

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

## ADMINISTRATOR AND TEACHER SURVEY

### Teacher Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire, you will provide valuable information about the effect of the school environment on the educational process.

Information from a longitudinal study of over 58,000 high school (and post high school) students, plus data from the schools they attended, will provide a unique source of information to the entire education community.

You may find that a few questions on this questionnaire do not apply to your position or to the type of school in which you teach. An answer category, NA (Not Applicable), has been provided for these questions.

Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

All identifying information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

**The Consortium for the Study of Effective Schools**

The National Center for Research in Vocational Education  
The Ohio State University

The Wisconsin Center for Education Research  
School of Education  
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance  
Stanford University

The Center for Educational Policy and Management  
The University of Oregon - College of Education

The Center for the Social Organization of Schools  
Johns Hopkins University

## MARKING DIRECTIONS

- Use only a No. 2 black lead pencil.
- Read each question carefully. Make a **HEAVY BLACK MARK** that **FILLS THE CIRCLE** next to your answer.
- Please do not make stray marks of any kind.

INCORRECT MARKS



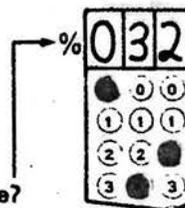
CORRECT MARK



- If the question is to be answered with numbers, you should:

- 1) Write the numbers in the boxes, making sure that the **LAST** number is always placed in the **RIGHT-hand** box.
- 2) Round all fractions to the nearest whole number unless otherwise instructed.
- 3) Fill in the unused boxes with zeros.
- 4) Mark the **MATCHING CIRCLE** BELOW EACH BOX.

**EXAMPLE:** Approximately what percentage of the students in your school are in the 11th grade?



## GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples.

(MARK ONE)

What is your favorite sport? (MARK ONE)

- ① Tennis
- ② Football
- ③ Basketball
- ④ Baseball
- Other (Specify →)

Handball

If your favorite sport is handball, you would mark the circle to the left of "Other" and write "Handball" in the box as shown.

(MARK ALL THAT APPLY)

Which of the following magazines have you read in the last week? (MARK ALL THAT APPLY)

- Newsweek
- Time
- ③ U.S. News & World Report
- ④ None of these

If you read Newsweek and Time magazines in the last week, you would mark the circles as shown.

(MARK ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (MARK ONE FOR EACH ITEM)

- |  | Yes                              | No                               |
|--|----------------------------------|----------------------------------|
| Attended a school sporting event . . . . . | <input checked="" type="radio"/> | <input type="radio"/> ②          |
| Attended a school assembly . . . . .       | <input checked="" type="radio"/> | <input type="radio"/> ②          |
| Chaperoned a school dance . . . . .        | <input type="radio"/> ①          | <input checked="" type="radio"/> |
| Chaperoned a class field trip . . . . .    | <input type="radio"/> ①          | <input checked="" type="radio"/> |

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would mark the circles as shown.

Please enter today's date:

MONTH: ② February ③ March ④ April ⑤ May ⑥ June

DAY: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳ ㉑ ㉒ ㉓ ㉔ ㉕ ㉖ ㉗ ㉘ ㉙ ㉚ ㉛ ㉜ ㉝ ㉞ ㉟ ㊱ ㊲

NOTE: A number of questions relate to events in the current school year. Please consider the whole year from the beginning of the current school year until now.

1. How much influence do teachers have over school policy in each of the areas below? (MARK ONE FOR EACH ITEM)

- |  | None        | A Great Deal |
|--|-------------|--------------|
| a. Determining student behavior codes                        | ① ② ③ ④ ⑤ ⑥ | ① ② ③ ④ ⑤ ⑥  |
| b. Determining the content of inservice programs             | ① ② ③ ④ ⑤ ⑥ | ① ② ③ ④ ⑤ ⑥  |
| c. Setting policy on grouping students in classes by ability | ① ② ③ ④ ⑤ ⑥ | ① ② ③ ④ ⑤ ⑥  |
| d. Establishing the school curriculum                        | ① ② ③ ④ ⑤ ⑥ | ① ② ③ ④ ⑤ ⑥  |

2. Using the scale provided, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching? (MARK ONE FOR EACH ITEM)

- |  | None        | Complete Control |    |
|--|-------------|------------------|----|
| a. Selecting textbooks and other instructional materials | ① ② ③ ④ ⑤ ⑥ | ① ② ③ ④ ⑤ ⑥      |    |
| b. Selecting content, topics, and skills to be taught    | ① ② ③ ④ ⑤ ⑥ | ① ② ③ ④ ⑤ ⑥      |    |
| c. Selecting teaching techniques                         | ① ② ③ ④ ⑤ ⑥ | ① ② ③ ④ ⑤ ⑥      |    |
| d. Disciplining students                                 | ① ② ③ ④ ⑤ ⑥ | ① ② ③ ④ ⑤ ⑥      | NA |
| e. Determining the amount of homework to be assigned     | ① ② ③ ④ ⑤ ⑥ | ① ② ③ ④ ⑤ ⑥      | ⑨  |

