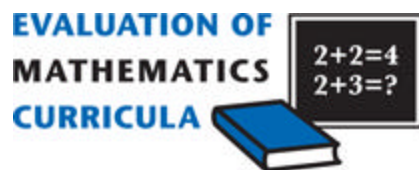


**APPENDIX B**

**Fall (Baseline) Teacher Survey**



Dear Teacher,

As you know, you and your school are participating in the *Evaluation of Mathematics Curricula*. Mathematica Policy Research, Inc. (MPR), along with SRI International, is conducting the study for the U.S. Department of Education's Institute of Education Sciences. As part of the study, we are gathering information about your experiences with the curriculum you are piloting and the training and support you have received, along with some background information about you.

We greatly appreciate your participation in this study, and, as part of that participation, we ask you to complete the enclosed questionnaire. All of the information that you provide will be kept confidential and used for research purposes only. No one at your school will see your responses, and you will not be identified in any report or presentation. While your participation in this study is voluntary, it is very important that you complete the questionnaire. With only a few hundred teachers in the study this year, every response is critical in understanding teachers' classroom experiences.

As a thank you, you will receive a check for \$30 once you have returned the completed questionnaire. **Please use the enclosed envelope to mail the survey by November 9, 2008.**

If you have any questions, please contact Melissa Thomas toll-free at 866-869-3187, or by e-mail at [mthomas@mathematica-mpr.com](mailto:mthomas@mathematica-mpr.com).

Thank you for your help with this important study.

Sincerely,

A handwritten signature in black ink that reads 'Roberto Agodini'.

Roberto Agodini  
Study Director

# FALL 2008 TEACHER SURVEY

## NATIONAL EVALUATION OF ELEMENTARY MATHEMATICS CURRICULA

### U.S. DEPARTMENT OF EDUCATION

**TEACHERS: IF ABOVE INFORMATION IS INCORRECT,  
PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL**

<p><b>Please return the completed form to:</b></p> <p>Evaluation of Elementary Mathematics Curricula Mathematica Policy Research 707 Alexander Road, Building 3, Suite 304 Princeton, NJ 08540</p>	<p><b>If you have questions, please contact:</b></p> <p>Alisa Ainbinder Phone: 866-869-3187 Fax: 202-863-1763 E-mail: <a href="mailto:aaainbinder@mathematica-mpr.com">aaainbinder@mathematica-mpr.com</a></p>
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This survey is authorized by the U.S. Department of Education (P.L. 20 U.S.C. 1221e-1) and the Confidential Information Protection and Statistical Efficiency Act of 2002. These laws require that the survey sponsor treat all information you provide as confidential. The information you provide will be used only for research and statistical purposes by the survey sponsor, its contractors, and collaborating researchers for the purpose of analyzing data and preparing scientific reports and articles. Any information publicly released (such as statistical summaries) will be in a form that does not personally identify you. Your response is voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB number. The OMB control number for this survey is 1850-0813. The time required to complete this survey is estimated to average 30 minutes per response. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the content of this questionnaire, contact Melissa Thomas (phone: 866-869-3187, e-mail: [mthomas@mathematica-mpr.com](mailto:mthomas@mathematica-mpr.com)).

OMB NO: 1850-0813  
EXPIRATION DATE: xx/xx/xxxx

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## INSTRUCTIONS

Many of the questions on this survey ask for information about the **assigned curriculum**. This refers to the math curriculum you were assigned to use this year as a participant in the *Evaluation of Elementary Mathematics Curricula*.

Some of the questions on this survey ask for information about your **target class**.

- If you teach math to one class or one group of first-, second-, or third-grade students, this is your target class.
- If you teach math to more than one class or to multiple groups of first-, second-, or third-grade students, please answer questions about your target class for ONE of these classes. You will be mailed additional forms that allow you to provide class-specific information for your other first-, second-, or third-grade math classes.

This survey is designed to collect information from teachers who provide either primary math instruction or supplemental math instruction (e.g., as a resource teacher or as someone who works with English language learners, students with special learning needs, etc.) to first-, second-, or third-grade students.



### Important note:

Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box.

Sample:  Right  Wrong

Use block printing when you complete any text or numeric responses.

If you wish to change a response, please mark the correct response and CIRCLE it.



