TEACHER FOLLOW-UP SURVEY
QUESTIONNAIRE FOR CURRENT TEACHERS
2000-2001 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.

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 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 teachers’ main assignment fields, qualifications, and experiences. 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 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 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 25 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
CERTIFICATION AND ASSIGNMENTS AT YOUR CURRENT SCHOOL: Items 1–9
This section asks for information about your teaching assignment and certification.

1a. Are you TEACHING any regularly-scheduled classes in any of grades K–12 during this school year (2000–2001)?

0050
1  □  Yes
2  □  No  ➔ Please STOP now and return this questionnaire to the Census Bureau. You will be sent a different form to complete.

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  ➔ Please STOP now and return this questionnaire to the Census Bureau. You will be sent a different form to complete.

2. This school year (2000–2001), how much time do you work as a TEACHER?

Mark (X) only one box.

0552
1  □  Full-time teacher  ➔ GO to item 5a on page 6.
2  □  3/4 time or more, but less than full-time teacher
3  □  1/2 time or more, but less than 3/4 time teacher
4  □  1/4 time or more, but less than 1/2 time teacher
5  □  Less than 1/4 time teacher
3. **Which of the following categories describes your position as a school EMPLOYEE?**
   - Mark (X) only one box.

   1. Full-time employee
   2. 3/4 time or more, but less than full-time employee
   3. 1/2 time or more, but less than 3/4 time employee
   4. 1/4 time or more, but less than 1/2 time employee
   5. Less than 1/4 time employee

   GO to item 5a below.

4a. **Do you have another school assignment, other than your main assignment indicated in question 1b?**

   1. Yes
   2. No  →  GO to item 5a below.

b. **Which of the following best describes your OTHER assignment at this school?**
   - Mark (X) only one box.

   1. Administrator (e.g., principal, assistant principal, director, school head)
   2. Coach
   3. Counselor
   4. Library media specialist or librarian
   5. Other professional staff (e.g., department head or chair, curriculum coordinator)
   6. Support staff (e.g., secretary, aide)
   7. Other – Specify 

   5555

5a. **THIS school year (2000–2001), what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?**
   - Record the assignment field code and the assignment field name from Table 1 on page 7.
   - If you teach two fields EQUALLY, report one field here and the other in item 7b on page 8.

   Enter two-digit code

   0556

   Print MAIN teaching assignment field

   5556

b. **Do you have a teaching certificate in THIS STATE in your MAIN teaching assignment field?**

   1. Yes
   2. No  →  GO to item 7a on page 8.
### General
01 Prekindergarten  
02 Kindergarten  
03 Elementary

### Special Areas
04 American Indian/Native American studies  
05 Architecture or environmental design  
06 Art  
07 Basic skills or remedial education  
08 Bilingual education  
09 Computer science  
10 Dance  
11 Drama/Theater  
12 English as a Second Language  
13 Family and consumer science (home economics)  
14 Gifted  
15 Health education  
16 Mathematics  
17 Military science  
18 Music  
19 Philosophy  
20 Physical education  
21 Religion  
22 Social studies or social science (including history)

### English or Language Arts
23 English or language arts  
24 Journalism  
25 Reading

### Foreign Languages
26 French  
27 German  
28 Latin  
29 Russian  
30 Spanish  
31 Other foreign languages

### Science
32 Biology or life science  
33 Chemistry  
34 Earth/Space science/Geology  
35 General science  
36 Physical science  
37 Physics  
38 Other natural sciences

### Vocational-Technical Education
39 Accounting  
40 Agricultural or natural resources  
41 Business/office  
42 Career education  
43 Communications technologies  
44 Cosmetology  
45 Food services  
46 Health occupations  
47 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)  
48 Other vocational/technical education

### Special Education
49 Special education, general  
50 Autism  
51 Deaf and hard-of-hearing  
52 Developmentally delayed  
53 Early childhood special education  
54 Emotionally disturbed or behavior disorders  
55 Learning disabilities  
56 Mentally retarded  
57 Mildly/moderately disabled  
58 Orthopedically impaired  
59 Severely/profoundly disabled  
60 Speech/language impaired  
61 Traumatically brain-injured  
62 Visually impaired  
63 Other special education

### All Others
64
6. What type of teaching certificate do you hold in this field?
Mark (X) only one box.

1. Regular or standard state certificate or advanced professional certificate
2. Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3. Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
4. Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
5. Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

7a. At this school, do you teach classes in OTHER fields in addition to your main teaching assignment field?