3. To what extent has each of the following helped you improve your teaching or solve an instructional or class management problem? (MARK ONE FOR EACH CATEGORY)

- |                                      | Not Applicable | Hindrane | No Help     | Extremely Helpful |
|--------------------------------------|----------------|----------|-------------|-------------------|
| a. Principal or school head          |                | ⑦        | ① ② ③ ④ ⑤ ⑥ |                   |
| b. Department Chair                  | ⑨              | ⑦        | ① ② ③ ④ ⑤ ⑥ |                   |
| c. Other school level administrators | ⑨              | ⑦        | ① ② ③ ④ ⑤ ⑥ |                   |
| d. Other teachers                    |                | ⑦        | ① ② ③ ④ ⑤ ⑥ |                   |

4. Since the beginning of the current school year, how many half-days have you spent in inservice programs that were held for . . .

- A. . . . the whole staff together? (MARK ONE)
- |                                   |   |
|-----------------------------------|---|
| <input type="radio"/> None        | <input type="radio"/> 3 half-days         |
| <input type="radio"/> 1 half-day  | <input type="radio"/> 4 half-days         |
| <input type="radio"/> 2 half-days | <input type="radio"/> 5 or more half-days |
- B. . . . a smaller group (e.g., as a department, staff in a special program or a group of volunteers)? (MARK ONE)
- |                                   |   |
|-----------------------------------|---|
| <input type="radio"/> None        | <input type="radio"/> 3 half-days         |
| <input type="radio"/> 1 half-day  | <input type="radio"/> 4 half-days         |
| <input type="radio"/> 2 half-days | <input type="radio"/> 5 or more half-days |

5. Since the beginning of the current school year, how many students' parents (or guardians) have you talked with individually regarding their child's classroom performance? (MARK ONE)

- ① None
- ② 1-4 students' parents
- ③ 5-9 students' parents
- ④ 10-19 students' parents
- ⑤ 20-29 students' parents
- ⑥ 30-39 students' parents
- ⑦ 40-59 students' parents
- ⑧ 60 or more students' parents

6. On an average day, how often are the classes you teach interrupted (e.g., by announcements, messengers from the office, students coming in tardy, noise in hallway, etc.)? (MARK ONE)

- |  |  |
|--|--|
| <input type="radio"/> Never                | <input type="radio"/> 4-6 times        |
| <input type="radio"/> Less than once a day | <input type="radio"/> 7-14 times       |
| <input type="radio"/> 1-3 times            | <input type="radio"/> 15 or more times |

7. If you had to choose from among the eight goals for students listed below, how would you rank them according to their importance in your teaching? Enter a "1" for the most important goal, a "2" for the next most important goal, and so on, through "8" for the least important goal. (FIRST, RANK EACH GOAL. THEN MARK THE MATCHING CIRCLE NEXT TO EACH RANKING. DO NOT DUPLICATE RANKINGS.)

- |   | RANK  | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     |
|---|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Basic literacy skills (reading, math, writing, speaking) .....                         | _____ | <input type="radio"/> |
| b. Academic excellence, or mastery of the subject matter of the course .....              | _____ | <input type="radio"/> |
| c. Citizenship (understanding institutions and public values) .....                       | _____ | <input type="radio"/> |
| d. Specific occupational skills .....   | _____ | <input type="radio"/> |
| e. Good work habits and self-discipline .....   | _____ | <input type="radio"/> |
| f. Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge) ..... | _____ | <input type="radio"/> |
| g. Human relations skills (cultural understanding, getting along with others) .....       | _____ | <input type="radio"/> |
| h. Moral or religious values .....  | _____ | <input type="radio"/> |

8. For the following school years, what proportion of the students you taught were members of the junior and senior classes? (MARK ONE FOR EACH SCHOOL YEAR)

- |               | 0-10%                 | 11-50%                | 51-100%               | Not Applicable        |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1980-81 ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1981-82 ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1982-83 ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1983-84 ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. How would you rate the average academic ability of students when they enter this school? (MARK ONE)

- 1 Much above the national norm
- 2 Somewhat above the national norm
- 3 At the national norm
- 4 Somewhat below the national norm
- 5 Much below the national norm

10. Compare the academic ability of the students you have taught since the beginning of the current school year to the average for the school. What percentage of your students have been above the school average? (MARK ONE)

