

The Fragile Families and Child Wellbeing Study
(SURVEY OF PARENTS)

Nine-Year Follow-Up Teacher Survey
Public Use Version

October 2011

Surveys were conducted by Westat, Inc. under contract with the Center for Research on Child Wellbeing at Princeton University and the Columbia Population Research Center at Columbia University.

TABLE OF CONTENTS

SECTION	PAGE
INSTRUCTIONS FOR TEACHERS	1
SECTION A: GENERAL INFORMATION	2
SECTION B: CLASSROOM BEHAVIOR AND SOCIAL SKILLS	6
SECTION C: INFORMATION ABOUT THE CHILD	11
SECTION D: PARENT/GUARDIAN INVOLVEMENT	16
SECTION E: CLASSROOM CHARACTERISTICS.....	18
SECTION F: SCHOOL CHARACTERISTICS.....	24
SECTION G: TEACHER BACKGROUND	27

INSTRUCTIONS FOR TEACHERS

Thank you for agreeing to participate in the Year 9 Teacher Survey, as part of the Survey of Parents Study being conducted by Princeton and Columbia Universities.

This questionnaire asks about:

- a) general information;
- b) classroom behavior and social skills specific to the participating child;
- c) information specific to the participating child;
- d) parent/guardian involvement;
- e) classroom characteristics
- f) school climate and environment; and
- g) general information about you.

Any information you provide will be kept absolutely confidential. No information will be shared with any government agency, with any parents or other people in your school, nor will your name or the child's name appear in anything that is written, published, or presented about this study. Your participation in the study is voluntary and you may refuse to answer any questions you are not comfortable answering.

Please follow these steps:

1. *Fill out the Teacher Participation Consent Form.* Please sign your name to indicate your agreement to participate. Then print your name as you would like it to appear on the check and the address where you would like the check mailed. Keep the yellow copy of the form for your records.
2. *Complete the questionnaire.* It will take approximately 30 minutes. **Please indicate your answers on the questionnaire by circling the appropriate response code number or by writing your response in the space provided.** Depending on the response, you may be directed to skip over some questions.
3. *Mail back to us,* using the self-addressed, postage-paid envelope:
 - the completed questionnaire, and
 - the white copy of the consent form.
4. As a token of our appreciation for your time and effort, you will *receive a check for \$25* within 2-3 weeks of our receipt of the completed questionnaire and form.

Thank you!

SECTION A: GENERAL INFORMATION

Please indicate your answers by circling the appropriate response code number or by writing your response in the space provided.

A1. Today's date: |__| |__| / |__| |__|
MONTH YEAR
t5a1month t5a1year

A2B. What grade was this child in when you taught him/her?

|__|
GRADE

Not enrolled in grade -7
DON'T KNOW -2

A3. What academic year did you teach this child?

A3start: 20|__| |__|
A3end: 20|__| |__|

A4. Was/has this child been in your class since the beginning of the academic year?

YES 1
NO 2

A5. How many months was this child in your class? (If the child is currently in your class, please enter the number of months to date).

|__| |__|
MONTHS

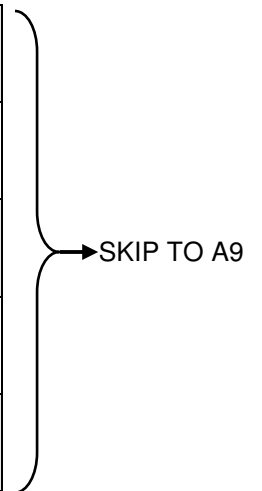
A6. Is your school a public school?

YES 1
NO 2 → SKIP TO A8

A7. What type of PUBLIC school?

CIRCLE ONE RESPONSE.

Regular public school (e.g., not a magnet or school of choice)	1
School with a magnet program (e.g., science/math school, foreign language immersion school)	2
School of choice (e.g., charter school, open enrollment, non-specialized curriculum)	3
Special Education school (e.g., primarily serves children with disabilities)	4
Bureau of Indian Affairs (BIA) or tribal school	5



A8. What type of NON-PUBLIC school?

