1984</p> <p><input type="radio"/> HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p>
<p>TITLE</p> <p>AUTHOR</p> <p>PUBLISHER</p> <p>PUBLICATION DATE/EDITION</p>	<p>TITLE</p> <p>AUTHOR</p> <p>PUBLISHER</p> <p>PUBLICATION DATE/EDITION</p>	<p>TITLE</p> <p>AUTHOR</p> <p>PUBLISHER</p> <p>PUBLICATION DATE/EDITION</p>	<p>TITLE</p> <p>AUTHOR</p> <p>PUBLISHER</p> <p>PUBLICATION DATE/EDITION</p>	<p>TITLE</p> <p>AUTHOR</p> <p>PUBLISHER</p> <p>PUBLICATION DATE/EDITION</p>

FOR MATH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
24. If you teach a <u>Geometry</u> class, do you teach or review the following topics this semester/term? <input type="radio"/> I do not teach Geometry... (MARK ONE ON EACH LINE)					
a. Angles (acute, right, supplementary, etc.)	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content
b. Transformations (translations, rotations, reflections)	a. 1 2 3 4 5 6 b. 1 2 3 4 5 6 c. 1 2 3 4 5 6 d. 1 2 3 4 5 6 e. 1 2 3 4 5 6	a. 1 2 3 4 5 6 b. 1 2 3 4 5 6 c. 1 2 3 4 5 6 d. 1 2 3 4 5 6 e. 1 2 3 4 5 6	a. 1 2 3 4 5 6 b. 1 2 3 4 5 6 c. 1 2 3 4 5 6 d. 1 2 3 4 5 6 e. 1 2 3 4 5 6	a. 1 2 3 4 5 6 b. 1 2 3 4 5 6 c. 1 2 3 4 5 6 d. 1 2 3 4 5 6 e. 1 2 3 4 5 6	a. 1 2 3 4 5 6 b. 1 2 3 4 5 6 c. 1 2 3 4 5 6 d. 1 2 3 4 5 6 e. 1 2 3 4 5 6
c. Vectors					
d. The Pythagorean Theorem					
e. Triangles and their properties (excluding congruent triangles)					
f. Polygons and their properties (excluding properties related to congruent or similar polygons)					
g. Circles and their properties					
h. Congruence of geometric figures (including congruent triangles)					
i. Similarity of geometric figures (including similar triangles)					
j. Parallel lines					
k. Spatial relations					
l. Geometric solids and their properties					
m. Geometric constructions with ruler and compass					
n. Proofs (formal deductive demonstrations)					
o. Coordinate geometry					

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>25. Which of the following textbooks constitutes the primary source that you use in this Geometry class?</p> <p>(MARK ONE FOR EACH CLASS)</p>	<p><input type="radio"/> This is not a Geometry class.</p> <p><input type="radio"/> Geometry, Addison-Wesley, 1984</p> <p><input type="radio"/> Geometry, Merrill, 1980</p> <p><input type="radio"/> Geometry, McDougal, Littell & Co., 1984</p> <p><input type="radio"/> Geometry, Houghton Mifflin, 1985</p> <p><input type="radio"/> HBJ Geometry, Harcourt Brace Jovanovich, 1984</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Geometry class.</p> <p><input type="radio"/> Geometry, Addison-Wesley, 1984</p> <p><input type="radio"/> Geometry, Merrill, 1980</p> <p><input type="radio"/> Geometry, McDougal, Littell & Co., 1984</p> <p><input type="radio"/> Geometry, Houghton Mifflin, 1985</p> <p><input type="radio"/> HBJ Geometry, Harcourt Brace Jovanovich, 1984</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Geometry class.</p> <p><input type="radio"/> Geometry, Addison-Wesley, 1984</p> <p><input type="radio"/> Geometry, Merrill, 1980</p> <p><input type="radio"/> Geometry, McDougal, Littell & Co., 1984</p> <p><input type="radio"/> Geometry, Houghton Mifflin, 1985</p> <p><input type="radio"/> HBJ Geometry, Harcourt Brace Jovanovich, 1984</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Geometry class.</p> <p><input type="radio"/> Geometry, Addison-Wesley, 1984</p> <p><input type="radio"/> Geometry, Merrill, 1980</p> <p><input type="radio"/> Geometry, McDougal, Littell & Co., 1984</p> <p><input type="radio"/> Geometry, Houghton Mifflin, 1985</p> <p><input type="radio"/> HBJ Geometry, Harcourt Brace Jovanovich, 1984</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>	<p><input type="radio"/> This is not a Geometry class.</p> <p><input type="radio"/> Geometry, Addison-Wesley, 1984</p> <p><input type="radio"/> Geometry, Merrill, 1980</p> <p><input type="radio"/> Geometry, McDougal, Littell & Co., 1984</p> <p><input type="radio"/> Geometry, Houghton Mifflin, 1985</p> <p><input type="radio"/> HBJ Geometry, Harcourt Brace Jovanovich, 1984</p> <p><input type="radio"/> Other Textbook (Please specify below — Please do not write outside box)</p> <p>TITLE <input type="text"/></p> <p>AUTHOR <input type="text"/></p> <p>PUBLISHER <input type="text"/></p> <p>PUBLICATION DATE/EDITION <input type="text"/></p>



