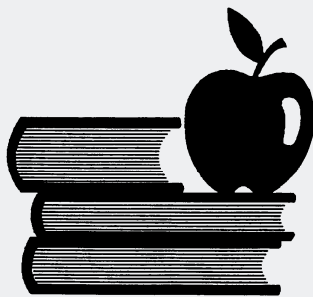


U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

TEACHER FOLLOW-UP SURVEY QUESTIONNAIRE FOR FORMER TEACHERS 2000-2001 SCHOOL YEAR



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

NOTICE

This report is authorized by law (20 U.S. Code 9003, P.L. 103-382 of section 404 of the Improving America's Schools Act of 1994). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Counseling Association
American Federation of Teachers
American Indian Higher Education Consortium
Association of Community Tribal Schools
Council of Chief State School Officers
Council of Great City Schools
Department of Middle Level Services, National Association of Secondary
School Principals
National Association of Elementary School Principals
National Association of Secondary School Principals
National Center for Improving Science Education
National Council of Teachers of Mathematics
National Education Association
National Middle School Association

American Montessori Society
American Muslim Council
Association of Christian Schools International
Association of Christian Teachers and Schools
Association of Waldorf Schools of North America
Christian Schools International
Council for American Private Education
Evangelical Lutheran Church of America
Friends Council on Education
Jesuit Secondary Education Association
Lutheran Church-Missouri Synod Lutheran Schools
National Association of Independent Schools
National Association of Private Schools for Exceptional Children
National Catholic Educational Association
National Christian School Association
National Coalition of Girls' Schools
National Independent Private Schools Association
National Society for Hebrew Day Schools
Office of Education, General Conference of Seventh Day Adventists
Oral Roberts University Educational Fellowship/International Christian
Accrediting Association
U.S. Catholic Conference
Wisconsin Evangelical Lutheran Synod

DEAR FORMER TEACHER:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U. S. Department of Education is authorized by Congress (P.L. 103-382) to collect, analyze, and disseminate statistics on the supply and demand for teachers and the conditions of the education workplace.

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about former teachers' employment and reasons for leaving teaching. We will report the data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

You have been selected to be part of the Teacher Follow-up Survey (TFS) of former teachers who completed the 1999-2000 Schools and Staffing Survey (SASS). The information you provide by responding to this questionnaire contributes important insight concerning teachers and work contexts over time. We conduct this survey with a sample of teachers. Therefore, the value of your individual contribution is greatly increased because it represents many other former teachers. We encourage you to participate in this voluntary survey.

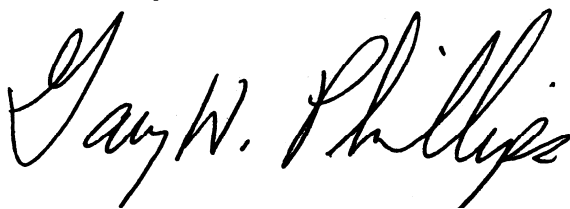
WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,



**GARY W. PHILLIPS
ACTING COMMISSIONER OF 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 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the content of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006-5651.

INSTRUCTIONS

- a.** This questionnaire should be completed only by the person whose name is printed on the address label on the cover page.

-
- b.** We suggest using a pencil or ballpoint pen to answer this questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a note in the "YOUR COMMENTS" space at the bottom of some pages.

If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time needed to complete it. Please record the time you begin.

	:	
--	---	--

Time started

YOUR COMMENTS



EMPLOYMENT STATUS: Items 1-7

This section asks about your current employment status and your plans for the future.

1a. Do you **CURRENTLY** teach any regularly-scheduled classes in any of grades K-12?

- 0050
- 1 Yes
- 2 No → **GO to item 2 on page 6.**

b. How do you classify your **MAIN** school assignment, that is, the activity at which you spend most of your time during this school year?

☛ Mark (X) only one box.

