* Questions marked with an asterisk (*) were not asked of all respondents.

SECTION A: Teacher Background

~~~~~~

We would like to confirm your sex. Are you male or female?

Male
Female

~~~~~~

Are you of Hispanic or [Latino/Latina] origin?

No
Yes

~~~~~~

[In addition to learning about your Hispanic background, we would also like to know about your racial background.] Which of the following choices describe your race? You may choose more than one. (Check all that apply.)

White
Black/African American
Asian
Native Hawaiian or Other Pacific Islander
American Indian or Alaska Native

~~~~~~

What is the highest degree you have earned?

Associate's degree
Bachelor's degree
Master's degree
Educational Specialist diploma
Ph.D., M.D., law degree, or other high level professional degree
You do not have a degree

~~~~~~

* In what year did you receive your [highest degree earned]?

~~~~~~

* What is the name of the college or university where you earned your [highest degree earned]?

~~~~~~

* Was this [highest degree earned] awarded by [institution name]'s department of education?

No
Yes

~~~~~~

* What was your major field of study for your [highest degree earned]?
(Please type your major in the space below and click on "Search for major". Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

~~~~~~

* In what year did you receive your Bachelor's degree?

~~~~~~

* What is the name of the college or university where you earned your Bachelor's degree?

~~~~~~

* Was this Bachelor's degree awarded by [institution name]'s department of education?

No
~~~~~~

Yes

~~~~~~

* What was your major field of study for your Bachelor's degree?
(Please type your major in the space below and click on "Search for Major". Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

~~~~~~

* Have you started, but not completed, any work on a degree beyond [highest degree earned]?
(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree
Yes, started but not completed an Associate's degree
Yes, started but not completed a Bachelor's degree
Yes, started but not completed a Master's degree
Yes, started but not completed an Education Specialist diploma
Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

~~~~~~

* In which of the following branches of math have you taken one or more college-level courses?
(Check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields
Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics
Calculus, Analysis, or Differential equations
Discrete mathematics, Combinatorics, or Graph theory
Foundations, Philosophy, History of mathematics, or Logic
Geometry, Trigonometry, or Topology
Number theory
Probability or Statistics
None of these

~~~~~~

* Which of the following college-level science courses have you taken?
(Check all that apply.)

Any biology or life science course
Any chemistry course
Any earth or space science course
Any physics course
Any engineering course
Any physical science course
None of the these

~~~~~~

* Which of the following college-level biology or life science courses have you taken?
(Check all that apply.)

Anatomy or physiology
Botany or plant physiology
Cell biology
Ecology
Entomology
Genetics or Evolution
~~~~~~

Microbiology
Zoology or animal behavior
None of the these

~~~~~~

* Which of the following college-level chemistry courses have you taken?
(Check all that apply.)

Analytical chemistry
Biochemistry
Organic chemistry
Physical chemistry
None of these

~~~~~~

* Which of the following college-level earth or space science courses have you taken?
(Check all that apply.)

Astronomy
Environmental science
Geology
Meteorology
Oceanography
Physical Geography
None of these

~~~~~~

* Which of the following college-level physics courses have you taken?
(Check all that apply.)

Electricity and magnetism
Heat and thermodynamics
Mechanics
Modern/quantum physics
Nuclear physics
Optics
None of these

~~~~~~

* Did you work in a job in which you used college-level math before becoming a teacher?

No
Yes

~~~~~~

* Did you work in a job in which you used college-level science before becoming a teacher?

No
Yes

~~~~~~

Did you enter teaching through an alternative certification program?

No
Yes

~~~~~~

* Which of the following describes the math teaching certificate you currently hold in [your state]?

Regular or standard state certificate or advanced professional certificate
Certificate issued after satisfying all requirements except the completion of a probationary teaching period
~~~~~~

Certificate that requires some additional coursework or passing a test
Certificate issued to persons who must complete a certification program in order to continue teaching
You do not hold any of these certifications in this state

~~~~~~

* In which grades does this certificate allow you to teach math in [your state]?
(Check all that apply.)

Kindergarten through 5th grade (any or all grades)
6th through 8th grade (any or all grades)
9th through 12th grade (any or all grades)

~~~~~~

* Including this school year, how many years have you taught high school (grades 9-12) math at any school?

~~~~~~

* Which of the following describes the science teaching certificate you currently hold in [your state]?

Regular or standard state certificate or advanced professional certificate
Certificate issued after satisfying all requirements except the completion of a probationary teaching period
Certificate that requires some additional coursework or passing a test
Certificate issued to persons who must complete a certification program in order to continue teaching
You do not hold any of these certifications in this state

~~~~~~

* In which grades does this certificate allow you to teach science in [your state]?
(Check all that apply.)

