

## MEMORANDUM

**MATHEMATICA**  
Policy Research, Inc.

**TO:** Users of MPR's National Evaluation of Teach for America Public Use File

**FROM:** Steven Glazerman, Mary Grider

**DATE:** 8/17/2004

**SUBJECT:** Public Use Files

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### USE OF THE DATA AND CITATION

The attached files have been created by Mathematica Policy Research, Inc. (MPR) for public use by the research community. The study under which the data were collected was funded by the Smith Richardson Foundation, the William and Flora Hewlett Foundation, and the Carnegie Corporation.

Findings from the data, including a description of the study design, are reported in Paul Decker, Daniel Mayer, and Steven Glazerman, "The Effects of Teach for America on Students: Findings from a National Evaluation." Princeton, NJ: Mathematica Policy Research, Inc., June 2004.

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*prepared, to Mathematica Policy Research, Inc., Post Office Box 2393, Princeton, NJ 08543, Attention: Steven Glazerman, Ph.D.*

## CONTENT OF THE DATA FILES

Filename	Description
public_use.dta	Student data, including test scores and school records information
public_use_tchr.dta	Teacher survey data, including teacher mobility codes added by MPR

All files are in Stata Version 7.0 format. Teacher survey data can be merged with student data using **classid** (see below for details). Because some classrooms had multiple teachers (e.g. when teachers left during the year because they were reassigned or quit their jobs), users should decide which teacher to use when merging with student data.

## NOTES AND OTHER EXPLANATION

### Confidentiality and identifiers

MPR has stripped any information that can be used to identify the students, teachers, or schools. In the public use files, we combined those who are neither black nor white in a single race category, to avoid potentially identifying individual students or teachers. However, ethnicity (whether Hispanic or not) is included and reported separately from race. We have also stripped the specific district names. The files use arbitrary ID numbers for students (**mprid**), classrooms (**classid**), and schools (**schoolid**). The first digit in the **schoolid** variable refers to the region, so, for example, all schools whose **schoolid** begins with a "3" are in the same region.

Classrooms can be uniquely identified by the **classid** variable. Classrooms are grouped into blocks, which usually consist of a grade within a school, within which MPR conducted random assignment to TFA or control classrooms. So each block, identified by a unique **blockid**, has at least one treatment classroom and one control classroom. In a few cases there are two blocks in a school in a grade. For example, in one school there were four classrooms, consisting of one treatment and one control class that were for the higher-achieving students and one treatment and one control class for the lower achieving students. In another school, the two blocks in the same grade consisted of a pair of English-only classrooms and a pair of bilingual classrooms.

Because 8 classrooms out of 100 experienced turnover during the year, individual teachers are uniquely identified by a combination of **classid** and **teacherno**. The **teacherno** variable is equal to 1 for the teacher who was in the classroom at the beginning of the year, 2 for the next teacher who replaced the original teacher if she left during the year, and 3 if a third teacher was needed to take over if the second teacher left during the year. For the analysis, we had to select

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one teacher to use as the teacher for that classroom. For most analyses we used the first eligible teacher. A teacher was considered eligible if she was in the classroom for at least six weeks.

### **Test score variables**

There are two sets of test score variables, one for the fall pretest and one for the spring posttest. The two sets of variable are identical, except the pretest variables are prefixed by "pre".

All test scores are given in several formats:

**na** = number of items attempted

**nc** = number of items answered correctly (raw score)

**ss** = standard score

**ge** = grade equivalent

**npr** = national percentile rank

**nce** = normal curve equivalent

Tests were given in two subjects, reading and mathematics. The subject scores are suffixed by **\_r** and **\_m**, respectively. For example, "**ge\_m**" is the grade equivalent score for mathematics. The first grade reading tests were scored separately as vocabulary and word analysis, using the suffixes **\_1\_vocab** and **\_1\_word**, respectively and the corresponding **\_r** variables were set to missing. Therefore, the vocabulary and word scores should be used instead of the variables suffixed with **\_r** for students in grade 1.

MPR administered Riverside Publishing Co.'s Iowa Test of Basic Skills (ITBS) to most students in the fall and spring. A small portion of students were tested in Spanish using Riverside's Spanish-language test, Logramos. The indicator variables **spanish** and **prespanish** can be used to identify the particular test for posttest and pretest, respectively. Both tests were published and scored by Riverside Publishing, but users should exercise great caution in combining the ITBS and Logramos scores, particularly the NCE scores, because the scores are not equated. That is, they are scored relative to two different norm groups, not a common norm group.

The test form and level at pretest and posttest are indicated in the data, see **testfrm** and **testlvl**.

### **Teacher survey variables**

A copy of the teacher questionnaire is also attached to this documentation. Variables names are derived from the item numbers, and the variable values correspond to the codes next to the survey responses on the questionnaire. Responses to questions such as college major/minor, and Other-Specify were given numeric codes, and the list of codes and meanings are attached. Missing values indicate there was no response to the question. The year of birth question (**d5**)

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has been converted to age during year the survey was completed (**d5\_age**). The distribution of colleges and universities can be provided upon request, but cannot be linked to **classid**.

MPR added some variables to describe the teacher mobility, including the first and last months in which they taught (**firstmo** and **lastmo**) and their eligibility for the survey (**survelig**). One teacher who served as a substitute in two different classrooms in the study is listed twice. Teachers who did not complete a survey were included in the dataset, with values set to missing for the questionnaire variables.

## CONTACTS AND SOURCES FOR FURTHER INFORMATION

<u>For questions about...</u>	<u>Contact:</u>	<u>At e-mail address:</u>
...obtaining publications	Joanne Pfleiderer	<a href="mailto:jpfleiderer@mathematica-mpr.com">jpfleiderer@mathematica-mpr.com</a>
...the national study and its findings	Paul Decker	<a href="mailto:pdecker@mathematica-mpr.com">pdecker@mathematica-mpr.com</a>
...data issues and study design	Steven Glazerman	<a href="mailto:sglazerman@mathematica-mpr.com">sglazerman@mathematica-mpr.com</a>

cc: Paul Decker, Daniel Mayer, Joanne Pfleiderer

### Attachments:

1. Contents of student file (public\_use.dta)
2. Contents of teacher file (public\_use\_tchr.dta)
3. Other specify codes for teacher file
4. Teacher questionnaire

