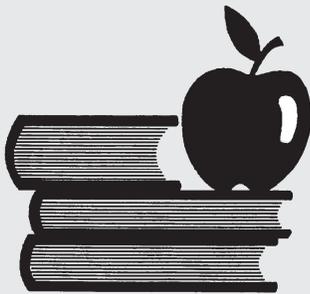


TEACHER FOLLOW-UP SURVEY

QUESTIONNAIRE FOR FORMER TEACHERS

2008-09 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY MANY ORGANIZATIONS. THE NAMES OF THESE ORGANIZATIONS ARE SHOWN ON THE NEXT PAGE.

NOTICE

This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002. The results will only be produced as statistical summaries.

TFS-2L
(3-31-2009)

THIS SURVEY HAS BEEN ENDORSED BY:

American Federation of Teachers
Association Montessori International
Association of Christian Schools International
Association of Christian Teachers and Schools
Bureau of Indian Affairs, Office of Indian Education Programs
Christian Schools International
Council for American Private Education
Evangelical Lutheran Church in America
Islamic School League of America
Jesuit Secondary Education Association
Jewish Community Day School Network
Jewish Education Services of North America
Lutheran Church-Missouri Synod
National Association of Elementary School Principals
National Association of Episcopal Schools
National Association of Independent Schools
National Association of Private Special Education Centers
National Association of Secondary School Principals
National Catholic Educational Association
National Coalition of Girls' Schools
National Council for Private School Accreditation
National Education Association
National Independent Private Schools Association
National Indian Education Association
North American Division of Seventh-Day Adventists
Oral Roberts University Educational Fellowship
Solomon Schechter Day School Association
Wisconsin Evangelical Lutheran Synod

Dear Teacher:

You have been selected to be part of the Teacher Follow-up Survey because you completed the 2007–08 Schools and Staffing Survey. Your participation is important. Below are answers to some general questions.

What is the purpose of this survey?

The purpose of this survey is to obtain information about career paths of new teachers, including current teachers' experiences and satisfaction, and about former teachers' current employment and reasons for leaving the teaching profession.

Who is conducting this survey?

The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES) of the U.S. Department of Education.

Why should you participate in this survey?

Policymakers and educational leaders rely on data from this survey to inform their decisions concerning K–12 schools. This survey provides important insight into the career paths of beginning teachers and your participation will contribute to the success of this data collection. Because it is a sample survey, your responses represent the responses of many. Higher response rates give us confidence that the findings are accurate.

Will your responses be kept confidential?

Your responses are protected by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as provided by law.

How will your information be reported?

The information you provide will be combined with the information provided by others in statistical reports. No individually-identifiable data will be included in the statistical reports.

Where should you mail your completed questionnaire?

Please return your completed questionnaire in the enclosed pre-addressed, postage-paid envelope or mail it to:

U.S. Census Bureau
Survey Processing Branch Bldg 64C
1201 E. 10th Street
Jeffersonville, IN 47132-0001

We hope you will participate in this voluntary effort.

Sincerely,



Stuart Kerachsky
Acting Commissioner for Education Statistics
Office of the Commissioner
National Center for Education Statistics

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0617. The time required to complete this information collection is estimated to average 36 minutes per response, including the time spent to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, e-mail: dsd.education.surveys@census.gov, or write directly to: Teacher Follow-up Survey, National Center for Education Statistics, 1990 K Street, N.W., #9030, Washington, DC 20006.

EMPLOYMENT STATUS

1a. Do you **CURRENTLY TEACH** any regularly scheduled class(es) in any of grades pre-K-12?

 If you work as a library media specialist or librarian at your current school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

REGCL 1 Yes → **GO TO item 1c below.**

2 No
↓

b. Are you currently on: maternity or paternity leave, disability leave, or sabbatical from teaching?

ONLVE 1 Yes } **GO TO item 3 on page 6.**
2 No }

c. How do you classify your position at your **CURRENT** school, that is, the activity at which you spend most of your time during this school year?

 Mark (X) only one box.

- POSSC 1 Regular teacher (full-time or part-time)
2 Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
3 Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
4 Administrator (e.g., principal, assistant principal, director, school head)
5 Library media specialist or librarian
6 Other professional staff (e.g., counselor, curriculum coordinator, social worker)
7 Support staff (e.g., secretary)
8 Short-term substitute
9 Student teacher
10 Teacher aide

d. Which box did you mark in item 1c above?