Please answer the following questions for the most recent period you taught the mathematics class described in Column 1 of Questions 1-25. Do not be concerned if this period was not typical of instruction in this class. If you gave a test during the most recent period, answer for the next most recent period. (ENTER "00" IF NO TIME WAS SPENT ON AN ACTIVITY.)

26a. How many minutes were allocated for that mathematics period? 26a.

Of these, how many were spent on the following?

26b. The teacher working with the entire class as a group (e.g., lecture, etc.) 26b.

26c. The teacher working with small groups of students 26c.

26d. Students working on individual activities (e.g., seat work) 26d.

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

26f. Routines, administrative tasks, and other non-instructional activities 26f.

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

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

- a. Lecture 1
- b. Discussion 1
- c. Test or quiz 1
- d. Students using calculators 1
- e. Students using computers 1
- f. Students using hands-on or manipulative materials/handouts 1
- g. Students doing seatwork assigned from textbook 1
- h. Students completing supplemental worksheets 1
- i. Assigning homework 1

Minutes	
	0 1 2 3 4 5 6 7 8 9

Minutes	
	0 1 2 3 4 5 6 7 8 9

Minutes	
	0 1 2 3 4 5 6 7 8 9

Minutes	
	0 1 2 3 4 5 6 7 8 9

Minutes	
	0 1 2 3 4 5 6 7 8 9

Minutes	
	0 1 2 3 4 5 6 7 8 9

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 |
|---|-----------------------|
| a. Basic computation skills | 1 1 1 |
| b. Knowing mathematical facts, rules, and steps | 2 2 2 |
| c. Problem solving | 3 3 3 |
| d. Helping students understand concepts | 4 4 4 |
| e. Making math class fun for students | 6 6 6 |

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

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

Here are some responses you get from students:

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

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

- All of them 1
- Kelly 2
- Lee 3
- Pat 4
- Sandy 5
- None of them. It should be: 6
- Don't know 7

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

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

Not Sure
Remember
Explain

- a. When you multiply two negatives together, you always get a positive 1 2 3
- b. The slope of a vertical line is undefined 1 2 3
- c. Any nonzero number to the zero power is 1. ($x^0 = 1$) 1 2 3

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

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)

- Male ①
 Female ②

2. Which best describes you? (MARK ONE)

- American Indian or Alaskan Native ①
 Asian or Pacific Islander ②
 Hispanic, regardless of race ③
 Black, not of Hispanic origin ④
 White, not of Hispanic origin ⑤

3. What is the date of your birth?

DATE			
Month	Day	Year	
① JAN			
② FEB			
③ MAR	① ②	③ ④	
④ APR	① ②	③ ④	
⑤ MAY	① ②	③ ④	
⑥ JUN	① ②	③ ④	
⑦ JUL	① ②	③ ④	
⑧ AUG	① ②	③ ④	
⑨ SEP	① ②	③ ④	
⑩ OCT	① ②	③ ④	
⑪ NOV	① ②	③ ④	
⑫ DEC	① ②	③ ④	

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")

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

--	--

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

--	--

Years	
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

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

Years	
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

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

- a. Regular full-time position ①
 b. Regular part-time position ②
 c. Substitute teacher ③

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

- a. I am not certified ④
 (SKIP TO QUESTION 9) ←
- b. Regular or standard certification (standard certification offered in your state) ①
 c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) ②
 d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained) ③

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 ①
 b. Science ②
 c. English ③
 d. History ④

9. What academic degree do you hold?

(MARK ALL THAT APPLY)

- a. No degree ①
(SKIP TO QUESTION 12) ←
- b. Associate degree ①
(SKIP TO QUESTION 12) ←
- c. Bachelor's ①
- d. Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate) ①
- e. Master's ①
- f. Doctorate ①
- g. First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.) ①

10. What were your major and minor fields of study for your bachelor's degree?

(MARK ALL THAT APPLY)

- | | Minor | Major |
|---|-------|-------|
| a. Education | ① | ① |
| b. English | ① | ① |
| c. History (or Social Studies/
Social Science) | ① | ① |
| d. Mathematics | ① | ① |
| e. Natural/Physical Sciences | ① | ① |
| f. Foreign Language | ① | ① |
| g. Other (PLEASE SPECIFY) | ① | ① |