## YOUR ROLE IN MATH INSTRUCTION

1. Do you teach math to first-, second-, or third-grade students at this school?

Yes

No → If you do not teach math to first-, second-, or third-grade students, you do not need to complete this survey. Please describe your duties at the school or district, and return the survey in the enclosed envelope.


2. Which of the following best describes your role at this school? *Mark (X) only one box.*

Regular classroom teacher → SKIP to Question 4

Resource or special education teacher who provides primary math instruction → SKIP to Question 4

Resource or special education teacher who provides supplemental math instruction

English language learner (ELL) teacher

Teacher's aide

Student teacher

Other → Please specify:

--

3. If you provide supplemental math instruction to first-, second-, or third-grade students, list the different teachers of the students with whom you work, and indicate the number of first-, second-, or third-grade students you work with from each teacher's class.

	Number of first-, second-, or third-grade students
Regular classroom teacher	
Name <table border="1" style="display: inline-table; width: 600px; height: 20px;"></table>	<table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
Name <table border="1" style="display: inline-table; width: 600px; height: 20px;"></table>	<table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
Name <table border="1" style="display: inline-table; width: 600px; height: 20px;"></table>	<table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
Name <table border="1" style="display: inline-table; width: 600px; height: 20px;"></table>	<table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
Name <table border="1" style="display: inline-table; width: 600px; height: 20px;"></table>	<table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>

If you work with first-, second-, or third-graders from more than five classrooms, please mark (X) this box:



## CURRICULUM TRAINING AND RESOURCES FOR TEACHING MATH

4. Did you participate in the initial training on how to use the assigned math curriculum in the summer or fall of 2008?

Yes

No → SKIP to Question 6a

5. Overall, how well did the initial training and/or support you received from the publisher prepare you to use the assigned curriculum with your students? *Mark (X) only one box.*

Very well

Adequately

Somewhat

Not at all

6a. Since the start of this school year, has any follow-up training or on-site support from the publisher of the assigned curriculum been available to assist you in teaching math?

Yes

No → SKIP to Question 7

Don't know → SKIP to Question 7

6b. Since the start of this school year, have you participated in follow-up training or on-site support from the publisher of the assigned curriculum?

Yes

No → SKIP to Question 7

6c. Since the start of this school year, how many hours have you spent participating in follow-up training or on-site support from the publisher of the assigned curriculum?

hours



7. To what extent are the following materials from the assigned curriculum available for your use in teaching math? Please choose the answer that best describes the extent to which you have access to these materials. Mark (X) one box for each row.

	NOT APPLICABLE - The curriculum does not have such materials	Materials are not available	Materials are dedicated for use with my students only	Materials are shared with other teachers at my school
a. Teaching guide or teacher's manual	NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student textbooks, workbooks, or worksheets	NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Manipulatives	NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Supplemental <u>student</u> materials recommended by the publisher (math literature, calculators, etc.)	NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supplemental <u>classroom</u> materials recommended by the publisher (number line, calendar, etc.)	NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### PRIOR PROFESSIONAL DEVELOPMENT IN MATH

8. During the 12 months prior to the start of this school year (2008-2009), did you participate in any professional development activities on the following math topics that were NOT provided by the publisher of the assigned curriculum (COLUMN A)? If yes, how many hours did you spend on these activities (COLUMN B)? Include courses you have taken for recertification or advanced certification, workshops sponsored by your school or district, conferences, or other training that is relevant to your teaching of math.

For each row, mark (X) one box in Column A. If you answer "Yes," then mark (X) one box in Column B for that row.

Professional development topic	COLUMN A: Participation		COLUMN B: Number of hours of participation				
			8 or fewer	9-16	17-32	33-40	More than 40
a. Math instruction	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Math content	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Performance standards in math education	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other math-focused professional development	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



9. During the 12 months prior to the start of this school year (2008-2009), what were the sources of your professional development in math? Mark (X) all that apply.

- Workshops or training provided by your school or district
- Coursework taken toward a credential for teaching
- University coursework in math or math instruction, not including coursework for a credential
- Activities such as conferences or working groups about math
- Meeting with colleagues on a regular basis about math (e.g., to discuss instructional approaches, assessment, etc.)

Other → Please specify:

Did not participate in professional development in math

### PREPARATION FOR MATH INSTRUCTION

10. How well prepared are you to do the following during math instruction, based on your experience, education, and training? Mark (X) one box for each row.

