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**You may also e-mail for help at [Ilona.Berkovits@ed.gov](mailto:Ilona.Berkovits@ed.gov) or [Jeffrey.Owings@ed.gov](mailto:Jeffrey.Owings@ed.gov).**

**Thank you.**



# NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4521  
Form Approved  
OMB No. 1850-0652  
App. Exp.: 7/92

## SECOND FOLLOW-UP

### TEACHER QUESTIONNAIRE

Prepared for: U.S. Department of Education  
National Center for Education Statistics

By: National Opinion Research Center (NORC)  
A Social Science Research Center at the  
University of Chicago

#### USES OF THE DATA

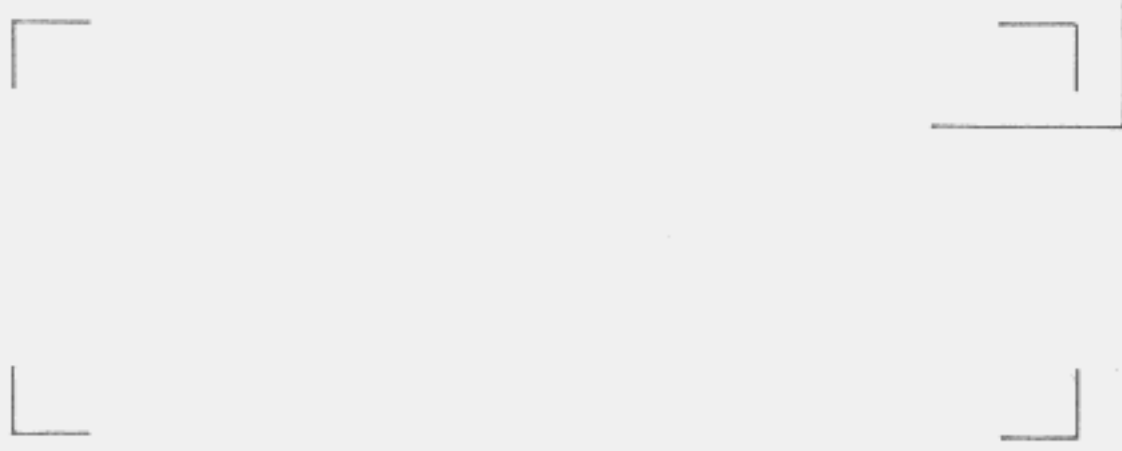
The data from this survey will be used by educators and by federal and state policymakers to address important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives 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 required to protect 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. You may skip any questions you do not wish to answer.
3. Your responses will be merged with those of others, and the answers you give will never be identified as yours.

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



The public reporting burden for collection of this information is estimated to average one half-hour (30 minutes) for completion of the entire booklet. Completion of Parts Three and Four only is estimated to average 15 minutes. Send comments regarding this collection of information to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C., 20202-4561 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C., 20503.

### 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



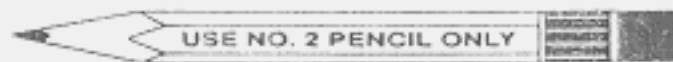
#### INCORRECT MARKS



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

Yes

No



### TEACHER QUESTIONNAIRE

## 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. Some of the students who were selected as part of a nationwide random sample when they were in eighth grade are now attending your school. Your school has agreed to participate in this study. Mathematics and science teachers of these students are being asked to complete this questionnaire. Other teachers in these departments may be asked to complete only Parts Three and Four about their departments or subject areas and themselves. You should have one of two forms attached to the front cover or inside of this questionnaire -- either a list of students from your classes or an instruction to complete only Parts Three and Four. If neither form is attached or if you have a special teaching situation about which you are not sure how to answer (for example, you teach one student in more than one class), please call Terry Burke toll-free at NORC at 1-800-788-7203. We are seeking information from you to supplement other study data about students and their schools.

This questionnaire has four very different sections:

Part I asks you questions about the characteristics and behaviors of the sampled student(s) whom you have in one of your classes. Individual students are referred to by "Student Number," as shown in the List of Students attached to the inside of this questionnaire. Part I asks you to write the student's initials below the student's number.

Part II asks a series of questions about the classes which you taught to the students about whom you answered questions in Part I. As you will see, Part II contains room for responses on a maximum of five classes.

Part III asks a series of questions about the climate and practices of your school and your subject area or department.

If you teach classes in more than one subject area, answer questions in Part III about the subject area in which you teach the greatest number of students listed on the Student List.

If you teach the same number of students on the Student List in math and science classes, answer Part III about the subject area in which you spend more time teaching.

If the letter attached to the questionnaire asks you to complete only Part III and Part IV of the questionnaire, please answer Part III about the subject area indicated in the letter.

Part IV requests some general information about you.

Please answer directly on the questionnaire by darkening the 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 NORC in the enclosed prepaid envelope within the next two weeks.

THANK YOU VERY MUCH FOR YOUR HELP WITH THIS IMPORTANT STUDY.

Attach Student List

## PART I: STUDENT INFORMATION

Please answer the questions in this section for each student listed on the attached Student List on the previous page. Fill in the ovals corresponding to the appropriate responses to Questions 1-19 in the first column for the first listed student. Continue until you have completed a column for each student listed on the Student List.  
NOTE: DK = Don't Know.