MAJOR	MINOR

- h. Not applicable; did not receive bachelor's degree ①
(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 |
|---|-------|-------|
| a. Education | ① | ① |
| b. English | ① | ① |
| c. History (or Social Studies/
Social Science) | ① | ① |
| d. Mathematics | ① | ① |
| e. Natural/Physical Sciences | ① | ① |
| f. Foreign Language | ① | ① |
| g. Other (PLEASE SPECIFY) | ① | ① |

MAJOR	MINOR

- 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 ①
- b. Science ①
- c. Humanities ①
- d. English ①
- e. Foreign language ①
- f. Social science/Social studies ①
- g. History ①
- h. Vocational education ①
- i. Physical Education ①
- j. Guidance counseling ①
- k. Special education ①
- l. Other ①

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

MATHEMATICS

- | | |
|----------------|--------------------------|
| ① General Math | ⑥ Trigonometry |
| ② Pre-Algebra | ⑦ Pre-Calculus |
| ③ Algebra I | ⑧ Calculus |
| ④ Algebra II | ⑨ Consumer/Business Math |
| ⑤ Geometry | ⑩ Other Math |

SCIENCE

- | | |
|----------------------------|-----------------|
| ⑪ General Science | ⑮ Chemistry |
| ⑫ General Physical Science | ⑯ Physics |
| ⑬ Earth Science | ⑰ Other Science |
| ⑭ Principles of Technology | |
| ⑰ Biology | |

ENGLISH

- | | |
|--------------------------|------------------|
| ⑱ Basic English | ⑳ Humanities |
| ㉑ Sophomore English | ㉒ Great Books |
| ㉓ American Literature | ㉔ Honors English |
| ㉕ Comparative Literature | ㉖ Other English |

SOCIAL SCIENCE

- | | |
|------------------------------|------------------------|
| ㉗ World History | ㉘ Western Civilization |
| ㉙ Economics | ㉚ Geography |
| ㉛ Sociology | ㉜ Psychology |
| ㉝ U.S. History | ㉞ Area Studies |
| ㉟ American Government/Civics | ㊱ Other Social Science |

OTHER COURSES

- | | |
|-----------------------|--------------------------|
| ㊲ Foreign Language | ㊳ Typing/Word Processing |
| ㊴ Music | ㊴ Vocational Education |
| ㊵ Computer Science | ㊵ Art |
| ㊶ Industrial Arts | ㊶ Drama |
| ㊷ Religious Education | ㊷ Home Economics |
| ㊸ Physical Education | ㊸ Other Course |
| ㊹ Family Life Studies | |

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. Undergraduate	B. Graduate
None	①	①
2-4 courses	②	②
5-7 courses	③	③
8 or more courses	④	④
Don't remember	⑤	⑤

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

- Almost never ①
- Some of the time ②
- Most of the time ③
- All of the time ④

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)

- Certainly would not become a teacher ①
- Probably would not become a teacher ②
- Chances about even for and against ③
- Probably would become a teacher ④
- Certainly would become a teacher ⑤

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)

	A. Full-Time	B. Part-Time
No.....	(4)	(4)
(IF NO TO BOTH, SKIP TO QUESTION 19) ←		
Yes, summer only	(1)	(1)
Yes, school year only	(2)	(2)
Yes, during the entire year	(3)	(3)

18. Are these jobs related to the field of education? (MARK ONE)

- No..... ①
- Yes ②

19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY)

- a. None ①
- b. Released time from teaching ②
- c. Travel and/or per diem expenses ③
- d. Stipend(s) ④
- e. Professional growth credits ⑤

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 school year ①
- b. School-system-sponsored workshops during summer..... ①
- c. School-wide curriculum committee ①
- d. Department curriculum committee ①
- e. Committee work or special assignment other than curriculum ①
- f. University extension courses ①
- g. College courses in EDUCATION during school year ①
- h. College courses in subject fields OTHER THAN EDUCATION during school year..... ①
- i. College courses in EDUCATION during the summer ①
- j. College courses in subjects OTHER THAN EDUCATION during the summer ①
- k. Professional growth activities sponsored by professional association(s)..... ①
- l. None of the above ①

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)