- |                                       |  |
|---------------------------------------|--|
| <input type="radio"/> 1 0-9 percent   | <input type="radio"/> 4 50-69 percent  |
| <input type="radio"/> 2 10-29 percent | <input type="radio"/> 5 70-89 percent  |
| <input type="radio"/> 3 30-49 percent | <input type="radio"/> 6 90-100 percent |

11. What is the average size of the classes you have taught since the beginning of the current school year? (MARK ONE)

- 1 Less than 10 students
- 2 11-15 students
- 3 16-20 students
- 4 21-25 students
- 5 26-30 students
- 6 31-35 students
- 7 More than 35 students

12. Since the beginning of the current school year, how often have you participated in predominantly faculty social activities (such as potlucks, musical activities, parties, athletic teams, special group efforts to help a colleague)? Exclude contacts that are part of your duties as a coach, leader of a school club, or similar activity. (MARK ONE)

- Never
- 1-2 times
- 3-5 times
- 6-9 times
- 10-20 times
- More than 20 times

13. Since the beginning of the current school year, how much time per month (on the average) have you spent meeting with other teachers on lesson planning, curriculum development, guidance and counseling, evaluation of programs, or other collaborative work related to instruction? (MARK ONE)

- 1 Less than 15 minutes
- 2 15-29 minutes
- 3 30-59 minutes
- 4 1 hour or more, less than 5
- 5 5 hours or more, less than 10
- 6 10 hours or more

14. Except for monitoring student teachers or substitute teachers, how often have you visited another teacher's classroom to observe and discuss their teaching since the beginning of the current school year? (MARK ONE)

- Never
- Once
- Twice
- 3-4 times
- 5-9 times
- 10 or more times

5. Since the beginning of the current school year, how many times has the department head or any other supervisor observed your teaching? (MARK ONE)

- Never
- Once
- Twice
- 3-4 times
- 5-9 times
- 10 or more times

6. How many days of teaching have you missed since the beginning of the current school year for any reason? (MARK ONE)

- No days absent
- 1-2 days absent
- 3-4 days absent
- 5-7 days absent
- 8-11 days absent
- 12-15 days absent
- 16-20 days absent
- 21-29 days absent
- 30 or more days absent

17. To what extent do you feel successful in providing the kind of education you would like to provide for most of your students? (MARK ONE)

- 1 Not successful
- 2 Slightly successful
- 3 Moderately successful
- 4 Very successful

18. How would you describe the contact between the different student ethnic groups in this school? (MARK ONE ONLY)

- 1 Does not apply—only one major ethnic group present
- 2 Tense relations
- 3 Formal relations are good, but no informal relations
- 4 A few intergroup friendships
- 5 Many intergroup friendships
- 6 Many friendships, but also some tension

NOTE: BE SURE TO ANSWER QUESTIONS 17 and 18.

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

|  | Strongly<br>Disagree | Strongly<br>Agree |
|--|----------------------|-------------------|
| a. The learning environment in this school is not conducive to school achievement for most students ..   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| b. Staff members in this school generally don't have much school spirit .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| c. I make a conscious effort to coordinate the content of my courses with other teachers .....   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| d. You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment .....   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| e. Most of my colleagues share my beliefs and values about what the central mission of the school should be .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| f. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability .....   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| g. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) and/or drug or alcohol use in this school interferes with my teaching ..... | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| h. I try to avoid getting involved in students' personal concerns .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| i. The principal does a poor job of getting resources for this school .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| j. The principal deals effectively with pressures from outside the school that might interfere with my teaching .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| k. The principal sets priorities, makes plans, and sees that they are carried out .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| l. Many of the students I teach are not capable of learning the material I am supposed to teach them ..  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| m. Goals and priorities for the school are clear .....   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| n. The staff seldom evaluates its programs and activities .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| o. Staff members are recognized for a job well done .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| p. The amount of student tardiness and class cutting in this school interferes with my teaching .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| q. Staff are involved in making decisions that affect them .....   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| r. The principal knows what kind of school he/she wants and has communicated it to the staff .....   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| s. This school's administration knows the problems faced by the staff .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| t. In this school I am encouraged to experiment with my teaching .....   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| u. Routine duties and paperwork interfere with my job of teaching .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| v. I feel accepted and respected as a colleague by most staff members .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| w. The school administration's behavior toward the staff is supportive and encouraging .....   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| x. Teachers in this school are continually learning and seeking new ideas .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| y. The principal seldom consults with staff members before he/she makes decisions that affect us ...   | 1 2 3 4 5 6          | 1 2 3 4 5 6       |
| z. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff .....  | 1 2 3 4 5 6          | 1 2 3 4 5 6       |