	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><b>STUDENT NUMBER</b> (from attached list) Please write the student's initials below the number.</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p>Before answering the questions about this student, write the student's "Code Number" (second column on the Student List attached to the previous page) in the box and darken the oval that corresponds to that number.</p>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<p><b>1A. Did you teach this student during the fall of 1991?</b></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><b>1B. Are you teaching this student during the spring of 1992?</b></p> <p>If you did not teach a listed student in the fall of 1991 or the spring of 1992, do not answer the remaining questions in this section for that student. Because each column refers to a student, leave his/her column blank for questions 2-19.</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
<p><b>2. Is this student motivated to work hard for good grades?</b></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
<p><b>3. Does this student seem to relate well to others?</b></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

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
4. Does this student seem motivated to pursue postsecondary education?	<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
5. Does this student talk with you outside of class about school work?	<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
6. Have you spoken with the student's parents/guardians this year about the following?																
a. Problems with student's academic performance	<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
b. Problems with student's behavior in school	<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
c. Student's homework assignments	<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
d. Student's absenteeism	<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
7. How involved are the parents of this student in his/her academic performance?																
Not involved .....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Somewhat involved .....	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Very involved .....	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Don't know .....	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	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. The difficulty level of this class is ...	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Not challenging enough for this student .....	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
The appropriate level for this student .....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Too difficult for this student.																
9. Is this student's native language* English?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> DK	<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. Is this student's academic performance in your class limited by his or her level of English language proficiency?	<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
11. Does this student consistently perform below ability?	<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
12. How often does this student complete homework assignments on time?	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	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
Never .....																
Rarely .....																
Some of the time .....																
Most of the time .....																
All of the time .....																

\*Native language - first language learned to speak as a child



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
13. How often is this student absent? Never ..... Rarely ..... Some of the time ..... Most of the time ..... All of the time .....	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	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
14. How often is this student tardy? Never ..... Rarely ..... Some of the time ..... Most of the time ..... All of the time .....	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	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
15. How often is this student attentive in class? Never ..... Rarely ..... Some of the time ..... Most of the time ..... All of the time .....	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	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
16. How often is this student disruptive in class? Never ..... Rarely ..... Some of the time ..... Most of the time ..... All of the time .....	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	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

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
17. Have you spoken to a guidance counselor or another teacher this school year about the following?																
a. Student's academic performance	<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
b. Student's behavior in school	<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
c. Student's homework assignments	<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
d. Student's absenteeism	<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
18. Have you ...																
a. written a recommendation for this student for a postsecondary institution?	<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
b. written a recommendation for this student for a summer job or a part-time or full-time job after high school?	<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
19. Has this student discussed with you ...																
a. college choices?	<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
b. college programs?	<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
c. career choices?	<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

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

## PART II: CLASS INFORMATION

Please answer the following questions for each class you taught the students on the Student List.

	Class #1 Title	Class #2 Title	Class #3 Title	Class #4 Title	Class #5 Title
<p>● 1. Write the title of each class you taught the students on the Student List in the fall of 1991. If you are teaching any of the students in the spring of 1992 only, write the title of the spring class. If you taught the students in both fall and spring, write the title of the fall class only. List each course only once.</p> <p>For questions in Part II, "this class" refers to the class listed in Question 1. Fill in the ovals corresponding to the appropriate responses to Questions 2-13a in the first column for the first listed class. Continue until you have answered Questions 2-13a for each class listed in Question 1.</p>	<p>Class #1 Title</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Class #2 Title</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Class #3 Title</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Class #4 Title</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Class #5 Title</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>● 2. Which of the students on the Student List were enrolled in each of the classes you listed in Question 1. Please refer to the Student List and fill in the number of each student who was enrolled in each class.</p>	<p>Class #1</p> <p>Student Number:</p> <p>01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/></p> <p>21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 24 <input type="checkbox"/> 25 <input type="checkbox"/> 26 <input type="checkbox"/> 27 <input type="checkbox"/> 28 <input type="checkbox"/> 29 <input type="checkbox"/> 30 <input type="checkbox"/></p> <p>Remedial ..... ①</p> <p>General ..... ②</p> <p>Voc/Tech/Business... ③</p> <p>College Prep/Honors . ④</p> <p>AP ..... ⑤</p>	<p>Class #2</p> <p>Student Number:</p> <p>01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/></p> <p>21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 24 <input type="checkbox"/> 25 <input type="checkbox"/> 26 <input type="checkbox"/> 27 <input type="checkbox"/> 28 <input type="checkbox"/> 29 <input type="checkbox"/> 30 <input type="checkbox"/></p> <p>Remedial ..... ①</p> <p>General ..... ②</p> <p>Voc/Tech/Business... ③</p> <p>College Prep/Honors . ④</p> <p>AP ..... ⑤</p>	<p>Class #3</p> <p>Student Number:</p> <p>01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/></p> <p>21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 24 <input type="checkbox"/> 25 <input type="checkbox"/> 26 <input type="checkbox"/> 27 <input type="checkbox"/> 28 <input type="checkbox"/> 29 <input type="checkbox"/> 30 <input type="checkbox"/></p> <p>Remedial ..... ①</p> <p>General ..... ②</p> <p>Voc/Tech/Business... ③</p> <p>College Prep/Honors . ④</p> <p>AP ..... ⑤</p>	<p>Class #4</p> <p>Student Number:</p> <p>01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/></p> <p>21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 24 <input type="checkbox"/> 25 <input type="checkbox"/> 26 <input type="checkbox"/> 27 <input type="checkbox"/> 28 <input type="checkbox"/> 29 <input type="checkbox"/> 30 <input type="checkbox"/></p> <p>Remedial ..... ①</p> <p>General ..... ②</p> <p>Voc/Tech/Business... ③</p> <p>College Prep/Honors . ④</p> <p>AP ..... ⑤</p>
<p>● 3. Which of the following best describes the "track" this class is considered to be?</p> <p style="text-align: right;">(MARK ONE)</p>		<p>① Remedial</p> <p>② General</p> <p>③ Voc/Tech/Business...</p> <p>④ College Prep/Honors .</p> <p>⑤ AP</p>	<p>① Remedial</p> <p>② General</p> <p>③ Voc/Tech/Business...</p> <p>④ College Prep/Honors .</p> <p>⑤ AP</p>	<p>① Remedial</p> <p>② General</p> <p>③ Voc/Tech/Business...</p> <p>④ College Prep/Honors .</p> <p>⑤ AP</p>	<p>① Remedial</p> <p>② General</p> <p>③ Voc/Tech/Business...</p> <p>④ College Prep/Honors .</p> <p>⑤ AP</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 12th grade student in this school? (MARK ONE)</p> <p>5. How many students are/were enrolled in this class?</p> <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>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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	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5																																																							
<p>7. Why were you assigned to teach this class? (MARK ALL THAT APPLY)</p>	<p>My department chair or area coordinator assigned it to me ..... 01</p> <p>Another school administrator assigned it to me ..... 02</p> <p>I decided to teach it ..... 03</p> <p>It was my turn to teach it ..... 04</p> <p>I was most qualified to teach it ..... 05</p> <p>I had the most seniority. 06</p>	<p>My department chair or area coordinator assigned it to me ..... 01</p> <p>Another school administrator assigned it to me ..... 02</p> <p>I decided to teach it ..... 03</p> <p>It was my turn to teach it ..... 04</p> <p>I was most qualified to teach it ..... 05</p> <p>I had the most seniority. 06</p>	<p>My department chair or area coordinator assigned it to me ..... 01</p> <p>Another school administrator assigned it to me ..... 02</p> <p>I decided to teach it ..... 03</p> <p>It was my turn to teach it ..... 04</p> <p>I was most qualified to teach it ..... 05</p> <p>I had the most seniority. 06</p>	<p>My department chair or area coordinator assigned it to me ..... 01</p> <p>Another school administrator assigned it to me ..... 02</p> <p>I decided to teach it ..... 03</p> <p>It was my turn to teach it ..... 04</p> <p>I was most qualified to teach it ..... 05</p> <p>I had the most seniority. 06</p>	<p>My department chair or area coordinator assigned it to me ..... 01</p> <p>Another school administrator assigned it to me ..... 02</p> <p>I decided to teach it ..... 03</p> <p>It was my turn to teach it ..... 04</p> <p>I was most qualified to teach it ..... 05</p> <p>I had the most seniority. 06</p>																																																							
<p>8. Approximately how much homework do you typically assign each day to this class?</p>	<p>MINUTES</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>MINUTES</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>MINUTES</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>MINUTES</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>MINUTES</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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	0	1	2	3	4	5	6	7	8	9																																																		
<p>9. How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)</p> <p>a. Keep records of who turned in the assignment</p> <p>b. Return assignments with grades or corrections</p> <p>c. Discuss the completed assignment in class</p>	<p>All of the Time</p> <p>Most of the Time</p> <p>Some of the Time</p> <p>Never</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	<p>All of the Time</p> <p>Most of the Time</p> <p>Some of the Time</p> <p>Never</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	<p>All of the Time</p> <p>Most of the Time</p> <p>Some of the Time</p> <p>Never</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	<p>All of the Time</p> <p>Most of the Time</p> <p>Some of the Time</p> <p>Never</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>	<p>All of the Time</p> <p>Most of the Time</p> <p>Some of the Time</p> <p>Never</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>																																																							