FRPOP 1 Box 1, 2, 3, 4, 5, 6, or 7 → **Please STOP now and return this questionnaire to the U.S. Census Bureau. You will be sent another form for teachers who are still teaching.**

2 Box 8, 9, or 10
↓

2. Last school year you reported teaching regularly scheduled classes. This school year you reported a transition to a teacher aide, student teacher, or short-term substitute teacher. In 20 words or less, please explain the reason for the change.

NOTE: For this survey, teacher aides, student teachers, and short-term substitute teachers are not considered current regular classroom teachers. Please complete this Former Teacher Questionnaire as best as you can based on your experience of changing from a classroom teacher to a teacher aide, short-term substitute teacher, or student teacher.

TREXP

3. What is your current MAIN occupational status?

🍏 Mark (X) only one box.

- OCCST
- 1 Working for a school or school district in a position in the field of K–12 education, but not as a K–12 classroom teacher → GO TO item 6a on page 7.
 - 2 Working in a position in the field of pre-K or postsecondary education
 - 3 Working in an occupation outside the field of education, including military service } GO TO item 5a below.
 - 4 Student at a college or university
 - 5 Caring for family members
 - 6 Retired
 - 7 Disabled
 - 8 Unemployed and seeking work → GO TO item 9 on page 7.
 - 9 Other – Please specify ↗

OCCSP

4. Are you currently working in a job?

- OCCYN
- 1 Yes
 - 2 No → GO TO item 9 on page 7.

5a. What kind of work do you do, that is, what is your occupation?

🍏 Please record your job title; for example, plumber, typist, or farmer.

OCCTL

b. What are your most important activities or duties at this job?

🍏 For example, typing, keeping account books, filing, selling cars, operating printing press, laying brick.

OCCAC

c. How would you classify yourself in this job?

🍏 Mark (X) only one box.

- OCCCL
- 1 An employee of a PRIVATE company, non-profit, business, or individual for wages, salary, or commission
 - 2 A FEDERAL government employee
 - 3 A STATE government employee
 - 4 A LOCAL government employee
 - 5 SELF-EMPLOYED in your own business, professional practice, or farm
 - 6 Working WITHOUT PAY in a family business or farm
 - 7 Working WITHOUT PAY in a volunteer job

GO TO item 7 on page 7.

6a. Is your current main occupation a –

🍎 Mark (X) only one box.

🍎 If you have more than one position, mark (X) the position for which you spend the most time.

- SCOCC 1 Principal/school head/dean
2 Assistant principal
3 School district administrator
4 Librarian
5 Library technician
6 Audio-visual collections specialist
7 Instructional coordinator
8 Teacher assistant
9 Counselor or school psychologist
10 Short-term substitute
11 Teacher aide
12 Other occupation – Please specify ↴

SCOSP

b. Is this position in public school education or private school education? (For this question, all charter and Bureau of Indian Education [BIE]-funded schools are considered public schools.)

🍎 Mark (X) only one box.

- SCTYP 1 Public school
2 Private school

7. Are you employed full-time or part-time?

🍎 Mark (X) only one box.

- OCCFP 1 Employed full-time
2 Employed part-time

8. What are your estimated annual before-tax earnings at this job?

🍎 If you are in the military service, report military earnings here.

🍎 Include earnings from commissions, merit pay bonuses, and other bonuses from this job.

🍎 Report earnings in whole dollars.

OCCSA \$, . Per year

9. Are you currently receiving a pension from a teacher retirement system?

🍎 Report amount in whole dollars.

PENYN 1 Yes ➔ **How much, BEFORE TAXES?** PENAM \$, . Per year
2 No

10.88 Did you receive an incentive to retire from the position of a K-12 teacher at last year's school?

(An incentive is a monetary bonus or reward used to encourage teachers to retire.)

RINYN 1 Yes

2 No → *GO TO item 11a on page 9.*

b. Would you have remained in teaching if you had not received an incentive to retire?