- 0051
- 1 Regular full-time teacher
- 2 Regular part-time teacher
- 3 Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- 4 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)
- 5 Administrator (e.g., principal, assistant principal, director, school head)
- 6 Library media specialist or librarian
- 7 Other professional staff (e.g., counselor, curriculum coordinator, social worker, coach, department head or chair)
- 8 Support staff (e.g., secretary)
- 9 Short-term substitute
- 10 Student teacher
- 11 Teacher aide

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

- 0052
- 1 Box 1, 2, 3, 4, 5, 6, 7, or 8 → **Please STOP now and return this questionnaire to the Census Bureau. You will be sent another form for teachers who are still teaching.**
- 2 Box 9, 10, or 11 → **GO to item 2 on page 6.**

YOUR COMMENTS

2. What is your MAIN occupational status?

☛ Mark (X) only one box.

0053

- 1 Working IN an elementary or secondary education occupation
- 2 Working in an education occupation OUTSIDE of elementary or secondary education
- 3 Working in an occupation outside the field of education
- 4 Student at a college or university
- 5 Caring for family members
- 6 Retired
- 7 Disabled
- 8 Unemployed and seeking work
- 9 Other – Specify ↴

GO to item 7 on page 7.

5053

3a. For whom do you work?

9054

b. What kind of business or industry is this?

0054

5054

c. What kind of work do you do?

☛ Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.

0055

5055

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

☛ For example: typing, selling cars, driving delivery truck, caring for livestock.

9055

e. How would you classify yourself in this job?

☛ Mark (X) only one box.

0056

- 1 An employee of a PRIVATE company, 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

**INFORMATION ON LEAVING THE TEACHING PROFESSION: Items 8-13**

In this section, you are asked about the reasons you left the teaching profession.

8. Using the following scale, indicate the level of importance EACH of the following played in your decision to LEAVE THE TEACHING PROFESSION.

Mark (X) one box on each line.

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
a. I changed my residence	0061	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Pregnancy/Child rearing	0062	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Health	0063	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. To retire	0064	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. I wanted to teach in a different state but my state teacher certification was not accepted there	0065	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. I was laid off or involuntarily transferred	0066	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. To take a sabbatical or other break from teaching	0067	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. For better salary or benefits	0068	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. To pursue another career	0069	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. To take courses to improve career opportunities WITHIN the field of education	0070	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. To take courses to improve career opportunities OUTSIDE the field of education	0071	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. The school received little support from the community	0072	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m. I was dissatisfied with my job description or responsibilities	0073	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
n. I was dissatisfied with CHANGES in my job description or responsibilities	0074	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
o. I did not feel prepared to implement new reform measures	0075	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
p. I did not agree with new reform measures	0076	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
q. Other family or personal reasons	0077	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

- 0078
- 1 Yes
- 2 No → **GO to Section III on page 11.**

10. Using the following scale, indicate the level of importance EACH of the following played in your DECISION TO RETIRE.

Mark (X) one box on each line.

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
a. I became eligible to receive full pension benefits.	0079	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. I became eligible to accept an early retirement incentive.	0080	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. I wanted to teach in a different state but my state teacher certification was not accepted there.	0081	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. I was dissatisfied with my job description or responsibilities.	0082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. I was dissatisfied with CHANGES in my job description or responsibilities.	0083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. I did not feel prepared to implement new reform measures.	0084	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. I did not agree with new reform measures.	0085	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. I was dissatisfied with teaching as a career.	0086	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Other family or personal reasons	0087	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

11. Did you receive an early retirement incentive?

(An early retirement incentive is a state or district policy that allows teachers to retire before they reach the official retirement age or attain the required number of years of service.)

- 0088
- 1 Yes
- 2 No → **GO to Section III on page 11.**

12. If an early retirement incentive were NOT available, would you have remained in teaching?

- 0089
- 1 Yes → **GO to item 13 on page 10.**
- 2 No
- 3 Uncertain } → **GO to Section III on page 11.**

13. If an early retirement incentive were NOT available, for ABOUT how many years would you have remained in teaching?

0090

- 1 Up to one year
- 2 Up to three years
- 3 More than three years
- 4 Uncertain

YOUR COMMENTS

**YOUR IMPRESSIONS OF TEACHING AND OF YOUR CURRENT JOB: Items 14-19**

This section asks about your impressions of last year's school, of teaching in general, and of your current occupation relative to teaching.

