* Questions marked with an asterisk (*) were not asked of all respondents.

SECTION A: Teacher Background

We would like to confirm your sex. Are you male or female?
- Male
- Female

Are you of Hispanic or [Latino/Latina] origin?
- No
- Yes

[In addition to learning about your Hispanic background, we would also like to know about your racial background.] Which of the following choices describe your race? You may choose more than one. (Check all that apply.)
- White
- Black/African American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native

What is the highest degree you have earned?
- Associate's degree
- Bachelor’s degree
- Master’s degree
- Educational Specialist diploma
- Ph.D., M.D., law degree, or other high level professional degree
- You do not have a degree

* In what year did you receive your [highest degree earned]?

* What is the name of the college or university where you earned your [highest degree earned]?

* Was this [highest degree earned] awarded by [institution name]'s department of education?
  - No
  - Yes

* What was your major field of study for your [highest degree earned]?
(Please type your major in the space below and click on "Search for major". Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

* In what year did you receive your Bachelor's degree?

* What is the name of the college or university where you earned your Bachelor's degree?

* Was this Bachelor's degree awarded by [institution name]'s department of education?
  - No
* What was your major field of study for your Bachelor's degree?
(Please type your major in the space below and click on "Search for Major". Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

* Have you started, but not completed, any work on a degree beyond [highest degree earned]?
(If you have started more than one of the degrees listed below, please select the higher degree.)
   - No, have not started any other degree
   - Yes, started but not completed an Associate's degree
   - Yes, started but not completed a Bachelor's degree
   - Yes, started but not completed a Master's degree
   - Yes, started but not completed an Education Specialist diploma
   - Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

* In which of the following branches of math have you taken one or more college-level courses?
(Check all that apply.)
   - Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields
   - Applied mathematics such as Dynamical systems, Game theory, Information theory,
   - Mathematical modeling, or Mathematical physics
   - Calculus, Analysis, or Differential equations
   - Discrete mathematics, Combinatorics, or Graph theory
   - Foundations, Philosophy, History of mathematics, or Logic
   - Geometry, Trigonometry, or Topology
   - Number theory
   - Probability or Statistics
   - None of these

* Which of the following college-level science courses have you taken?
(Check all that apply.)
   - Any biology or life science course
   - Any chemistry course
   - Any earth or space science course
   - Any physics course
   - Any engineering course
   - Any physical science course
   - None of these

* Which of the following college-level biology or life science courses have you taken?
(Check all that apply.)
   - Anatomy or physiology
   - Botany or plant physiology
   - Cell biology
   - Ecology
   - Entomology
   - Genetics or Evolution
Microbiology
Zoology or animal behavior
None of these

* Which of the following college-level chemistry courses have you taken? (Check all that apply.)
  Analytical chemistry
  Biochemistry
  Organic chemistry
  Physical chemistry
  None of these

* Which of the following college-level earth or space science courses have you taken? (Check all that apply.)
  Astronomy
  Environmental science
  Geology
  Meteorology
  Oceanography
  Physical Geography
  None of these

* Which of the following college-level physics courses have you taken? (Check all that apply.)
  Electricity and magnetism
  Heat and thermodynamics
  Mechanics
  Modern/quantum physics
  Nuclear physics
  Optics
  None of these

* Did you work in a job in which you used college-level math before becoming a teacher?
  No
  Yes

* Did you work in a job in which you used college-level science before becoming a teacher?
  No
  Yes

Did you enter teaching through an alternative certification program?
  No
  Yes

* Which of the following describes the math teaching certificate you currently hold in [your state]?
  Regular or standard state certificate or advanced professional certificate
  Certificate issued after satisfying all requirements except the completion of a probationary teaching period
Certificate that requires some additional coursework or passing a test
Certificate issued to persons who must complete a certification program in order to continue teaching
You do not hold any of these certifications in this state

* In which grades does this certificate allow you to teach math in [your state]?
(Check all that apply.)
  - Kindergarten through 5th grade (any or all grades)
  - 6th through 8th grade (any or all grades)
  - 9th through 12th grade (any or all grades)

* Including this school year, how many years have you taught high school (grades 9-12) math at any school?