- |  | Strongly<br>Disagree |   |   |   |   | Strongly<br>Agree |      |
|--|----------------------|---|---|---|---|-------------------|------|
|  | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| aa. Teachers are expected to help maintain discipline in the entire school, not just their classroom .....   | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| bb. In this school the teachers and the administration are in close agreement on school discipline policy .....  | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| cc. The attitudes and habits my students bring to my class greatly reduce their chances for academic success .....   | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| dd. There is a great deal of cooperative effort among staff members .....  | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| ee. Staff members maintain high standards of performance for themselves .....  | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| ff. I usually look forward to each working day at this school .....  | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| gg. This school seems like a big family; everyone is so close and cordial .....  | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| hh. The principal lets staff members know what is expected of them .....   | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| ii. I sometimes feel it is a waste of time to try to do my best as a teacher .....   | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| jj. The principal is interested in innovation and new ideas .....  | 1                    | 2 | 3 | 4 | 5 | 6                 |      |
| kk. I am familiar with the content and specific goals of the courses taught by other teachers in my department .....   | 1                    | 2 | 3 | 4 | 5 | 6                 | 9 NA |
| ll. The teachers' union (or education association) and the school administration work together to improve the achievement of students in this school .....   | 1                    | 2 | 3 | 4 | 5 | 6                 | 9 NA |
| mm. Most of the inservice programs I attended this school year dealt with issues specific to the needs and concerns of this school's students or staff ..... | 1                    | 2 | 3 | 4 | 5 | 6                 | 9 NA |

20. On average, how many hours per week are you assigned to teach? (Exclude study hall, homeroom, preparation periods, etc.) (MARK ONE)

- |  |  |
|--|--|
| <input type="radio"/> 1 Less than 15 hours | <input type="radio"/> 5 24-25 hours        |
| <input type="radio"/> 2 15-17 hours        | <input type="radio"/> 6 26-30 hours        |
| <input type="radio"/> 3 18-20 hours        | <input type="radio"/> 7 More than 30 hours |
| <input type="radio"/> 4 21-23 hours        |  |

21. In addition to the hours you are assigned to teach, about how many hours outside of class do you spend each week in each of the following activities? (IF UNSURE; GIVE YOUR BEST ESTIMATE. ROUND TO THE NEAREST WHOLE HOUR. IF NONE, MARK "0." IF BETWEEN ZERO AND ONE, MARK "1.")

|  | HOURS                 |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |  |  |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|--|
|  | 0                     | 1                     | 2                     | 3                     | 4                     | 5-6                   | 7-8                   | 9-10                  | 11-14                 | 15-20                 | 21 or more            |  |  |
| a. Hall duty, study hall, homeroom, lunchroom, supervising students on detention or similar duty .....     | <input type="radio"/> |  |  |
| b. Completing forms and administrative paperwork .....   | <input type="radio"/> |  |  |
| c. Preparing lessons/lectures, composing tests, grading papers .....                                       | <input type="radio"/> |  |  |
| d. Background reading in your subject area .....   | <input type="radio"/> |  |  |
| e. Contacting employers on students' behalf and visiting students at worksites .....                       | <input type="radio"/> |  |  |
| f. Conducting makeup work for students .....   | <input type="radio"/> |  |  |
| g. Counseling students .....   | <input type="radio"/> |  |  |
| h. Coaching (averaged over the school year) .....  | <input type="radio"/> |  |  |
| i. Directing non-athletic extracurricular activities .....   | <input type="radio"/> |  |  |
| j. Non-school sponsored activities with students (e.g., church, political, service projects, sports) ..... | <input type="radio"/> |  |  |
| k. Tutoring students .....   | <input type="radio"/> |  |  |

22. On the average, about what percentage of your classes' time is spent in each of the following activities? (WRITE IN PERCENT AND THEN MARK THE CORRESPONDING CIRCLE TO THE RIGHT. IF NONE, MARK "0." TOTAL SHOULD EQUAL 100 PERCENT.)

|  | PERCENTAGE OF CLASS TIME |                       |                       |                       |                       |                       |                       |                       |                       |                       |  |
|--|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
|  | 0-2                      | 3-5                   | 6-8                   | 9-11                  | 12-14                 | 15-17                 | 18-20                 | 21-30                 | 31 or more            |                       |  |
| a. Daily routines (such as set up, clean up, passing out materials, taking attendance, breaks) ..... | _____ %                  | <input type="radio"/> |  |
| b. Getting students to behave .....  | _____ %                  | <input type="radio"/> |  |
| c. Instruction or student practice of skills .....   | _____ %                  | <input type="radio"/> |  |

TOTAL 100%

23. During the time devoted to instruction and practicing skills, at any given time, what percentage of the students is whispering, fooling around, appears to be daydreaming, or is not working on the assigned task? (IF UNSURE, GIVE YOUR BEST ESTIMATE)