## Contents of public\_use.dta, page 1

Contains data from J:\8792\FullTestData\Data\public\_use.dta

obs: 1,969  
vars: 101 10 Aug 2004 14:52  
size: 444,994 (99.5% of memory free)

variable name	storage type	display format	value label	variable label
mprid	long	%12.0g		Student ID code
schoolid	int	%9.0g		School ID code
blockid	byte	%18.0g		BlockID (randomization group)
classid	int	%8.0g		RandomAssignment
tchrno	byte	%8.0g		First, second, or third teacher in the classroom
grade	byte	%8.0g		Grade
treatment	byte	%8.0g		Original assigned teacher was a TFA corpsmember
consent	byte	%8.0g		Gave informed consent
movementcode	int	%41.0g	movecode	MovementCode
pilot	byte	%8.0g		In pilot study
bilingual	byte	%9.0g		Bilingual class
changeread	byte	%8.0g		Students changed classes for reading
cscurr	byte	%9.0g		Class size (as of end of year)
csrescurr	byte	%9.0g		Class size (research sample as of end of year)
dob	str10	%10s		Date of Birth
gender	str1	%9s		Gender
race	str2	%9s		Ethnicity
hispanic	str3	%9s		Hispanic or Latino
freelunch	str3	%9s		Eligible for free or reduced price lunch
enrolldate	str10	%10s		Enrollment date
enrolleddays	float	%9.0g		Days enrolled
absentdays	float	%9.0g		Days absent
suspensions	byte	%8.0g		Number of suspension occurrences
suspdays	str32	%32s		Days suspended
expelled	str3	%9s		Expelled
promoted	str3	%9s		Promoted to next grade
summer	str3	%9s		Assigned to summer school
transfer_in	str3	%9s		Transferred in during the year (school records)
transfer_out	str3	%9s		Transferred out during the year (school records)
doctype	byte	%28.0g	doctype	Post-test location
datetest	str8	%8s		date of test
tstlvl	str2	%2s		test level
tstform	str1	%9s		test form
t_grade	byte	%10.0g		test grade, 00-12
na_r	byte	%10.0g		number attempted, reading total
na_m	byte	%10.0g		number attempted, math total
na_1_vocab	byte	%10.0g		number attempted, vocabulary, 1st grade only
na_1_word	byte	%10.0g		number attempted, word analysis, 1st grade only
nc_r	byte	%10.0g		number correct, reading total
nc_m	byte	%10.0g		number correct, math total
nc_1_vocab	byte	%10.0g		number correct, vocabulary, 1st grade only
nc_1_word	byte	%10.0g		number correct, word analysis, 1st grade only
ge_r	str4	%9s		grade equivalent, reading total
ge_m	str4	%9s		grade equivalent, math total

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ge_1_vocab	str3	%9s	grade equivalent, vocabulary, 1st grade only
ge_1_word	str3	%9s	grade equivalent, word analysis, 1st grade only
ss_r	int	%10.0g	standard score, reading total
ss_m	int	%10.0g	standard score, math total
ss_1_vocab	int	%10.0g	standard score, vocabulary, 1st grade only
ss_1_word	int	%10.0g	standard score, word analysis, 1st grade only
npr_r	byte	%10.0g	national percentile, reading total
npr_m	byte	%10.0g	national percentile, math total
npr_1_vocab	byte	%10.0g	national percentile, vocabulary, 1st grade only
npr_1_word	byte	%10.0g	national percentile, word analysis, 1st grade only
nce_r	byte	%10.0g	normal curve equivalent, reading total
nce_m	byte	%10.0g	normal curve equivalent, math total
nce_1_vocab	byte	%10.0g	normal curve equivalent, vocabulary, 1st grade only
nce_1_word	byte	%10.0g	normal curve equivalent, word analysis, 1st grade only
haspost	byte	%9.0g	Completed posttest
spanish	byte	%9.0g	Posttest taken in Spanish (Logramos)
predattest	str8	%8s	date of test
pretstlvl	str2	%2s	test level
pretstform	str1	%9s	test form
pret_grade	byte	%10.0g	test grade, 00-12
prena_r	byte	%10.0g	number attempted, reading total
prena_m	byte	%10.0g	number attempted, math total
prena_1_vocab	byte	%10.0g	number attempted, vocabulary, 1st grade only
prena_1_word	byte	%10.0g	number attempted, word analysis, 1st grade only
prnc_r	byte	%10.0g	number correct, reading total
prnc_m	byte	%10.0g	number correct, math total
prnc_1_vocab	byte	%10.0g	number correct, vocabulary, 1st grade only
prnc_1_word	byte	%10.0g	number correct, word analysis, 1st grade only
prege_r	str4	%9s	grade equivalent, reading total
prege_m	str4	%9s	grade equivalent, math total
prege_1_vocab	str4	%9s	grade equivalent, vocabulary, 1st grade only
prege_1_word	str3	%9s	grade equivalent, word analysis, 1st grade only
press_r	int	%10.0g	standard score, reading total
press_m	int	%10.0g	standard score, math total
press_1_vocab	int	%10.0g	standard score, vocabulary, 1st grade only
press_1_word	int	%10.0g	standard score, word analysis, 1st grade only
prenpr_r	byte	%10.0g	national percentile, reading total
prenpr_m	byte	%10.0g	national percentile, math total
prenpr_1_vocab	byte	%10.0g	national percentile, vocabulary, 1st grade only
prenpr_1_word	byte	%10.0g	national percentile, word analysis, 1st grade only

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prence_r	byte	%10.0g	normal curve equivalent, reading total
prence_m	byte	%10.0g	normal curve equivalent, math total
prence_1_vocab	byte	%10.0g	normal curve equivalent, vocabulary, 1st grade only
prence_1_word	byte	%10.0g	normal curve equivalent, word analysis, 1st grade only
prehas_pretest	byte	%10.0g	Has Pretest Score
haspre	byte	%9.0g	Completed pretest
prespanish	byte	%9.0g	Pretest taken in Spanish (Logramos)
prepost	byte	%8.0g	
tfa_teacher	byte	%9.0g	=1 if teacher is TFA
exp_al_a	byte	%10.0g	Yrs Experience, from teacher survey
novice_teacher	byte	%8.0g	=1 if teacher has <4 yrs experience including study year
survcomp	byte	%9.0g	Completed a teacher survey
startmo	byte	%8.0g	First month in the classroom
endmo	byte	%8.0g	Last month in the classroom
orig	byte	%8.0g	Original teacher in the classroom
left	byte	%8.0g	Left the classroom before the end of the year
longtchr	byte	%8.0g	Longest serving teacher in the classroom

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Contains data from public\_use\_tchr.dta

obs: 111  
vars: 235 16 Aug 2004 13:11  
size: 26,973 (99.9% of memory free)