Kindergarten through 5th grade (any or all grades)
6th through 8th grade (any or all grades)
9th through 12th grades for biology or life sciences (any or all grades)
9th through 12th grade for chemistry, physics, or physical science (any or all grades)
9th though 12th grades for earth or space sciences (any or all grades)

~~~~~~

* Including this school year, how many years have you taught high school (grades 9-12) science at any school?

~~~~~~

The next two questions are about your years teaching [math / science / math, science,] or any other subject.
Including this school year, how many years have you taught...

any grade K-8 at any school?
any grade 9-12 at any school?

~~~~~~

Including this school year, how many years have you taught any subject at any grade level at [your school]?

~~~~~~

Are you currently collecting a pension from a teacher retirement system or drawing money from a school or system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?

No
Yes

~~~~~~
~~~~~~

SECTION B: Math Department and Instruction

~~~~~~

* Now we have some questions regarding your math instruction and the math department at [your school].

~~~~~~

* Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

set high standards for teaching.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

set high standards for students' learning.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

believe all students can do well.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

make expectations for instructional goals clear to students.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

have given up on some students.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

care only about smart students.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

expect very little from students.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

work hard to make sure all students are learning.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

~~~~~~
~~~~~~

* The following questions are about the [fall 2009 math course] you are teaching.
[if web interview: We would like to standardize the various course titles we receive from schools into defined categories. This course may or may not exactly match one of these categories. Regardless, please indicate which of the following best categorizes this course.]
[if phone interview: We would like to standardize the various course titles we receive from schools into defined categories. Please indicate which of the following best categorizes this course.]

Pre-Algebra
Review or Remedial Math
Algebra I, part 1 or part 2
Algebra I
Algebra II
Geometry
Trigonometry
Analytic Geometry
Statistics or Probability
Pre-calculus
Calculus
Integrated Math I
Integrated Math II or above
Other math

~~~~~~

* Which of the following best describes the achievement level of students in [fall 2009 math course] compared with the average 9th grade student in this school?

Higher achievement levels
Average achievement levels
Lower achievement levels
Widely differing achievement levels

~~~~~~

* About what percentage of the students in [fall 2009 math course] are not adequately prepared to tackle the material you cover?

25% or less
26% to 50%
51% to 75%
More than 75%

~~~~~~

* Do you have students in your [fall 2009 math course] course work in small groups?

Yes
Not currently, but you plan to at some point during this course
No

~~~~~~

* Primarily, how do you [plan to] assign students to groups in [fall 2009 math course]?

Intentionally create groups so students will be of similar ability levels
Intentionally create groups so students will be of different ability levels
Create groups without regard to ability level such as alphabetically or randomly
Groups will be chosen by the students

~~~~~~

* Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?
~~~~~~

Increasing students' interest in mathematics
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students mathematical concepts
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students mathematical algorithms or procedures
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Developing students' computational skills
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Developing students' problem solving skills
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students to reason mathematically
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students how mathematics ideas connect with one another
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Preparing students for further study in mathematics
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students the logical structure of mathematics
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students about the history and nature of mathematics
- No emphasis
- Minimal Emphasis

Moderate Emphasis
Heavy Emphasis

Teaching students to explain ideas in mathematics effectively
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis

Teaching students how to apply mathematics in business and industry
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis

Teaching students to perform computations with speed and accuracy
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis

Preparing students for standardized tests
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis

~~~~~~

* To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the most seniority
Strongly agree
Agree
Disagree
Strongly disagree

Advanced courses are assigned to teachers with the strongest math background
Strongly agree
Agree
Disagree
Strongly disagree

All or most math teachers are assigned at least one section of advanced courses
Strongly agree
Agree
Disagree
Strongly disagree

Non-college prep courses are assigned to teachers new to the profession
Strongly agree
Agree
Disagree
Strongly disagree

Non-college prep courses are assigned to teachers whose students do not perform well on standardized tests
Strongly agree
~~~~~~