14. Thinking about the school you taught in LAST YEAR, use the following scale to indicate to what extent you agree or disagree with each of the following statements.

☐ Mark (X) one box on each line.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. I was satisfied with my salary.	0091	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. The school or district offered satisfactory benefits.	0092	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. I was satisfied with the level of job security at the school (e.g., the possibility of being laid off).	0093	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. The school facility (buildings and grounds) was in need of significant repair.	0094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. The school was located in a safe neighborhood.	0095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. I felt safe at the school.	0096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. The school's security policies and practices were sufficient.	0097	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Student behavior was a problem.	0098	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Most of the students in the school were motivated to learn.	0099	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. The school emphasized academic success.	0100	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. I received little support from parents.	0101	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. The school received little support from the community.	0102	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m. The procedures for teacher performance evaluation were satisfactory.	0103	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
n. I was satisfied with the policies and practices for assigning students to classes or sections for instruction.	0104	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
o. Some of the classes or sections I taught were too large.	0105	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
p. I was satisfied with the grade(s) I was assigned to teach.	0106	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
q. I was satisfied with the subject(s) I was assigned to teach.	0107	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

14. LAST YEAR'S SCHOOL

Continued –

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
r.	I often felt that my teaching workload was too heavy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0108					
s.	I did not have enough influence over the school's policies and practices.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0109					
t.	I was satisfied with the amount of autonomy and control I had over my own classroom.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0110					
u.	Resources and materials/equipment for my classroom(s) were sufficiently available.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0111					
v.	Computers and other technology for my classroom(s) were sufficiently available.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0112					
w.	There was not enough time available for planning and preparation during a typical week at the school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0113					
x.	The professional caliber of the faculty at the school was high.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0114					
y.	There were many opportunities to collaborate with other teachers in the school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0115					
z.	There was not enough uninterrupted class time available for instruction.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0116					
aa.	At last year's school, including (mainstreaming) special needs (e.g., disabled) students in regular classes made it difficult for me to teach.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0117					
bb.	I was pleased with the opportunities for professional ADVANCEMENT (promotion) offered to teachers at the school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0118					
cc.	I was pleased with the opportunities for professional DEVELOPMENT (learning/training) offered to teachers at the school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0119					
dd.	REQUIRED professional development activities at the school usually closely matched my professional development goals.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0120					
ee.	The school administrators' behavior toward the staff was supportive and encouraging.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	0121					

15a. Indicate the extent to which you agree or disagree with the following statement:

In thinking of all the factors that influenced my satisfaction with teaching IN LAST YEAR'S SCHOOL, overall, I was satisfied.

☛ Mark (X) only one box.

- 0122
- 1 Strongly disagree
 - 2 Somewhat disagree
 - 3 Neither agree nor disagree
 - 4 Somewhat agree
 - 5 Strongly agree
-

b. Indicate the extent to which you agree or disagree with the following statement:

In thinking of all the factors that influenced my satisfaction with teaching IN GENERAL, overall, I was satisfied.

☛ Mark (X) only one box.

- 0123
- 1 Strongly disagree
 - 2 Somewhat disagree
 - 3 Neither agree nor disagree
 - 4 Somewhat agree
 - 5 Strongly agree
-

16a. Were you an administrator (e.g., principal, assistant principal, school head) or instructional leader (e.g., department chair) at LAST YEAR'S SCHOOL?

- 0124
- 1 Yes → GO to item 17 on page 14.

- 2 No
-

b. Did you teach at more than one school LAST SCHOOL YEAR?

- 0125
- 1 Yes → GO to item 17 on page 14.

- 2 No
-

c. Which position best describes the person who was most responsible for providing instructional leadership for your work at LAST YEAR'S SCHOOL?