CIRCLE ONE RESPONSE.

Catholic School : Diocesan	1
Catholic School : Parish	2
Catholic School : Private Order	3
Private, other religious affiliation	4
Private school accredited by NAIS	5
Other private	6
Special Education school (e.g., primarily serves children with disabilities)	7

A9. Are the following grade levels taught in the school?

CIRCLE ONE RESPONSE FOR EACH ITEM.

		YES	NO
a.	Regular kindergarten	1	2
b.	Ungraded	1	2
c.	Programs for special needs children	1	2
d.	Prekindergarten	1	2
e.	Transitional (or readiness) kindergarten	1	2
f.	Transitional 1 st (or prefirst) grade.....	1	2
g.	1 st	1	2
h.	2 nd	1	2
i.	3 rd	1	2
j.	4 th	1	2
k.	5 th	1	2
l.	6 th	1	2
m.	7 th	1	2
n.	8 th	1	2
o.	9 th	1	2
p.	10 th	1	2
q.	11 th	1	2
r.	12 th	1	2

A10. Which category best describes the way the classroom in which you teach/taught this child is/was organized?
CIRCLE ONE RESPONSE.

- Self-contained class – you teach multiple subjects to the same class of children all or most of the day 1
- Team teaching – you collaborate with one or more teachers in teaching multiple subjects to the same class of children 2
- Departmentalized instruction –you teach subject matter courses (e.g. language arts, mathematics, science) to several classes of different children all or most of the day..... 3
- “Pull-Out” Class – you provide instruction (e.g. special education, reading) to certain students who are released from their regular classes 4

A11. In which subject(s) do/did you instruct the child?
CIRCLE ALL THAT APPLY.

- a11_1** Language Arts 1
- a11_2** Math 2
- a11_3** Social Studies..... 3
- a11_4** Science..... 4
- a11_5** Other (Specify) _____ 5
- a11_101** Art Education.....101
- a11_102** English as a Secondary Language102
- a11_103** Health and Physical Education103
- a11_104** Life Skills104
- a11_105** Religion105
- a11_106** Computers and Technology106
- a11_107** Foreign Language107

SECTION B: CLASSROOM BEHAVIOR AND SOCIAL SKILLS

B1. Please read each statement thinking about this child’s SOCIAL SKILLS during the past month and how often the child demonstrated the behaviors listed below. Decide whether the child behaved this way “Never,” “Sometimes,” “Often,” or “Very Often.”

CIRCLE ONE RESPONSE FOR EACH ITEM.

	NEVER	SOMETIMES	OFTEN	VERY OFTEN
a. Controls temper in conflict situations with peers.....	1	2	3	4
b. Compromises in conflict situations by changing own ideas to reach agreement	1	2	3	4
c. Responds appropriately to peer pressure	1	2	3	4
d. Says nice things about himself or herself when appropriate.....	1	2	3	4
e. Invites others to join in activities.....	1	2	3	4
f. Uses free time in an acceptable way	1	2	3	4
g. Finishes class assignments within time limits	1	2	3	4
h. Makes friends easily.....	1	2	3	4
i. Responds appropriately to teasing by peers.....	1	2	3	4
j. Controls temper in conflict situations with adults.....	1	2	3	4
k. Receives criticism well	1	2	3	4
l. Uses time appropriately while waiting for help.....	1	2	3	4
m. Produces correct schoolwork	1	2	3	4
n. Accepts peers’ ideas for group activities.....	1	2	3	4
o. Gives compliments to peers.....	1	2	3	4
p. Follows your directions.....	1	2	3	4
q. Puts work materials or school property away	1	2	3	4
r. Cooperates with peers without prompting.....	1	2	3	4
s. Joins an ongoing activity or group without being told to do so	1	2	3	4