variable name	storage type	display format	value label	variable label
a1_a	byte	%10.0g		
a1_b	byte	%10.0g		
a1_c	byte	%10.0g		
a2	byte	%10.0g		
a3	byte	%10.0g		
a3_6oth	byte	%10.0g		A3 - Response 6 - Other Specify
a4	byte	%10.0g		
a5_bdh	byte	%10.0g		A5 - Bachelor's Degree Held
a5_byr	int	%10.0g		A5 - Bachelor's Degree Year
a5_bmfs1	byte	%10.0g		A5 - Bachelor's Major Field of Study
a5_bmfs2	byte	%10.0g		A5 - Bachelor's Minor Field of Study
a5_mdh	byte	%10.0g		A5 - Master's Degree Held
a5_myr	int	%10.0g		A5 - Master's Degree Year
a5_mmfs1	byte	%10.0g		A5 - Master's Major Field of Study
a5_mmfs2	byte	%10.0g		A5 - Master's Minor Field of Study
a6	byte	%10.0g		
a7_a	byte	%10.0g		
a7_c	byte	%10.0g		
a8	byte	%10.0g		
a8_oth	byte	%10.0g		A8 - Response 5 - Other Specify
a9	byte	%10.0g		
a10	byte	%10.0g		
a10_oth	byte	%10.0g		A10 - Response 5 - Other Specify
a11	byte	%10.0g		
a11_oth	byte	%10.0g		A11 - Response 6 - Other Specify
a12	byte	%10.0g		
a13	byte	%10.0g		
a13_oth	byte	%10.0g		A13 - Response 5 - Other Specify
a14	int	%10.0g		
a15	byte	%10.0g		
a16	byte	%10.0g		
a17a_p	byte	%10.0g		A17 Part A - Participated?
a17a_pot	byte	%10.0g		A17 Part A - Content Area Specified
a17a_ths	byte	%10.0g		A17 Part A - Total Hours Spent
a17a_sod	byte	%10.0g		A17 Part A - Provider - School or District
a17a_cou	byte	%10.0g		A17 Part A - Provider - College or University
a17a_oth	byte	%10.0g		A17 Part A - Provider - Other
a17b_p	byte	%10.0g		A17 Part B - Participated?
a17b_ths	byte	%10.0g		A17 Part B - Total Hours Spent
a17b_sod	byte	%10.0g		A17 Part B - Provider - School or District
a17b_cou	byte	%10.0g		A17 Part B - Provider - College or University
a17b_oth	byte	%10.0g		A17 Part B - Provider - Other
a17c_p	byte	%10.0g		A17 Part C - Participated?
a17c_ths	byte	%10.0g		A17 Part C - Total Hours Spent
a17c_sod	byte	%10.0g		A17 Part C - Provider - School or District



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a17c_cou	byte	%10.0g	A17 Part C - Provider - College or University
a17c_oth	byte	%10.0g	A17 Part C - Provider - Other
a17d_p	byte	%10.0g	A17 Part D - Participated?
a17d_ths	byte	%10.0g	A17 Part D - Total Hours Spent
a17d_sod	byte	%10.0g	A17 Part D - Provider - School or District
a17d_cou	byte	%10.0g	A17 Part D - Provider - College or University
a17d_oth	byte	%10.0g	A17 Part D - Provider - Other
a17e_p	byte	%10.0g	A17 Part E - Participated?
a17e_ths	byte	%10.0g	A17 Part E - Total Hours Spent
a17e_sod	byte	%10.0g	A17 Part E - Provider - School or District
a17e_cou	byte	%10.0g	A17 Part E - Provider - College or University
a17e_oth	byte	%10.0g	A17 Part E - Provider - Other
a17f_p	byte	%10.0g	A17 Part F - Participated?
a17f_ths	byte	%10.0g	A17 Part F - Total Hours Spent
a17f_sod	byte	%10.0g	A17 Part F - Provider - School or District
a17f_cou	byte	%10.0g	A17 Part F - Provider - College or University
a17f_oth	byte	%10.0g	A17 Part F - Provider - Other
a17g_p	byte	%10.0g	A17 Part B - Participated?
a17g_po1	byte	%10.0g	A17 Part B - Other related areas - Specify 1
a17g_po2	byte	%10.0g	A17 Part B - Other related areas - Specify 2
a17g_ths	byte	%10.0g	A17 Part B - Total Hours Spent
a17g_sod	byte	%10.0g	A17 Part B - Provider - School or District
a17g_cou	byte	%10.0g	A17 Part B - Provider - College or University
a17g_oth	byte	%10.0g	A17 Part B - Provider - Other
b1_a	byte	%10.0g	
b1_b	byte	%10.0g	
b1_c	byte	%10.0g	
b2_a	byte	%10.0g	
b2_b	byte	%10.0g	
b2_c	byte	%10.0g	
b2_d	byte	%10.0g	
b2_e	byte	%10.0g	
b3_1	byte	%10.0g	
b3_2	byte	%10.0g	
b3_3	byte	%10.0g	
b3_4	byte	%10.0g	
b3_5	byte	%10.0g	
b3_6	byte	%10.0g	
b3_7	byte	%10.0g	
b3_8	byte	%10.0g	
b3_9	byte	%10.0g	
b3_10	byte	%10.0g	
b3_11	byte	%10.0g	
b3_12	byte	%10.0g	
b3_13	byte	%10.0g	
b3_14	byte	%10.0g	
b3_15	byte	%10.0g	
b3_16	byte	%10.0g	
b3_17	byte	%10.0g	
b3_18	byte	%10.0g	
b3_19	byte	%10.0g	
b3_20	byte	%10.0g	

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b3_21	byte	%10.0g
b3_22	byte	%10.0g
b3_23	byte	%10.0g
b3_24	byte	%10.0g
b3_25	byte	%10.0g
b3_26	byte	%10.0g
b3_27	byte	%10.0g
b4_1	byte	%10.0g
b4_2	byte	%10.0g
b4_3	byte	%10.0g
b4_4	byte	%10.0g
b4_5	byte	%10.0g
b4_6	byte	%10.0g
b4_7	byte	%10.0g
b4_8	byte	%10.0g
b4_9	byte	%10.0g
b4_10	byte	%10.0g
b4_11	byte	%10.0g
b4_12	byte	%10.0g
b4_13	byte	%10.0g
b4_14	byte	%10.0g
b4_15	byte	%10.0g
b4_16	byte	%10.0g
b4_17	byte	%10.0g
b4_18	byte	%10.0g
b4_19	byte	%10.0g
b4_20	byte	%10.0g
b4_21	byte	%10.0g
b4_22	byte	%10.0g
b4_23	byte	%10.0g
b4_24	byte	%10.0g
b4_25	byte	%10.0g
b4_26	byte	%10.0g
b4_27	byte	%10.0g
b4_28	byte	%10.0g
b5_a	byte	%10.0g
b5_b	byte	%10.0g
b5_c	byte	%10.0g
b5_d	byte	%10.0g
b5_e	byte	%10.0g
b6_1	byte	%10.0g
b6_2	byte	%10.0g
b6_3	byte	%10.0g
b6_4	byte	%10.0g
b6_5	byte	%10.0g
b6_6	byte	%10.0g
b6_7	byte	%10.0g
b6_8	byte	%10.0g
b6_9	byte	%10.0g
b6_10	byte	%10.0g
b6_11	byte	%10.0g
b6_12	byte	%10.0g
b6_13	byte	%10.0g
b6_14	byte	%10.0g
b6_15	byte	%10.0g
b6_16	byte	%10.0g
b6_17	byte	%10.0g
b7_1	byte	%10.0g
b7_2	byte	%10.0g
b7_3	byte	%10.0g
b7_4	byte	%10.0g
b7_5	byte	%10.0g
b7_6	byte	%10.0g