	Not prepared	Somewhat prepared	Adequately prepared	Very well prepared
a. Demonstrate mathematical concepts and procedures to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Respond to students' mathematical errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prompt students to explore a concept or procedure, before it is first demonstrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Prompt students to demonstrate a procedure or explain a concept to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teach a class in which students use manipulatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teach a class in which small groups of students work on collaborative activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Differentiate instruction for individual students or small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Allow students to practice math facts using manipulatives, pictures, or diagrams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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11. In this item, we are interested in the types of discussions you are prepared to facilitate during math instruction. Please indicate how well prepared you are to do the following, based on your experience, education, and training. Mark (X) one box for each row.

	Not prepared	Somewhat prepared	Adequately prepared	Very well prepared
a. Facilitate discussions that allow students to explain their answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Facilitate discussions that enable students to offer or share multiple approaches to solving a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Facilitate discussions that enable students to raise mathematical questions and/or discuss mathematical concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Facilitate discussions that encourage students to reference other students' ideas in their comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please read the options below. Indicate which best describes your role as a math instructor, and follow the instructions associated with that response.

Mark (X) only one box.

- I am a teacher or aide who is responsible for providing regular math instruction to one target class. → Proceed to Question 13
- I am a teacher or aide who is responsible for providing regular math instruction to more than one target class. → Proceed to Question 13, AND answer questions about your target class for one of these classes. You will be mailed additional forms that allow you to provide information for Questions 13-22c, 25, and 26 for each of your target classes separately.
- I am a teacher or aide who provides supplemental math instruction to students in one or more target classes. (This includes resource teachers and those who work with English language learners, students with special learning needs, etc.)  
→ SKIP to Question 29



## MATH INSTRUCTION IN YOUR TARGET CLASS

**13. Which of the following best describes the grade(s) you teach in your target class?**

If you teach more than one target class, please think of ONE of these classes.

Mark (X) only one box.

- |   |  |
|---|--|
| <input type="checkbox"/> Kindergarten and Grade 1 | <input type="checkbox"/> Grade 3 only            |
| <input type="checkbox"/> Grade 1 only             | <input type="checkbox"/> Grade 3 and Grade 4     |
| <input type="checkbox"/> Grade 1 and Grade 2      | <input type="checkbox"/> Other → Please specify: |
| <input type="checkbox"/> Grade 2 only             |  |
| <input type="checkbox"/> Grade 2 and Grade 3      |  |

**14. How many first-, second-, and/or third-grade students are currently enrolled in your target class?** If you teach more than one target class, please also specify on the line provided the name of the class you are considering your target class on this survey (e.g., Period 1 math, or Mrs. Tanaka's class).

first-grade students     
   second-grade students     
   third-grade students

→ Name of target class:

**15. Approximately how many first-, second-, and/or third-grade students in your target class are:**

High math achievers:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>
Average math achievers:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>
Low math achievers:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>

**16. Approximately how many first-, second-, and/or third-grade students in your target class have an Individualized Education Plan (IEP)?**

Students with an IEP:     
 first-grade      
 second-grade      
 third-grade

**17. Approximately how many first-, second-, and/or third-grade students in your target class are:**

Limited English proficient:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>
English proficient or native English speakers:	first-grade	<input style="width: 20px; height: 20px;" type="text"/>	second-grade	<input style="width: 20px; height: 20px;" type="text"/>	third-grade	<input style="width: 20px; height: 20px;" type="text"/>

**18. On average, how many minutes per week do you spend preparing to teach math to your target class, using the assigned curriculum (including lesson planning, grading student work, etc.)?**

minutes per week



19. On average, how many days per week do you teach math to your target class?

days per week

20. For approximately how many minutes each day do you teach math to your target class (on the days that you teach math)?

minutes per day (on the days you teach math)

21a. Are you using the assigned curriculum as your core math curriculum? (Your assigned curriculum is indicated on the label of the survey cover.)

Yes → SKIP to Question 22a

No → If no, please specify the name/publisher of your core curriculum:

--------------

21b. If you are not using the assigned curriculum as your core math curriculum, please explain why:


22a. Do you use other math curricula in addition to the core curriculum with your target class? This can include materials that are teacher-created or not-yet-published.