		NEVER	SOMETIMES	OFTEN	VERY OFTEN
t.	Responds appropriately when pushed or hit by other children	1	2	3	4
u.	Ignores peer distractions when doing class work	1	2	3	4
v.	Keeps desk clean and neat without being reminded.....	1	2	3	4
w.	Attends to your instructions	1	2	3	4
x.	Easily makes transition from one classroom activity to another	1	2	3	4
y.	Gets along with people who are different.....	1	2	3	4
z.	Expresses own feelings, opinions, and ideas without putting down those of others ...	1	2	3	4
aa.	Forms and maintains friendships	1	2	3	4
ab.	Respects the property rights of others	1	2	3	4
ac.	Is sensitive to the feelings of others	1	2	3	4
ad.	Comforts or helps other children	1	2	3	4

B2. Please read each statement thinking about this child's *BEHAVIOR TOWARD SCHOOL WORK AND LEARNING* during the past month and how often the child demonstrated the behavior listed below. Decide whether the child behaved this way "Never," "Sometimes," "Often," or "Very Often."

CIRCLE ONE RESPONSE FOR EACH ITEM.

		NEVER	SOMETIMES	OFTEN	VERY OFTEN
a.	Pays attention well.....	1	2	3	4
b.	Persists in completing tasks	1	2	3	4
c.	Works independently	1	2	3	4
d.	Easily adapts to change in routine	1	2	3	4
e.	Keeps belongings organized	1	2	3	4
f.	Shows eagerness to learn new things.....	1	2	3	4
g.	Follows classroom rules	1	2	3	4

B3. Please read each statement thinking about this child's *CLASSROOM BEHAVIOR* during the past month and how often the child demonstrated the behavior listed below. Decide whether the child behaved this way "Never," "Sometimes," "Often," or "Very Often."

CIRCLE ONE RESPONSE FOR EACH ITEM.

	NEVER	SOMETIMES	OFTEN	VERY OFTEN
a. Fights with others	1	2	3	4
b. Has low self-esteem	1	2	3	4
c. Threatens or bullies others	1	2	3	4
d. Appears lonely	1	2	3	4
e. Shows anxiety about being with a group of children	1	2	3	4
f. Is easily embarrassed	1	2	3	4
g. Argues with others	1	2	3	4
h. Talks back to adults when corrected	1	2	3	4
i. Gets angry easily	1	2	3	4
j. Has temper tantrums	1	2	3	4
k. Likes to be alone	1	2	3	4
l. Acts sad or depressed	1	2	3	4

B4. Below are a number of common problems that children have in school. Please rate each item according to how much of a problem it has been in the last month. For each item, ask yourself, “How much of problem has this been in the last month?”, and circle the best answer for each one. If none, not at all, seldom, or very infrequently, you would circle 0. If very much true, or it occurs very often or frequently, you would circle 3. You would circle 1 or 2 for ratings in between.

CIRCLE ONE RESPONSE FOR EACH ITEM.

	NOT TRUE (Never, Seldom)	JUST A LITTLE TRUE (Occasionally)	PRETTY MUCH TRUE (Often, Quite a Bit)	VERY MUCH TRUE (Very Often, Very Frequent)
a. Inattentive, easily distracted.....	0	1	2	3
b. Defiant.....	0	1	2	3
c. Restless in the “squirmy” sense.....	0	1	2	3
d. Forgets things he or she has already learned	0	1	2	3
e. Disturbs other children	0	1	2	3
f. Actively defies or refuses to comply with adults’ requests.....	0	1	2	3
g. Is always “on the go” or acts as if driven by a motor	0	1	2	3
h. Poor in spelling	0	1	2	3
i. Cannot remain still	0	1	2	3
j. Spiteful or vindictive	0	1	2	3
k. Leaves seat in classroom or in other situations in which remaining seated is expected	0	1	2	3
l. Fidgets with hands or feet or squirms in seat	0	1	2	3
m. Not reading up to par	0	1	2	3
n. Short attention span.....	0	1	2	3
o. Argues with adults.....	0	1	2	3
p. Only pays attention to things he or she is really interested in.....	0	1	2	3
q. Has difficulty waiting his or her turn	0	1	2	3