	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
12. Indicate about what percent of class time is spent in a typical week doing each of the following with this class? (MARK ONE ON EACH LINE)	75-100% 50-74% 25-49% 10-24% <10% None	75-100% 50-74% 25-49% 10-24% <10% None	75-100% 50-74% 25-49% 10-24% <10% None	75-100% 50-74% 25-49% 10-24% <10% None	75-100% 50-74% 25-49% 10-24% <10% None
a. Providing instruction to the class as a whole	<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
b. Providing instruction to small groups of 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
c. Providing instruction to individual 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
d. Maintaining order/ 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. Administering tests or quizzes	<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
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	<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
g. Conducting lab periods	<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

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>13A. How often do you use the following teaching methods or media? (MARK ONE ON EACH LINE)</p> <p>a. Lecture</p> <p>b. Use computers</p> <p>c. Use audio-visual material</p> <p>d. Have teacher-led whole-group discussion</p> <p>e. Have students respond orally to questions on subject matter</p> <p>f. Have student-led whole-group discussions</p> <p>g. Have students work together in cooperative groups</p> <p>h. Have students complete individual written assignments or worksheets in class</p> <p>i. Have students give oral reports</p>	<p>Every Day</p> <p>Almost Every Day</p> <p>1-2 Times a Week</p> <p>1-2 Times a Month</p> <p>Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>Every Day</p> <p>Almost Every Day</p> <p>1-2 Times a Week</p> <p>1-2 Times a Month</p> <p>Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>Every Day</p> <p>Almost Every Day</p> <p>1-2 Times a Week</p> <p>1-2 Times a Month</p> <p>Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>Every Day</p> <p>Almost Every Day</p> <p>1-2 Times a Week</p> <p>1-2 Times a Month</p> <p>Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>Every Day</p> <p>Almost Every Day</p> <p>1-2 Times a Week</p> <p>1-2 Times a Month</p> <p>Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL CLASSES LISTED IN QUESTION 1, PART II, GO TO QUESTION 13B.

13B. Are any of the classes you listed at the beginning of Part II mathematics classes?

Yes  → (Go on to next page)  
 No  → (Skip to Question 18 on page 19)



The next series of questions is for mathematics classes only. Questions 14 and 15 should be completed for each mathematics class you listed in Question 1.  
 Part II. Please list classes in the same column as you did in Question 1, leaving blank columns if necessary.