Agree
Disagree
Strongly disagree

All or most math teachers are assigned at least one section of a non-college prep course
Strongly agree
Agree
Disagree
Strongly disagree

~~~~~~

* How would you rate the following aspects of remedial help for students in [your school] who are struggling in Algebra I?

Availability of tutoring or other remedial assistance
Poor
Fair
Good
Excellent

Quality of tutoring or other remedial assistance
Poor
Fair
Good
Excellent

~~~~~~

* To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share ideas on teaching.
Strongly agree
Agree
Disagree
Strongly disagree

discuss what was learned at a workshop or conference.
Strongly agree
Agree
Disagree
Strongly disagree

share and discuss student work.
Strongly agree
Agree
Disagree
Strongly disagree

discuss particular lessons that were not very successful.
Strongly agree
Agree
Disagree
Strongly disagree

discuss beliefs about teaching and learning.
Strongly agree
Agree
Disagree

Strongly disagree

share and discuss research on effective teaching methods.

Strongly agree
Agree
Disagree
Strongly disagree

share and discuss research on effective instructional practices for English language learners.

Strongly agree
Agree
Disagree
Strongly disagree

explore new teaching approaches for under-performing students.

Strongly agree
Agree
Disagree
Strongly disagree

make a conscious effort to coordinate the content of courses with other teachers in this school.

Strongly agree
Agree
Disagree
Strongly disagree

are effective at teaching students mathematics.

Strongly agree
Agree
Disagree
Strongly disagree

provide support to new mathematics teachers.

Strongly agree
Agree
Disagree
Strongly disagree

are supported and encouraged by the math department's chair or curricular area coordinator.

Strongly agree
Agree
Disagree
Strongly disagree

~~~~~~
~~~~~~

SECTION C: Science Department and Instruction

~~~~~~

* Now we have some questions regarding your science instruction and the science department at [your school].

~~~~~~

* Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

set high standards for teaching.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

set high standards for students' learning.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

believe all students can do well.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

make expectations for instructional goals clear to students.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

have given up on some students.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

care only about smart students.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

expect very little from students.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

work hard to make sure all students are learning.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

~~~~~~

* The following questions are about the [fall 2009 science] course you are teaching.
[if web interview: We would like to standardize the various course titles we receive from schools into defined categories. This course may or may not exactly match one of these categories. Regardless, please indicate which of the following best categorizes this course.]
[if telephone interview: We would like to standardize the various course titles we receive from schools into defined categories. Please indicate which of the following best categorizes this course.]

General Science
Life Science
Environmental Science
Earth Science
Other Earth or Environmental Science such as ecology, geology, oceanography, or meteorology
Physical Science without Earth Science
Physical Science with Earth Science
Other Physical Science such as astronomy or electronics
Principles of Technology
Anatomy or Physiology
Biology I
Advanced Biology such as Biology II, AP, or IB
Other Biological Science such as botany, marine biology, or zoology
Chemistry I
Advanced Chemistry such as Chemistry II, AP, or IB
Physics I
Advanced Physics such as Physics II, AP, or IB
Integrated Science I
Integrated Science II or above
Other science
Physical Science with Earth Science

~~~~~~

* Which of the following best describes the achievement level of students in [fall 2009 science course] compared with the average 9th grade student in this school?

Higher achievement levels
Average achievement levels
Lower achievement levels
Widely differing achievement levels

~~~~~~

* About what percentage of the students in [fall 2009 science course] are not adequately prepared to tackle the material you cover?

25% or less
26% to 50%
51% to 75%
More than 75%

~~~~~~

* Do you have students in your [fall 2009 science] course work in small groups?

Yes
Not currently, but you plan to at some point during this course
No

~~~~~~
~~~~~~

* Primarily, how do you [plan to] assign students to groups in [fall 2009 science course]?
  - Intentionally create groups so students will be of similar ability levels
  - Intentionally create groups so students will be of different ability levels
  - Create groups without regard to ability level such as alphabetically or randomly
  - Groups will be chosen by the students

~~~~~~

* Think about the full duration of this [fall 2009 science] course. How much emphasis are you placing on each of the following objectives?

Increasing students' interest in science
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students basic science concepts
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students important terms and facts of science
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students science process or inquiry skills
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Preparing students for further study in science
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students to evaluate arguments based on scientific evidence
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students how to communicate ideas in science effectively
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Teaching students about the applications of science in business and industry
- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis
~~~~~~