		NOT TRUE (Never, Seldom)	JUST A LITTLE TRUE (Occasionally)	PRETTY MUCH TRUE (Often, Quite a Bit)	VERY MUCH TRUE (Very Often, Very Frequent)
r.	Lacks interest in schoolwork.....	0	1	2	3
s.	Distractability or attention span a problem.....	0	1	2	3
t.	Temper outbursts; explosive, unpredictable behavior	0	1	2	3
u.	Runs about or climbs excessively in situations where it is inappropriate.....	0	1	2	3
v.	Poor in arithmetic	0	1	2	3
w.	Interrupts or intrudes on others (e.g., butts into others' conversations or games).....	0	1	2	3
x.	Has difficulty playing or engaging in leisure activities quietly	0	1	2	3
y.	Fails to finish things he or she starts	0	1	2	3
z.	Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand instructions).....	0	1	2	3
aa.	Excitable, impulsive	0	1	2	3
ab.	Restless, always up and on the go	0	1	2	3

SECTION C: INFORMATION ABOUT THE CHILD

- C1. Is this child currently receiving special education services through an Individualized Education Program (IEP)?
- YES 1
 NO 2 → SKIP TO C4

- C2. What is the child’s primary disability as identified on the child’s IEP?
 CIRCLE ONLY ONE RESPONSE.
- Learning disability..... 1
 - Serious emotional disturbances 2
 - Speech or language impairment 3
 - Mental retardation 4
 - Blind/Visual impairment 5
 - Deaf/Hard of hearing..... 6
 - Health impairment 7
 - Orthopedic/Physical impairment..... 8
 - Multiple impairments 9
 - Deaf/blind 10
 - Developmental delay..... 11
 - Autism..... 12
 - Traumatic brain injury..... 13
 - No classification is given 14

- C3. Which of the following best describes the IEP goals for this child during this school year?
 CIRCLE ALL THAT APPLY.

- Academics**
- c3_1 Reading..... 1
- c3_2 Mathematics 2
- c3_3 Language arts 3
- c3_4 Science..... 4
- Speech and Language**
- c3_5 Auditory processing..... 5
- c3_6 Listening comprehension 6
- c3_7 Oral expression 7
- c3_8 Voice/speech articulation 8
- c3_9 Language pragmatics..... 9
- Social**
- c3_10 Social skills..... 10
- c3_11 Behavior goals..... 11
- Life skills**
- c3_12 Adaptive behavior or self-help skills..... 12
- c3_13 Fine motor skills 13
- c3_14 Gross motor skills..... 14
- c3_15 Orientation and mobility 15
- c3_16 Other (SPECIFY) _____ 16

- C4. Approximately how many hours per week of direct special education and related services (that is, services provided directly to the child, from a teacher or another adult), is this child receiving this school year?

|_|_|_|
HOURS PER WEEK

- C5. Was the child's primary placement this school year in a general education classroom?

YES 1
NO 2

- C6. Is this child receiving any special education or related services because of Attention Deficit/Hyperactivity Disorder (ADD/ADHD)? Do NOT include going to the nurse's office to get medication dispensed.

YES 1
NO 2

C7. Has the child received any of the following services this year at school during the school day?

CIRCLE ONE RESPONSE FOR EACH ITEM.

		YES	NO
a.	Individual tutoring in reading/math	1	2
b.	Pull out or "push in" small group program in reading/math ..	1	2
c.	Pull out English as a Second Language (ESL) Program (instructional program designed to teach listening, speaking reading and writing English language skills)	1	2
d.	In-class English as a Second Language (ESL) program	1	2
e.	Learning a language other than English	1	2
f.	Gifted and talented program.....	1	2
g.	Counseling or psychological services	1	2
h.	Audiology.....	1	2
i.	Occupational therapy	1	2
j.	Physical therapy	1	2
k.	Health services	1	2
l.	Special transportation.....	1	2
m.	Speech or language therapy	1	2
n.	Orientation services	1	2
o.	Mobility services	1	2
p.	Behavior Intervention Plan (BIP), in or out of the classroom	1	2

C8. Has this child participated in any of the following federally funded Title I programs or services offered by the school during this school year?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	YES, INDIVIDUALLY	YES, CLASSWIDE	NO, NOT OFFERED
a. Title I reading/English/language arts	1	2	3
b. Title I ESL/Bilingual	1	2	3
c. Title I handicapped/special education	1	2	3

C9. Did the child ever fall two or more weeks behind in school work the year that you taught him/her because of a health problem?