RINST 1 Yes

2 No

YOUR COMMENTS



INFORMATION ON LEAVING THE TEACHING PROFESSION

11a. Did you leave teaching because your contract was NOT renewed?

- LCNYN
- 1 Yes
- 2 No → GO TO item 12 below.

b. Which of the following best describes the reason why your contract was not renewed?

☛ Mark (X) only one box.

- LCNRS
- 1 I was laid off as part of a reduction in force
- 2 I did not meet Highly Qualified Teacher (HQT) requirements
(Generally, to be Highly Qualified, teachers must 1) have a bachelor's degree; 2) hold full state certification or licensure, including an "alternative certification"; and 3) demonstrate competency in the subject area(s) they teach. The HQT requirement is a provision under No Child Left Behind [NCLB].)
- 3 I was not given a reason for why my contract was not renewed
- 4 My contract was not renewed for other reason(s) – Please specify ↴

LCNSP

GO TO item 14a on page 12.

12. Indicate the level of importance EACH of the following played in your decision to leave the position of a K–12 teacher.

☛ Mark (X) one box on each line.

☛ If any of the reasons for leaving teaching do not apply to you, mark 1 for 'Not at all important.'

I left the position of a K–12 teacher –

Personal Life Factors

a. Because I had a change in residence or wanted to take a job more convenient to my home.

LVHOM

Not at all important	Slightly important	Somewhat important	Very important	Extremely important
----------------------	--------------------	--------------------	----------------	---------------------

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

b. Because I was pregnant or needed more time to raise my child(ren).

LVCHI

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

c. Because my health or the health of a loved one required that I leave the profession.

LVHEA

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

d. Because I decided it was time to retire.

LVRET

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

Assignment and Credential Factors

e. Because I have not taken or could not pass the required test(s).

LVTES

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

f. Because I was being involuntarily transferred and did not want the offered assignment.

LVITR

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

g. Because I was dissatisfied with changes in my job description or responsibilities at last year's school.

LVDES

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

h. Because I was dissatisfied with the grade level or subject area I taught at last year's school.

LVGSU

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

12. Continued – Indicate the level of importance EACH of the following played in your decision to leave the position of a K–12 teacher.

☛ Mark (X) one box on each line.

☛ If any of the reasons for leaving teaching do not apply to you, mark 1 for ‘Not at all important.’

<u>Salary and Other Job Benefits</u>		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
i. Because my salary did not allow me to meet my financial obligations (e.g., rent, loans, credit card payments).	LVSAL	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. Because I needed better benefits than I received at last year’s school.	LVBEN	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. Because I wanted a higher standard of living than my salary provided.	LVLIV	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. Because I was concerned about my job security at last year’s school.	LVSEC	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<u>Other Career Factors</u>		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
m. Because I decided to pursue a position other than that of a K–12 teacher.	LVNPO	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
n. Because I was dissatisfied with opportunities for professional development at last year’s school.	LVDEV	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
o. Because I decided to take courses to improve career opportunities WITHIN the field of education.	LVWED	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
p. Because I decided to take courses to improve career opportunities OUTSIDE the field of education.	LVOED	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
q. Because I was dissatisfied with teaching as a career.	LVTCH	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<u>Classroom Factors</u>		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
r. Because I did not have enough autonomy over my classroom at last year’s school.	LVAUT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
s. Because I was dissatisfied with the large number of students I taught at last year’s school.	LVNUM	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
t. Because I did not feel prepared to mainstream special needs (e.g., disabled) students in my regular classes at last year’s school.	LVMST	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
u. Because I felt that there were too many intrusions on my teaching time (i.e., time spent with students) at last year’s school.	LVINT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

12. Continued – Indicate the level of importance **EACH** of the following played in your decision to leave the position of a K–12 teacher.

☛ Mark (X) one box on each line.

☛ If any of the reasons for leaving teaching do not apply to you, mark 1 for ‘Not at all important.’