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b7_7	byte	%10.0g	
b7_8	byte	%10.0g	
b7_9	byte	%10.0g	
b7_10	byte	%10.0g	
b7_11	byte	%10.0g	
b7_12	byte	%10.0g	
b8_a	byte	%10.0g	
b8_b	byte	%10.0g	
b8_c	byte	%10.0g	
b8_d	byte	%10.0g	
b8_e	byte	%10.0g	
b9_a	byte	%10.0g	
b9_b	byte	%10.0g	
b9_c	byte	%10.0g	
c1	byte	%10.0g	
c2a_t	byte	%10.0g	C2 Part A - Taught?
c2a_hrs	byte	%10.0g	C2 Part A - Hours per week
c2a_poct	byte	%10.0g	C2 Part A - Percent of class taught
c2b_t	byte	%10.0g	C2 Part B - Taught?
c2b_hrs	byte	%10.0g	C2 Part B - Hours per week
c2b_poct	byte	%10.0g	C2 Part B - Percent of class taught
c2c_t	byte	%10.0g	C2 Part C - Taught?
c2c_hrs	byte	%10.0g	C2 Part C - Hours per week
c2c_poct	byte	%10.0g	C2 Part C - Percent of class taught
c2d_t	byte	%10.0g	C2 Part D - Taught?
c2d_hrs	byte	%10.0g	C2 Part D - Hours per week
c2d_poct	byte	%10.0g	C2 Part D - Percent of class taught
c3	byte	%10.0g	
c4a_t	byte	%10.0g	C4 Part A - Taught?
c4a_hrs	byte	%10.0g	C4 Part A - Hours per week
c4a_poct	byte	%10.0g	C4 Part A - Percent of class taught
c4b_t	byte	%10.0g	C4 Part B - Taught?
c4b_hrs	byte	%10.0g	C4 Part B - Hours per week
c4b_poct	byte	%10.0g	C4 Part B - Percent of class taught
c4c_t	byte	%10.0g	C4 Part C - Taught?
c4c_hrs	byte	%10.0g	C4 Part C - Hours per week
c4c_poct	byte	%10.0g	C4 Part C - Percent of class taught
c4d_t	byte	%10.0g	C4 Part D - Taught?
c4d_hrs	byte	%10.0g	C4 Part D - Hours per week
c4d_poct	byte	%10.0g	C4 Part D - Percent of class taught
c5	byte	%10.0g	
c6	byte	%10.0g	
c7	byte	%10.0g	
c8a_t	byte	%10.0g	C8 Part A - Taught?
c8a_hrs	byte	%10.0g	C8 Part A - Hours per week
c8a_poct	byte	%10.0g	C8 Part A - Percent of class taught
c8b_t	byte	%10.0g	C8 Part B - Taught?
c8b_hrs	byte	%10.0g	C8 Part B - Hours per week
c8b_poct	byte	%10.0g	C8 Part B - Percent of class taught
c8c_t	byte	%10.0g	C8 Part C - Taught?
c8c_hrs	byte	%10.0g	C8 Part C - Hours per week
c8c_poct	byte	%10.0g	C8 Part C - Percent of class taught

## Contents of public\_use\_tchr.dta, page 5

c8d_t	byte	%10.0g	C8 Part D - Taught?
c8d_hrs	byte	%10.0g	C8 Part D - Hours per week
c8d_poct	byte	%10.0g	C8 Part D - Percent of class taught
c9	byte	%10.0g	
c10	byte	%10.0g	
d1	byte	%10.0g	
d2	byte	%10.0g	
d3	byte	%10.0g	
d4_recode1	byte	%10.0g	D4 - Response 4 - Black or African-American
d4_recode2	byte	%10.0g	D4 - Response 5 - White
d4_recode3	byte	%10.0g	D4 - Responses 1,2,3,6
d5_age	byte	%10.0g	D5 Year of birth minus year survey filled out
classid	int	%10.0g	
tchrno	byte	%1.0g	tchrno
startmo	byte	%10.0g	First month in the classroom
endmo	byte	%10.0g	Last month in the classroom
orig	byte	%10.0g	Original teacher in the classroom
left	byte	%10.0g	Left the classroom before the end of the year
longtchr	byte	%10.0g	Longest serving teacher in the classroom
tfa_teacher	byte	%10.0g	=1 if teacher is TFA
firstelig	byte	%10.0g	First eligible teacher in the classroom
survelig	byte	%10.0g	Teacher eligible for survey
survcomp	byte	%10.0g	Completed a teacher survey

---

## Other-specify codes for teacher file, page 1

Code	Question	Variable	Response
	<b><u>Teacher's Future Plans</u></b>		
06	<b>A3-06</b>	a3_6oth	I have health concerns to consider
07	<b>A3-06</b>	a3_6oth	gain enough experience to make impact in law school
08	<b>A3-06</b>	a3_6oth	I will go back to graduate school
09	<b>A3-06</b>	a3_6oth	Retiring
10	<b>A3-06</b>	a3_6oth	I plan to teach until I become an administrator
11	<b>A3-06</b>	a3_6oth	I will finish my TFA commitment
12	<b>A3-06</b>	a3_6oth	I plan to teach 1 more year
13	<b>A3-06</b>	a3_6oth	I will stop when TFA is over
14	<b>A3-06</b>	a3_6oth	TFA Program
15	<b>A3-06</b>	a3_6oth	I plan to teach in this sector for a few years then I would like to do outdoor education
16	<b>A3-06</b>	a3_6oth	Relocating
17	<b>A3-06</b>	a3_6oth	Continue until I leave for another profession
	<b><u>Bachelor's/Master's Major</u></b>		
01	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Elementary Education
02	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Psychology
03	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Reading
04	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	History
05	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Political Science
06	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Criminal Justice
07	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Teaching
08	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Mathematics
09	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Survey Research
10	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Info System education
11	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Instructional System Development
12	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	English
13	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Sociology/Human Services
14	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Peace Studies/Communication
15	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Environmental Education
16	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Anthropology
17	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Music
18	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Political Science & French
19	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Business Administration
20	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	International Relations
21	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Inter-disciplinary Studies
22	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Religion/Religious Studies+G149
23	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Journalism
24	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Computer Science
25	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Early Childhood
26	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Business
27	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Communications
28	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Education
29	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Liberal Arts

## Other-specify codes for teacher file, page 2

Code	Question	Variable	Response
30	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Political Science & History
31	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Fashion Merchandising
32	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Child Development
33	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Sociology & Spanish
34	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Economics
35	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Spanish
36	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Kinesiology
37	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Applied Linguistics
38	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Bilingual Ed.
39	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	African Studies
40	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Sociology
41	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Engineering Systems
42	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Social Work
43	<b>A5 - Major</b>	a5_bmmfs1/a5_mmfs1	Accounting
	<b><u>Bachelor's/Master's Minor</u></b>		
01	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Biology
02	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Business
03	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Early Childhood
04	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Math
05	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Administration
06	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Philosophy
07	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	German
08	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Economics
09	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	French
10	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Curriculum Instruction
11	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Environmental Policy
12	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	History
13	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Special Ed
14	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Creative Writing
15	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Studio Art
16	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Marketing
17	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Science, reading & social studies
18	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Systems Analysis
19	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Professional Writing & English
20	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Speech
21	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Art History
22	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Spanish
23	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Theatre
24	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Theatre Arts & Speech
25	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Translation
26	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	ESL
27	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Dance
28	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Sociology
29	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Education & Spanish
30	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Elementary Education
31	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Pre-Med
32	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	Social Sciences
33	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	East Asia, Sociology
34	<b>A5 -Minor</b>	a5_bmmfs2/a5_mmfs2	English