FOR MATH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
Write in the name of each class					
●14. In this math class, how much emphasis do you give to each of the following objectives? (MARK ONE ON EACH LINE)					
a. Understanding the nature of proofs	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
b. Memorizing facts, rules, and steps	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
c. Learning to represent problem structures in multiple ways (e.g., graphically, algebraically, numerically, etc.)	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
d. Integrating different branches of mathematics (e.g., geometry, algebra) into a unified framework	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
e. Conceiving and analyzing effectiveness of multiple approaches to problem solving	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
f. Performing calculations with speed and accuracy	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
g. Showing importance of math in daily life	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
h. Solving equations	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
i. Raising questions and formulating conjectures	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
j. Increasing students' interest in math	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	Major Moderate Minor None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

FOR MATH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>● 15. Have you taught or reviewed the following topics in this math class during this year? (MARK ONE ON EACH LINE)</p> <p>If you have reviewed <u>and</u> taught an item as new content, mark #3 only.</p> <p>a. Integers</p> <p>b. Patterns and functions</p> <p>c. Linear Equations</p> <p>d. Polynomials</p> <p>e. Properties of geometric figures</p> <p>f. Coordinate Geometry</p> <p>g. Proofs</p> <p>h. Trigonometry</p> <p>i. Statistics</p> <p>j. Probability</p> <p>k. Calculus</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>

Question 16, like all items in this questionnaire, is voluntary. We hope you will answer this question, but you may skip the question should you wish not to answer it. The following question will provide important data for understanding student performance.

16. 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 -  $g + 1/2g = t$

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

- |                   |                                   |
|-------------------|-----------------------------------|
| All of them ..... | Sandy .....                       |
| Kelly .....       | None of them. It should be: ..... |
| Lee .....         | Don't know .....                  |
| Pat .....         |                                   |

17A. 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.

- 1 - It is possible to explain why.
- 2 - It is just "one of those things" to be remembered.
- 3 - I'm not sure.

	Explain	Remember	Not sure
a. When you multiply two negatives together, you always get a positive .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The slope of a vertical line is undefined .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Any nonzero number to the zero power is $1.0 (x^0 = 1)$ .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17B. Are any of the classes you listed at the beginning of Part II science classes?

- Yes  → (Go on to next page)  
 No  → (Skip to Part III, page 25)

The next series of questions is for science classes only. Questions 18-26 should be completed for each science class you listed at the beginning of Part II. The columns refer to the same classes you identified in Question 1, Part II. Please list classes in the same column as you did in Question 1, Part II, leaving blank columns if necessary.

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
Write in the name of each class					
<p>● 18. In this science class, how much emphasis do you give to the following objectives? (MARK ONE ON EACH LINE)</p>					
a. Increasing students' interest in science	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
b. Learning and memorizing scientific facts, principles, and rules	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
c. Learning scientific methods	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
d. Preparing students for further study in science	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
e. Developing problem solving/inquiry skills	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
f. Developing skills in lab techniques	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
g. Learning about applications of science to environmental issues	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
h. Showing importance of science in daily life	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>● 19. How often do you do each of the following activities in this science class? (MARK ONE ON EACH LINE)</p>					
<p>a. Have students do an experiment or observation individually or in small groups</p>	<p>Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>b. Demonstrate an experiment or lead students in systematic observations</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>c. Require students to turn in written reports on experiments or observations</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>d. Discuss current issues and events in science</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>e. Have students use computers for data collection and analysis</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>f. Use computers for demonstrations/simulations</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>g. Have students give oral reports</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>h. Have students independently design and conduct their own science projects</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>i. Discuss career opportunities in scientific and technological fields</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
<p>j. Discuss controversial inventions and technologies</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>● 20. Have you taught or reviewed the following topics in this Biology class during this year?</p> <p>I did not list a Biology class at the beginning of Part II. . . . . <input type="radio"/>            (SKIP TO QUESTION 21 ON PAGE 22)</p> <p>(MARK ONE ON EACH LINE)</p> <p>If you have reviewed <u>and</u> taught an item as new content, mark #3 only.</p> <p>a. Cell structure and function</p> <p>b. Genetics</p> <p>c. Diversity of life</p> <p>d. Metabolism and regulation of the organism</p> <p>e. Behavior of the organism</p> <p>f. Reproduction and development of the organism</p> <p>g. Human biology</p> <p>h. Evolution</p> <p>i. Ecology</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>●21. Have you taught or reviewed the following topics in this Chemistry class during this year?</p> <p>I did not list a Chemistry class at the beginning of Part II. . . . . 0 (SKIP TO QUESTION 22 ON PAGE 23)</p> <p>(MARK ONE ON EACH LINE)</p> <p>If you have reviewed and taught an item as new content, mark #3 only.</p> <p>a. Atomic and molecular structure</p> <p>b. Properties of and changes in matter</p> <p>c. Periodic system</p> <p>d. Energy relationships in chemical systems</p> <p>e. Reactions</p> <p>f. Inorganic chemistry</p> <p>g. Organic chemistry</p> <p>h. Environmental chemistry</p> <p>i. Chemistry of life processes</p> <p>j. Nuclear chemistry</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p>1 2 3 4 5</p>

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
<p>● 22. Have you taught or reviewed the following topics in this Physics class during this year?</p> <p>I did not list a Physics class at the beginning of Part II. . . . . <input type="checkbox"/>            (SKIP TO QUESTION 23 ON PAGE 24)</p> <p>(MARK ONE ON EACH LINE)</p> <p>If you have reviewed <u>and</u> taught an item as new content, mark #3 only.</p> <p>a. Forms and sources of energy</p> <p>b. Forces, time, motion</p> <p>c. Molecular/nuclear physics</p> <p>d. Energy/matter transformations</p> <p>e. Sound and vibrations</p> <p>f. Light</p> <p>g. Electricity and magnetism</p> <p>h. Solids/fluids/gases</p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input 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but I reviewed it only</p> <p>No, but it was taught previously</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>No, topic is beyond the scope of this course</p> <p>No, but I will teach or review it later this school year</p> <p>Yes, I taught it as new content</p> <p>Yes, but I reviewed it only</p> <p>No, but it was taught previously</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>



FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
23. The availability of facilities (laboratories, lab tables, sinks, etc.) for teaching this science class is: (MARK ONE)	No special facilities for this class available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	No special facilities for this class available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	No special facilities for this class available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	No special facilities for this class available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	No special facilities for this class available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0
24. Which of the following best describes the science equipment provided by the school to students in this science class? (MARK ONE)	Each student usually has his/her own equipment..... 2 Two students usually share equipment..... 3 Groups of 3 students 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 Two students usually share equipment..... 3 Groups of 3 students 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 Two students usually share equipment..... 3 Groups of 3 students 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 Two students usually share equipment..... 3 Groups of 3 students 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 Two students usually share equipment..... 3 Groups of 3 students or more usually share equipment..... 4 I have little or no equipment for students to use..... 1
25. In general, is the condition of the science equipment you use in this science class: (MARK ONE)	I have none..... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	I have none..... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	I have none..... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	I have none..... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	I have none..... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0
26. The availability of consumable supplies (chemicals, specimens, test tubes, etc.) for this science class is: (MARK ONE)	No supplies available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	No supplies available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	No supplies available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	No supplies available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0	No supplies available... 0 Poor ..... 0 Fair ..... 0 Good ..... 0 Excellent ..... 0

AFTER YOU HAVE COMPLETED A COLUMN FOR EACH SCIENCE CLASS LISTED,  
CONTINUE WITH PART III, QUESTION 1 ON PAGE 25.

SEVERAL QUESTIONS IN THIS SECTION REFER TO YOUR SUBJECT AREA'S DEPARTMENT AND DEPARTMENT CHAIR. IF YOUR SCHOOL IS NOT ORGANIZED INTO FORMAL DEPARTMENTS, OR IF YOU ARE NOT PART OF A DEPARTMENT, PLEASE ANSWER THESE QUESTIONS ABOUT YOUR SUBJECT AREA OR GROUPING.

IF YOU DO NOT HAVE A DESIGNATED DEPARTMENT CHAIR, PLEASE ANSWER THESE QUESTIONS ABOUT YOUR SUBJECT AREA'S CURRICULAR ADVISOR OR LEAD TEACHER.

IF YOU TEACH CLASSES IN MORE THAN ONE SUBJECT AREA, REFER TO THE BOXED INSTRUCTIONS ON PAGE 3 OF THE QUESTIONNAIRE.

### PART III. SCHOOL CLIMATE AND PRACTICES

1. 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)

	No control =01					Complete control =06
a. Selecting textbooks and other instructional materials . . .	01	02	03	04	05	06
b. Selecting content, topics, and skills to be taught . . . . .	01	02	03	04	05	06
c. Selecting teaching techniques . . . . .	01	02	03	04	05	06
d. Disciplining students . . . . .	01	02	03	04	05	06
e. Determining amount of homework . . . . .	01	02	03	04	05	06

2. 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  
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
b. I feel that it's part of my responsibility to keep students from dropping out of school . . . . .	1 2 3 4
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
d. By trying a different teaching method, I can significantly affect a student's achievement . . . . .	1 2 3 4
e. There is really very little I can do to ensure that most of my students achieve at a high level . . . . .	1 2 3 4
f. I am certain I am making a difference in the lives of my students . . . . .	1 2 3 4

3. Indicate the importance you give to each of the following in setting grades for students in your classes (excluding special education students).

(MARK ONE ON EACH LINE)

Very Important  
Somewhat important  
Not important

- a. Achievement relative to the rest of the class .....
- b. Absolute level of achievement .....
- c. Individual improvement or progress over past performance .....
- d. Effort .....
- e. Class participation .....
- f. Completing homework assignments .....
- g. Consistently attending class .....

4. How often does your department/subject area hold staff meetings?

(MARK ONE)

- a. Never .....
- b. 1-3 times per term .....
- c. 1-3 times per month .....
- d. Once a week .....
- e. 2-3 times per week .....

5. To what extent do you agree that each of the following statements describes either a characteristic or an enforced policy of your department or subject area?

(MARK ONE ON EACH LINE)

Strongly agree  
Agree  
Disagree  
Strongly disagree

- a. In this department I am encouraged to experiment with teaching .....
- b. There is a wide degree of individual autonomy in curriculum and course content .....
- c. I am encouraged to be familiar with the contents and specific goals of the courses taught by other teachers in my department .....
- d. I am encouraged to coordinate the content of my courses with teachers in my department .....
- e. Faculty consultation or approval is needed for changes in course objectives or contents .....
- f. I am encouraged to coordinate the content of my course with teachers outside my department .....
- g. There is a strong commitment to AP and Honors courses in my department/subject area .....
- h. Sections of courses in my department are differentiated according to student's academic achievement level .....
- i. My department offers special support for low-achieving students .....
- j. Routine departmental duties and paperwork interfere with my job of teaching .....
- k. Teachers in this department are continually learning and seeking new ideas .....
- l. Most of the teachers in my department share my beliefs and values about the central mission of the school .....
- m. There is a great deal of cooperative effort among my department's members .....
- n. Goals and priorities for this department are clear .....

6. To what extent do you agree that each of the following statements describes a characteristic of your department chair, subject area leader or curricular advisor?