1. Yes
2. No ➔ GO to item 9 on page 9.

b. In which OTHER teaching assignment field do you teach the most classes?
Record the assignment field code and the assignment field name from Table 1 on page 7.

Enter two-digit code

8a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

1. Yes
2. No ➔ GO to item 9 on page 9.

b. What type of teaching certificate do you hold in this field?
Mark (X) only one box.

1. Regular or standard state certificate or advanced professional certificate
2. Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3. Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
4. Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
5. Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
9. **THIS SCHOOL YEAR (2000–2001), in which grade levels are the students in the classes you currently teach?**

 Mark (X) all that apply.

- [ ] Ungraded
- [ ] Prekindergarten
- [ ] Kindergarten
- [ ] 1st grade
- [ ] 2nd grade
- [ ] 3rd grade
- [ ] 4th grade
- [ ] 5th grade
- [ ] 6th grade
- [ ] 7th grade
- [ ] 8th grade
- [ ] 9th grade
- [ ] 10th grade
- [ ] 11th grade
- [ ] 12th grade
- [ ] Postsecondary

**YOUR COMMENTS**
Your current school: Conditions and experiences: Items 10-13

This section includes questions about aspects of teaching at your current school.

10. Thinking about your current school, use the following scale to indicate the extent to which you agree or disagree with each of the following statements.

Mark (X) one box on each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am satisfied with my teaching salary.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. This school or district offers satisfactory benefits.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. I am satisfied with the level of job security at this school (e.g., the possibility of being laid off).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. This school facility (buildings and grounds) is in need of significant repair.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. This school is located in a safe neighborhood.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. I feel safe at this school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. This school's security policies and practices are sufficient.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Student behavior is a problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Most of the students in this school are motivated to learn.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j. This school emphasizes academic success.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>k. I receive little support from parents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>l. This school receives little support from the community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>m. The procedures for teacher performance evaluation are satisfactory.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>n. I am satisfied with the policies and practices for assigning students to classes or sections for instruction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>o. Some of the classes or sections I teach are too large.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>p. I am satisfied with the grade(s) I am currently assigned to teach.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
10. YOUR CURRENT SCHOOL
Continued –

<table>
<thead>
<tr>
<th>q.</th>
<th>I am satisfied with the subject(s) I am currently assigned to teach.</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I often feel that my teaching workload is too heavy.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I do not have enough influence over this school’s policies and practices.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am satisfied with the amount of autonomy and control I have over my own classroom.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources and materials/equipment for my classroom(s) are sufficiently available.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computers and other technology for my classroom(s) are sufficiently available.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is not enough time available for planning and preparation during a typical week at this school.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The professional caliber of the faculty at this school is high.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are many opportunities to collaborate with other teachers in this school.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is not enough uninterrupted class time available for instruction.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At this school, including (mainstreaming) special needs (e.g., disabled) students in regular classes makes it difficult for me to teach.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am pleased with the opportunities for professional ADVANCEMENT (promotion) offered to teachers at this school.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am pleased with the opportunities for professional DEVELOPMENT (learning/training) offered to teachers at this school.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>REQUIRED professional development activities at this school usually closely match my professional development goals.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The school administrators’ behavior toward the staff is supportive and encouraging.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11a. Indicate the extent to which you agree or disagree with the following statement:
In thinking of all the factors that influence my satisfaction with teaching IN THIS SCHOOL, overall, I am satisfied.
Mark (X) only one box.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

11b. Indicate the extent to which you agree or disagree with the following statement:
In thinking of all the factors that influence my satisfaction with teaching IN GENERAL, overall, I am satisfied.
Mark (X) only one box.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

12a. Are you an administrator (e.g., principal, assistant principal, school head) or instructional leader (e.g., department chair) at your CURRENT SCHOOL?

- Yes
- No

b. Do you teach at more than one school?

- Yes
- No

C. Which position best describes the person who is most responsible for providing instructional leadership for your work at this school?
Mark (X) only one box.

- Principal or school head
- Assistant or vice principal
- Department chair or head
- Director of curriculum and instruction
- Other – Specify
12. Continued –

d. Using the following scale, indicate how effectively this instructional leader, referred to in question 12c, performs each of the following at YOUR CURRENT SCHOOL.

Mark (X) one box on each line.