YES 1
NO 2

C10. Is/was the child repeating the grade that you taught him/her?

YES 1
NO 2

C11. During structured play time, how does this child compare with other children in the class in terms of physical activity?

A lot less active than most..... 1
A little less active than most 2
About the same as most..... 3
A little more active than most 4
A lot more active than most 5

C12. During unstructured play time, how does this child compare with other children in the class in terms of physical activity?

A lot less active than most..... 1
A little less active than most 2
About the same as most 3
A little more active than most 4
A lot more active than most 5

C13. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	FAR BELOW AVERAGE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	FAR ABOVE AVERAGE
a. Language and literacy skills	1	2	3	4	5
b. Science and social studies	1	2	3	4	5
c. Mathematical skills	1	2	3	4	5

C14. To what extent did this child participate in any grade-level assessment administered as part of the school's testing program during the current school year?

CIRCLE ONE RESPONSE.

- a. Child did not participate in the school's testing or assessment program 1 → SKIP TO C16
- b. Child participated in the school's testing or assessment program to a limited degree..... 2
- c. Child participated fully in the school's testing or assessment program 3
- d. There are no schoolwide assessments at this grade level..... 4 → SKIP TO C16
- e. DON'T KNOW -2 → SKIP TO C16

C15. Did this child receive special accommodations (e.g., for a disability or limited-English proficiency) to participate in the school's testing or assessment program?

- YES 1
- NO 2
- DON'T KNOW -2

C16. How often does/did this child work to the best of her/his ability in the subjects for which you are the primary teacher?

- Never 1
- Seldom 2
- Usually 3
- Always 4

C17. Is this child likely to be recommended for promotion at the end of this school year? Or if the school year is over, was the child promoted?

- YES 1
- NO 2

SECTION D: PARENT/GUARDIAN INVOLVEMENT

D1. During this school year, have this child's parents/guardians participated in the following activities?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	YES	NO	NOT OFFERED/NA
a. Attended regularly-scheduled conferences at your school	1	2	3
b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress	1	2	3
c. Returned your telephone calls	1	2	3
d. Initiated contact with you	1	2	3
e. Volunteered to help in your classroom or school	1	2	3

D2. During this school year, has this child's father attended a conference or meeting?

YES 1
 NO 2

D3. During the school year, besides regular teacher conferences, did you communicate with the child's parents?

YES 1
 NO 2 → SKIP TO D5

D4. Was the purpose of the communication usually to...

Discuss problems, or 1
 Discuss how well the child is doing?..... 2

D5. If you had a problem with the child, how comfortable would you feel talking to his/her parents/guardians about it?

Not at all 1
 A little 2
 Somewhat..... 3
 A lot 4
 A great deal 5

D6. How often do the child's parents/guardians ask questions or make suggestions about the child?

- Not at all 1
- A little 2
- Somewhat..... 3
- A lot 4
- A great deal 5

D7. How much do you feel the child's parents/guardians have the same goals for their child that the school does?

- Not at all 1
- A little 2
- Somewhat..... 3
- A lot 4
- A great deal 5

D8. How often do you do each of the following with children in this class?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	ALMOST EVERY DAY	ONCE OR TWICE A WEEK	ONCE OR TWICE A MONTH	NEVER OR HARDLY EVER
a. Have parents review or sign children's homework	1	2	3	4
b. Assign homework for children to do with parents	1	2	3	4

SECTION E: CLASSROOM CHARACTERISTICS

E1. Including the child, what is the number of students you teach in the child's class?

|_|_|_|
STUDENTS

E2. How many of the children in the child's class are repeating this grade?

|_|_|_|
STUDENTS

E3. Including you, how many adults (teachers and aides) are usually in the child's class?

|_|_|_|
ADULTS

E4. In a typical week, how many paid aides usually assist in the child's class by working directly with children on instructional tasks?