* Which of the following describes the science teaching certificate you currently hold in [your state]?
  - Regular or standard state certificate or advanced professional certificate
  - Certificate issued after satisfying all requirements except the completion of a probationary teaching period
  - Certificate that requires some additional coursework or passing a test
  - Certificate issued to persons who must complete a certification program in order to continue teaching
  - You do not hold any of these certifications in this state

* In which grades does this certificate allow you to teach science in [your state]?
(Check all that apply.)
  - Kindergarten through 5th grade (any or all grades)
  - 6th through 8th grade (any or all grades)
  - 9th through 12th grades for biology or life sciences (any or all grades)
  - 9th through 12th grade for chemistry, physics, or physical science (any or all grades)
  - 9th though 12th grades for earth or space sciences (any or all grades)

* Including this school year, how many years have you taught high school (grades 9-12) science at any school?

The next two questions are about your years teaching [math / science / math, science] or any other subject. Including this school year, how many years have you taught...
  - any grade K-8 at any school?
  - any grade 9-12 at any school?

Including this school year, how many years have you taught any subject at any grade level at [your school]?

Are you currently collecting a pension from a teacher retirement system or drawing money from a school or system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?
  - No
  - Yes
SECTION B: Math Department and Instruction

* Now we have some questions regarding your math instruction and the math department at [your school].

* Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...
  
  set high standards for teaching.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

set high standards for students' learning.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

believe all students can do well.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

make expectations for instructional goals clear to students.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

have given up on some students.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

care only about smart students.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

expect very little from students.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

work hard to make sure all students are learning.
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
* The following questions are about the [fall 2009 math course] you are teaching.

[if web interview: We would like to standardize the various course titles we receive from schools into defined categories. This course may or may not exactly match one of these categories. Regardless, please indicate which of the following best categorizes this course.]  
[if phone interview: We would like to standardize the various course titles we receive from schools into defined categories. Please indicate which of the following best categorizes this course.]  

- Pre-Algebra  
- Review or Remedial Math  
- Algebra I, part 1 or part 2  
- Algebra I  
- Algebra II  
- Geometry  
- Trigonometry  
- Analytic Geometry  
- Statistics or Probability  
- Pre-calculus  
- Calculus  
- Integrated Math I  
- Integrated Math II or above  
- Other math  

* Which of the following best describes the achievement level of students in [fall 2009 math course] compared with the average 9th grade student in this school?  
  - Higher achievement levels  
  - Average achievement levels  
  - Lower achievement levels  
  - Widely differing achievement levels  

* About what percentage of the students in [fall 2009 math course] are not adequately prepared to tackle the material you cover?  
  - 25% or less  
  - 26% to 50%  
  - 51% to 75%  
  - More than 75%  

* Do you have students in your [fall 2009 math course] course work in small groups?  
  - Yes  
  - Not currently, but you plan to at some point during this course  
  - No  

* Primarily, how do you [plan to] assign students to groups in [fall 2009 math course]?  
  - Intentionally create groups so students will be of similar ability levels  
  - Intentionally create groups so students will be of different ability levels  
  - Create groups without regard to ability level such as alphabetically or randomly  
  - Groups will be chosen by the students  

* Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?
Increasing students’ interest in mathematics
  No emphasis
  Minimal Emphasis
  Moderate Emphasis
  Heavy Emphasis
Teaching students mathematical concepts
  No emphasis
  Minimal Emphasis
  Moderate Emphasis
  Heavy Emphasis
Teaching students mathematical algorithms or procedures
  No emphasis
  Minimal Emphasis
  Moderate Emphasis
  Heavy Emphasis
Developing students’ computational skills
  No emphasis
  Minimal Emphasis
  Moderate Emphasis
  Heavy Emphasis
Developing students’ problem solving skills
  No emphasis
  Minimal Emphasis
  Moderate Emphasis
  Heavy Emphasis
Teaching students to reason mathematically
  No emphasis
  Minimal Emphasis
  Moderate Emphasis
  Heavy Emphasis
Teaching students how mathematics ideas connect with one another
  No emphasis
  Minimal Emphasis
  Moderate Emphasis
  Heavy Emphasis
Preparing students for further study in mathematics
  No emphasis
  Minimal Emphasis
  Moderate Emphasis
  Heavy Emphasis
Teaching students the logical structure of mathematics
  No emphasis
  Minimal Emphasis
  Moderate Emphasis
  Heavy Emphasis
Teaching students about the history and nature of mathematics
  No emphasis
  Minimal Emphasis
Moderate Emphasis
Heavy Emphasis
Teaching students to explain ideas in mathematics effectively
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis
Teaching students how to apply mathematics in business and industry
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis
Teaching students to perform computations with speed and accuracy
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis
Preparing students for standardized tests
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis

* To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the most seniority
Strongly agree
Agree
Disagree
Strongly disagree

Advanced courses are assigned to teachers with the strongest math background
Strongly agree
Agree
Disagree
Strongly disagree

All or most math teachers are assigned at least one section of advanced courses
Strongly agree
Agree
Disagree
Strongly disagree

Non-college prep courses are assigned to teachers new to the profession
Strongly agree
Agree
Disagree
Strongly disagree

Non-college prep courses are assigned to teachers whose students do not perform well on standardized tests
Strongly agree
Agree
Disagree
Strongly disagree
All or most math teachers are assigned at least one section of a non-college prep course
Strongly agree
Agree
Disagree
Strongly disagree

* How would you rate the following aspects of remedial help for students in [your school] who are struggling in Algebra I?

Availability of tutoring or other remedial assistance
Poor
Fair
Good
Excellent
Quality of tutoring or other remedial assistance
Poor
Fair
Good
Excellent

* To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share ideas on teaching.
Strongly agree
Agree
Disagree
Strongly disagree
discuss what was learned at a workshop or conference.
Strongly agree
Agree
Disagree
Strongly disagree
share and discuss student work.
Strongly agree
Agree
Disagree
Strongly disagree
discuss particular lessons that were not very successful.
Strongly agree
Agree
Disagree
Strongly disagree
discuss beliefs about teaching and learning.
Strongly agree
Agree
Disagree
Strongly disagree
share and discuss research on effective teaching methods.
Strongly agree
Agree
Disagree
Strongly disagree

share and discuss research on effective instructional practices for English language learners.
Strongly agree
Agree
Disagree
Strongly disagree

explore new teaching approaches for under-performing students.
Strongly agree
Agree
Disagree
Strongly disagree

make a conscious effort to coordinate the content of courses with other teachers in this school.
Strongly agree
Agree
Disagree
Strongly disagree

are effective at teaching students mathematics.
Strongly agree
Agree
Disagree
Strongly disagree

provide support to new mathematics teachers.
Strongly agree
Agree
Disagree
Strongly disagree

are supported and encouraged by the math department's chair or curricular area coordinator.
Strongly agree
Agree
Disagree
Strongly disagree

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
SECTION C: Science Department and Instruction

* Now we have some questions regarding your science instruction and the science department at [your school].

* Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...
  
  set high standards for teaching.
  
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  
  set high standards for students' learning.
  
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  
  believe all students can do well.
  
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  
  make expectations for instructional goals clear to students.
  
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  
  have given up on some students.
  
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  
  care only about smart students.
  
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  
  expect very little from students.
  
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  
  work hard to make sure all students are learning.
  
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
The following questions are about the [fall 2009 science] course you are teaching.

* [if web interview: We would like to standardize the various course titles we receive from schools into defined categories. This course may or may not exactly match one of these categories. Regardless, please indicate which of the following best categorizes this course.]
* [if telephone interview: We would like to standardize the various course titles we receive from schools into defined categories. Please indicate which of the following best categorizes this course.]

- General Science
- Life Science
- Environmental Science
- Earth Science
- Other Earth or Environmental Science such as ecology, geology, oceanography, or meteorology
- Physical Science without Earth Science
- Physical Science with Earth Science
- Other Physical Science such as astronomy or electronics
- Principles of Technology
- Anatomy or Physiology
- Biology I
- Advanced Biology such as Biology II, AP, or IB
- Other Biological Science such as botany, marine biology, or zoology
- Chemistry I
- Advanced Chemistry such as Chemistry II, AP, or IB
- Physics I
- Advanced Physics such as Physics II, AP, or IB
- Integrated Science I
- Integrated Science II or above
- Other science
- Physical Science with Earth Science

* Which of the following best describes the achievement level of students in [fall 2009 science course] compared with the average 9th grade student in this school?
  - Higher achievement levels
  - Average achievement levels
  - Lower achievement levels
  - Widely differing achievement levels

* About what percentage of the students in [fall 2009 science course] are not adequately prepared to tackle the material you cover?
  - 25% or less
  - 26% to 50%
  - 51% to 75%
  - More than 75%