<table>
<thead>
<tr>
<th>(1) Communicates respect and value of teachers</th>
<th>Not at all effectively</th>
<th>Slightly effectively</th>
<th>Somewhat effectively</th>
<th>Very effectively</th>
<th>Extremely effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Encourages teachers to change teaching methods if students are not doing well</td>
<td>Not at all effectively</td>
<td>Slightly effectively</td>
<td>Somewhat effectively</td>
<td>Very effectively</td>
<td>Extremely effectively</td>
</tr>
<tr>
<td>(3) Works with staff to develop and attain curriculum standards</td>
<td>Not at all effectively</td>
<td>Slightly effectively</td>
<td>Somewhat effectively</td>
<td>Very effectively</td>
<td>Extremely effectively</td>
</tr>
<tr>
<td>(4) Encourages professional collaboration among teachers</td>
<td>Not at all effectively</td>
<td>Slightly effectively</td>
<td>Somewhat effectively</td>
<td>Very effectively</td>
<td>Extremely effectively</td>
</tr>
<tr>
<td>(5) Works with teaching staff to solve school or department problems</td>
<td>Not at all effectively</td>
<td>Slightly effectively</td>
<td>Somewhat effectively</td>
<td>Very effectively</td>
<td>Extremely effectively</td>
</tr>
<tr>
<td>(6) Encourages the teaching staff to use student evaluation results in planning curriculum and instruction</td>
<td>Not at all effectively</td>
<td>Slightly effectively</td>
<td>Somewhat effectively</td>
<td>Very effectively</td>
<td>Extremely effectively</td>
</tr>
<tr>
<td>(7) Develops broad agreement among the teaching staff about the school’s or department’s mission</td>
<td>Not at all effectively</td>
<td>Slightly effectively</td>
<td>Somewhat effectively</td>
<td>Very effectively</td>
<td>Extremely effectively</td>
</tr>
<tr>
<td>(8) Facilitates and encourages professional development activities of teachers</td>
<td>Not at all effectively</td>
<td>Slightly effectively</td>
<td>Somewhat effectively</td>
<td>Very effectively</td>
<td>Extremely effectively</td>
</tr>
</tbody>
</table>

13. To what extent do you agree or disagree with each of the following statements regarding the administrators and staff at YOUR CURRENT SCHOOL?

Mark (X) one box on each line.

<table>
<thead>
<tr>
<th>a. The school administrators’ behavior toward the staff is supportive and encouraging.</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Some what agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. The school principal enforces school rules for student conduct and backs me up when I need it.</td>
<td>Strongly disagree</td>
<td>Somewhat disagree</td>
<td>Neither agree nor disagree</td>
<td>Some what agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.</td>
<td>Strongly disagree</td>
<td>Somewhat disagree</td>
<td>Neither agree nor disagree</td>
<td>Some what agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>d. There is a great deal of cooperative effort among the staff members.</td>
<td>Strongly disagree</td>
<td>Somewhat disagree</td>
<td>Neither agree nor disagree</td>
<td>Some what agree</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

YOUR COMMENTS
For items 14–17, please respond for a TYPICAL FULL WEEK of teaching. Report only for your current school.

14. Do you teach on a “block,” “parallel block,” or other type of rotating or flexible schedule (i.e., a schedule that increases the length of uninterrupted time for instruction)?

   0626  1  Yes
   0626  2  No

15. These two questions ask you to compare OFFICIALLY SCHEDULED planning time to ACTUALLY AVAILABLE planning time during a typical full week of teaching.
   a. During a typical full week of teaching, how much school time is OFFICIALLY SCHEDULED for you to plan and prepare?
      0627  [ ] Hours and 0628 [ ] minutes
      0629  0  No time
   b. Of the OFFICIALLY SCHEDULED school time for planning and preparation during a typical week, how much is ACTUALLY AVAILABLE to you for planning and preparation?
      0630  [ ] Hours and 0631 [ ] minutes
      0632  0  No time

16. During a typical full week of teaching, how much time do you think you NEED for planning and preparation?
    0633  [ ] Hours and 0634 [ ] minutes

17. During a typical full week of teaching, approximately how much time do you spend on each of the following activities OUTSIDE your job as a teacher?
   a. Working at a job in the education field, outside of teaching
      0635  [ ] Hours and 0636 [ ] minutes
      0637  0  No time
   b. Working at an occupation outside of education
      0638  [ ] Hours and 0639 [ ] minutes
      0640  0  No time
   c. Attending a college or university
      0641  [ ] Hours and 0642 [ ] minutes
      0643  0  No time
COMPUTERS AND TECHNOLOGY IN YOUR CLASSROOM: Items 18–24

In this section, we would like to learn more about your familiarity with computers and the extent to which you use them in your classroom teaching.