I am the department chair, subject area leader, or curricular advisor. . . . .  → SKIP TO QUESTION 7

(MARK ONE ON EACH LINE)

Strongly agree  
Agree  
Disagree  
Strongly disagree

- a. The department chair is interested in innovation and new ideas . . . . .  1  2  3  4
- b. The department chair sets priorities, makes plans, and sees that they are carried out . . . . .  1  2  3  4
- c. The department chair lets staff members know what is expected of them . . . . .  1  2  3  4
- d. The department chair usually consults with staff members before he/she makes decisions that affect us . . . . .  1  2  3  4
- e. The department chair takes an active role in obtaining resources for the department . . . . .  1  2  3  4
- f. The department chair is supportive and encouraging . . . . .  1  2  3  4

7. To what extent do you agree that each of the following statements describes a characteristic or enforced policy of your school or school administrator?

(MARK ONE ONE EACH LINE)

Strongly agree  
Agree  
Disagree  
Strongly disagree

- a. The academic standards at this school are too low . . . . .  1  2  3  4
- b. There is broad agreement among the entire school faculty about the central mission of the school . . . . .  1  2  3  4
- c. The school administrator knows what kind of school he/she wants and has communicated it to the staff . . . . .  1  2  3  4

7. (Cont.) To what extent do you agree that each of the following statements describes a characteristic or enforced policy of your school or school administrator?

(MARK ONE ON EACH LINE)

Strongly agree  
Agree  
Disagree  
Strongly disagree

- d. The school administrator deals effectively with pressures from outside the school (parents, school board, budgetary) that might otherwise affect my teaching . . . . .  1  2  3  4
- e. The school administrator knows the problems faced by the staff . . . . .  1  2  3  4
- f. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff . . . . .  1  2  3  4
- g. Staff members are recognized for a job well done . . . . .  1  2  3  4
- h. Grading practices are consistent and fair . . . . .  1  2  3  4
- i. Rules against cheating are actively enforced . . . . .  1  2  3  4

8. Please indicate which of the following places are available and how much of your out-of-class time during the school day you actually spend in each.

(MARK ONE ON EACH LINE)

Available, I spend most time  
Available, I spend some time  
Available, I spend little time  
Available, I spend no time  
Not available

- a. Faculty lounge . . . . .  1  2  3  4  5
- b. Smoking area . . . . .  1  2  3  4  5
- c. Lunch room . . . . .  1  2  3  4  5
- d. My classroom . . . . .  1  2  3  4  5
- e. My office . . . . .  1  2  3  4  5
- f. Department office . . . . .  1  2  3  4  5
- g. Classroom of other teachers . . . . .  1  2  3  4  5
- h. Outside of school . . . . .  1  2  3  4  5

9. How much of your out-of-class time during the school day do you spend with each of the following persons?

(MARK ONE ON EACH LINE)

Most of my time  
Some of my time  
Little of my time  
None of my time

- a. Teachers in my department ..... ① ② ③ ④
- b. Teachers outside my department ..... ① ② ③ ④
- c. Department chair/subject area leader/  
curricular advisor ..... ① ② ③ ④
- d. Principal ..... ① ② ③ ④
- e. Other school administrator ..... ① ② ③ ④

10. How frequently do you discuss each of the following issues with other teachers or a department advisor?

(MARK ONE ON EACH LINE)

Never      Some-  
times      Often

- a. Performance of individual students ..... ○ ..... ○ ..... ○
- b. Adapting materials to particular students ..... ○ ..... ○ ..... ○
- c. New instructional techniques in my subject ..... ○ ..... ○ ..... ○
- d. Subject area curriculum ..... ○ ..... ○ ..... ○
- e. Curriculum for a particular course ..... ○ ..... ○ ..... ○
- f. Test content and testing procedures ..... ○ ..... ○ ..... ○
- g. Grading issues ..... ○ ..... ○ ..... ○
- h. Other teachers ..... ○ ..... ○ ..... ○

11. With whom do you discuss curriculum issues?

(MARK ONE ON EACH LINE)

Yes      No

- a. Teachers in my department ..... ○ ..... ○
- b. Teachers outside my department ..... ○ ..... ○
- c. Department chair/subject area leader/curricular advisor ..... ○ ..... ○
- d. Principal ..... ○ ..... ○
- e. Other school administrator ..... ○ ..... ○
- f. Other teachers outside my school ..... ○ ..... ○
- g. Parents ..... ○ ..... ○
- h. Others in the community (business leaders, university staff, etc.) ..... ○ ..... ○

12. With whom do you discuss performance of individual students?

(MARK ONE ON EACH LINE)

Yes      No

- a. Teachers in my department ..... ○ ..... ○
- b. Teachers outside my department ..... ○ ..... ○
- c. Department chair/subject area leaders ..... ○ ..... ○
- d. Principal ..... ○ ..... ○
- e. Guidance counselor(s) ..... ○ ..... ○
- f. Other school administrator ..... ○ ..... ○
- g. Parents ..... ○ ..... ○

- 13. 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)

Not applicable  
Extremely helpful  
Moderately helpful  
Not helpful  
Did not provide any help

- a. Principal or school head ..... ① ② ③ ④ ⑤
- b. Department chair/subject area leader ..... ① ② ③ ④ ⑤
- c. Other school administrators ..... ① ② ③ ④ ⑤
- d. Teachers in my department/subject area ..... ① ② ③ ④ ⑤
- e. Teachers outside my department/subject area ..... ① ② ③ ④ ⑤
- f. Personnel group or committee ..... ① ② ③ ④ ⑤

14. Did any of the following events take place this school year? If so, what was the source of these changes?

(MARK ONE ON EACH LINE)

Decision to change at district or state level  
Decision to change at school level  
Decision to change at department level  
Personal decision to make change  
Decision to change did not occur

- a. Changed classroom testing practices ..... ① ② ③ ④ ⑤
- b. Changed standards for evaluation of student performance ..... ① ② ③ ④ ⑤
- c. Changed curricular focus ..... ① ② ③ ④ ⑤
- d. Changed teaching practices ..... ① ② ③ ④ ⑤

15. To what extent do you agree with each of the following statements describing student behavior and policies in your school?