### Other-specify codes for teacher file, page 3

Code	Question	Variable	Response
	<b><u>Degree Pursuing Description</u></b>		
01	A7A - Degree	a7_a	Master's
01	A7A - Degree	a7_a	Education
07	A7A - Degree	a7_a	Teaching
07	A7A - Degree	a7_a	Master's of Art in Teaching
13	A7A - Degree	a7_a	Public Administration
14	A7A - Degree	a7_a	Special Education
15	A7A - Degree	a7_a	PhD
16	A7A - Degree	a7_a	Masters of Science
17	A7A - Degree	a7_a	Adm. Supervision
18	A7A - Degree	a7_a	Masters of Education
19	A7A - Degree	a7_a	Administration
20	A7A - Degree	a7_a	Credential
21	A7A - Degree	a7_a	Masters & 2nd BA
22	A7A - Degree	a7_a	Certification
	<b><u>Degree Pursuing Specialization</u></b>		
01	A7C-Specialization	a7_c	Early Childhood/Elementary
01	A7C-Specialization	a7_c	Elementary Education
02	A7C-Specialization	a7_c	History
03	A7C-Specialization	a7_c	Community Development
04	A7C-Specialization	a7_c	School Administration
05	A7C-Specialization	a7_c	Teaching
06	A7C-Specialization	a7_c	Educational Techonology & Leadership
07	A7C-Specialization	a7_c	Counseling
08	A7C-Specialization	a7_c	Reading
	<b><u>Certificate/License/Credential</u></b>		
06	A8-05	a8_oth	Alternative Certification
07	A8-05	a8_oth	Intern Certificate
08	A8-05	a8_oth	District Intern
	<b><u>Field Specified on Teaching Certificate</u></b>		
51	A10-05-other	a10_oth	Traditional Cert. For Secondary/Alternative Cert for Elementary
	<b><u>How teaching certificate earned</u></b>		
07	A11-06	a11_oth	Alternative teacher cert prog. By agency linked to TFA
08	A11-06	a11_oth	Alternative teacher cert offered by New Teacher Project
	<b><u>Type of certification program</u></b>		
06	A13-05	a13_oth	Alternative program offered by TFA
07	A13-05	a13_oth	CLAD multiple subject

Other-specify codes for teacher file, page 4

Code	Question	Variable	Response
08	<b>A13-05</b>	a13_oth	Applying for reciprocity in NY state
	<b><u>In-Depth Study Area</u></b>		
01	<b>A17a</b>	a17a_oth	Reading/Writing
01	<b>A17a</b>	a17a_oth	Reading Instruction
01	<b>A17a</b>	a17a_oth	Lang Arts/Reading/Math
01	<b>A17a</b>	a17a_oth	Reading/Math
02	<b>A17a</b>	a17a_oth	Elementary Education
03	<b>A17a</b>	a17a_oth	Content Seminars
04	<b>A17a</b>	a17a_oth	Science
	<b><u>Other Professional Development Activity</u></b>		
01	<b>A17g</b>	a17g_oth	home/school communication
02	<b>A17g</b>	a17g_oth	Special Education
03	<b>A17g</b>	a17g_oth	Observations
04	<b>A17g</b>	a17g_oth	Diversity
05	<b>A17g</b>	a17g_oth	Gifted & talented
06	<b>A17g</b>	a17g_oth	Collaborative teaching
07	<b>A17g</b>	a17g_oth	Writing
08	<b>A17g</b>	a17g_oth	Conferences
09	<b>A17g</b>	a17g_oth	Homework



## **Teacher Survey on Instructional Practices**

**April 2003**

Sponsored by:

The Smith Richardson Foundation, The Hewlett Foundation, and The Carnegie Corporation

Conducted by:

Mathematica Policy Research, Inc.

## INSTRUCTIONS

Thank you for taking the time to complete this survey. Your responses are very important to us.

- When answering questions that require marking a box, please use an “X.”
- Follow all “SKIP” and “GO TO” instructions *after* marking a box. If no such instruction is provided, you should continue to the next question.
- Either a pen or pencil may be used.

## DEFINITIONS FOR THIS SURVEY

**Teaching Certificate (*also called Teaching Credential or License*)** – A document issued by a State Board of Education which permits the holder to be employed in the public school system as an educator. Teaching certificates may be obtained through either **traditional** or **alternative** education programs.

**Traditional teacher certification program** – An educational program in which a candidate completes the necessary study leading to the teaching certificate prior to beginning employment in a school. Higher education institutions deliver the training, as part of a bachelor’s or master’s degree program.

**Alternative teacher certification program** – A program designed for individuals who already have a post-secondary degree and an academic background in the area they wish to teach. Minimal to no education courses or training are required prior to beginning employment in a school. Candidates often take courses and receive training while teaching. Training is delivered by higher education institutions, state agencies, or local school districts. Full certification is received one to three years after beginning the first teaching job.

**Student teaching (*also called practice teaching*)** – A full day school-based experience for students enrolled in a post-secondary education institution that is supervised by both a certified experienced teacher and a university or college supervisor. It is a requirement of pre-service teachers who have completed the education coursework leading to a degree and are seeking certification or licensure to teach in a public school.

**Professional development activities** – Educational activities in which teachers participate to enhance their career growth. Such activities may be formal or informal experiences in the form of inservice workshops or continuing education courses. They are designed for teachers to develop their knowledge in a variety of areas, such as in-depth study of a content area, teaching strategies, education standards, student assessment, applications of technology to instruction, or classroom management.

## PART A. YOUR BACKGROUND AND EXPERIENCE

Please refer to the list of definitions on page 1 for terms or phrases that are in bold and underlined.

A1. Including this school year, how many years have you worked as a teacher?

*Include years spent teaching both full and part time, and in both public and private schools.*

### Years

A. In total..... |\_\_|\_\_|

B. As an elementary school teacher.... |\_\_|\_\_|

C. At this school ..... |\_\_|\_\_|

A2. Approximately how many years do you think you will remain in teaching?

I will probably teach for |\_\_|\_\_| more years.

A3. Which of the following statements best describes your plans?

MARK (X) ONE ANSWER

<sup>01</sup> ☐ I plan to teach as long as I am able

<sup>02</sup> ☐ I plan to teach until I am eligible for retirement

<sup>03</sup> ☐ I will probably continue unless something better comes along

<sup>04</sup> ☐ I plan to leave teaching as soon as I can

<sup>05</sup> ☐ I am undecided at this time

<sup>06</sup> ☐ Other (Please specify) ▼

|\_\_|\_\_|

A4. If you could start your career over again, would you become a teacher?

<sup>01</sup> ☐ Yes

<sup>02</sup> ☐ No

<sup>03</sup> ☐ Don't know

A5. Please describe your postsecondary education by completing the chart below.