**PERCENTAGE**

- 0-2%
- 3-5%
- 6-8%
- 9-11%
- 12-14%
- 15-17%
- 18-20%
- 21-30%
- 31% or more

24. How many minutes of homework do/did you assign your students for a typical class period currently and during the 1980/81 school year? (MARK ONE)

If you were not teaching in 1980/81, mark here  and only mark responses in the "currently" column.

|                            | <u>Currently</u> | <u>In 1980/81</u> |
|----------------------------|------------------|-------------------|
| None .....                 | ①                | ①                 |
| Up to 15 minutes .....     | ②                | ②                 |
| 16 to 30 minutes .....     | ③                | ③                 |
| 31 to 45 minutes .....     | ④                | ④                 |
| 46 to 60 minutes .....     | ⑤                | ⑤                 |
| More than 60 minutes ..... | ⑥                | ⑥                 |

25. For what percentage of the homework assignments do you . . .

A. . . record whether or not it was done? (MARK ONE)

- ① Not applicable
- ② 0-9 percent
- ③ 10-29 percent
- ④ 30-49 percent
- ⑤ 50-69 percent
- ⑥ 70-89 percent
- ⑦ 90-100 percent

B. . . . return graded or corrected homework to the students? (MARK ONE)

- ① Not applicable
- ② 0-9 percent
- ③ 10-29 percent
- ④ 30-49 percent
- ⑤ 50-69 percent
- ⑥ 70-89 percent
- ⑦ 90-100 percent

26. The following questions deal with major exams and quizzes.

A. For each report card evaluation or grading period, how often do you usually administer a . . . (MARK NUMBER OF EXAMS OR QUIZZES.)

| <u>Major Exam</u>                | <u>Quiz</u>                      |
|----------------------------------|----------------------------------|
| <input type="radio"/> 0          | <input type="radio"/> 0          |
| <input type="radio"/> 1          | <input type="radio"/> 1          |
| <input type="radio"/> 2          | <input type="radio"/> 2          |
| <input type="radio"/> 3          | <input type="radio"/> 3          |
| <input type="radio"/> 4-5        | <input type="radio"/> 4-6        |
| <input type="radio"/> 6-8        | <input type="radio"/> 7-10       |
| <input type="radio"/> 9-12       | <input type="radio"/> 11-15      |
| <input type="radio"/> 13 or more | <input type="radio"/> 16-20      |
|                                  | <input type="radio"/> 21-30      |
|                                  | <input type="radio"/> 31 or more |

B. How many days does it usually take to grade and return a . . . (MARK NUMBER OF DAYS. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")

| <u>Major Exam</u>                | <u>Quiz</u>                      |
|----------------------------------|----------------------------------|
| <input type="radio"/> 0          | <input type="radio"/> 0          |
| <input type="radio"/> 1          | <input type="radio"/> 1          |
| <input type="radio"/> 2          | <input type="radio"/> 2          |
| <input type="radio"/> 3          | <input type="radio"/> 3          |
| <input type="radio"/> 4          | <input type="radio"/> 4          |
| <input type="radio"/> 5          | <input type="radio"/> 5          |
| <input type="radio"/> 6-10       | <input type="radio"/> 6-10       |
| <input type="radio"/> 11 or more | <input type="radio"/> 11 or more |
| <input type="radio"/> NA         | <input type="radio"/> NA         |

C. How many minutes of class time do you usually spend reviewing the . . . (MARK NUMBER OF MINUTES. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")

| <u>Major Exam</u>                | <u>Quiz</u>                      |
|----------------------------------|----------------------------------|
| <input type="radio"/> 0          | <input type="radio"/> 0          |
| <input type="radio"/> 1-2        | <input type="radio"/> 1-2        |
| <input type="radio"/> 3-7        | <input type="radio"/> 3-7        |
| <input type="radio"/> 8-12       | <input type="radio"/> 8-12       |
| <input type="radio"/> 13-17      | <input type="radio"/> 13-17      |
| <input type="radio"/> 18-22      | <input type="radio"/> 18-22      |
| <input type="radio"/> 23-27      | <input type="radio"/> 23-27      |
| <input type="radio"/> 28-32      | <input type="radio"/> 28-32      |
| <input type="radio"/> 33-37      | <input type="radio"/> 33-37      |
| <input type="radio"/> 38-42      | <input type="radio"/> 38-42      |
| <input type="radio"/> 43-47      | <input type="radio"/> 43-47      |
| <input type="radio"/> 48-52      | <input type="radio"/> 48-52      |
| <input type="radio"/> 53 or more | <input type="radio"/> 53 or more |
| <input type="radio"/> NA         | <input type="radio"/> NA         |

27. In a grading period, how many writing assignments of at least one page is a student required to do in your 11th or 12th grade classes? (A page is approximately 250 words.) (MARK ONE)