* Do you have students in your [fall 2009 science] course work in small groups?
  - Yes
  - Not currently, but you plan to at some point during this course
  - No
* Primarily, how do you [plan to] assign students to groups in [fall 2009 science course]?
   Intentionally create groups so students will be of similar ability levels
   Intentionally create groups so students will be of different ability levels
   Create groups without regard to ability level such as alphabetically or randomly
   Groups will be chosen by the students

* Think about the full duration of this [fall 2009 science] course. How much emphasis are you placing on each of the following objectives?
  Increasing students’ interest in science
     No emphasis
     Minimal Emphasis
     Moderate Emphasis
     Heavy Emphasis
  Teaching students basic science concepts
     No emphasis
     Minimal Emphasis
     Moderate Emphasis
     Heavy Emphasis
  Teaching students important terms and facts of science
     No emphasis
     Minimal Emphasis
     Moderate Emphasis
     Heavy Emphasis
  Teaching students science process or inquiry skills
     No emphasis
     Minimal Emphasis
     Moderate Emphasis
     Heavy Emphasis
  Preparing students for further study in science
     No emphasis
     Minimal Emphasis
     Moderate Emphasis
     Heavy Emphasis
  Teaching students to evaluate arguments based on scientific evidence
     No emphasis
     Minimal Emphasis
     Moderate Emphasis
     Heavy Emphasis
  Teaching students how to communicate ideas in science effectively
     No emphasis
     Minimal Emphasis
     Moderate Emphasis
     Heavy Emphasis
  Teaching students about the applications of science in business and industry
     No emphasis
     Minimal Emphasis
     Moderate Emphasis
     Heavy Emphasis
Teaching students about the relationship between science, technology, and society
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis
Teaching students about the history and nature of science
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis
Preparing students for standardized tests
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis

* To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the most seniority
Strongly agree
Agree
Disagree
Strongly disagree
Advanced courses are assigned to teachers with the strongest science background
Strongly agree
Agree
Disagree
Strongly disagree
All or most science teachers are assigned at least one section of advanced courses
Strongly agree
Agree
Disagree
Strongly disagree
Non-college prep courses are assigned to teachers new to the profession
Strongly agree
Agree
Disagree
Strongly disagree
Non-college prep courses are assigned to teachers whose students do not perform well on standardized tests
Strongly agree
Agree
Disagree
Strongly disagree
All or most science teachers are assigned at least one section of a non-college prep course
Strongly agree
Agree
Disagree
To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

share ideas on teaching.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

discuss what was learned at a workshop or conference.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

share and discuss student work.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

discuss particular lessons that were not very successful.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

discuss beliefs about teaching and learning.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

share and discuss research on effective teaching methods.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

share and discuss research on effective instructional practices for English language learners.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

explore new teaching approaches for under-performing students.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

make a conscious effort to coordinate the content of courses with other teachers in this school.
- Strongly agree
- Agree
- Disagree
Strongly disagree
are effective at teaching students in science.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
provide support to new science teachers.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
are supported and encouraged by the science department's chair or curricular area coordinator.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
SECTION D: Beliefs About Teaching and Current School

The questions in the final section are related to your beliefs about teaching and your opinions about [your school].

In general, how would you compare males and females in each of the following subjects?

- **English or Language Arts**
  - Females are much better
  - Females are somewhat better
  - Females and males are the same
  - Males are somewhat better
  - Males are much better

- **Math**
  - Females are much better
  - Females are somewhat better
  - Females and males are the same
  - Males are somewhat better
  - Males are much better

- **Science**
  - Females are much better
  - Females are somewhat better
  - Females and males are the same
  - Males are somewhat better
  - Males are much better

To what degree is each of the following matters a problem at [your school]?

- **Student tardiness**
  - Not a problem
  - Minor problem
  - Moderate problem
  - Serious problem

- **Student absenteeism**
  - Not a problem
  - Minor problem
  - Moderate problem
  - Serious problem

- **Student class cutting**
  - Not a problem
  - Minor problem
  - Moderate problem
  - Serious problem

- **Teacher absenteeism**
  - Not a problem
  - Minor problem
  - Moderate problem
  - Serious problem