18a. Since the beginning of the summer of 2000, including this school year (2000–2001), have you participated in any professional development activities that focused on USES OF COMPUTERS for instruction?

0644
1 □ Yes
2 □ No ➔ (GO to item 20 below.)

b. How many hours did you spend on these professional development activities?

Mark (X) only one box.

0645
1 □ 8 hours or less
2 □ 9–16 hours
3 □ 17–32 hours
4 □ 33 hours or more

C. Overall, how useful were these activities to you?

Mark (X) only one box.

0646
Not useful at all ➔ Very useful
1 □ 2 □ 3 □ 4 □ 5 □

19. During the professional development activities you have attended since the beginning of the summer of 2000, including this school year (2000-2001), to what degree was each of the following topics discussed?

Mark (X) one box on each line.

<table>
<thead>
<tr>
<th>Topic not mentioned</th>
<th>Topic mentioned</th>
<th>Central topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The mechanics of using computer technology and software</td>
<td>0647</td>
<td>1 □</td>
</tr>
<tr>
<td>b. Integrating computers into instructional activities in your subject area</td>
<td>0648</td>
<td>1 □</td>
</tr>
<tr>
<td>c. How to use the Internet or other on-line activities</td>
<td>0649</td>
<td>1 □</td>
</tr>
<tr>
<td>d. How to enable students to create multimedia presentations</td>
<td>0650</td>
<td>1 □</td>
</tr>
</tbody>
</table>

20. To what extent do you agree or disagree with the following statement?

I am reasonably familiar and comfortable with using computers.

Mark (X) only one box.

0651
1 □ Strongly disagree
2 □ Somewhat disagree
3 □ Neither agree nor disagree
4 □ Somewhat agree
5 □ Strongly agree
21. Whether or not you are currently using it, how valuable do you think each of the following might be for your teaching?

Mark (X) one box on each line.

<table>
<thead>
<tr>
<th></th>
<th>Not needed</th>
<th>Some value</th>
<th>Essential</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A telephone in your classroom</td>
<td>0652</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. At least one computer for every four students in your classroom</td>
<td>0653</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Teacher’s computer station with access to electronic mail</td>
<td>0654</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. World Wide Web access in your classroom</td>
<td>0655</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. A full page scanner for digitizing photos and graphics</td>
<td>0656</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Video camera (camcorder)</td>
<td>0657</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. Encyclopedias and other reference works on CD-ROM</td>
<td>0658</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. Presentation software (e.g., PowerPoint)</td>
<td>0659</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i. Multimedia authoring program (e.g., Hyperstudio, HyperCard)</td>
<td>0660</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

22. In your MAIN teaching assignment field (reported in question 5a), do students in your classes use computers during class time?

1. Yes
2. No ➔ GO to Section V on page 19.

23. In answering questions 23a–f and 24 below, first designate one of your classes in your MAIN teaching assignment field that uses computers during class time. Questions 23a–f and 24 refer to this designated class.

How to designate a class:

- If you are responsible for a single class or group of students all day, such as an elementary school teacher may be, make this the designated class.

- If you are responsible for multiple classes or groups of students, such as a content area or special education teacher may be, make a typical class or group you teach in your main teaching assignment field the designated class.

a. How many students are in this designated class?

Students
23. Continued –
   b. How many computers are located in the classroom where you teach this designated class?

<table>
<thead>
<tr>
<th>Computers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

0663

GO to item 23d below.

23. Continued –
   c. How many of the computers located in this classroom currently have access to the Internet?

<table>
<thead>
<tr>
<th>Computers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

0665

GO to Section V on page 19.

23. Continued –
   d. During your MOST RECENT TWO FULL WEEKS of teaching, how many times did this designated class meet?

<table>
<thead>
<tr>
<th>Times</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

0667

23. Continued –
   e. Did this designated class use computers in the MOST RECENT TWO FULL WEEKS?

<table>
<thead>
<tr>
<th>Times</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

0668

23. Continued –
   f. During your MOST RECENT TWO FULL WEEKS of teaching this designated class, in how many of the class meeting times did students use computers to –

1) Learn about course subject matter?

<table>
<thead>
<tr>
<th>Times</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

0669

2) Practice and master skills?

<table>
<thead>
<tr>
<th>Times</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

0670

3) Solve problems?

<table>
<thead>
<tr>
<th>Times</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

0671

4) Work collaboratively with other students in the same classroom?

<table>
<thead>
<tr>
<th>Times</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

0672

5) Produce multimedia or video reports/projects?