Teaching students about the relationship between science, technology, and society
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis
Teaching students about the history and nature of science
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis
Preparing students for standardized tests
No emphasis
Minimal Emphasis
Moderate Emphasis
Heavy Emphasis

~~~~~~

* To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the most seniority
Strongly agree
Agree
Disagree
Strongly disagree
Advanced courses are assigned to teachers with the strongest science background
Strongly agree
Agree
Disagree
Strongly disagree
All or most science teachers are assigned at least one section of advanced courses
Strongly agree
Agree
Disagree
Strongly disagree
Non-college prep courses are assigned to teachers new to the profession
Strongly agree
Agree
Disagree
Strongly disagree
Non-college prep courses are assigned to teachers whose students do not perform well on standardized tests
Strongly agree
Agree
Disagree
Strongly disagree
All or most science teachers are assigned at least one section of a non-college prep course
Strongly agree
Agree
Disagree
~~~~~~

Strongly disagree

~~~~~~

* To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

share ideas on teaching.
Strongly agree
Agree
Disagree
Strongly disagree

discuss what was learned at a workshop or conference.
Strongly agree
Agree
Disagree
Strongly disagree

share and discuss student work.
Strongly agree
Agree
Disagree
Strongly disagree

discuss particular lessons that were not very successful.
Strongly agree
Agree
Disagree
Strongly disagree

discuss beliefs about teaching and learning.
Strongly agree
Agree
Disagree
Strongly disagree

share and discuss research on effective teaching methods.
Strongly agree
Agree
Disagree
Strongly disagree

share and discuss research on effective instructional practices for English language learners.
Strongly agree
Agree
Disagree
Strongly disagree

explore new teaching approaches for under-performing students.
Strongly agree
Agree
Disagree
Strongly disagree

make a conscious effort to coordinate the content of courses with other teachers in this school.
Strongly agree
Agree
Disagree
~~~~~~

Strongly disagree
are effective at teaching students in science.
Strongly agree
Agree
Disagree
Strongly disagree
provide support to new science teachers.
Strongly agree
Agree
Disagree
Strongly disagree
are supported and encouraged by the science department's chair or curricular area coordinator.
Strongly agree
Agree
Disagree
Strongly disagree
~~~~~~
~~~~~~

SECTION D: Beliefs About Teaching and Current School

~~~~~~

The questions in the final section are related to your beliefs about teaching and your opinions about [your school].

~~~~~~

In general, how would you compare males and females in each of the following subjects?

English or Language Arts
- Females are much better
- Females are somewhat better
- Females and males are the same
- Males are somewhat better
- Males are much better

Math
- Females are much better
- Females are somewhat better
- Females and males are the same
- Males are somewhat better
- Males are much better

Science
- Females are much better
- Females are somewhat better
- Females and males are the same
- Males are somewhat better
- Males are much better

~~~~~~

To what degree is each of the following matters a problem at [your school]?

Student tardiness
- Not a problem
- Minor problem
- Moderate problem
- Serious problem

Student absenteeism
- Not a problem
- Minor problem
- Moderate problem
- Serious problem

Student class cutting
- Not a problem
- Minor problem
- Moderate problem
- Serious problem

Teacher absenteeism
- Not a problem
- Minor problem
- Moderate problem
- Serious problem

Students dropping out
~~~~~~

Not a problem
Minor problem
Moderate problem
Serious problem

Student apathy
Not a problem
Minor problem
Moderate problem
Serious problem

Lack of parental involvement
Not a problem
Minor problem
Moderate problem
Serious problem

Students come to school unprepared to learn
Not a problem
Minor problem
Moderate problem
Serious problem

Poor student health
Not a problem
Minor problem
Moderate problem
Serious problem

Lack of resources and materials for teachers
Not a problem
Minor problem
Moderate problem
Serious problem

Student tardiness
Not a problem
Minor problem
Moderate problem
Serious problem

Student absenteeism
Not a problem
Minor problem
Moderate problem
Serious problem

Student class cutting
Not a problem
Minor problem
Moderate problem
Serious problem