No → SKIP to Question 23a

Yes → Please specify the name(s) and publisher(s) of the curricula:


**22b. For what purpose(s) are the curricula specified in Question 22a being used with your target class? Mark (X) all that apply.**

- Remediation with a small group of students
- Remediation with the entire class
- Enrichment with a small group of students
- Enrichment with the entire class
- As a replacement for selected units or lessons in the assigned curriculum
- As a supplement to units or lessons in the assigned curriculum
- Other → Please specify:


**22c. How often do you supplement the core curriculum with materials or math problems from other sources? Mark (X) only one box.**

- Almost daily
- Once or twice a week
- Once or twice a month
- Less than once a month
- Never

**23a. Have you used the curriculum assigned to you by the study in a primary grade (K-3) prior to this school year?**

- Yes
- No

**23b. If you taught math in a primary grade (K-3) last year (in 2007-2008), please indicate the math curriculum you used. Mark (X) only one box.**

- I did NOT teach math in a primary grade (K-3) last year → SKIP to Question 24a
- I used the following math curriculum last year (please specify the name and publisher of the curriculum). If you used more than one curriculum last year, please list them in order of most used to least used:


23c. Please indicate the approximate number of years that you used the curriculum listed first in Question 23b.

years

## YOUR SCHOOL'S INSTRUCTIONAL CLIMATE

24a. Is there a school math coach or district specialist available to assist you in teaching math? Mark (X) only one box.

- Yes  
 No → SKIP to Question 25  
 Don't know → SKIP to Question 25

24b. How accessible to you is the school math coach or district specialist? Mark (X) only one box.

- Not at all       Rarely       Sometimes       Almost always       Don't know

24c. Is the school math coach or district specialist knowledgeable about the assigned curriculum you are using? Mark (X) only one box.

- Yes  
 No  
 Don't know

25. Is there another teacher (such as a math resource teacher, special education teacher, or English language learner teacher) who routinely assists in teaching math to your target class?

- Yes  
 No

26. Is there another adult (such as an aide, assistant, or volunteer) who routinely assists you when you are teaching math to your target class?

- Yes  
 No



27. This question concerns how teachers interact in your school. Please indicate about how many teachers in your school do each of the following. Mark (X) one box for each row.

	No teachers	Some teachers	Most teachers	All teachers	Don't know
a. Work together to develop curriculum and instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observe each other teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Offer advice or help to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Share ideas on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Promote new or innovative teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Consider the conditions for teaching math in your school. Indicate how strongly you agree or disagree with the following statements. For questions that ask about teachers, please think about all other teachers at your school. Mark (X) one box for each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a. I feel supported by other teachers to try out new ideas in teaching math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Administrators at this school promote innovations in math education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers in this school regularly share ideas about math instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is a lot of disagreement among teachers about how to teach math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I regularly work with other teacher(s) at my school on math curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A specialist in math education regularly works with teachers in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Most curriculum changes introduced at this school gain little support among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## APPROACHES TO TEACHING MATH

29. Please indicate how strongly you agree or disagree with the following general statements about teaching math. Mark (X) one box for each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a. Whenever students ask how to solve a math problem, teachers should provide a thorough explanation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Formative assessments are an important means of documenting students' learning (e.g., observations of student work to gauge student progress).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It is important that students <i>not</i> have mathematical misconceptions at the end of a lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students learn from one another when they work together on math problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students should demonstrate mastery of one math concept before proceeding to the next concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students learn math best when they share their reasoning about a math problem with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. It is important that teachers observe and listen to how students think about math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A math concept is learned best if it is grounded in real life when it is first introduced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teachers should emphasize computational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Teachers should clearly model to students how to solve a type of problem they have never seen before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Students should primarily work individually in math to ensure that they master skills and are able to work on their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## YOUR BACKGROUND

**30. Including the 2008-2009 academic year, how many years have you worked full-time as a teacher?** If you have not taught full-time, please enter "00."

Total years

Years in primary grades (K-3)

Years at your present school

**31a. Which of the following describes the teaching certificate you currently hold in this state?** *Mark (X) only one box.*

- Regular or standard state certificate or advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type given to persons who are still participating in an "alternative certification program"
- Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
- Emergency certificate or waiver (issued to teachers who do not have regular certification who need to complete a regular certification program in order to continue teacher)
- I do not have any of the above certifications in this state → SKIP to Question 32a

**31b. In what content area does the teaching certificate specified in Question 31a allow you to teach in this state?** For some teachers, the content area may be the grade level (elementary general, secondary general, etc.).