<table>
<thead>
<tr>
<th>Times</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

0673
23f. Continued –

(6) Do word processing?
- Times
- None

(7) Correspond with experts, authors, or students from other schools via e-mail or the Internet?
- Times
- None

(8) Learn computer skills?
- Times
- None

(9) Do research to find information, ideas, or opinions?
- Times
- None

(10) Keep track of and analyze information?
- Times
- None

(11) Other – Specify

24. During your MOST RECENT TWO FULL WEEKS of teaching, where did students use computers during this designated class?

NOTE: If the designated class typically meets in the computer lab or library media center, then select computer lab or library media center.

Mark (X) the most common arrangement. Mark only one box.

1. Classroom
2. Computer lab
3. Library media center
4. Other – Specify
25a. Are you currently teaching in the SAME SCHOOL as you were last year (1999–2000)?

1   Yes ➔ (GO to Section VI on page 25.)

2   No

b. If no, please provide the following information about your current school:
   Name of School
   State
   County
   School Zip Code

26. Are you currently teaching in the SAME STATE as you were last year (1999–2000)?

1   Yes

2   No – In what state or country are you teaching now?

27. Is your current school a PUBLIC CHARTER school?

(A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may previously have been a public or private school.)

1   Yes

2   No

28. Which of the following best describes your move from last year’s school to this year’s school?
(For this question, all charter schools are considered public schools.)
   • Mark (X) only one box.

1   Moved from one public school to another public school in the SAME SCHOOL DISTRICT

2   Moved from one public school district to ANOTHER PUBLIC SCHOOL DISTRICT ➔ (GO to item 30 on page 20.)

3   Moved from a PRIVATE school to a PUBLIC school

4   Moved from one PRIVATE school to another PRIVATE school ➔ (GO to item 29 on page 20.)

5   Moved from a PUBLIC school to a PRIVATE school
29. Is the private school in which you currently teach affiliated with the Roman Catholic Church, some other religious organization, or is it non-religious?

Mark (X) only one box.

1  Religious – Roman Catholic
2  Religious – non-Roman Catholic
3  Non-religious

30. 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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I was satisfied with my salary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The school or district offered satisfactory benefits.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I was satisfied with the level of job security at the school (e.g., the possibility of being laid off).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The school facility (buildings and grounds) was in need of significant repair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The school was located in a safe neighborhood.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. I felt safe at the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. The school’s security policies and practices were sufficient.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Student behavior was a problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Most of the students in the school were motivated to learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. The school emphasized academic success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. I received little support from parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. The school received little support from the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. The procedures for teacher performance evaluation were satisfactory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. I was satisfied with the policies and practices for assigning students to classes or sections for instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Some of the classes or sections I taught were too large.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>30. LAST YEAR’S SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Continued –</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>p.</strong> I was satisfied with the grade(s) I was assigned to teach.</td>
<td>0106</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>q.</strong> I was satisfied with the subject(s) I was assigned to teach.</td>
<td>0107</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>r.</strong> I often felt that my teaching workload was too heavy.</td>
<td>0108</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>s.</strong> I did not have enough influence over the school’s policies and practices.</td>
<td>0109</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>t.</strong> I was satisfied with the amount of autonomy and control I had over my own classroom.</td>
<td>0110</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>u.</strong> Resources and materials/equipment for my classroom(s) were sufficiently available.</td>
<td>0111</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>v.</strong> Computers and other technology for my classroom(s) were sufficiently available.</td>
<td>0112</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>w.</strong> There was not enough time available for planning and preparation during a typical week at the school.</td>
<td>0113</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>x.</strong> The professional caliber of the faculty at the school was high.</td>
<td>0114</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>y.</strong> There were many opportunities to collaborate with other teachers in the school.</td>
<td>0115</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>z.</strong> There was not enough uninterrupted class time available for instruction.</td>
<td>0116</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>aa.</strong> At last year’s school, including (mainstreaming) special needs (e.g., disabled) students in regular classes made it difficult for me to teach.</td>
<td>0117</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>bb.</strong> I was pleased with the opportunities for professional ADVANCEMENT (promotion) offered to teachers at the school.</td>
<td>0118</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>cc.</strong> I was pleased with the opportunities for professional DEVELOPMENT (learning/training) offered to teachers at the school.</td>
<td>0119</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### 30. LAST YEAR’S SCHOOL

Continued –

<table>
<thead>
<tr>
<th>dd. REQUIRED professional development activities at the school usually closely matched my professional development goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0120</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ee. The school administrators’ behavior toward the staff was supportive and encouraging.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0121</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

### 31. 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

### 32a. 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 34 on page 24.
2. No

### 32b. Did you teach at more than one school LAST SCHOOL YEAR?

0125

1. Yes ➔ GO to item 34 on page 24.
2. No

### 32c. Which position best describes the person who was most responsible for providing instructional leadership for your work at LAST YEAR’S SCHOOL?

