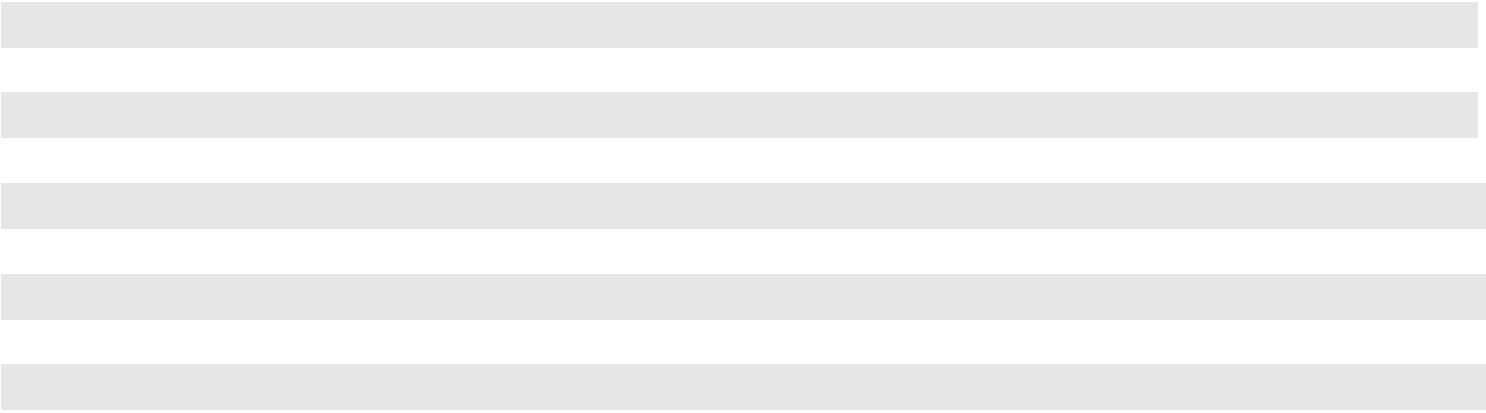


All your answers will remain confidential. We only ask you to identify yourself for follow-up research purposes.



TEACHER BACKGROUND SURVEY (TBS)

Instructions

Thank you, in advance, for responding to the following questions. This instrument is being administered as part of a long-term research project by WestEd to understand strategies for improving high school economics. WestEd, a research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

This survey is designed to gather your background information, including prior teaching economics experience, self-ratings of economic content knowledge, and other pedagogy-related information. It will take you about 10 minutes to complete it. All your answers will remain confidential and will be used only for statistical purposes.

1. Please generate a **unique identification number** by following the example, and filling in the blank boxes below:

Month of birth date (November = 11) + Last 4 digits of home phone (5432) + First letter of last name (S)

Example:	1	1	+	5	4	3	2	+	S
YOUR ID:									

2. **Your Name:** _____

3. **Your email address:** _____

4. Please read each question and click on the response choice (see example 1) or the point on the scale (see example 2) that best represents your position. Select only one response (unless otherwise specified) for each statement.

Example 1:

	Never	A few times a semester	Once or twice a month	Once or twice a week	Almost everyday
How often do you read the economics-related news.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Example 2:

	Not At All			Very Much	
I enjoy teaching economics.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER BACKGROUND SURVEY (TBS)

1. **Gender:** Male Female
2. **Age:** _____
3. **Ethnicity (check one or more):**
 - American Indian or Alaska Native
 - Asian
 - Black or African American

- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other (Specify): _____

4. How many years have you been a teacher, in any subject? _____ years

5. How many years have you been an Economics teacher? _____ years

6.	Which option would best describe your <u>CONTENT</u> knowledge in <u>Economics</u>?	Poor	Fair	Good	Excellent
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

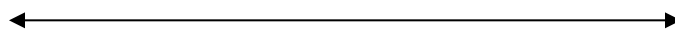
7.	How many college or university-level courses have you had in Economics?	None	One	Two	Three	Four or more
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In the future,	Yes	No
a. I would prefer to teach other subjects rather than Economics.	<input type="checkbox"/>	<input type="checkbox"/>
b. I am willing to teach Economics if assigned.	<input type="checkbox"/>	<input type="checkbox"/>
c. I look forward to teaching Economics.	<input type="checkbox"/>	<input type="checkbox"/>
d. I am really enthusiastic about teaching Economics.	<input type="checkbox"/>	<input type="checkbox"/>

(If you have not taught Economics before, please stop here)

9. To what extent are you SATISFIED with...

Very Unsatisfied Very Satisfied



a.	the curriculum materials you have for teaching Economics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	the methods you use to teach Economics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

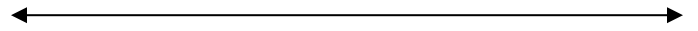
10. Last time you taught Economics, how often did you give assignments that required students to do the following?

	Never	A few times a semester	Once or twice a month	Once or twice a week	Almost every day	
a.	Listen to lectures and take notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Answer questions in the textbook or worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Work on projects that take a week or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Write in a journal or keep a written account of their thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Work together in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Use a rubric to help assess and guide their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Organize and analyze information or data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Come up with solutions to economic problems, like those found in the real world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Consider alternative solutions to an economic problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Orally present their work or ideas to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Use the Internet to get information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Using computers -- besides word processing -- to analyze or present data (e.g., Excel, PowerPoint, graphing, concept mapping, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How confident are you in terms of your ability to teach each of the following Economics concepts?

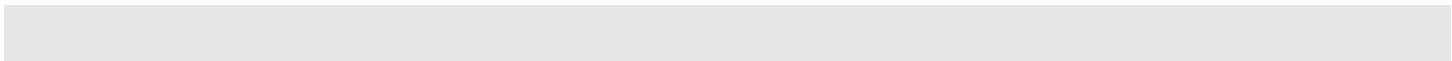
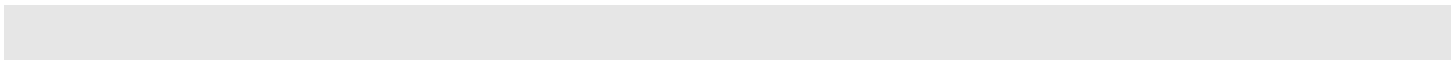
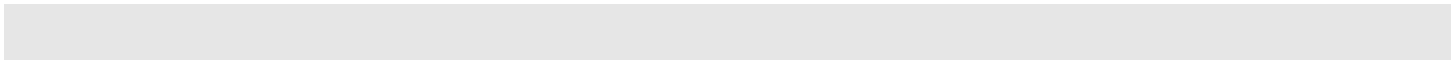
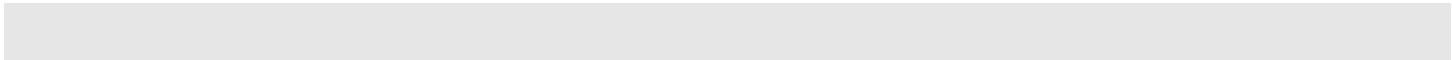
Not very confident

Totally confident



a.	Tradeoffs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Scarcity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Opportunity costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Demand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Profit (revenue & costs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Fiscal policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Monetary policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Specialization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Markets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for filling out this survey!



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[Redacted]

[Redacted]

[Redacted]

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