	Degree held	Year	College or University	Major field of study	Minor field of study
	Bachelor's				
<sup>01</sup>	<input type="checkbox"/> Yes →	_ _ _ _	_____	_____	_____
<sup>02</sup>	<input type="checkbox"/> No				
	Master's				
<sup>01</sup>	<input type="checkbox"/> Yes →	_ _ _ _	_____	_____	_____
<sup>02</sup>	<input type="checkbox"/> No				

A6. Are you currently working toward an advanced degree (Masters or PhD)?

<sup>01</sup> ☐ Yes

<sup>02</sup> ☐ No → **GO TO A8**

A7. Please describe the degree you are pursuing by completing the following:

A. Degree: \_\_\_\_\_

B. Institution: \_\_\_\_\_

C. Specialization: \_\_\_\_\_

**Continue on the next page...**

A8. Which of the following statements most accurately describes the type of **teaching certificate/license/credential** (see page 1 for definition) that you hold?

*States vary in the types of certificates they issue. Please select from the list below the statement that BEST describes the certificate/license/credential that you hold.*

MARK (X) ONE ANSWER

- 01 ☐ A **regular** or **standard state certificate** or **advanced professional certificate**.
- 02 ☐ An **initial certificate** that is issued to candidates after satisfying all requirements except the completion of a probationary period.
- 03 ☐ A **temporary certificate** that is given to persons who need additional preparatory training, such as coursework and/or student teaching, in order to satisfy the requirements for full certification.
- 04 ☐ An **emergency certificate** or **waiver** that is issued for a specified time period to persons with insufficient teacher preparation.
- 05 ☐ Other (Please describe) \_\_\_\_\_

|\_|\_|

A9. Did you mark **either** box **01** or box **02** in item **A8** above?

- 01 ☐ Yes
- 02 ☐ No → **GO TO A12**

A10. Select from the list below the teaching assignment area that best matches the field specified on your teaching certificate. MARK (X) ONE ANSWER

- 01 ☐ General elementary
- 02 ☐ Bilingual education
- 03 ☐ A specific subject area (Please specify) → \_\_\_\_\_
- 04 ☐ Special education (Please specify) → \_\_\_\_\_
- 05 ☐ Other (Please specify) → \_\_\_\_\_

|\_|\_|

A11. Which of the following statements best describes how you earned your teaching certificate? *MARK (X) ONE ANSWER*

- 01 ☐ In a **traditional teacher certification program** (see page 1 for definition) as part of a bachelor's degree.
- 02 ☐ In a **traditional teacher certification program** (see page 1 for definition) as part of a "5th year" program.
- 03 ☐ In a **traditional teacher certification program** (see page 1 for definition) as part of a master's degree.
- 04 ☐ As part of an **alternative teacher certification program** (see page 1 for definition) offered by a college or university.
- 05 ☐ As part of an **alternative teacher certification program** (see page 1 for definition) offered by a school district or state education agency.
- 06 ☐ Other (Please specify) → \_\_\_\_\_  
\_\_\_\_\_

|\_|\_|

A12. Are you currently pursuing a regular or standard state certificate or advanced professional certificate?

- 01 ☐ Yes
- 02 ☐ No → **GO TO A14**

A13. Which of the following statements best describes the type of certification program you have completed, or are currently participating in? *MARK (X) ONE ANSWER*

- 01 ☐ A **traditional teacher certification program** (see page 1 for definition) that is part of a "5th year" program.
- 02 ☐ A **traditional teacher certification program** (see page 1 for definition) that is part of a master's degree.
- 03 ☐ An **alternative teacher certification program** (see page 1 for definition) offered by a college or university.
- 04 ☐ An **alternative teacher certification program** (see page 1 for definition) offered by a school district or state education agency.
- 05 ☐ Other (Please specify) → \_\_\_\_\_  
\_\_\_\_\_

|\_|\_|

A14. In what year did you begin your first teaching position, either full time or part time, at the elementary or secondary school level?

|\_|\_|\_|\_| Year

A15. Did you complete any **student/practice teaching** (see page 1 for definition) before beginning your first teaching position?

<sup>01</sup> ☐ Yes

<sup>02</sup> ☐ No → **GO TO A17**

A16. How long did your practice teaching last?

*MARK (X) ONE ANSWER*

<sup>01</sup> ☐ 5 weeks or less



<sup>02</sup> ☐ 6-9 weeks

<sup>03</sup> ☐ 10 weeks or more

**Continue on the next page...**

- A17. During the 3 years *prior to this school year*, how many total hours, if any, have you spent in **professional development activities** (see page 1 for definition) in which the following content areas were a major focus? For any activity in which you participated, please indicate who provided the program. If you had more than one provider, circle all that apply.

*NOTE: Do not include pre-teaching experiences, such as TFA Summer Institute, college coursework, or other types of related training that occurred prior to your beginning your classroom teaching.*

Content area	Participated?		Total hours spent (circle one)			Provider (circle all that apply)		
	Yes	No	1-8	9-32	33 or more	Your school or district	College or Univ.	Other
A. In-depth study of a content area you teach (Please specify)  .....	1	2	1	2	3	1	2	3
B. Content and performance standards in an area that you teach .....	1	2	1	2	3	1	2	3
C. Methods of teaching....	1	2	1	2	3	1	2	3
D. Applications of technology to instruction.....	1	2	1	2	3	1	2	3
E. Student assessment, such as methods of testing, evaluation, performance assessment, etc. ....	1	2	1	2	3	1	2	3
F. Student discipline and classroom management .....	1	2	1	2	3	1	2	3
G. Other related areas (Please specify)  .....	1	2	1	2	3	1	2	3



## PART B. INSTRUCTIONAL ACTIVITIES AND CURRICULUM FOCUS

This section of the survey asks about your instruction with the class you are currently teaching.

- B1. During a **typical school day**, what percent of your classroom time (i.e., time when students are in your classroom and you are responsible for their activities) do you spend in the following tasks? *Total should equal 100 percent.*

Teacher activity	Percent of time
A. Academic instruction .....	_ _ %
B. Managing classroom behavior.....	_ _ %
C. Managing classroom tasks (e.g., handing out papers, transitions between activities, paper work) .....	_ _ %
	<b>100 percent</b>

- B2. When you are involved in **reading or language arts** instruction with this class, how much time during a typical school day do students spend in the following activities?

*Please circle one answer for each activity.*

Activity	No time	15 minutes or less	About a half hour	About an hour	About two hours
A. Teacher-directed whole class activities.....	1	2	3	4	5
B. Teacher-directed small group activities.....	1	2	3	4	5
C. Students working independently in pairs/teams/small groups.....	1	2	3	4	5
D. Students working individually on class assignments .....	1	2	3	4	5
E. Student-selected individual activities.....	1	2	3	4	5

- B3. How often do students in this class do each of the following **reading and language arts** activities?

