

Appendix F
Proposed Main Study
Teacher Questionnaire

Intro

BTCNFRM1

There are four sections of the HSLs teacher questionnaire:

Section A: The first section asks questions about your background.

Sections B and C: These sections ask about your instruction. Section B is for math teachers. Section C is for science teachers.

Section D: The final section is related to your beliefs about teaching and your opinions about your school.

[If (Y_TCHTYP=1 or 3) and (at least one course is preloaded in Y_MCRS1-6) then display:]
These are the courses we plan to ask you about in Section B. Please confirm that you teach these classes by checking the box for each class you teach (this may not be a complete list of all the courses you teach).

BTMCLSS1
[Y_MCRS1]

BTMCLSS2
[Y_MCRS2]

BTMCLSS3
[Y_MCRS3]

BTMCLSS4
[Y_MCRS4]

BTMCLSS5
[Y_MCRS5]

BTMCLSS6
[Y_MCRS6]

BTMCLNO

Check here if you do not teach any of the above courses.

Routing logic: go to BTAINTRO.

BTCNFRM2

[If (Y_TCHTYP=2 or 3) and (at least one course is preloaded in Y_SRCRS1-6) then display:]
These are the courses we plan to ask you about in Section C. Please confirm that you teach these classes by checking the box for each class you teach (this may not be a complete list of all the courses you teach).

BTSCLESS1
[Y_SCRS1]

BTSCLESS2
[Y_SCRS2]

BTSCLESS3
[Y_SCRS3]

BTSCLESS4
[Y_SCRS4]

BTSCLESS5
[Y_SCRS5]

BTSCLESS6
[Y_SCRS6]

BTSCCLNO

Check here if you do not teach any of the above courses.

Routing logic: go to BTAINTRO.

BTCNFRM3

Routing logic: go to BTAINTRO.

Section A: Background

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BTAINTRO

This questionnaire will begin by asking you about your background.

Routing logic: go to BTSEX.

BTSEX

Are you male or female?

1=Male

2=Female

Routing logic: go to BTLATINO.

BTLATINO

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

Conditional wording:

If BTSEX=2 (female) fill "Latina"; else if BTSEX=1 (male) or missing fill "Latino".

1=Yes

0=No

Routing logic: go to BTRACE.

BTRACE

What is your race?

BTWHITE
White

BTBLACK
Black/African American

BTASIAN
Asian

BTPACIFC
Native Hawaiian or Other Pacific Islander

BTAMINDN
American Indian or Alaska Native

BTHIDEG

What is the highest degree you have earned?

- 1=Do not have a degree
- 2=High School or equivalent
- 3=Associate's degree
- 4=Bachelor's degree
- 5=Master's degree
- 6=Educational specialist or professional diploma
- 7=Doctorate or first professional degree

Routing logic:

If BTHIDEG = 4 or higher, than go to BTBAYEAR
If BTHIDEG = 3 go to BCMTHCOL
If BTHIDEG = 1 or 2 BTCERTIF

BTBAYEAR

In what year did you receive your bachelor's degree?

BTBAYEAR
(please enter in YYYY format)

Routing logic: go to BTSCH01.

BTSCH01

[IF web mode and iteration=1]

 [if MBCHECK = 1]

 What is the name of the school at which you plan to enroll before July 1, 2008?

 [else]

 What is the name of the school at which you were most recently enrolled between July 1, 2005 and June 30, 2008?

 [endif]

[ELSE IF WEB MODE AND ITERATION > 1]

 At what other school have you been enrolled between July 1, 2005 and June 30, 2008?

 To code your school:

 1. Enter all or part of the school name, and its city and state, if known, then click "Search for School" to display a list of matching schools.

 If your school is outside the US and its territories, enter the school name and city, select "Foreign Country" from the state list, and click "Search for School."

 2. Click on the name of your school in the resulting list.

 [DISPLAY ENTRY FIELDS HERE]

 Hints: Do not use abbreviations or acronyms such as ASU for Arizona State University. Entering a school name with the city and state will help to limit the number of schools displayed.