<u>School Factors</u>		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
V. Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year’s school.	LVCON	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
W. Because student discipline problems were an issue at last year’s school.	LVDIS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
X. Because I was dissatisfied with the administrator(s) at last year’s school.	LVADM	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Y. Because I was dissatisfied with the lack of support I received from the administration at last year’s school.	LVSUP	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Z. Because I was dissatisfied with the lack of influence I had over school policies and practices at last year’s school.	LVNOI	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<u>Student Performance Factors</u>		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
aa. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching at last year’s school.	LVAIM	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
bb. Because I was dissatisfied with having some of my compensation, benefits, or rewards tied to the performance of my students at last year’s school.	LVARW	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
cc. Because I was dissatisfied with the support I received for preparing my students for student assessments at last year’s school.	LVASP	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
dd. Because I was dissatisfied with the influence student assessments had on the curriculum at last year’s school.	LVACU	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
ee. Because I was dissatisfied with other aspects of accountability measures at last year’s school not included above.	LVAOT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<u>Other Factors</u>		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
ff. Because of other factors not included in previous items a–ee – Please specify ↗	LVOTH	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LVOSP						

13. From the items above, which do you consider the one most important reason in your decision to leave the position of a K–12 teacher?

☛ Enter the letter from item 12 above.

LVIMP Most important

14a. Did you apply for the position of a K-12 teacher for the 2008-09 school year?

☛ Mark (X) only one box.

APPYN 1 Yes → **GO TO item 15 on page 13.**

2 No

3 I'm on leave from last year's school (e.g., on maternity or paternity leave, disability leave, or sabbatical) → **GO TO item 15 on page 13.**

b. Did the following factors influence your decision NOT to apply for the position of a K-12 teacher for the 2008-09 school year?

		Yes	No
(1) I already had a short-term substitute or teacher aide position	APSUB	1 <input type="checkbox"/>	2 <input type="checkbox"/>
(2) I was not interested in continuing a career in K-12 teaching	APNOI	1 <input type="checkbox"/>	2 <input type="checkbox"/>
(3) I wanted to pursue more education	APEDU	1 <input type="checkbox"/>	2 <input type="checkbox"/>
(4) I was not ready to apply	APRDY	1 <input type="checkbox"/>	2 <input type="checkbox"/>
(5) No classroom positions were available locally in my subject area	APNPO	1 <input type="checkbox"/>	2 <input type="checkbox"/>
(6) None of the available positions interested me	APNIN	1 <input type="checkbox"/>	2 <input type="checkbox"/>
(7) I wanted a position outside the classroom in an elementary or secondary school	APNCL	1 <input type="checkbox"/>	2 <input type="checkbox"/>
(8) I wanted to pursue an occupation outside elementary and secondary schools	APNED	1 <input type="checkbox"/>	2 <input type="checkbox"/>
(9) I have not taken or could not pass the required test(s) or I am not yet certified	APTST	1 <input type="checkbox"/>	2 <input type="checkbox"/>
(10) Other reason not specified above If yes – Please specify ↴	APOTH	1 <input type="checkbox"/>	2 <input type="checkbox"/>
APOSP	<input type="text"/> <input type="text"/>		

YOUR COMMENTS



YOUR IMPRESSIONS OF TEACHING AND OF YOUR CURRENT JOB

15. What is your MAIN occupational status?

☛ Your response should be consistent with item 3 on page 6.

☛ Mark (X) only one box.

- OCCSH
- 1 Working for a school or school district in a position in the field of K–12 education, but not as a K–12 classroom teacher
- 2 Working in a position in the field of pre–K or postsecondary education
- 3 Working in an occupation outside the field of education, including military service
- 4 Other than the above → GO TO item 17 on page 14.

16. How would you rate your current position relative to teaching in terms of each of the following aspects?

☛ Mark (X) one box on each line.

		Better in teaching	Not better or worse	Better in current position
a. Salary	OPSAL	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Benefits (e.g., health insurance, retirement plan)	OPBEN	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Opportunities for professional ADVANCEMENT or PROMOTION	OPADV	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Opportunities for professional DEVELOPMENT	OPDEV	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Opportunities for learning from colleagues	OPLRN	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Social relationships with colleagues	OPREL	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Recognition and support from administrators/managers	OPADM	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Safety of environment	OPSAF	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Influence over workplace policies and practices	OPINF	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Autonomy or control over your own work	OPAUT	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k. Professional prestige	OPPRE	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Procedures for performance evaluation	OPEVA	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Manageability of workload	OPWLD	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Ability to balance personal life and work	OPBAL	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
o. Availability of resources and materials/equipment for doing your job	OPRES	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
p. General work conditions	OPCON	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
q. Job security	OPSEC	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
r. Intellectual challenge	OPCHA	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
s. Sense of personal accomplishment	OPACC	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
t. Opportunities to make a difference in the lives of others	OPDIF	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

IV

INFORMATION ABOUT YOUR TEACHING POSITION IN THE 2007-08 SCHOOL YEAR

17. When did you begin teaching, either full-time or part-time, at the elementary or secondary level?

 Do not include time spent as a student teacher.