Teacher absenteeism
Not a problem
Minor problem
Moderate problem

Serious problem
Students dropping out
Not a problem
Minor problem
Moderate problem
Serious problem
Student apathy
Not a problem
Minor problem
Moderate problem
Serious problem
Lack of parental involvement
Not a problem
Minor problem
Moderate problem
Serious problem
Students come to school unprepared to learn
Not a problem
Minor problem
Moderate problem
Serious problem
Poor student health
Not a problem
Minor problem
Moderate problem
Serious problem
Lack of resources and materials for teachers
Not a problem
Minor problem
Moderate problem
Serious problem

~~~~~~

In your view, to what extent do the following limit how you teach?
Students with different academic abilities in the same class
Not applicable
Not at all
A little
Some
A lot
Students who come from a wide range of socio-economic backgrounds
Not applicable
Not at all
A little
Some
A lot
Students who come from a wide range of language backgrounds
Not applicable
Not at all
~~~~~~

A little
Some
A lot

Students with special needs such as hearing, vision, or speech impairments, physical disabilities, or mental, emotional, or psychological impairments
Not applicable
Not at all
A little
Some
A lot

Uninterested students
Not applicable
Not at all
A little
Some
A lot

Low morale among students
Not applicable
Not at all
A little
Some
A lot

Disruptive students
Not applicable
Not at all
A little
Some
A lot

Inadequate opportunities for professional learning
Not applicable
Not at all
A little
Some
A lot

Inadequate administrative support
Not applicable
Not at all
A little
Some
A lot

Students with different academic abilities in the same class
Not applicable
Not at all
A little
Some
A lot

Students who come from a wide range of socio-economic backgrounds
Not applicable

Not at all
A little
Some
A lot

Students who come from a wide range of language backgrounds
Not applicable
Not at all
A little
Some
A lot

Students with special needs such as hearing, vision, or speech impairments, physical disabilities, or mental, emotional, or psychological impairments
Not applicable
Not at all
A little
Some
A lot

Uninterested students
Not applicable
Not at all
A little
Some
A lot

Low morale among students
Not applicable
Not at all
A little
Some
A lot

Disruptive students
Not applicable
Not at all
A little
Some
A lot

Inadequate opportunities for professional learning
Not applicable
Not at all
A little
Some
A lot

Inadequate administrative support
Not applicable
Not at all
A little
Some
A lot

Shortage of computer hardware or software

Not applicable
Not at all
A little
Some
A lot

Shortage of support for using computers
Not applicable
Not at all
A little
Some
A lot

Shortage of textbooks for student use
Not applicable
Not at all
A little
Some
A lot

Shortage of other instructional equipment for students' use
Not applicable
Not at all
A little
Some
A lot

Shortage of equipment for your use in demonstrations and other exercises
Not applicable
Not at all
A little
Some
A lot

Inadequate physical facilities
Not applicable
Not at all
A little
Some
A lot

High student to teacher ratio
Not applicable
Not at all
A little
Some
A lot

Lack of planning time
Not applicable
Not at all
A little
Some
A lot

Lack of autonomy in instructional decisions

Not applicable
Not at all
A little
Some
A lot

Lack of parent or family support
Not applicable
Not at all
A little
Some
A lot

Shortage of computer hardware or software
Not applicable
Not at all
A little
Some
A lot

Shortage of support for using computers
Not applicable
Not at all
A little
Some
A lot

Shortage of textbooks for student use
Not applicable
Not at all
A little
Some
A lot

Shortage of other instructional equipment for students' use
Not applicable
Not at all
A little
Some
A lot

Shortage of equipment for your use in demonstrations and other exercises
Not applicable
Not at all
A little
Some
A lot

Inadequate physical facilities
Not applicable
Not at all
A little
Some
A lot

High student to teacher ratio

Not applicable
Not at all
A little
Some
A lot

Lack of planning time
Not applicable
Not at all
A little
Some
A lot

Lack of autonomy in instructional decisions
Not applicable
Not at all
A little
Some
A lot

Lack of parent or family support
Not applicable
Not at all
A little
Some
A lot

~~~~~~

To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

The amount a student can learn is primarily related to family background
Strongly agree
Agree
Disagree
Strongly disagree

If students are not disciplined at home, they are not likely to accept any discipline at school
Strongly agree
Agree
Disagree
Strongly disagree

You are very limited in what you can achieve because a student's home environment is a large influence on their achievement
Strongly agree
Agree
Disagree
Strongly disagree

If parents would do more for their children, you could do more for your students
Strongly agree
Agree
Disagree
Strongly disagree

If a student did not remember information you gave in a previous lesson, you would
~~~~~~

know how to increase their retention in the next lesson
Strongly agree
Agree
Disagree
Strongly disagree

If a student in your class becomes disruptive and noisy, you feel assured that you know some techniques to redirect them quickly
Strongly agree
Agree
Disagree
Strongly disagree