- 0126
- 1 Principal or school head
 - 2 Assistant or vice principal
 - 3 Department chair or head
 - 4 Director of curriculum and instruction
 - 5 Other – Specify ↴

5126

16d. Using the following scale, indicate how effectively this instructional leader, referred to in question 16c, performed each of the following at LAST YEAR'S SCHOOL.

☛ Mark (X) one box on each line.

		Not at all effectively	Somewhat effectively	Quite effectively	Very effectively	Extremely effectively
(1) Communicated respect and value of teachers	0127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(2) Encouraged teachers to change teaching methods if students were not doing well	0128	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(3) Worked with staff to develop and attain curriculum standards	0129	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(4) Encouraged professional collaboration among teachers	0130	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(5) Worked with teaching staff to solve school or department problems	0131	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(6) Encouraged the teaching staff to use student evaluation results in planning curriculum and instruction	0132	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(7) Developed broad agreement among the teaching staff about the school's or department's mission	0133	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(8) Facilitated and encouraged professional development activities of teachers	0134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

17. What is your MAIN occupational status?

☛ Mark (X) only one box.

- 0135
- 1 Working IN an elementary or secondary education occupation
 - 2 Working in an education occupation OUTSIDE of elementary or secondary education
 - 3 Working in an occupation outside the field of education
 - 4 None of the above → GO to Section IV on page 17.
- }
- GO to item 18 on page 15.

YOUR COMMENTS

18. How would you rate teaching relative to your current MAIN occupation in terms of EACH of the following aspects?

☛ Mark (X) one box on each line.

		Better in teaching	Better in current position	No difference
a. Salary	0136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Opportunities for professional ADVANCEMENT	0137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Opportunities for professional DEVELOPMENT	0138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Opportunities for learning from colleagues	0139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Recognition and support from administrators/managers	0140	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Safety of environment	0141	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Influence over workplace policies and practices	0142	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Autonomy or control over your own work	0143	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Professional prestige	0144	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Benefits	0145	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k. Procedures for performance evaluation	0146	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Manageability of workload	0147	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Availability of resources and materials/equipment for doing job	0148	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. General work conditions	0149	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
o. Job security	0150	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
p. Professional caliber of colleagues	0151	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
q. Intellectual challenge	0152	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

19. Thinking about all the factors that influence your job satisfaction, overall, how satisfied are you with your current position relative to teaching?

☛ Mark (X) only one box.

- 0153
- 1 More satisfied in teaching
- 2 More satisfied in current position
- 3 No difference