TCHMO Month AND TCHYR Year

18a. Last school year (2007-08), were you assigned a master or mentor teacher by your school or school district?

MNTYN 1 Yes

2 No → GO TO item 21 on page 16.

b. Was your master or mentor teacher's main job being a mentor during the 2007-08 school year?

MNPRI 1 Yes

2 No

c. Has your master or mentor teacher ever instructed students in the same subject area(s) as yours?

MNSUB 1 Yes

2 No

d. Has your master or mentor teacher ever instructed students in the same grade level(s) as yours?

MNGRA 1 Yes

2 No

e. How frequently did you work with the master or mentor teacher during the 2007-08 school year?

 Mark (X) only one box.

MNFRQ 1 At least once a week

2 Once or twice a month

3 A few times a year

4 Never

f. How frequently did your master or mentor teacher observe you in your classroom during the 2007-08 school year?

 Mark (X) only one box.

MNOBS 1 At least once a week

2 Once or twice a month

3 A few times a year

4 Never

19. Last school year (2007–08), how frequently did your assigned master or mentor teacher work with you in the following areas? To what extent did your work with your mentor in this area improve your teaching?

	a. Last school year (2007–08), how frequently did your assigned master or mentor teacher work with you in the following areas?				b. To what extent did your work with your mentor in this area improve your teaching?			
	Never	A few times a year	Once or twice a month	At least once a week	Not at all	To a small extent	To a moderate extent	To a great extent
(1) Teaching your subject matter or grade level	MF SB J 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	MIS BJ 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(2) Classroom management and discipline	MF DIS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	MID IS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(3) Using or incorporating a variety of instruction methods	MF INS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	MI INS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(4) Using technology in your classroom	MF TEC 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	MITE C 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(5) Assessing students and interpreting assessment data	MF STA 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	MIS TA 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(6) Selecting and adapting curriculum, instructional materials, and/or writing lesson plans	MF CUR 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	MIC UR 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(7) Interacting with parents	MF PAR 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	MIP AR 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(8) Reflecting on your teaching practice	MF REF 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	MIRE REF 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

20. Overall, to what extent did your assigned master or mentor teacher improve your teaching last school year (2007–08)?

Mark (X) only one box.

- MNIMP 1 Not at all
- 2 To a small extent
- 3 To a moderate extent
- 4 To a great extent

21. Did you enter teaching through an alternative certification program?

(An alternative certification program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.)

- ALTYN
- 1 Yes
 - 2 No → GO TO item 25 below.

22. Have you completed your alternative certification program?

🍎 *Mark (X) only one box.*

- ALTCP
- 1 Yes, completed the program
 - 2 No, currently enrolled in the program → GO TO item 24 below.
 - 3 No, left the program before completing it

23. How effective was your alternative certification program at developing the skills or tools you needed to become a teacher?

🍎 *Mark (X) only one box.*

- ALTPR
- 1 Not at all effective
 - 2 Somewhat effective
 - 3 Effective
 - 4 Very effective

24. For the alternative certification program in which you were/are enrolled –

a. What was/is the length of the entire program?

🍎 *Include time spent training before entering the classroom as a teacher.*

🍎 *Include the time from when your program started through when you completed or expect to complete it.*

🍎 *Report BOTH years and months, e.g., 03 years and 00 months, 01 year and 10 months, etc.*

ALTYL Years AND ALTTM Months

b. Did you have any training BEFORE entering the classroom as a teacher?

- ALTR
- 1 Yes
 - 2 No
- } GO TO item 26a on page 17.

25. How effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?

🍎 *Mark (X) only one box.*

- REGPR
- 1 Not at all effective
 - 2 Somewhat effective
 - 3 Effective
 - 4 Very effective

V BACKGROUND INFORMATION

26a. Which of the following best describes the MAJORITY of your work history prior to becoming a K-12 teacher?