If you really try hard, you can get through to even the most difficult or unmotivated students
Strongly agree
Agree
Disagree
Strongly disagree

When it comes right down to it, you really cannot do much because most of a student's motivation and performance depends on their home environment
Strongly agree
Agree
Disagree
Strongly disagree

The amount a student can learn is primarily related to family background
Strongly agree
Agree
Disagree
Strongly disagree

If students are not disciplined at home, they are not likely to accept any discipline at school
Strongly agree
Agree
Disagree
Strongly disagree

You are very limited in what you can achieve because a student's home environment is a large influence on their achievement
Strongly agree
Agree
Disagree
Strongly disagree

If parents would do more for their children, you could do more for your students
Strongly agree
Agree
Disagree
Strongly disagree

If a student did not remember information you gave in a previous lesson, you would know how to increase their retention in the next lesson
Strongly agree
Agree
Disagree

Strongly disagree

If a student in your class becomes disruptive and noisy, you feel assured that you know some techniques to redirect them quickly

Strongly agree
Agree
Disagree
Strongly disagree

If you really try hard, you can get through to even the most difficult or unmotivated students

Strongly agree
Agree
Disagree
Strongly disagree

When it comes right down to it, you really can not do much because most of a student's motivation and performance depends on their home environment

Strongly agree
Agree
Disagree
Strongly disagree

~~~~~~

To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

deals effectively with pressures from outside the school that might interfere with my teaching.

Strongly agree
Agree
Disagree
Strongly disagree

does a poor job of getting resources for this school.

Strongly agree
Agree
Disagree
Strongly disagree

sets priorities, makes plans, and sees that they are carried out.

Strongly agree
Agree
Disagree
Strongly disagree

knows what kind of school he or she wants and has communicated it to the staff.

Strongly agree
Agree
Disagree
Strongly disagree

lets staff members know what is expected of them.

Strongly agree
Agree
Disagree
Strongly disagree

is interested in innovation and new ideas.
~~~~~~

Strongly agree
Agree
Disagree
Strongly disagree

usually consults with staff members before he or she makes decisions that affect them.
Strongly agree
Agree
Disagree
Strongly disagree

deals effectively with pressures from outside the school that might interfere with my teaching.
Strongly agree
Agree
Disagree
Strongly disagree

does a poor job of getting resources for this school.
Strongly agree
Agree
Disagree
Strongly disagree

sets priorities, makes plans, and sees that they are carried out.
Strongly agree
Agree
Disagree
Strongly disagree

knows what kind of school he or she wants and has communicated it to the staff.
Strongly agree
Agree
Disagree
Strongly disagree

lets staff members know what is expected of them.
Strongly agree
Agree
Disagree
Strongly disagree

is interested in innovation and new ideas.
Strongly agree
Agree
Disagree
Strongly disagree

usually consults with staff members before he or she makes decisions that affect them.
Strongly agree
Agree
Disagree
Strongly disagree

~~~~~~

To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

help maintain discipline in the entire school, not just in their classroom.
~~~~~~

Strongly agree
Agree
Disagree
Strongly disagree

take responsibility for improving the school.
Strongly agree
Agree
Disagree
Strongly disagree

set high standards for themselves.
Strongly agree
Agree
Disagree
Strongly disagree

feel responsible for helping students develop self-control.
Strongly agree
Agree
Disagree
Strongly disagree

feel responsible for helping each other do their best.
Strongly agree
Agree
Disagree
Strongly disagree

feel responsible that all students learn.
Strongly agree
Agree
Disagree
Strongly disagree

feel responsible when students in this school fail.
Strongly agree
Agree
Disagree
Strongly disagree

help maintain discipline in the entire school, not just in their classroom.
Strongly agree
Agree
Disagree
Strongly disagree

take responsibility for improving the school.
Strongly agree
Agree
Disagree
Strongly disagree

set high standards for themselves.
Strongly agree
Agree
Disagree

Strongly disagree

feel responsible for helping students develop self-control.

Strongly agree
Agree
Disagree
Strongly disagree

feel responsible for helping each other do their best.

Strongly agree
Agree
Disagree
Strongly disagree

feel responsible that all students learn.

Strongly agree
Agree
Disagree
Strongly disagree

feel responsible when students in this school fail.

Strongly agree
Agree
Disagree
Strongly disagree

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