(MARK ONE ON EACH LINE)

Strongly agree  
Agree  
Disagree  
Strongly disagree

- a. The amount of student tardiness, class cutting, and absenteeism in this school interferes with my teaching ..... ① ② ③ ④
- b. The attitudes and habits students bring to my class greatly reduce their chances for academic success ..... ① ② ③ ④
- c. Rules for student behavior are consistently enforced in this school ..... ① ② ③ ④

- 16. Indicate the degree to which each of the following is a problem with students in your school.

(MARK ONE ON EACH LINE)

Serious problem  
Moderate problem  
Minor problem  
Not a problem

- a. Tardiness ..... ① ② ③ ④
- b. Physical conflicts among students ..... ① ② ③ ④
- c. Gang activities ..... ① ② ③ ④
- d. Robbery or theft ..... ① ② ③ ④
- e. Vandalism ..... ① ② ③ ④
- f. Absenteeism ..... ① ② ③ ④
- g. Sale of drugs to students on the way to or from school and/or on school grounds ..... 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. Class cutting ..... ① ② ③ ④
- m. Students under the influence of drugs/alcohol while at school ..... ① ② ③ ④
- n. Verbal abuse of teachers ..... ① ② ③ ④
- o. Racial/ethnic conflicts among students ..... ① ② ③ ④
- p. Cheating on tests or written assignments ..... ① ② ③ ④

# PART IV. TEACHER BACKGROUND AND ACTIVITIES

- 1. What is your sex?

(MARK ONE)

Male .....   
 Female .....

- 2. Which best describes you?

(MARK ONE)

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

Note: For confidentiality reasons, "Asian or Pacific Islander" and "American Indian or Alaskan Native" were combined into a single category labeled "Other."

3. What is the year of your birth?

YEAR

19 

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

← Please write the numbers in the boxes ...

Then darken the ovals that correspond with the numbers above.

- 4. Counting this year, how many years in total have you taught at either the elementary or secondary level?

(IF ANSWER IS ZERO, WRITE "00")

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

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

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

0	0
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?

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

← Please write the numbers in the boxes ...

Then darken the ovals that correspond with the numbers above.

- 6. What is your employment status in this school or school system?

(MARK ONE)

Regular full-time position .....   
 Regular part-time position .....   
 Substitute teacher .....

- 7. What type of math and science teaching certifications do you hold from the state where you teach?

(MARK ONE FOR EACH SUBJECT)

	Math	Science
I am not certified .....	4	4
Regular or Standard Certification offered in your state .....	1	1
Private school certification .....	5	5
Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) .....	2	2
Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained) .....	3	3
Both Regular/Standard certification and private school certification .....	6	6

● 8. What academic degree(s) do you hold?

(MARK ALL THAT APPLY)

- No degree ..... 00  
(SKIP TO QUESTION 11) →
- Associate degree ..... 01  
(SKIP TO QUESTION 11 IF YOU HAVE RECEIVED AN ASSOCIATE DEGREE ONLY) →
- Bachelor's ..... 02
- Master's ..... 03
- Education specialist or professional diploma at least one year of work beyond master's level ..... 04
- Doctorate ..... 05
- First professional degree (e.g., M.D., D.D.S.) ..... 06

● 9. 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. Mathematics .....                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Natural/physical sciences .....                      | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Life/biological sciences .....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Computer science .....                               | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Foreign language .....                               | <input type="checkbox"/> | <input type="checkbox"/> |
| g. English .....  | <input type="checkbox"/> | <input type="checkbox"/> |
| h. History (or social studies/<br>social science) ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Other .....  | <input type="checkbox"/> | <input type="checkbox"/> |

● 10. What were your primary and secondary fields of study for your highest graduate degree?

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

(MARK ALL THAT APPLY)

- |  | Primary                  | Secondary                |
|--|--------------------------|--------------------------|
| a. Education .....                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Mathematics .....                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Natural/physical sciences .....                     | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Life/biological sciences .....                      | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Computer science .....                              | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Foreign language .....                              | <input type="checkbox"/> | <input type="checkbox"/> |
| g. English .....                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| h. History (or social<br>studies/social science) ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Other .....   | <input type="checkbox"/> | <input type="checkbox"/> |

● 11. Darken the oval beside any of the following subjects which you have taught this year.

(MARK ALL THAT APPLY)

- Mathematics ..... ①
- Science ..... ①
- Humanities ..... ①
- English ..... ①
- Foreign language ..... ①
- Social science/social studies ..... ①
- History ..... ①
- Computer science ..... ①
- Vocational/technical/business education .. ①
- Physical education ..... ①
- Special education ..... ①
- Other ..... ①

12. Darken the oval beside the courses which you have taught most frequently this year. If you have taught two or more courses with the same frequency, mark all of those courses.

**MATHEMATICS**

- 01 General Math
- 02 Pre-Algebra
- 03 Algebra I
- 04 Algebra II
- 05 Geometry
- 06 Trigonometry
- 07 Pre-Calculus
- 08 Calculus
- 09 Consumer/Business Math
- 10 AP Calculus
- 11 Other Math

**SCIENCE**

- 12 General Science
- 13 General Physical Science
- 14 Earth Science
- 15 Principles of Technology
- 16 Biology
- 17 Chemistry
- 18 Physics
- 19 AP Science
- 20 Other Science

**OTHER**

- 21 Computer Science
- 22 Other non-math, non-science course



13. How many undergraduate and graduate courses have you taken in the subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. If you don't know, please give your best estimate. IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES. IF TEACHING ANY SCIENCE SUBJECT, INCLUDE ALL SCIENCE COURSES.