- Mark (X) only one box.

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
32. Continued –

d. Using the following scale, indicate how effectively this instructional leader, referred to in question 32c, performed each of the following at LAST YEAR’S SCHOOL.

Mark (X) one box on each line.

<table>
<thead>
<tr>
<th></th>
<th>Mark (X) one box on each line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Communicated respect and value of teachers</td>
</tr>
<tr>
<td>0127</td>
<td>Not at all effectively</td>
</tr>
<tr>
<td>(2)</td>
<td>Encouraged teachers to change teaching methods if students were not doing well</td>
</tr>
<tr>
<td>0128</td>
<td>Not at all effectively</td>
</tr>
<tr>
<td>(3)</td>
<td>Worked with staff to develop and attain curriculum standards</td>
</tr>
<tr>
<td>0129</td>
<td>Not at all effectively</td>
</tr>
<tr>
<td>(4)</td>
<td>Encouraged professional collaboration among teachers</td>
</tr>
<tr>
<td>0130</td>
<td>Not at all effectively</td>
</tr>
<tr>
<td>(5)</td>
<td>Worked with teaching staff to solve school or department problems</td>
</tr>
<tr>
<td>0131</td>
<td>Not at all effectively</td>
</tr>
<tr>
<td>(6)</td>
<td>Encouraged the teaching staff to use student evaluation results in planning curriculum and instruction</td>
</tr>
<tr>
<td>0132</td>
<td>Not at all effectively</td>
</tr>
<tr>
<td>(7)</td>
<td>Developed broad agreement among the teaching staff about the school’s or department’s mission</td>
</tr>
<tr>
<td>0133</td>
<td>Not at all effectively</td>
</tr>
<tr>
<td>(8)</td>
<td>Facilitated and encouraged professional development activities of teachers</td>
</tr>
<tr>
<td>0134</td>
<td>Not at all effectively</td>
</tr>
</tbody>
</table>

33. To what extent do you agree or disagree with each of the following statements regarding the administrators and staff at LAST YEAR’S SCHOOL?

Mark (X) one box on each line.

<table>
<thead>
<tr>
<th></th>
<th>Mark (X) one box on each line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The school administrators’ behavior toward the staff was supportive and encouraging.</td>
</tr>
<tr>
<td>0744</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>b.</td>
<td>The school principal enforced school rules for student conduct and backed me up when I needed it.</td>
</tr>
<tr>
<td>0745</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>c.</td>
<td>Most of my colleagues shared my beliefs and values about what the central mission of the school should be.</td>
</tr>
<tr>
<td>0746</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>d.</td>
<td>There was a great deal of cooperative effort among the staff members.</td>
</tr>
<tr>
<td>0747</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>
34. Using the following scale, indicate how important each of the following reasons was to your decision to leave LAST YEAR’S SCHOOL.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Not at all important</th>
<th>Slightly important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I changed my residence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Salary or benefits are better at this year’s school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I felt job security would be higher at this year’s school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I had an opportunity for a better teaching assignment (subject area or grade level) at this year’s school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety, student behavior, parent and community support) at last year’s school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. I was dissatisfied with support from administrators at last year’s school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. I was dissatisfied with changes in my job description or responsibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. I did not feel prepared to implement new reform measures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>i. I did not agree with new reform measures.</td>
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<tr>
<td>j. I was laid off or involuntarily transferred.</td>
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<td>k. I did not have enough autonomy over my classroom at last year’s school.</td>
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<tr>
<td>l. I was dissatisfied with opportunities for professional development at last year’s school.</td>
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<tr>
<td>m. I was dissatisfied with last year’s school for other reasons not included above.</td>
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</tr>
</tbody>
</table>

YOUR COMMENTS

FORM TFS-3 (9-26-2000)
VI

EDUCATION ACTIVITIES AND FUTURE PLANS: Items 35–44
This section asks about new and future college degrees and your plans for teaching.

35. Have you earned any new degrees in the past 12 months?
   0154  
   1 □ Yes
   2 □ No ➔ Go to item 40 on page 27.

36. When did you earn this degree?
   0155  
   Month 0156 Year

37. What type of degree is it?
   ▶ Mark (X) only one box.
   0157  
   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.)