- Not applicable
- None
- 1-2 assignments
- 3-4 assignments
- 5-6 assignments
- 7-8 assignments
- 9-10 assignments
- 11 or more assignments

28. Indicate the importance you give to each of the following grading criteria in setting grades for non-special education students in your classes. (MARK ONE FOR EACH ITEM)

- a. Absolute level of achievement . . . . . ① ② ③ ④
- b. Achievement relative to the rest of the class . . . . . ① ② ③ ④
- c. Individual improvement or progress over past performance . . . . . ① ② ③ ④
- d. Effort . . . . . ① ② ③ ④

Not Important  
 Somewhat Important  
 Very Important  
 Extremely Important

29. What percentage of students in your classes have you recognized in any of the following ways for their academic performance: progress charts, certificates, class newsletters, pictures or names on bulletin boards, display or reading of student work? WRITE IN PERCENT AND MARK THE CORRESPONDING CIRCLE BELOW EACH NUMBER. IF NONE, MARK HERE AND GO TO Q. 30. IF 100%, MARK HERE

|   |   |  |
|---|---|--|
| % |   |  |
| 0 | 0 |  |
| 1 | 1 |  |
| 2 | 2 |  |
| 3 | 3 |  |
| 4 | 4 |  |
| 5 | 5 |  |
| 6 | 6 |  |
| 7 | 7 |  |
| 8 | 8 |  |
| 9 | 9 |  |

- A. Please indicate the importance of the criteria used to give this recognition. (MARK ONE FOR EACH LINE)
- a. Level of achievement . . . . . ① ② ③ ④
  - b. Effort or individual improvement or progress over past achievement . . . . . ① ② ③ ④

Not Important  
 Somewhat Important  
 Very Important  
 Extremely Important

30. Are there any general or school-level standards of classroom discipline which you are expected to enforce in your classes? (MARK ONE)

① No  
② Yes

31. On the whole, how would you evaluate the relations between the different student ethnic groups in your school? (MARK ONE)

③ Does not apply - only one major ethnic group present  
① Almost no problems  
② Some minor problems  
③ Some serious problems  
④ Many serious problems

32. How much of the time do you feel satisfied with your job in this school? (MARK ONE)

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

33. What is your best guess about the number of students whom your principal or school head knows by name? He/she knows . . . (MARK ONE)

① nearly every student.  
② over half the students.  
③ one-fourth to one-half of the students.  
④ one-tenth to one-fourth of the students.  
⑤ less than one-tenth of the students.

34. Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)

If you were not at this school for the 1980/81 school year, mark here ○ and proceed to item 35.

- a. Number of Tests and Quizzes you give . . . . . ① ② ③ ④ ⑤ ⑥ ⑦
- b. Your expectations for student performance . . . . . ① ② ③ ④ ⑤ ⑥ ⑦
- c. The amount of time devoted to nonteaching school activities or duties . . . . . ① ② ③ ④ ⑤ ⑥ ⑦
- d. Agreement among professional staff on school goals . . . . . ① ② ③ ④ ⑤ ⑥ ⑦
- e. Your professional relationship with your principal or school head . . . . . ① ② ③ ④ ⑤ ⑥ ⑦
- f. The general educational climate of the school . . . . . ① ② ③ ④ ⑤ ⑥ ⑦
- g. The disciplinary climate of the school . . . . . ① ② ③ ④ ⑤ ⑥ ⑦
- h. Your teaching practices and behaviors . . . . . ① ② ③ ④ ⑤ ⑥

Much Less      No Change      Much More  
 1                  1                  1  
 ① ② ③ ④ ⑤ ⑥ ⑦      ① ② ③ ④ ⑤ ⑥ ⑦      ① ② ③ ④ ⑤ ⑥ ⑦

Much Worse      No Change      Much Better  
 1                  1                  1  
 ① ② ③ ④ ⑤ ⑥ ⑦      ① ② ③ ④ ⑤ ⑥ ⑦      ① ② ③ ④ ⑤ ⑥ ⑦

No Change      Major Change  
 1                  1  
 ① ② ③ ④ ⑤ ⑥      ① ② ③ ④ ⑤ ⑥

35. Recent studies have emphasized the importance of discipline, high expectations, frequent monitoring of student progress, consensus on school goals, increased academic learning time, and other factors as contributing to the academic achievement of students. A number of schools and districts have initiated "effective schools" projects based on these reports. Is your school presently involved in a similar, comprehensive school-wide improvement project to increase the academic achievement of all students? (DO NOT INCLUDE ANY PROJECT STARTED BEFORE 1979.)