- **Students dropping out**
Not a problem
Minor problem
Moderate problem
Serious problem
Student apathy
Not a problem
Minor problem
Moderate problem
Serious problem
Lack of parental involvement
Not a problem
Minor problem
Moderate problem
Serious problem
Students come to school unprepared to learn
Not a problem
Minor problem
Moderate problem
Serious problem
Poor student health
Not a problem
Minor problem
Moderate problem
Serious problem
Lack of resources and materials for teachers
Not a problem
Minor problem
Moderate problem
Serious problem
Student tardiness
Not a problem
Minor problem
Moderate problem
Serious problem
Student absenteeism
Not a problem
Minor problem
Moderate problem
Serious problem
Student class cutting
Not a problem
Minor problem
Moderate problem
Serious problem
Teacher absenteeism
Not a problem
Minor problem
Moderate problem
Serious problem
Students dropping out
  Not a problem
  Minor problem
  Moderate problem
  Serious problem
Student apathy
  Not a problem
  Minor problem
  Moderate problem
  Serious problem
Lack of parental involvement
  Not a problem
  Minor problem
  Moderate problem
  Serious problem
Students come to school unprepared to learn
  Not a problem
  Minor problem
  Moderate problem
  Serious problem
Poor student health
  Not a problem
  Minor problem
  Moderate problem
  Serious problem
Lack of resources and materials for teachers
  Not a problem
  Minor problem
  Moderate problem
  Serious problem

In your view, to what extent do the following limit how you teach?

Students with different academic abilities in the same class
  Not applicable
  Not at all
  A little
  Some
  A lot

Students who come from a wide range of socio-economic backgrounds
  Not applicable
  Not at all
  A little
  Some
  A lot

Students who come from a wide range of language backgrounds
  Not applicable
  Not at all
A little
Some
A lot

Students with special needs such as hearing, vision, or speech impairments, physical disabilities, or mental, emotional, or psychological impairments
Not applicable
Not at all
A little
Some
A lot

Uninterested students
Not applicable
Not at all
A little
Some
A lot

Low morale among students
Not applicable
Not at all
A little
Some
A lot

Disruptive students
Not applicable
Not at all
A little
Some
A lot

Inadequate opportunities for professional learning
Not applicable
Not at all
A little
Some
A lot

Inadequate administrative support
Not applicable
Not at all
A little
Some
A lot

Students with different academic abilities in the same class
Not applicable
Not at all
A little
Some
A lot

Students who come from a wide range of socio-economic backgrounds
Not applicable
Students who come from a wide range of language backgrounds
  Not applicable
  Not at all
  A little
  Some
  A lot

Students with special needs such as hearing, vision, or speech impairments, physical disabilities, or mental, emotional, or psychological impairments
  Not applicable
  Not at all
  A little
  Some
  A lot

Uninterested students
  Not applicable
  Not at all
  A little
  Some
  A lot

Low morale among students
  Not applicable
  Not at all
  A little
  Some
  A lot

Disruptive students
  Not applicable
  Not at all
  A little
  Some
  A lot

Inadequate opportunities for professional learning
  Not applicable
  Not at all
  A little
  Some
  A lot

Inadequate administrative support
  Not applicable
  Not at all
  A little
  Some
  A lot

Shortage of computer hardware or software
Not applicable
Not at all
A little
Some
A lot
Shortage of support for using computers
Not applicable
Not at all
A little
Some
A lot
Shortage of textbooks for student use
Not applicable
Not at all
A little
Some
A lot
Shortage of other instructional equipment for students' use
Not applicable
Not at all
A little
Some
A lot
Shortage of equipment for your use in demonstrations and other exercises
Not applicable
Not at all
A little
Some
A lot
Inadequate physical facilities
Not applicable
Not at all
A little
Some
A lot
High student to teacher ratio
Not applicable
Not at all
A little
Some
A lot
Lack of planning time
Not applicable
Not at all
A little
Some
A lot
Lack of autonomy in instructional decisions
Not applicable
Not at all
A little
Some
A lot
Lack of parent or family support
Not applicable
Not at all
A little
Some
A lot
Shortage of computer hardware or software
Not applicable
Not at all
A little
Some
A lot
Shortage of support for using computers
Not applicable
Not at all
A little
Some
A lot
Shortage of textbooks for student use
Not applicable
Not at all
A little
Some
A lot
Shortage of other instructional equipment for students' use
Not applicable
Not at all
A little
Some
A lot
Shortage of equipment for your use in demonstrations and other exercises
Not applicable
Not at all
A little
Some
A lot
Inadequate physical facilities
Not applicable
Not at all
A little
Some
A lot
High student to teacher ratio
To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