*Please circle one answer for each activity.*

*NOTE: Some of the activities may not be appropriate for the grade you teach. If that is the case, circle "1" for Never.*

Activity	Never	Once a month or less	2-3 times a month	Once/twice a week	Nearly every day	Daily
1. Work on learning the names of the letters .....	1	2	3	4	5	6
2. Practice writing the letters of the alphabet .....	1	2	3	4	5	6
3. Discuss new or difficult vocabulary.....	1	2	3	4	5	6
4. Dictate stories to a teacher, aide, or volunteer .....	1	2	3	4	5	6
5. Listen to you read stories where they see the print (e.g., Big Books).....	1	2	3	4	5	6
6. Listen to you read stories but they don't see the print.....	1	2	3	4	5	6
7. Retell stories .....	1	2	3	4	5	6
8. Read aloud.....	1	2	3	4	5	6
9. Read silently .....	1	2	3	4	5	6
10. Work in a reading workbook or on a worksheet.....	1	2	3	4	5	6
11. Write words from dictation, to improve spelling .....	1	2	3	4	5	6
12. Write with encouragement to use invented spelling, if necessary.....	1	2	3	4	5	6

<i>Question B3, continued.</i>	<b>Never</b>	<b>Once a month or less</b>	<b>2-3 times a month</b>	<b>Once/ twice a week</b>	<b>Nearly every day</b>	<b>Daily</b>
13. Read books they have chosen for themselves.....	1	2	3	4	5	6
14. Read text with controlled vocabulary.....	1	2	3	4	5	6
15. Read text with strong phonetic patterns .....	1	2	3	4	5	6
16. Read text with patterned or predictable text.....	1	2	3	4	5	6
17. Read thematic or literature-based text .....	1	2	3	4	5	6
18. Compose or write stories or reports.....	1	2	3	4	5	6
19. Do an activity or project related to a book or story .....	1	2	3	4	5	6
20. Publish their own writing .....	1	2	3	4	5	6
21. Perform plays and skits.....	1	2	3	4	5	6
22. Write stories in a journal.....	1	2	3	4	5	6
23. See/hear stories from story tellers or other artists.....	1	2	3	4	5	6
24. Work in mixed-achievement groups on language arts activities .....	1	2	3	4	5	6
25. Engage in peer tutoring.....	1	2	3	4	5	6
26. Work on projects in small groups.....	1	2	3	4	5	6
27. Work on long-term projects (at least a week or more).....	1	2	3	4	5	6

B4. To what extent do you agree or disagree with each of the following statements about **reading and reading instruction**?

*In indicating your level of agreement, use a scale of 1 to 5, with 1 meaning that you strongly disagree with the statement, and 5 meaning that you strongly agree with the statement.*

	<b>Strongly disagree</b>			<b>Strongly agree</b>	
1. A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words...	1	2	3	4	5
2. An increase in reading errors is usually related to a decrease in comprehension .....	1	2	3	4	5
3. Dividing words into syllables according to rules is a helpful instructional practice for reading new words.....	1	2	3	4	5
4. Fluency and expression are necessary components of reading that indicate good comprehension .....	1	2	3	4	5
5. Materials for early reading should be written in natural language without concern for short, simple words and sentences.....	1	2	3	4	5
6. When children do not know a word, they should be instructed to sound out its parts .....	1	2	3	4	5
7. It is a good practice to allow children to edit what is written into their own dialect when learning to read .....	1	2	3	4	5
8. The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words .....	1	2	3	4	5
9. Reversals (e.g., “saw” for “was”) are significant problems in the teaching of reading .....	1	2	3	4	5
10. It is a good practice to correct a child as soon as an oral reading mistake is made .....	1	2	3	4	5
11. It is important for a word to be repeated a number of times after it has been introduced to insure that it will become a part of sight vocabulary .....	1	2	3	4	5
12. Paying close attention to punctuation marks is necessary to understanding story content.....	1	2	3	4	5

Question B4, continued.

	Strongly disagree			Strongly agree		
13. It is a sign of an ineffective reader when words and phrases are repeated.....	1	2	3	4	5	
14. Being able to label words according to grammatical function (nouns, etc.) is useful in proficient reading .....	1	2	3	4	5	
15. When coming to a word that's unknown, the reader should be encouraged to guess upon meaning and go on .....	1	2	3	4	5	
16. Young readers need to be introduced to the root form of words (run, long) before they are asked to read inflected forms (running, longest) .....	1	2	3	4	5	
17. It is not necessary for a child to know the letters of the alphabet in order to learn to read .....	1	2	3	4	5	
18. Flashcard drills with sightwords is an unnecessary form of practice in reading instruction .....	1	2	3	4	5	
19. Ability to use accent patterns in multisyllable words (pho' to graph, pho to' gra phy, and pho to gra' phic) should be developed as part of reading instruction .....	1	2	3	4	5	
20. Controlling text through consistent spelling patterns (The fat cat ran back. The fat cat sat on a hat) is a means by which children can best learn to read.....	1	2	3	4	5	
21. Formal instruction in reading is necessary to insure the adequate development of all the skills used in reading .....	1	2	3	4	5	
22. Phonic analysis is the most important form of analysis used when meeting new words.....	1	2	3	4	5	
23. Children's initial encounters with print should focus on meaning, not upon exact graphic representation .....	1	2	3	4	5	
24. Word shapes (word configuration) should be taught in reading to aid in word recognition .....	1	2	3	4	5	
25. It is important to teach skills in relation to other skills.....	1	2	3	4	5	
26. If a child says "house" for the written word "home," the response should be left uncorrected .....	1	2	3	4	5	
27. It is not necessary to introduce new words before they appear in the reading text .....	1	2	3	4	5	
28. Some problems in reading are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped).....	1	2	3	4	5	

- B5. When you are teaching **number skills and mathematics** with this class, how much time during a typical school day do students spend in the following activities?

*Please circle one answer for each activity.*

Activity	No time	15 minutes or less	About a half hour	About an hour	About two hours
A. Teacher-directed whole class activities .....	1	2	3	4	5
B. Teacher-directed small group activities .....	1	2	3	4	5
C. Students working independently in pairs/teams/small groups .....	1	2	3	4	5
D. Students working individually on class assignments.....	1	2	3	4	5
E. Student-selected individual activities .....	1	2	3	4	5

- B6. In teaching **number skills and mathematics**, how often do students in your class do each of the following activities?

*Please circle one answer for each activity.*

*NOTE: Some of the activities may not be appropriate for the grade you teach. If that is the case, circle "1" for Never.*

Activity	Never	Once a month or less	2-3 times a month	Once/twice a week	Nearly every day	Daily
1. Count out loud .....	1	2	3	4	5	6
2. Work with geometric manipulatives	1	2	3	4	5	6
3. Work with counting manipulatives to learn basic operations .....	1	2	3	4	5	6
4. Play math-related games.....	1	2	3	4	5	6
5. Use a calculator for math.....	1	2	3	4	5	6
6. Use music or art to understand math concepts .....	1	2	3	4	5	6

<i>Question B6, continued.</i>	<b>Never</b>	<b>Once a month or less</b>	<b>2-3 times a month</b>	<b>Once/twice a week</b>	<b>Nearly every day</b>	<b>Daily</b>
7. Use creative movement or creative drama to understand math concepts .....	1	2	3	4	5	6
8. Work with rulers, measuring cups, spoons, or other measuring instruments.....	1	2	3	4	5	6
9. Explain how a math problem is solved .....	1	2	3	4	5	6
10. Engage in calendar related activities.....	1	2	3	4	5	6
11. Do math problems from their textbook.....	1	2	3	4	5	6
12. Complete math problems on the chalkboard.....	1	2	3	4	5	6
13. Solve math problems in small groups or with a partner.....	1	2	3	4	5	6
14. Work on math problems that reflect real-life situations .....	1	2	3	4	5	6
15. Work in mixed achievement groups on math activities.....	1	2	3	4	5	6
16. Work on problems for which there are several appropriate methods or solutions .....	1	2	3	4	5	6
17. Do worksheets or workbook pages emphasizing routine practice or drill.....	1	2	3	4	5	6

**Continue on the next page...**

B7. How much emphasis do you give to the following goals in **your mathematics instruction**?