TABLE 1. MAJOR FIELD OF STUDY CODES
For questions 23 and 27

EDUCATION FIELDS	GENERAL FIELDS
<p>General Education</p> <p>01 Early childhood education or pre-elementary education</p> <p>02 Prekindergarten</p> <p>03 Kindergarten</p> <p>04 Elementary education</p> <p>05 Secondary education</p> <p>Education – Subject Areas</p> <p>06 Agricultural education</p> <p>07 Art education</p> <p>08 Bilingual education</p> <p>09 Business education</p> <p>10 Cross-cultural education</p> <p>11 English as a Second Language education</p> <p>12 English/Language arts education</p> <p>13 Family and consumer science education</p> <p>14 Foreign languages education</p> <p>15 Health education</p> <p>16 Indian education (Native American)</p> <p>17 Mathematics education</p> <p>18 Music education</p> <p>19 Physical education</p> <p>20 Reading education</p> <p>21 Religious education</p> <p>22 Science education</p> <p>23 Social studies/Social science education</p> <p>24 Trades and industry/industrial arts education</p> <p>Special Education</p> <p>25 Special education, general</p> <p>26 Autism</p> <p>27 Deaf and hard-of-hearing</p> <p>28 Developmentally delayed</p> <p>29 Early childhood special education</p> <p>30 Emotionally disturbed or behavior disorders</p> <p>31 Learning disabilities</p> <p>32 Mentally retarded</p> <p>33 Mildly or moderately disabled</p> <p>34 Orthopedically impaired</p> <p>35 Severely or profoundly disabled</p> <p>36 Speech or language impaired</p> <p>37 Traumatically brain injured</p> <p>38 Visually impaired</p> <p>39 Other special education</p> <p>Other Education</p> <p>40 Counseling and guidance</p> <p>41 Curriculum and instruction</p> <p>42 Educational administration</p> <p>43 Educational psychology</p> <p>44 Other education</p>	<p>Arts</p> <p>45 Art, fine and applied</p> <p>46 Drama or theater</p> <p>47 Music</p> <p>48 Other visual/performing arts</p> <p>English</p> <p>49 English literature or composition</p> <p>50 Communications or journalism</p> <p>Foreign Languages</p> <p>51 French</p> <p>52 German</p> <p>53 Latin</p> <p>54 Russian</p> <p>55 Spanish</p> <p>56 Other languages</p> <p>Mathematics</p> <p>57 Mathematics</p> <p>58 Statistics</p> <p>Natural Sciences</p> <p>59 Biology/Life science</p> <p>60 Chemistry</p> <p>61 Geology/Earth science</p> <p>62 Physics</p> <p>63 Other natural sciences</p> <p>Other Areas</p> <p>64 Agriculture and natural resources</p> <p>65 American Indian/Native American studies</p> <p>66 Architecture, environmental design</p> <p>67 Business and management</p> <p>68 Computer science</p> <p>69 Engineering</p> <p>70 Family and consumer science (home economics)</p> <p>71 General studies</p> <p>72 Health professions and occupations</p> <p>73 Humanities</p> <p>74 Law</p> <p>75 Library and information science</p> <p>76 Military science</p> <p>77 Multi- or interdisciplinary studies</p> <p>78 Philosophy</p> <p>79 Public administration or service</p> <p>80 Religion or theology</p> <p>81 Other area or ethnic studies</p> <p>Social Sciences</p> <p>82 Economics</p> <p>83 History</p> <p>84 Political science and government</p> <p>85 Psychology</p> <p>86 Sociology</p> <p>87 Other social sciences</p> <p>88 All Other Areas</p>

24. Which of the following were reasons you earned this new degree?

☛ Mark (X) ALL that apply.

- 0159 1 To increase salary
- 0160 1 For professional development in current field
- 0161 1 To teach in a different field than the one taught last year
- 0162 1 For a non-teaching position in elementary or secondary education
- 0163 1 For an occupation outside elementary or secondary education other than current job
- 0164 1 Required to keep your teaching position or certification
- 0165 1 Other – Specify ↴

5165

25. Are you currently enrolled in a degree program?

☛ Mark (X) only one box.

- 0166 1 No → GO to item 29 on page 19.
- 2 Yes, as a full-time student
- 3 Yes, as a part-time student

26. What type of degree are you pursuing?

☛ Mark (X) only one box.

- 0167 1 Associate degree
- 2 Bachelor's
- 3 Master's
- 4 Education specialist or professional diploma (at least one year beyond Master's level)
- 5 Doctorate (e.g., Ph.D., Ed.D.)
- 6 Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

27. What is the major field of study for the degree you are pursuing?

☛ Record the field of study code and the field name from Table 1 on page 16.

Code

0168

Major field

5168

28. Which of the following are reasons you are pursuing this degree?

☛ Mark (X) ALL that apply.

- 0169 1 To increase salary
- 0170 1 For professional development in current field
- 0171 1 To teach in a different field than the one taught last year
- 0172 1 For a non-teaching position in elementary or secondary education
- 0173 1 For an occupation outside elementary or secondary education other than current job
- 0174 1 Required to keep your teaching position or certification
- 0175 1 Other – Specify ↴

5175

29. Do you plan to return to teaching?

☛ Mark (X) only one box.

- 0176 1 Yes
- 2 No → GO to item 33 on page 20.
- 3 Undecided

30. Using the following scale, indicate how important each factor would be in influencing your decision to return to teaching.

☛ Mark (X) one box on each line.