38. What is the major field of study for your NEW degree?
   ▶ Record the field of study code and the field name from Table 2 on page 26.
   0158  
   Code
   Major field
   5158

39. 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
   0164  
   1 □ Required to keep your teaching position or certification
   0165  
   1 □ Other – Specify

   5165
### TABLE 2. MAJOR FIELD OF STUDY CODES
For questions 38 and 42

<table>
<thead>
<tr>
<th>EDUCATION FIELDS</th>
<th>GENERAL FIELDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td><strong>Arts</strong></td>
</tr>
<tr>
<td>01 Early childhood education or pre-elementary education</td>
<td>45 Art, fine and applied</td>
</tr>
<tr>
<td>02 Prekindergarten</td>
<td>46 Drama or theater</td>
</tr>
<tr>
<td>03 Kindergarten</td>
<td>47 Music</td>
</tr>
<tr>
<td>04 Elementary education</td>
<td>48 Other visual/performing arts</td>
</tr>
<tr>
<td>05 Secondary education</td>
<td><strong>English</strong></td>
</tr>
<tr>
<td><strong>Education – Subject Areas</strong></td>
<td>49 English literature or composition</td>
</tr>
<tr>
<td>06 Agricultural education</td>
<td>50 Communications or journalism</td>
</tr>
<tr>
<td>07 Art education</td>
<td><strong>Foreign Languages</strong></td>
</tr>
<tr>
<td>08 Bilingual education</td>
<td>51 French</td>
</tr>
<tr>
<td>09 Business education</td>
<td>52 German</td>
</tr>
<tr>
<td>10 Cross-cultural education</td>
<td>53 Latin</td>
</tr>
<tr>
<td>11 English as a Second Language education</td>
<td>54 Russian</td>
</tr>
<tr>
<td>12 English/Language arts education</td>
<td>55 Spanish</td>
</tr>
<tr>
<td>13 Family and consumer science education</td>
<td>56 Other languages</td>
</tr>
<tr>
<td>14 Foreign languages education</td>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>15 Health education</td>
<td>57 Mathematics</td>
</tr>
<tr>
<td>16 Indian education (Native American)</td>
<td>58 Statistics</td>
</tr>
<tr>
<td>17 Mathematics education</td>
<td><strong>Natural Sciences</strong></td>
</tr>
<tr>
<td>18 Music education</td>
<td>59 Biology/Life science</td>
</tr>
<tr>
<td>19 Physical education</td>
<td>60 Chemistry</td>
</tr>
<tr>
<td>20 Reading education</td>
<td>61 Geology/Earth science</td>
</tr>
<tr>
<td>21 Religious education</td>
<td>62 Physics</td>
</tr>
<tr>
<td>22 Science education</td>
<td>63 Other natural sciences</td>
</tr>
<tr>
<td>23 Social studies/Social science education</td>
<td><strong>Other Areas</strong></td>
</tr>
<tr>
<td>24 Trades and industry/industrial arts education</td>
<td>64 Agriculture and natural resources</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>65 American Indian/Native American studies</td>
</tr>
<tr>
<td>25 Special education, general</td>
<td>66 Architecture, environmental design</td>
</tr>
<tr>
<td>26 Autism</td>
<td>67 Business and management</td>
</tr>
<tr>
<td>27 Deaf and hard-of-hearing</td>
<td>68 Computer science</td>
</tr>
<tr>
<td>28 Developmentally delayed</td>
<td>69 Engineering</td>
</tr>
<tr>
<td>29 Early childhood special education</td>
<td>70 Family and consumer science (home economics)</td>
</tr>
<tr>
<td>30 Emotionally disturbed or behavior disorders</td>
<td>71 General studies</td>
</tr>
<tr>
<td>31 Learning disabilities</td>
<td>72 Health professions and occupations</td>
</tr>
<tr>
<td>32 Mentally retarded</td>
<td>73 Humanities</td>
</tr>
<tr>
<td>33 Mildly or moderately disabled</td>
<td>74 Law</td>
</tr>
<tr>
<td>34 Orthopedically impaired</td>
<td>75 Library and information science</td>
</tr>
<tr>
<td>35 Severely or profoundly disabled</td>
<td>76 Military science</td>
</tr>
<tr>
<td>36 Speech or language impaired</td>
<td>77 Multi- or interdisciplinary studies</td>
</tr>
<tr>
<td>37 Traumatically brain injured</td>
<td>78 Philosophy</td>
</tr>
<tr>
<td>38 Visually impaired</td>
<td>79 Public administration or service</td>
</tr>
<tr>
<td>39 Other special education</td>
<td>80 Religion or theology</td>
</tr>
<tr>
<td><strong>Other Education</strong></td>
<td>81 Other area or ethnic studies</td>
</tr>
<tr>
<td>40 Counseling and guidance</td>
<td><strong>Social Sciences</strong></td>
</tr>
<tr>
<td>41 Curriculum and instruction</td>
<td>82 Economics</td>
</tr>
<tr>
<td>42 Educational administration</td>
<td>83 History</td>
</tr>
<tr>
<td>43 Educational psychology</td>
<td>84 Political science and government</td>
</tr>
<tr>
<td>44 Other education</td>
<td>85 Psychology</td>
</tr>
<tr>
<td>88 All Other Areas</td>
<td>86 Sociology</td>
</tr>
<tr>
<td>87 Other social sciences</td>
<td>88 Other area or ethnic studies</td>
</tr>
</tbody>
</table>
40. **Are you currently enrolled in a degree program?**
   - Mark (X) only one box.
   - No ➔ Go to item 44 on page 28.
   - Yes, as a full-time student
   - Yes, as a part-time student