*Record the 4-digit code and content area from Table 1 on page 15.*

Code

Content area:

**31c. To which of the following grade ranges does the teaching certificate specified in Question 31a apply?** If the teaching certificate applies to grades K-12, please select both "Elementary grades" and "Secondary grades." *Mark (X) all that apply.*

- Elementary grades (may include early childhood, preschool, and/or kindergarten)
- Secondary grades (may include middle school)
- Ungraded





**Table 1  
Certification Content Area Codes**

**Elementary Education**

- 4101 Early childhood/Pre-K, general
- 4102 Elementary grades, general

**Secondary Education**

- 4103 Middle grades, general
- 4104 Secondary grades, general

**K-12 Education**

- 4105 Grades K-12, general

**Special Education**

- 4111 Special education, general
- 4112 Autism
- 4113 Deaf and hard-of-hearing
- 4114 Developmentally delayed
- 4115 Early childhood special education
- 4116 Emotionally disturbed or behavior disorders
- 4117 Learning disabilities
- 4118 Mentally retarded
- 4119 Mildly/Moderately disabled
- 4120 Orthopedically impaired
- 4121 Severely/Profoundly disabled
- 4122 Speech/Language impaired
- 4123 Traumatically brain-injured
- 4124 Visually impaired
- 4125 Other special education

**Arts & Music**

- 4141 Art/Arts or crafts
- 4143 Dance
- 4144 Drama/Theater
- 4145 Music

**English and Language Arts**

- 4151 Communications
- 4152 Composition
- 4153 English
- 4154 Journalism
- 4155 Language arts
- 4156 Reading
- 4157 Speech

**English as a Second Language**

- 4160 ESL/Bilingual education: General
- 4161 ESL/Bilingual education: Spanish
- 4162 ESL/Bilingual education: Other languages

**Foreign Languages**

- 4171 French
- 4172 German
- 4173 Latin
- 4174 Spanish
- 4175 Other foreign language

**Health Education**

- 4181 Health education
- 4182 Physical education

**Mathematics and Computer Science**

- 4190 Mathematics
- 4197 Computer science

**Natural Sciences**

- 4210 Science, general
- 4211 Biology/Life sciences
- 4212 Chemistry
- 4213 Earth sciences
- 4216 Physical science
- 4217 Physics
- 4218 Other natural sciences

**Social Sciences**

- 4220 Social studies, general
- 4221 Anthropology
- 4225 Economics
- 4226 Geography
- 4227 Government/Civics
- 4228 History
- 4231 Native American studies
- 4233 Psychology
- 4234 Sociology
- 4235 Other social sciences

**Vocational/Technical Education**

- 4241 Agriculture and natural resources
- 4242 Business/Office
- 4243 Keyboarding
- 4244 Marketing and distribution
- 4245 Health occupations
- 4246 Construction trades
- 4247 Mechanics and repair
- 4248 Drafting/Graphics/Printing
- 4249 Metals/Woods/Plastics, and other precision production (electronics, leatherwork, meatcutting, etc.)
- 4250 Communications and other technologies (not including computer science)
- 4251 Culinary arts/Hospitality
- 4252 Child care and education
- 4253 Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design)
- 4254 Family and consumer sciences education
- 4255 Industrial arts/Technology education
- 4256 Other vocational/technical education

**Miscellaneous**

- 4262 Driver education
- 4263 Humanities/Liberal studies
- 4264 Library/Information science
- 4265 Military science/ROTC
- 4266 Philosophy
- 4267 Religious studies/Theology/Divinity

**Other**

- 4268 Other



**32a. Do you have a bachelor's degree?**

Yes

No → SKIP to Question 38

**32b. In what year did you receive your bachelor's degree?**

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**32c. What was your major field of study?** *Record the major code and name from Table 2 on page 17.*

Code 

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Major field:

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**33a. Did you have a second major field of study?**

Yes

No → SKIP to Question 34a

**33b. What was your second major field of study?** *Record the major code and name from Table 2 on page 17.*

Code 

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Major field:

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**34a. Do you have a master's degree?**