① Yes (GO TO Q. 36)  
② No (SKIP TO Q. 37)

36. To what extent has your school-wide improvement project influenced: (MARK ONE FOR EACH ITEM)

- a. Your teaching practices and behaviors . . . . . ① ② ③ ④ ⑤ ⑥
- b. Your expectations for student performance . . . . . ① ② ③ ④ ⑤ ⑥
- c. Your nonteaching school activities or duties . . . . . ① ② ③ ④ ⑤ ⑥

No Influence      Major Influence  
 1                  1  
 ① ② ③ ④ ⑤ ⑥      ① ② ③ ④ ⑤ ⑥

# BACKGROUND INFORMATION

37. What is your sex?

- ① Male
- ② Female

38. What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (MARK ONE)

① NON-HISPANIC

HISPANIC OR SPANISH

- ② Mexican, Mexican-American, Chicano
- ③ Cuban, Cubano
- ④ Puerto Rican, Puertorriqueno, Boricua
- ⑤ Other Latin-American, Latino, Hispanic, or Spanish descent (PLEASE SPECIFY →)

39. What is your race? (MARK ONE)

- ① White
- ② Black
- ③ American Indian or Alaskan Native
- ④ Asian or Pacific Islander
- ⑤ Other (PLEASE SPECIFY →)

40. Prior to this year, how many years of experience have you had as a full-time teacher? (MARK ONE FOR EACH)

Years in this school .....  0  1  2  3  4-5  6-10  11-15  16-20  21-30  31+

Years in other schools .....

41. What is the highest level of education you have completed? (MARK ONE)

- ① High school diploma only . . (SKIP TO Q. 43)
- ② Some college but no certificate or degree
- ③ Associate's degree (2 or more years)
- ④ Bachelor's degree
- ⑤ Bachelor's degree plus 16 or more credits
- ⑥ Master's degree
- ⑦ Specialist or six-year certificate
- ⑧ Doctor of education
- ⑨ Other doctorate

42. Print the name of the college/university at which you received your bachelor's degree or attended college. If you have not completed a bachelor's degree, please give the name of the college or university at which you have earned the largest number of college credits. (PLEASE PRINT NAME. DO NOT ABBREVIATE.)

Bachelor's Degree/or Most Credit Earned at:

Name of College/University \_\_\_\_\_

City, State \_\_\_\_\_

43. What subject areas have you taught in the last four years? (WRITE IN SUBJECT; THEN ENTER THE APPROPRIATE SUBJECT CODE FROM LIST ON PAGE 11.) If you teach only one subject, enter 99 for second and third most frequently taught. If you teach only two subjects, enter 99 for the third.)

SUBJECT

1. Most frequently taught \_\_\_\_\_

2. Second most frequently taught \_\_\_\_\_

3. Third most frequently taught \_\_\_\_\_

SUBJECT CODE

| 1. Most Frequently Taught                       | 2. Second Most Frequently Taught                | 3. Third Most Frequently Taught                 |
|---|---|---|
| <input type="radio"/> 0 <input type="radio"/> 0 | <input type="radio"/> 0 <input type="radio"/> 0 | <input type="radio"/> 0 <input type="radio"/> 0 |
| <input type="radio"/> 1 <input type="radio"/> 1 | <input type="radio"/> 1 <input type="radio"/> 1 | <input type="radio"/> 1 <input type="radio"/> 1 |
| <input type="radio"/> 2 <input type="radio"/> 2 | <input type="radio"/> 2 <input type="radio"/> 2 | <input type="radio"/> 2 <input type="radio"/> 2 |
| <input type="radio"/> 3 <input type="radio"/> 3 | <input type="radio"/> 3 <input type="radio"/> 3 | <input type="radio"/> 3 <input type="radio"/> 3 |
| <input type="radio"/> 4 <input type="radio"/> 4 | <input type="radio"/> 4 <input type="radio"/> 4 | <input type="radio"/> 4 <input type="radio"/> 4 |
| <input type="radio"/> 5 <input type="radio"/> 5 | <input type="radio"/> 5 <input type="radio"/> 5 | <input type="radio"/> 5 <input type="radio"/> 5 |
| <input type="radio"/> 6 <input type="radio"/> 6 | <input type="radio"/> 6 <input type="radio"/> 6 | <input type="radio"/> 6 <input type="radio"/> 6 |
| <input type="radio"/> 7                         | <input type="radio"/> 7                         | <input type="radio"/> 7                         |
| <input type="radio"/> 8                         | <input type="radio"/> 8                         | <input type="radio"/> 8                         |
| <input type="radio"/> 9                         | <input type="radio"/> 9                         | <input type="radio"/> 9                         |

OFFICE  
USE  
ONLY

|                         |                         |                         |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 0 |
| <input type="radio"/> 1 |
| <input type="radio"/> 2 |
| <input type="radio"/> 3 |
| <input type="radio"/> 4 |
| <input type="radio"/> 5 |
| <input type="radio"/> 6 |
| <input type="radio"/> 7 |
| <input type="radio"/> 8 |
| <input type="radio"/> 9 |