- A. |_|_|_| Number of regular aides
- B. |_|_|_| Number of special education aides for whole class
- C. |_|_|_| Number of special education aides assigned to one single child
- D. |_|_|_| Number of ESL or bilingual education aides

NOTE: IF MORE THAN ONE AIDE ASSISTS YOU, PLEASE ANSWER THE FOLLOWING TWO QUESTIONS ABOUT THE AIDE THAT SPENT THE MOST TIME IN THE CLASSROOM.

E5. Is the aide's first language English?

YES 1
NO 2

E6. What is the highest level of education completed by the aide?

- High school diploma or GED 1
- AA in early childhood education 2
- BA or BS in elementary education 3
- Working on a bachelor's degree..... 4
- DON'T KNOW -2
- Other (SPECIFY) _____ 5
 - BA or BS in area other than elementary education 101
 - Master's Degree or working towards 102
 - Some college..... 103

E7. What languages are used for instruction in your class?
CIRCLE ALL THAT APPLY.

- e7_1 English..... 1
- e7_2 Spanish 2
- e7_3 An Asian language or languages 3
- e7_4 Other language (SPECIFY) _____ 4
- e7_101 American Sign Language101

E8. At this point in the school year, how would you rate the behavior of the children in the child's class?
CIRCLE ONE RESPONSE.

- Group misbehaved *very frequently* and was almost always difficult to handle..... 1
- Group misbehaved *frequently* and was often difficult to handle.... 2
- Group misbehaved *occasionally* 3
- Group behaved *well*..... 4
- Group behaved *exceptionally well*..... 5

E9. In a typical day, how much time do the children spend in the following activities?
CIRCLE ONE RESPONSE FOR EACH ITEM. DO NOT INCLUDE LUNCH OR RECESS BREAKS.

	NO TIME	HALF HOUR OR LESS	ABOUT ONE HOUR	ABOUT TWO HOURS	THREE HOURS OR MORE
a. Teacher-directed whole class activities.....	1	2	3	4	5
b. Teacher-directed small group activities.....	1	2	3	4	5
c. Teacher-directed individual activities.....	1	2	3	4	5
d. Child-selected activities.....	1	2	3	4	5

- E10. How often and how much time do children in your class usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements?
 CIRCLE ONE RESPONSE IN PART 1 FOR EACH ITEM. IF APPLICABLE, ALSO CIRCLE ONE RESPONSE IN PART 2.

	1. HOW OFTEN					2. HOW MUCH TIME			
	NEVER	LESS THAN ONCE/WEEK	1-2 TIMES/WEEK	3-4 TIMES/WEEK	DAILY	1-30 MINS/DAY	31-60 MINS/DAY	61-90 MINS/DAY	MORE THAN 90 MINS/DAY
a. Reading and language arts	1	2	3	4	5	1	2	3	4
b. Mathematics	1	2	3	4	5	1	2	3	4

- E11. In a typical week, how many nights do you assign homework?

 NIGHTS

- E12. About how much time do you think your assigned homework would take per night?

 MINUTES

- E13. In a typical week, what percentage of children in your class completes all of their homework assignments?

 PERCENT

- E14. What type of materials form the core of your reading program?

CIRCLE ALL THAT APPLY.