(MARK ONE ON EACH LINE)

- 8 or more courses
- 5-7 courses
- 1-4 courses
- None

- a. Undergraduate courses ..... ① ② ③ ④
- b. Graduate courses ..... ① ② ③ ④

14. During the current (1991-92) school year, how often have you felt satisfied with your teaching job?

(MARK ONE)

- Almost never .....
- Some of the time .....
- Most of the time .....
- All of the time .....

15. Did either of the following take place within your teaching this school year?

(MARK ONE ON EACH LINE)

Yes No

- a. Started to teach a new subject .....
- b. Started to teach a different ability level of students .....

16. Have you received any of the following types of support in the last 12 months for in-service education in your main subject area(s)?

(MARK ONE ON EACH LINE)

Yes No

- a. Released time from teaching .....
- b. Travel and/or per diem expenses .....
- c. Stipend(s) .....
- d. Professional growth credits .....

17. Please indicate whether you have participated in any of the following activities during this past school year.

(MARK ONE ON EACH LINE)

Yes No

- a. School-system sponsored workshops during school year .....
- b. School-system sponsored workshops during summer .....
- c. School-wide curriculum committee .....
- d. Department curriculum committee .....
- e. Committee work or special assignment other than curriculum .....
- f. University extension courses (non-credit bearing) .....
- g. College courses in EDUCATION during school year .....
- h. College courses in subject fields OTHER THAN EDUCATION during school year .....
- i. College courses in EDUCATION during the summer .....
- j. College courses in subjects OTHER THAN EDUCATION during the summer .....
- k. Professional growth activities sponsored by professional association(s) .....

18. Teacher enrichment programs can focus on many different topics, such as classroom techniques, advances in technology, applications of subjects, etc. Have you attended any teacher enrichment programs this year?

Yes .....  → (GO ON TO QUESTION 19 ON PAGE 33)

No .....  → (SKIP TO QUESTION 22 ON PAGE 33)

19. In the teacher enrichment programs you attended this year, were any of the following topics discussed?

(MARK ONE ON EACH LINE)

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| a. Uses of technology .....                      | <input type="radio"/> | <input type="radio"/> |
| b. Applications of science and math .....        | <input type="radio"/> | <input type="radio"/> |
| c. In-depth study of a specialized subject ..... | <input type="radio"/> | <input type="radio"/> |
| d. Student assessment .....                      | <input type="radio"/> | <input type="radio"/> |
| e. Classroom management .....                    | <input type="radio"/> | <input type="radio"/> |
| f. Cooperative learning .....                    | <input type="radio"/> | <input type="radio"/> |
| g. Improving higher order thinking skills .....  | <input type="radio"/> | <input type="radio"/> |

IF YOU ANSWERED "NO" TO 19 a-g, SKIP TO QUESTION 22.

20. During the enrichment programs you attended, how long did the coverage of each of the following topics last?

(MARK ONE ON EACH LINE)

- |  | Was not covered<br>5 days or more<br>2-4 days<br>1 day or less |
|--|--|
| a. Uses of technology .....                      | ① ② ③ ④  |
| b. Applications of science and math .....        | ① ② ③ ④  |
| c. In-depth study of a specialized subject ..... | ① ② ③ ④  |
| d. Student assessment .....                      | ① ② ③ ④  |
| e. Classroom management .....                    | ① ② ③ ④  |
| f. Cooperative learning .....                    | ① ② ③ ④  |
| g. Improving higher order thinking skills .....  | ① ② ③ ④  |

21. Did your participation in enrichment programs have any of the following effects on you or your teaching?

(MARK ALL THAT APPLY FOR EACH TOPIC)

- Changed my teaching practices
- Encouraged me to seek further information on this topic
- Changed my thinking in this area
- Was not helpful
- Was not discussed

- |  |           |
|--|-----------|
| a. Uses of technology .....                      | ① ② ③ ④ ⑤ |
| b. Applications of science and math .....        | ① ② ③ ④ ⑤ |
| c. In-depth study of a specialized subject ..... | ① ② ③ ④ ⑤ |
| d. Student assessment .....                      | ① ② ③ ④ ⑤ |
| e. Classroom management .....                    | ① ② ③ ④ ⑤ |
| f. Cooperative learning .....                    | ① ② ③ ④ ⑤ |
| g. Improving higher order thinking skills .....  | ① ② ③ ④ ⑤ |

22. During the first semester of the current school year, how many days of teaching did you miss for any reason?

(MARK ONE ON EACH LINE)

- |                               | 12+days<br>8-11<br>5-7<br>3-4<br>1-2<br>0 days |
|-------------------------------|--|
| a. Administrative leave ..... | ① ② ③ ④ ⑤ ⑥                                    |
| b. Illness .....              | ① ② ③ ④ ⑤ ⑥                                    |

23. 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 .....
- Never .....
- One time only .....
- Two to three times a semester/term .....
- At least once a month .....
- At least once a week .....

DATE COMPLETED:

Month	Day	Year
① ②	① ②	92
③ ④	③ ④	
⑤ ⑥	⑤ ⑥	
⑦ ⑧	⑦ ⑧	
⑨	⑨	

Please continue with Question 24 on page 35

24. 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)

\_\_\_\_\_  
(MI)

\_\_\_\_\_  
(Maiden name)

\_\_\_\_\_  
(Telephone Number)

Home

Best time of  
day to call:

AM

PM

\_\_\_\_\_  
(Telephone Number)

Office (school)

Best time of  
day to call:

AM

PM

THANK YOU FOR YOUR COOPERATION