1. The amount a student can learn is primarily related to family background
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

2. If students are not disciplined at home, they are not likely to accept any discipline at school
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

3. You are very limited in what you can achieve because a student's home environment is a large influence on their achievement
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

4. If parents would do more for their children, you could do more for your students
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

5. If a student did not remember information you gave in a previous lesson, you would
know how to increase their retention in the next lesson
   Strongly agree
   Agree
   Disagree
   Strongly disagree
If a student in your class becomes disruptive and noisy, you feel assured that you
know some techniques to redirect them quickly
   Strongly agree
   Agree
   Disagree
   Strongly disagree
If you really try hard, you can get through to even the most difficult or unmotivated students
   Strongly agree
   Agree
   Disagree
   Strongly disagree
When it comes right down to it, you really cannot do much because most of a
student's motivation and performance depends on their home environment
   Strongly agree
   Agree
   Disagree
   Strongly disagree
The amount a student can learn is primarily related to family background
   Strongly agree
   Agree
   Disagree
   Strongly disagree
If students are not disciplined at home, they are not likely to accept any discipline at school
   Strongly agree
   Agree
   Disagree
   Strongly disagree
You are very limited in what you can achieve because a student's home environment
is a large influence on their achievement
   Strongly agree
   Agree
   Disagree
   Strongly disagree
If parents would do more for their children, you could do more for your students
   Strongly agree
   Agree
   Disagree
   Strongly disagree
If a student did not remember information you gave in a previous lesson, you would
know how to increase their retention in the next lesson
   Strongly agree
   Agree
   Disagree
Strongly disagree
If a student in your class becomes disruptive and noisy, you feel assured that you
know some techniques to redirect them quickly
   Strongly agree
   Agree
   Disagree
   Strongly disagree
If you really try hard, you can get through to even the most difficult or unmotivated
students
   Strongly agree
   Agree
   Disagree
   Strongly disagree
When it comes right down to it, you really can not do much because most of a
student's motivation and performance depends on their home environment
   Strongly agree
   Agree
   Disagree
   Strongly disagree

To what extent do you agree or disagree with each of the following statements about [your school]'s
principal? The principal...
   deals effectively with pressures from outside the school that might interfere with my teaching.
   Strongly agree
   Agree
   Disagree
   Strongly disagree
   does a poor job of getting resources for this school.
   Strongly agree
   Agree
   Disagree
   Strongly disagree
   sets priorities, makes plans, and sees that they are carried out.
   Strongly agree
   Agree
   Disagree
   Strongly disagree
   knows what kind of school he or she wants and has communicated it to the staff.
   Strongly agree
   Agree
   Disagree
   Strongly disagree
   lets staff members know what is expected of them.
   Strongly agree
   Agree
   Disagree
   Strongly disagree
   is interested in innovation and new ideas.
Strongly agree
Agree
Disagree
Strongly disagree
usually consults with staff members before he or she makes decisions that affect them.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
deals effectively with pressures from outside the school that might interfere with my teaching.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
does a poor job of getting resources for this school.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
sets priorities, makes plans, and sees that they are carried out.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
knows what kind of school he or she wants and has communicated it to the staff.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
lets staff members know what is expected of them.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
is interested in innovation and new ideas.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
usually consults with staff members before he or she makes decisions that affect them.
    Strongly agree
    Agree
    Disagree
    Strongly disagree

To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...
    help maintain discipline in the entire school, not just in their classroom.
Strongly agree
Agree
Disagree
Strongly disagree
take responsibility for improving the school.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
set high standards for themselves.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
feel responsible for helping students develop self-control.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
feel responsible for helping each other do their best.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
feel responsible that all students learn.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
feel responsible when students in this school fail.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
help maintain discipline in the entire school, not just in their classroom.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
take responsibility for improving the school.
  Strongly agree
  Agree
  Disagree
  Strongly disagree
set high standards for themselves.
  Strongly agree
  Agree
  Disagree

Strongly disagree
feel responsible for helping students develop self-control.
  Strongly agree
  Agree
  Disagree
  Strongly disagree

feel responsible for helping each other do their best.
  Strongly agree
  Agree
  Disagree
  Strongly disagree

feel responsible that all students learn.
  Strongly agree
  Agree
  Disagree
  Strongly disagree

feel responsible when students in this school fail.
  Strongly agree
  Agree
  Disagree
  Strongly disagree

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~