*Please circle one number for each goal.*

Goal	None	Little	Moderate	Major
1. Understanding the concepts behind mathematics.....	1	2	3	4
2. Knowing how to do a problem.....	1	2	3	4
3. Thinking about what a problem means and ways it might be solved .....	1	2	3	4
4. Understanding that there may be more than one way to solve a problem .....	1	2	3	4
5. Performing computations with speed and accuracy.....	1	2	3	4
6. Having students prepare creative projects related to math topics they have studied.....	1	2	3	4
7. Using concrete objects like rulers, counting blocks, or geometric shapes .....	1	2	3	4
8. Memorizing facts, rules, and steps.....	1	2	3	4
9. Understanding why and when a rule is needed .....	1	2	3	4
10. Getting the right answer .....	1	2	3	4
11. Developing students' confidence in their ability to do mathematics.....	1	2	3	4
12. Developing students' awareness of the practical application of math skills to everyday life .....	1	2	3	4

**Continue on the next page...**



- B8. To what extent, if any, has each of the following incidents been a problem in your classroom since the start of this school year?

*Please circle one answer for each type of incident.*

Incident	Not at all	Minor	Moderate	Serious
A. Student tardiness .....	1	2	3	4
B. Student absenteeism/class cutting.....	1	2	3	4
C. Physical conflicts among students .....	1	2	3	4
D. Verbal abuse of teacher(s).....	1	2	3	4
8. General misbehavior (e.g., students talking in class, refusal to follow classroom rules)....	1	2	3	4

- B9. During your **most recent full week** of teaching...

- A. How many students in your class were tardy, or had an unexcused absence from school?

|\_|\_| students

- B. How many times did you have to interrupt your class to deal with student misbehavior or disruption?

|\_|\_| times

- C. How many times did you have to send a child out of the classroom (i.e., to the principal's or guidance counselor's office) because of misbehavior or disruption?

|\_|\_| times

**\*\*\*GO TO SECTION C\*\*\***

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## PART C. CLASS CHARACTERISTICS

- C1. During this school year, have you had an **assistant teacher, teacher's aide, or tutor** who assisted you in providing academic instruction to students in your class during the regular school day?

*Do not include Special Education or Resource Room teachers who provide remedial instruction to students.*

01 ☐ Yes

02 ☐ No → **GO TO C3**

- C2. For each subject listed below, please indicate whether the **assistant teacher, aide, or tutor** provided instruction to students. If yes, approximately how many hours per week did this assistant typically work with students on that subject? Also, what percentage of the class received instruction from this assistant?

Subject	Taught?		No. of hours per week	Percent of class taught (circle one)			
	Yes	No		One quarter	Half	Three quarters	Entire class
A. Mathematics.....	1	2	_____	1	2	3	4
B. Reading/Language arts .	1	2	_____	1	2	3	4
C. Science.....	1	2	_____	1	2	3	4
D. Social Studies.....	1	2	_____	1	2	3	4

- C3. Does **another teacher** at your school (not an assistant or aide or special education teacher) provide instruction in mathematics, reading/language arts, science, or social studies to some or all of the students in your class?

01 ☐ Yes

02 ☐ No → **GO TO C5**

- C4. For each subject listed below, please indicate whether **another teacher** provides instruction to students in your class. If yes, approximately how many hours per week do students receive instruction from this **other teacher**? Also, what percentage of the class receives instruction from this teacher?

Subject	Taught?		No. of hours per week	Percent of class taught (circle one)			
	Yes	No		One quarter	Half	Three quarters	Entire class
A. Mathematics .....	1	2	_____	1	2	3	4
B. Reading/Language arts .	1	2	_____	1	2	3	4
C. Science.....	1	2	_____	1	2	3	4
D. Social Studies.....	1	2	_____	1	2	3	4

- C5. Did you have a **student teacher** assigned to you at any time during this school year?

<sup>01</sup> ☐ Yes

<sup>02</sup> ☐ No → **GO TO C8**

- C6. For how many weeks was/is the **student teacher** assigned to your class?

|\_|\_| Weeks

- C7. Approximately what percentage of the school day did/does the **student teacher** spend in your classroom?

*MARK (X) ONE ANSWER*

<sup>01</sup> ☐ About one quarter

<sup>02</sup> ☐ About half

<sup>03</sup> ☐ About three-quarters

<sup>04</sup> ☐ Most or all of the day

- C8. For each subject listed below, please indicate whether the **student teacher** provided instruction to students in your class. If yes, approximately how many hours per week did the **student teacher** provide instruction? Also, what percentage of the class receives instruction from the student teacher?

Subject	Taught?		No. of hours per week	Percent of class taught (circle one)			
	Yes	No		One quarter	Half	Three quarters	Entire class
A. Mathematics .....	1	2	_____	1	2	3	4
B. Reading/Language arts .	1	2	_____	1	2	3	4
C. Science.....	1	2	_____	1	2	3	4
D. Social Studies.....	1	2	_____	1	2	3	4

- C9. Often **student teachers** are required to take over teaching a class for some specified period, during which time they take full responsibility for the class for the entire school day without the lead teacher's presence in the classroom. At any time did your student teacher take full responsibility for teaching this class?

<sup>01</sup> ☐ Yes

<sup>02</sup> ☐ No → **GO TO D1**

- C10. For how many weeks did the **student teacher** take over teaching this class?

|\_|\_| Weeks

## PART D. TEACHER CHARACTERISTICS

D1. What is your gender?

01 ☐ Male

02 ☐ Female

D2. Are you Hispanic or Latino?

01 ☐ Yes

02 ☐ No → **GO TO D4 (on the next page)**

D3. Which of the following describes your Hispanic origin or descent?

01 ☐ Mexican American or Chicano

02 ☐ Puerto Rican

03 ☐ Cuban

04 ☐ Other Hispanic (Please specify) ↴

---

D4. What is your racial background?

01 ☐ American Indian or Alaska Native—*Specify tribal affiliation(s):*

\_\_\_\_\_

02 ☐ Native Hawaiian or other Pacific Islander

03 ☐ Asian

04 ☐ Black or African-American

05 ☐ White

06 ☐ Other racial background (Please specify) ↴

\_\_\_\_\_

D5. In what year were you born?

|\_|\_|\_|\_| Year

**THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.**

**Please review the questionnaire to make sure all questions to which you were directed have been answered. Please return the questionnaire to the test administrator on the day that your students are being assessed.**