## SUPPLEMENT FOR VOCATIONAL TEACHERS ONLY

8. In your vocational classes, what is your best estimate of the percentage of classwork and homework time spent by students in each of the following learning activities? (WRITE IN PERCENT AND THEN, AFTER CHECKING THAT PERCENTAGES ADD TO 100%, MARK THE CORRESPONDING CIRCLE TO THE RIGHT. IF NONE, ENTER "0.")

|   | Percentage |   |
|---|------------|---|
| a. Practicing specific vocational skills (e.g., typing, welding, auto repair, wood working) .....   | 0          | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |
| b. Watching audiovisual materials (filmstrips, movies, etc.) .....  | 0          | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |
| c. Listening to lectures or other class presentations and class discussions .....   | 0          | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |
| d. Applying math skills to practical problems (including math in workbooks) .....   | 0          | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |
| e. Reading related material in books, manuals or workbooks and/or writing answers in workbooks and quizzes .....                                    | 0          | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |
| f. Writing essays or themes .....   | 0          | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |
| g. Other (SPECIFY <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span> ) ..... | 0          | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |

100%  
BE SURE TOTAL EQUALS 100%

49. About what percentage of your vocational class time is spent on each of the following objectives? (WRITE IN PERCENT AND THEN MARK THE CORRESPONDING CIRCLE. IF UNSURE, GIVE YOUR BEST ESTIMATE. RESPONSES NEED NOT ADD UP TO 100%. IF NONE, MARK "0.")

|   |   |   |
|---|---|---|
| a. Learning how to find a job (e.g., complete a job application, self-presentation in a job interview, job search techniques) ..... | 0 | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |
| b. Learning about employer expectations for behavior on the job .....   | 0 | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |
| c. Career planning, occupational exploration .....  | 0 | 1-2 3-5 6-10 11-15 16-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100 |

50. Rank the degree of responsibility each of the following has to find training-related jobs for students in your specialty area. This question refers to the first job a youth has after leaving high school. Place a "1" beside the option with most responsibility, a "2" beside the option with the second most important responsibility, and so on through "6" for the option with the least responsibility. Enter "9" beside any item that does not apply to your school. (WRITE IN RANK AND THEN MARK THE CORRESPONDING CIRCLES TO THE RIGHT OF EACH. DO NOT DUPLICATE RANKING.)

|                                       | RANK          |                             |
|---------------------------------------|---------------|-----------------------------|
| a. School job placement service ..... | 1 2 3 4 5 6 9 | (1) (2) (3) (4) (5) (6) (9) |
| b. Public employment service .....    | 1 2 3 4 5 6 9 | (1) (2) (3) (4) (5) (6) (9) |
| c. Myself .....                       | 1 2 3 4 5 6 9 | (1) (2) (3) (4) (5) (6) (9) |
| d. Other teacher in your school ..... | 1 2 3 4 5 6 9 | (1) (2) (3) (4) (5) (6) (9) |
| e. Guidance staff .....               | 1 2 3 4 5 6 9 | (1) (2) (3) (4) (5) (6) (9) |
| f. Student .....                      | 1 2 3 4 5 6 9 | (1) (2) (3) (4) (5) (6) (9) |

51. Not counting part-time work or summer employment while you were a student, how many years have you worked in a nonteaching job? (IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, MARK "0.")

Years of nonteaching work .....

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 0                     | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 6-8                   | 9-12                  | 13-20                 | 21 or more            |
| <input type="radio"/> |

IF YOU MARKED "0," SKIP TO BOX AT RIGHT FOR FINAL INSTRUCTIONS.

52. Did you hold a supervisory position for any of the nonteaching work you did?

- ① No (GO TO Q. 53)
- ② Yes

**IF YES**

For how many years? (IF LESS THAN ONE YEAR, MARK "1." OTHERWISE ROUND TO NEAREST YEAR.)

|                         |                                  |
|-------------------------|----------------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 6-8        |
| <input type="radio"/> 2 | <input type="radio"/> 9-12       |
| <input type="radio"/> 3 | <input type="radio"/> 13-20      |
| <input type="radio"/> 4 | <input type="radio"/> 21 or more |
| <input type="radio"/> 5 |                                  |

53. How closely related was your nonteaching work to your current teaching? (MARK ONE)

- ① Very closely related (i.e., I now train students for the same work I did)
- ② Somewhat related
- ③ No relationship (the work I did is entirely different from the work I train students to do)

We would appreciate it if you would take just a minute to check and be certain that you have not inadvertently missed a question and that you have correctly filled in all responses.

Thank you for assisting us in this important research. Your time and effort are much appreciated.