- e14_1 Primarily basal..... 1
- e14_2 Primarily trade books 2
- e14_3 Both basal and trade books 3
- e14_4 Other materials (Specify) _____ 4
- e14_101 Leveled Reading101
- e14_102 Magazines and Articles102
- e14_103 Computers and Technology103
- e14_104 Workbooks104
- e14_105 Teacher-Generated105
- e14_106 Packaged Multiple Component Reading Program.....106

E15. How often do children in your class engage in the following activities as part of reading?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	ALMOST EVERY DAY	ONCE OR TWICE A WEEK	ONCE OR TWICE A MONTH	NEVER OR HARDLY EVER
a. Discuss new or difficult vocabulary	1	2	3	4
b. Read aloud	1	2	3	4
c. Work in a reading workbook or on a worksheet	1	2	3	4
d. Do a group activity or project about what they have read	1	2	3	4
e. Discuss different interpretations of what they have read	1	2	3	4
f. Explain or support their understanding of what they have read.....	1	2	3	4

E16. About what proportion of your writing instruction time is focused on having children do the following types of writing?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	ALMOST ALL OF THE TIME	AT LEAST TWO-THIRDS OF THE TIME	AT LEAST ONE-THIRD OF THE TIME	LITTLE OR NO TIME
a. Narrative writing (e.g., stories, personal essays)	1	2	3	4
b. Informative writing (e.g., reports, summaries) ...	1	2	3	4
c. Persuasive writing (e.g., letters, reviews)	1	2	3	4

E17. How often do you do each of the following with children in this class?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	ALMOST EVERY DAY	ONCE OR TWICE A WEEK	ONCE OR TWICE A MONTH	NEVER OR HARDLY EVER
a. Do spelling, punctuation, or grammar exercises	1	2	3	4
b. Work on the writing process.....	1	2	3	4
c. Write in a log or journal	1	2	3	4

E18. How often do children in your class engage in the following?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	ALMOST EVERY DAY	ONCE OR TWICE A WEEK	ONCE OR TWICE A MONTH	NEVER OR HARDLY EVER
a. Solve mathematics problems from their textbooks	1	2	3	4
b. Solve mathematics problems on worksheets	1	2	3	4
c. Solve mathematics problems in small groups or with a partner	1	2	3	4
d. Write reports or do mathematics projects	1	2	3	4
e. Discuss solutions to mathematics problems with other children	1	2	3	4
f. Work and discuss mathematics problems that reflect real-life situations	1	2	3	4

E19. In this mathematics class how often do you address each of the following?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	A LOT	SOME	A LITTLE	NONE
a. Data analysis, statistics, and probability (informal introduction of concepts) problem...	1	2	3	4
b. Algebra and functions (informal introduction of concepts)	1	2	3	4
c. Learning mathematics facts and concepts	1	2	3	4
d. Learning skills and procedures needed to solve routine problems	1	2	3	4
e. Developing reasoning and analytical ability to solve unique problems	1	2	3	4
f. Learning how to communicate ideas in mathematics effectively	1	2	3	4

E20. How many computers do you have in your classroom?

|_|_|_|
NUMBER OF COMPUTERS

E21. Is there a computer lab in the school that children and/or the class use?

YES 1
 NO 2

E22. How often do your children use the following materials or resources in your class?

CIRCLE ONE RESPONSE FOR EACH ITEM.

	NOT AVAILABLE	NEVER	ONCE/MONTH OR LESS	TWO OR THREE TIMES/MONTH	ONCE OR TWICE/WEEK	THREE OR FOUR TIMES/WEEK	DAILY
a. Computer for access to the Internet	0	1	2	3	4	5	6
b. Computer for other uses	0	1	2	3	4	5	6
c. Computer software for reading instruction..	0	1	2	3	4	5	6
d. Computer software for math....	0	1	2	3	4	5	6

SECTION F: SCHOOL CHARACTERISTICS

The following questions are about the child's school.

F1. Please indicate the extent to which you agree with each of the following statements about your SCHOOL'S CLIMATE.

CIRCLE ONE RESPONSE FOR EACH ITEM.

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a. The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching	1	2	3	4	5
b. Many of the children I teach are not capable of learning the material I am supposed to teach them	1	2	3	4	5
c. Routine administrative duties and paperwork interfere with my job of teaching	1	2	3	4	5
d. I really enjoy my present teaching job	1	2	3	4	5
e. I am certain I am making a difference in the lives of the children I teach	1	2	3	4	5
f. If I could start over, I would choose teaching again as my career	1	2	3	4	5

F2. At your school, how much influence do you think teachers have over school policy in areas such as determining discipline policy, deciding how some school funds will be spent, and assigning children to classes?