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important	
	a. Family/Personal matters	0177	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	b. Ability to retain seniority in the teacher pay scale	0178	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	c. Ability to maintain your teacher retirement benefits	0179	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	d. State certification reciprocity (a state's acceptance of teacher certifications from other states)	0180	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	e. Availability of part-time teaching assignments	0181	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	f. Other – Specify ↴	0182	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5182							

31. How soon might you return to teaching?

☛ Mark (X) only one box.

- 0183
- 1 Later this school year (2000–2001)
 - 2 Next school year (2001–2002)
 - 3 Within five years
 - 4 More than five years from now
 - 5 Undecided
-

32. At which level would you teach?

☛ Mark (X) only one box.

- 0184
- 1 Prekindergarten
 - 2 Elementary (including kindergarten)
 - 3 Junior high/Middle school
 - 4 Senior high
 - 5 Postsecondary
-

33. What type of change has there been in your teaching certification status since last school year (1999–2000)?

☛ Mark (X) only one box.

- 0185
- 1 No change
 - 2 Certification has lapsed
 - 3 Certification has been upgraded from temporary or emergency to a regular certificate
 - 4 Certified in a different field
 - 5 Other change – Specify ↴

5185

34. Do you have lifetime certification to teach?

- 0186
- 1 Yes → GO to Section V on page 21.
 - 2 No

35. Do you plan to maintain or reinstate your teaching certificate?

- 0187
- 1 Yes
 - 2 No
 - 3 Undecided

V**BACKGROUND INFORMATION: Items 36–43**

This section asks questions about selected demographic information and the time it took to complete this questionnaire.

36a. What is your ethnicity?

- 0188 1 **Hispanic or Latino** (A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino.")
- 2 **Not Hispanic or Latino**

b. What is your race?

☛ *Mark (X) all that apply.*

- 0189 1 **White** (A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.)
- 0190 1 **Black or African American** (A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black" or "African American.")
- 0191 1 **Asian** (A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
- 0192 1 **American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.)
- 0193 1 **Native Hawaiian or other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

37. Which category represents the total combined income (include your own income) of ALL FAMILY MEMBERS age 14 and older in your household during 2000? 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.*

- 0194 1 Less than \$20,000
- 2 \$20,000–\$34,999
- 3 \$35,000–\$49,999
- 4 \$50,000–\$74,999
- 5 \$75,000–\$99,999
- 6 \$100,000 or more

38. What is your current marital status?

☛ *Mark (X) only one box.*

- 0195 1 Married
- 2 Widowed, divorced, or separated
- 3 Never married

39. How many persons, including children, are dependent upon you for more than half of their financial support?

0196

40. How many dependents from item 39 are under the age of 5?

0197

41. Please indicate the time at which you completed this questionnaire.

 : Time ended

42. Please indicate how much time it took you to complete this form, not counting interruptions.

☛ Refer to page 4, where you indicated the time at which you started this questionnaire.

☛ Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

0198

 Minutes

43. Please enter the date you completed this questionnaire.

0199

Month

0200

Day

0201

Year

YOUR COMMENTS

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

**U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001**

FOR FURTHER INFORMATION:

Find out more about the information that results from the Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS), on the World Wide Web at:

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

Look for the reports, *An Overview of the SASS and TFS* (NCES Report No. 1999-352) and *E.D. Tab: Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-Up Survey: 1994-95* (NCES Report No. 97-450), under Publications.

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 the NCES Web site at:

<http://nces.ed.gov>

For additional information from the Department of Education, please visit the following Web sites:

Department of Education

<http://www.ed.gov>

- A resource on all programs, initiatives, and funding opportunities from the Department of Education

Office of Educational Research and Improvement <http://www.ed.gov/offices/OERI>

- Contains reports from education research projects and information on funding opportunities to support educational innovation and improvement

K-12 Practitioner's Circle

<http://www.nces.ed.gov/practitioners>

- Funding opportunities, research results, and other tools for teachers, administrators, policymakers, librarians, and parents

A Web site for students

<http://www.nces.ed.gov/nceskids>

- A collection of fun activities for students to play and learn

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

<http://www.fedstats.gov>