☛ Mark (X) only one box.

- WHDES
- 1 Never worked
 - 2 Worked as a homemaker/parent
 - 3 Part-time/temporary jobs while going to school and/or looking for work
 - 4 Job(s) or career(s) in a field(s) related to teaching
 - 5 Job(s) or career(s) in a field(s) not related to teaching
- GO TO item 27 below.
- GO TO item 27 below.

b. In your primary job or career prior to becoming a K-12 teacher, what kind of work did you do, that is, what was your occupation?

☛ Please record your most recent job title from that prior primary job or career; for example, plumber, typist, or farmer.

WHPRI

c. What were your most important activities or duties at this job?

☛ For example, typing, keeping account books, filing, selling cars, operating printing press, laying brick.

WHACT

d. How many years did you spend in your primary job or career prior to becoming a K-12 teacher?

☛ Please round to the nearest whole year.

WHYRS Years

27. What is your citizenship status?

☛ Mark (X) only one box.

- CITZN
- 1 U.S. citizen or U.S. national
 - 2 Resident alien (excluding U.S. nationals)
(A resident alien is a permanent resident of the U.S. who does not have citizenship, but who 1) either currently has or in the last calendar year has had a green card or 2) has been in the U.S. for more than 31 days during the current year and for at least 183 days over a three-year period that includes the current year.)
 - 3 Asylee, Refugee, or Temporary Protected Status (TPS) beneficiary
(Temporary Protected Status (TPS) is a temporary immigration status granted to eligible nationals of designated countries (or parts thereof) who are temporarily unable to return to their homeland because of ongoing armed conflict, environmental disasters, or other extraordinary and temporary conditions.)
 - 4 In the country on a visa

28. Do you own or rent your primary residence?

☛ Mark (X) only one box.

RESOR

- 1 Own
- 2 Rent
- 3 Other living arrangement – Please specify

RESSP

29. Which category represents the total combined BEFORE-TAX income of ALL FAMILY MEMBERS in your household during 2008?

- ☛ Include your own income.
- ☛ Include money from jobs, net business or farm income, pensions, dividends, interest, rent, Social Security payments, and any other income received by family members in your household.
- ☛ Mark (X) only one box.

- HHINC
- 1 Less than \$35,000
 - 2 \$35,000 – \$49,999
 - 3 \$50,000 – \$74,999
 - 4 \$75,000 – \$99,999
 - 5 \$100,000 – \$149,999
 - 6 \$150,000 or more

30a. What is your current marital status?

- ☛ Mark (X) only one box.

- MARCU
- 1 Married
 - 2 Widowed
 - 3 Separated
 - 4 Divorced
 - 5 Never married
 - 6 Living with a partner in a marriage-like relationship

b. Has your marital status changed since December 31, 2007?

- MARCH
- 1 Yes
 - 2 No → GO TO item 31 below.

c. What was your marital status on December 31, 2007?

- ☛ Mark (X) only one box.

- MAR07
- 1 Married
 - 2 Widowed
 - 3 Separated
 - 4 Divorced
 - 5 Never married
 - 6 Living with a partner in a marriage-like relationship

31. How many people did you (and your spouse/partner) support between July 1, 2008 and June 30, 2009?

- ☛ Please include yourself, spouse/partner, and those who received more than half of their support from you.
- ☛ If none, please mark (X) the "None" box.

- a. YourselfSPYOU
- b. Your spouse/partner, including former spouses that you supportSPSPO None OR
- c. Children younger than 5 years of ageSPLT5 None OR
- d. Children ages 5 through 17SP518 None OR
- e. Children/parents/others 18 years of age or older not already countedSP18P None OR

Please place your completed questionnaire in the enclosed pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
SURVEY PROCESSING BRANCH BLDG 64C
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

***Thank you very much for your participation in this survey.
If you have ANY questions, please contact us,
toll-free, at: 1-888-595-1334 or by e-mail at:
dsd.education.surveys@census.gov***

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) website at:

<http://nces.ed.gov/surveys/sass>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at:

<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at:

<http://www.fedstats.gov>