PART IV. SCHOOL CLIMATE

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

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

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 ① ② ③ ④ ⑤ ⑥
- b. The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging ① ② ③ ④ ⑤ ⑥
- c. Teachers in this school are continually learning and seeking new ideas ① ② ③ ④ ⑤ ⑥
- d. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff ① ② ③ ④ ⑤ ⑥
- e. There is a great deal of cooperative effort among staff members ① ② ③ ④ ⑤ ⑥
- f. There is broad agreement among the entire school faculty about the central mission of the school ① ② ③ ④ ⑤ ⑥
- g. I usually look forward to each working day at this school ① ② ③ ④ ⑤ ⑥
- h. This school seems like a big family; everyone is so close and cordial ① ② ③ ④ ⑤ ⑥
- i. The principal lets staff members know what is expected of them ① ② ③ ④ ⑤ ⑥
- j. I sometimes feel it is a waste of time to try to do my best as a teacher ① ② ③ ④ ⑤ ⑥
- k. The principal is interested in innovation and new ideas ① ② ③ ④ ⑤ ⑥
- l. Rules for student behavior are consistently enforced in this school ① ② ③ ④ ⑤ ⑥
- m. The principal usually consults with staff members before he/she makes decisions that affect us ① ② ③ ④ ⑤ ⑥
- n. The attitudes and habits students bring to my class greatly reduce their chances for academic success ① ② ③ ④ ⑤ ⑥
- 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 other teachers in my department ① ② ③ ④ ⑤ ⑥
- q. The teachers union (or education association) and the school administration work together to improve the achievement of students in this school ① ② ③ ④ ⑤ ⑥

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

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Tardiness	①	②	③	④
b. Absenteeism	①	②	③	④
c. Class cutting	①	②	③	④
d. Physical conflicts among students	①	②	③	④
e. Gang activities	①	②	③	④
f. Robbery or theft	①	②	③	④
g. Vandalism	①	②	③	④
h. Use of alcohol	①	②	③	④
i. Use of illegal drugs	①	②	③	④
j. Possession of weapons	①	②	③	④
k. Physical abuse of teachers	①	②	③	④
l. Verbal abuse of teachers	①	②	③	④
m. Racial/ethnic conflict among students	①	②	③	④

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	①
Student's intellectual ability	②
Student's enthusiasm or perseverance	③
Teacher's attention to the unique interests and abilities of the student	④
Teacher's use of effective methods of teaching	⑤
Teacher's enthusiasm or perseverance	⑥

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	①	②	③	④	⑤	⑥
b. I feel that it's part of my responsibility to keep students from dropping out of school	①	②	③	④	⑤	⑥
c. If some students in my class are not doing well, I feel that I should change my approach to the subject	①	②	③	④	⑤	⑥
d. By trying a different teaching method, I can significantly affect a student's achievement	①	②	③	④	⑤	⑥
e. There is really very little I can do to insure that most of my students achieve at a high level	①	②	③	④	⑤	⑥
f. I am certain I am making a difference in the lives of my students	①	②	③	④	⑤	⑥

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

Never	①
Rarely	②
Sometimes	③
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)

- I don't seek advice from anyone at my school ⑥ (SKIP TO QUESTION 8)
- Principal ①
- Your department chair ②
- Your area coordinator ③
- Other colleagues in your department ④
- Other school staff members ⑤

Write in department/curricular area

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

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

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

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

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	③	④	⑤
b. Determining the content of inservice programs.....	①	②	③	④	⑤
c. Setting policy on grouping students in classes by ability.....	①	②	③	④	⑤
d. Establishing curriculum.....	①	②	③	④	⑤

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

- a. Never ①
- b. 1-3 times per semester ②
- c. 1-3 times per month ③
- d. Once a week ④
- 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
a. I'm happy just to get through the day.....	①	②	③	④
b. I want to be sure to cover the curriculum.....	①	②	③	④
c. I want my students to understand and be able to make sense of the subject matter.....	①	②	③	④
d. I work to insure that as many students as possible perform well on tests.....	①	②	③	④
e. I want to maintain order and discipline in the classroom.....	①	②	③	④
f. I work to create lessons so my students will enjoy learning and become independent learners.....	①	②	③	④
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens.....	①	②	③	④

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

(Please print)

LAST NAME	FIRST NAME	M.I.	MAIDEN NAME
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

TELEPHONE NUMBER	<input type="checkbox"/>	HOME	BEST TIME OF DAY TO CALL:	<input type="text"/>	AM PM
(<input type="text"/>)					

TELEPHONE NUMBER	<input type="checkbox"/>	OFFICE (SCHOOL)	BEST TIME OF DAY TO CALL:	<input type="text"/>	AM PM
(<input type="text"/>)					

DATE COMPLETED

MONTH		DAY						YEAR
① Jan	⑦ July	①	⑦	⑬	⑱	⑲	⑳	<input type="radio"/> 1989 <input type="radio"/> 1990 <input type="radio"/> 1991
② Feb	⑧ Aug	②	⑧	⑭	⑲	⑲	⑳	
③ Mar	⑨ Sep	③	⑨	⑮	⑲	⑲	⑳	
④ Apr	⑩ Oct	④	⑩	⑮	⑲	⑲	⑳	
⑤ May	⑪ Nov	⑤	⑪	⑰	⑲	⑲	⑳	
⑥ June	⑫ Dec	⑥	⑫	⑱	⑲	⑲	⑳	

THANK YOU FOR YOUR COOPERATION.