[ELSE if (TIO mode) and iteration =1]

 What is the name of the school at which you were most recently enrolled, and in what city and state is it located?

[ELSE if (TIO mode) and iteration > 1]

 At what other school have you been enrolled between July 1, 2005 and June 30, 2008, and in what city and state is it located?

 PLEASE BEAR WITH ME AS I CODE THIS - IT SHOULD JUST take A SECOND.

[ENDIF]

 -9=Select One

 1=Alabama

2=Alaska
3=Arizona
4=Arkansas
5=California
6=Colorado
7=Connecticut
8=Delaware
9=District of Columbia
10=Florida
11=Georgia
12=Hawaii
13=Idaho
14=Illinois
15=Indiana
16=Iowa
17=Kansas
18=Kentucky
19=Louisiana
20=Maine
21=Maryland
22=Massachusetts
23=Michigan
24=Minnesota
25=Mississippi
26=Missouri
27=Montana
28=Nebraska
29=Nevada
30=New Hampshire
31=New Jersey
32=New Mexico
33=New York
34=North Carolina
35=North Dakota
36=Ohio
37=Oklahoma
38=Oregon
39=Pennsylvania
40=Rhode Island
41=South Carolina
42=South Dakota
43=Tennessee
44=Texas
45=Utah
46=Vermont
47=Virginia

48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
52=Puerto Rico
53=Canada
54=American Samoa
55=Guam
56=Fed State Micronesia
57=Marshall Islands
58=Northern Mariana Isl
59=Palau
60=Virgin Islands
61=American Military
62=Mexico
63=Foreign Country

1=4-year
2=2-year
3=Less-than-2-year

1=Public
2=Private not-for-profit
3=Private for-profit

Routing logic: If a foreign school or don't know, go to MBSCH01A ("Don't know" coding screen) to fill in name of school.

Else if MBCHECK=1 and the current iteration =1 go to MBETYP01.

Else go to MBCREN01.

BTBAEDUC

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

1=Yes
0=No

Routing logic: go to BTBAMAJR.

BTBAMAJR

What was your major or field of study for your bachelor's degree?

Please type your major in the space below and click on "Search for major".

BTBAMAJR
Major/field of study

Routing logic: go to BTBA2ND.

BTBA2ND

Did you have a second undergraduate major or minor field of study?

1=Yes

0=No

Routing logic: if yes go to BTBAMAJ2;
if no or missing go to BTMASTER.

BTBAMAJ2

What was your second undergraduate major or minor field of study?

Please type your second major or minor in the space below and click on "Search for major".

BTBAMAJ2
Second major/minor field of study

Routing logic:

If BTHIDEG = 5 or higher, than go to BTMAYEAR

If BTHIDEG = 3 go to BCMTHCOL

If BTHIDEG = 1 or 2 BTCERTIF

BTMAYEAR

In what year did you receive your [fill with highest graduate degree earned from BTHIDEG] degree?

BTMAYEAR
(please enter in YYYY format)

Routing logic: go to BTSCH02.

BTSCH02

What is the name of the college or university where you earned your [fill with highest graduate degree earned from BTHIDEG] degree?

- 9=Select One
- 1=Alabama
- 2=Alaska
- 3=Arizona
- 4=Arkansas
- 5=California
- 6=Colorado
- 7=Connecticut
- 8=Delaware
- 9=District of Columbia
- 10=Florida
- 11=Georgia
- 12=Hawaii
- 13=Idaho
- 14=Illinois
- 15=Indiana
- 16=Iowa
- 17=Kansas
- 18=Kentucky
- 19=Louisiana
- 20=Maine
- 21=Maryland
- 22=Massachusetts
- 23=Michigan
- 24=Minnesota
- 25=Mississippi
- 26=Missouri
- 27=Montana
- 28=Nebraska
- 29=Nevada
- 30=New Hampshire
- 31=New Jersey
- 32=New Mexico
- 33=New York
- 34=North Carolina
- 35=North Dakota
- 36=Ohio
- 37=Oklahoma
- 38=Oregon
- 39=Pennsylvania
- 40=Rhode Island
- 41=South Carolina
- 42=South Dakota