Yes

No → SKIP to Question 35a

**34b. In what year did you receive your master's degree?**

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**34c. What was your major field of study?** *Record the major code and name from Table 2 on page 17.*

Code 

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Major field:

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**Table 2  
Major Field of Study Codes**

**Elementary Education**

- 101 Early childhood/Pre-K, general
- 102 Elementary grades, general

**Secondary Education**

- 103 Middle grades, general
- 104 Secondary grades, general

**K-12 Education**

- 105 Grades K-12, general

**Special Education**

- 106 Special education, any

**Other Education**

- 131 Administration
- 132 Counseling and guidance
- 133 Educational psychology
- 134 Policy studies
- 135 School psychology
- 136 Other non-subject-matter-specific education

**Arts & Music**

- 141 Visual art
- 142 Dance
- 143 Drama/Theater
- 144 Music

**English and Language Arts**

- 151 Communications
- 152 Composition
- 153 English
- 154 Journalism
- 155 Language arts
- 156 Reading
- 157 Speech

**English as a Second Language**

- 160 ESL/Bilingual education: General
- 161 ESL/Bilingual education: Spanish
- 162 ESL/Bilingual education: Other languages

**Foreign Languages**

- 171 French
- 172 German
- 173 Latin
- 174 Spanish
- 175 Other foreign language

**Health Education**

- 181 Health education
- 182 Physical education

**Mathematics and Computer Science**

- 190 Mathematics
- 191 Computer science

**Natural Sciences**

- 211 Biology/Life sciences
- 212 Chemistry
- 213 Earth sciences
- 214 Engineering
- 215 Physics
- 216 Other

**Social Sciences**

- 221 Anthropology
- 222 Area/Ethnic studies (excluding Native American studies)
- 223 Criminal justice
- 224 Cultural studies
- 225 Economics
- 226 Geography
- 227 Government/Civics
- 228 History
- 229 International studies
- 230 Law
- 231 Native American studies
- 232 Political science
- 233 Psychology
- 234 Sociology
- 235 Other social science

**Vocational/Technical Education**

- 241 Agriculture and natural resources
- 242 Business/Office
- 243 Keyboarding
- 244 Marketing and distribution
- 245 Health occupations
- 246 Construction trades
- 247 Mechanics and repair
- 248 Drafting/Graphics/Printing
- 249 Metals/Woods/Plastics, and other precision production (electronics, leatherwork, meatcutting, etc.)
- 250 Communications and other technologies (not including computer science)
- 251 Culinary arts/Hospitality
- 252 Child care and education
- 253 Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design)
- 254 Family and consumer sciences education
- 255 Industrial arts/Technology education
- 256 Other vocational/technical education

**Miscellaneous**

- 261 Architecture
- 262 Humanities/Liberal studies
- 263 Library/Information science
- 264 Military science/ROTC
- 265 Philosophy
- 266 Religious studies/Theology/Divinity

**Other**

- 268 Other



**35a. Have you earned any of the degrees listed below in Question 35b?**

Yes

No → SKIP to Question 36

**35b. Please indicate your major field(s) of study and the year in which your degree was received.**  
*Record the major code and name from Table 2 on page 17.*

<b>Degree:</b>	<b>Code for major field of study</b>	<b>Major field of study</b>	<b>Year received</b>
a. Second bachelor's degree	Code <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
b. Second master's degree	Code <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
c. Educational specialist or professional diploma (at least one year beyond a master's degree)	Code <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
d. Certificate of Advanced Graduate Studies	Code <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
e. Doctorate (Ph.D. or Ed.D.)	Code <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

**36. As part of either your undergraduate or graduate coursework, how many advanced math courses did you take (such as trigonometry, calculus, or statistics)?** *Mark (X) only one box.*

None

1 or 2 courses

3 or 4 courses

5 or more courses

**37. As part of either your undergraduate or graduate coursework, how many math education courses did you take?** *Mark (X) only one box.*

None

1 or 2 courses

3 or 4 courses

5 or more courses



38. Please indicate whether you are male or female.

- Male
- Female

39. Are you Hispanic or Latino?

- Yes
- No

40. What is your racial background? *Mark (X) one or more boxes.*

- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander
- Asian
- Black or African American
- White

41. In what year were you born?

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42. Please indicate today's date (DD/MM/YYYY):

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