41. **What type of degree are you pursuing?**
   - Mark (X) only one box.
   - Associate degree
   - Bachelor’s
   - Master’s
   - Education specialist or professional diploma (at least one year beyond Master’s level)
   - Doctorate (e.g., Ph.D., Ed.D.)
   - Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

42. **What is the major field of study for the degree you are pursuing?**
   - Record the field of study code and field name from Table 2 on page 26.
   - Code

43. **Which of the following are reasons you are pursuing this degree?**
   - Mark (X) ALL that apply.
   - To increase salary
   - For professional development in current field
   - To teach in a different field than the one taught last year
   - For a non-teaching position in elementary or secondary education
   - For an occupation outside elementary or secondary education
   - Required to keep your teaching position or certification
   - Other – Specify

YOUR COMMENTS
44. How long do you plan to remain in teaching?
Mark (X) only one box.

1  ☐ As long as I am able
2  ☐ Until I am eligible for retirement
3  ☐ Will probably continue unless something better comes along
4  ☐ Definitely plan to leave teaching as soon as I can
5  ☐ Undecided at this time

YOUR COMMENTS
VII  GENERAL EMPLOYMENT AND BACKGROUND INFORMATION: Items 45–54
This section asks questions about your terms of employment and selected demographic information.

45a. What is your ethnicity?

1. Yes  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.

1. Yes  White (A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.)

2. Yes  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.")

3. Yes  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.)

4. Yes  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.)

5. Yes  Native Hawaiian or other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

The following questions refer to your before-tax earnings from teaching and other employment from the summer of 2000 through the end of the 2000-2001 school year.

Record earnings in whole dollars.

46. DURING THE SUMMER OF 2000, did you have any earnings from –

a. Teaching summer school in this or any other school?

Yes  How much? $0.00

b. Working in a nonteaching job in this or any other school?

Yes  How much? $0.00

c. Working in any NONSCHOOL job?

Yes  How much? $0.00

FORM TFS-3 (9-26-2000)
47. DURING THE CURRENT SCHOOL YEAR (2000–2001)
   a. What is your academic year base teaching salary?
      $___________ .00 Per year

   b. Do you, or will you, earn any additional compensation from this school system
      for extracurricular or additional activities such as coaching, student activity
      sponsorship, or teaching evening classes?
      1 ☐ Yes ➔ How much? $___________ .00
      2 ☐ No

   c. Have you earned income from any OTHER school sources this year, such as
      merit pay bonus, state supplement, etc.?
      1 ☐ Yes ➔ How much? $___________ .00
      2 ☐ No

   d. Do you, or will you, earn additional compensation from working in any job
      OUTSIDE this school system?
      1 ☐ Yes ➔ How much? $___________ .00
      2 ☐ No ➔ GO to item 48 below.

   e. Which of these best describes this job OUTSIDE this school system?
      ☑ Make (X) only one box.
      1 ☐ Teaching or tutoring
      2 ☐ Non-teaching, but related to teaching field
      3 ☐ Other

48. 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.
    ☑ Make (X) only one box.
    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
49. What is your current marital status?
   1  Married
   2  Widowed, divorced, or separated
   3  Never married

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

51. How many dependents from Question 50 are under the age of 5?

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

53. 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.

54. Please enter the date you completed this questionnaire.

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


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