- No influence..... 1
- Slight influence 2
- Some influence..... 3
- Moderate influence 4
- A great deal of influence..... 5

F3. How much control do you feel you have IN YOUR CLASSROOM over such areas as selecting skills to be taught, deciding about teaching techniques, and disciplining children?

- No control 1
- Slight control..... 2
- Some control 3
- Moderate control..... 4
- A great deal of control 5

F4. Please indicate how much of a problem the following issues are in the neighborhood where the school is located.

CIRCLE ONE RESPONSE FOR EACH ITEM.

	A BIG PROBLEM	SOMEWHAT OF A PROBLEM	NO PROBLEM	DK
a. Crime in the neighborhood	1	2	3	-2
b. Garbage, litter, or broken glass in the street or road, on the sidewalks or in yards	1	2	3	-2
c. Selling or using drugs or excessive drinking in public	1	2	3	-2
d. Gunshot noise	1	2	3	-2

F5. Does your school take any of the following measures to ensure the safety of children?
 CIRCLE ONE RESPONSE FOR EACH ITEM.

	YES	NO	DK
a. Security guards	1	2	-2
b. Metal detectors	1	2	-2
c. Locked exterior doors during the day	1	2	-2
d. A requirement that visitors sign in	1	2	-2
e. Limits on going to the restroom	1	2	-2
f. Teachers assigned to supervise the hallways	1	2	-2
g. Hall passes required to leave class	1	2	-2

SECTION G: TEACHER BACKGROUND

G1. How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?

CIRCLE ONLY ONE RESPONSE.

- Regular classroom teacher..... 1
- Special education teacher 2
- Itinerant teacher (i.e. your assignment requires you to provide instruction/related services at more than one school) 3
- Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long term basis, but you are still considered a substitute) 4
- Teacher aide..... 5
- Other (SPECIFY) _____ 6

G2. What is the highest level of education you have completed?

CIRCLE ONLY ONE RESPONSE.

- High school diploma or GED 1
- Associate's degree 2
- Bachelor's 3
- At least 1 year of course work beyond a Bachelor's, but not a graduate degree 4
- Master's 5
- Education specialist or professional diploma based on at least 1 year of course work past a Master's degree level 6
- Doctorate 7
- Other (SPECIFY) _____ 8

G3. What type of teaching certification do you have?

CIRCLE ONLY ONE RESPONSE.

- None 1 → SKIP TO G5
- Temporary, probational, provisional, or emergency certification 2
- Certificate for completion of an alternative certification program 3
- Regular certification but less than the highest available 4
- The highest certification available (permanent or long term) 5

G4. Are you certified in the following areas?
 CIRCLE ONE RESPONSE FOR EACH ITEM.

	YES	NO
a. Elementary education	1	2
b. Early childhood	1	2
c. Secondary education	1	2
d. Reading specialist certification.....	1	2
e. Elementary mathematics	1	2
f. Middle/junior high school or secondary mathematics.....	1	2
g. Elementary science.....	1	2
h. Middle/junior high school or secondary science	1	2
i. ESL certification	1	2
j. Special education.....	1	2
k. Other (SPECIFY)	1	2

- 101. Bilingual/Spanish education1
- 102. Middle/junior high school or secondary language arts1
- 103. Art education1
- 104. Gifted and Talented education1
- 105. Administration1
- 106. Computers/Technology1
- 107. Counseling and Guidance1
- 108. Health and P.E.1

G5. Are you of Hispanic or Latino origin?

- YES1
- NO2

G6. Which best describes your race?

- American Indian or Alaska Native1
- Asian2
- Black or African American3
- Native Hawaiian or Other Pacific Islander.....4
- White.....5
- Other (SPECIFY) _____ 6
 - Multi-racial101
 - Latino/Latina102

G7. Counting this school year, how many years have you been a schoolteacher, including part-time teaching?

YEARS

G8. What is your gender?

- Male 1
- Female..... 2

G9_Age. What is your age?

YEARS