43=Tennessee
44=Texas
45=Utah
46=Vermont
47=Virginia
48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
52=Puerto Rico
53=Canada
54=American Samoa
55=Guam
56=Fed State Micronesia
57=Marshall Islands
58=Northern Mariana Isl
59=Palau
60=Virgin Islands
61=American Military
62=Mexico
63=Foreign Country

1=4-year
2=2-year
3=Less-than-2-year

1=Public
2=Private not-for-profit
3=Private for-profit

Routing logic: Go to BTMAEDUC.

BTMAEDUC

Was this [fill with highest graduate degree earned from BTHIDEG] degree awarded by [institution name]'s department of education?

1=Yes

0=No

Routing logic: go to BTMAMAJR.

BTMAMAJR

What was your major or field of study for your [fill with highest graduate degree earned from BTHIDEG] degree?

Please type your major in the space below and click on "Search for major".

BTMAMAJR

Major/field of study

Routing logic:

If Y_TCHTYP = 1 (math) or 3 (math & science) then go to BTMTHCOL;
Else if Y_TCHTYP = 2 (science) go to BTSCICOL.

BTMTHCOL

In which of the following branches of mathematics have you taken one or more college-level courses?

- Algebra (e.g., Abstract Algebra, Linear Algebra, Groups/Rings/Fields)
- Applied mathematics (e.g., Dynamical systems, Game theory, Information theory, Mathematical modeling, Mathematical physics)
- Calculus/Analysis/Differential equations
- Discrete mathematics/Combinatorics/ Graph theory
- Foundations/Philosophy/History of mathematics/Logic
- Geometry/Trigonometry/Topology
- Number theory
- Probability/Statistics

BTSCICOL

Which of the following college-level courses have you taken [Check all that apply.]

- General/introductory biology/life science
 - [If Yes to introductory course]
 - Anatomy/physiology
 - Botany/plant physiology
 - Cell biology
 - Ecology
 - Entomology
 - Genetics/Evolution
 - Microbiology
 - Zoology/animal behavior
- General/introductory chemistry
 - [If Yes to introductory course]
 - Analytical chemistry
 - Biochemistry
 - Organic chemistry
 - Physical chemistry
- Any course in the Earth/space sciences
 - [If Yes]
 - Astronomy
 - Environmental science
 - Geology
 - Meteorology
 - Oceanography
 - Physical Geography
- General/introductory physics
 - [If Yes to introductory course]
 - Electricity and magnetism
 - Heat and thermodynamics
 - Mechanics
 - Modern/quantum physics
 - Nuclear physics
 - Optics
- Engineering (any)
- Physical Science

go to BTCERTIF.

BTCERTIF

Which of the following describes the [mathematics/science] teaching certificate you currently hold in THIS state?

- 1=Regular or standard state certificate or advanced professional certificate
- 2=Certificate issued after satisfying all requirements except the completion of a probationary teaching period
- 3=Certificate that requires some additional coursework, student teaching, or passing a test before regular certification can be obtained
- 4=Certificate issued to persons who must complete a certification program in order to continue teaching
- 5=I do not hold any of the above certifications in this state

Routing logic: If BTCERTIF=5 then go to BTALTCERT.

Else if BTCERTIF <> 5 and Y_TCHTYP = 1 (math) or 3 (math & science) then go to BTMGRCRT;

Else if BTCERTIF <> 5 and Y_TCHTYP = 2 (science) go to BTSGRCRT.

BTMGRCRT

In which grades does this certificate allow you to teach math in THIS state?

BTMTHL

Any grade, kindergarten - 5th

BTMTHJR

Any grade, 6th - 8th

BTMTHHI

Any grade, 9th - 12th

BTMTHNOA

None of the above

Routing logic: If Y_TCHTYP=3 then go to BTSGRCRT;

else if Y_TCHTYP=1 then go to BTALTCRT.

BTSGRCRT

In which grades does this certificate allow you to teach science in THIS state?

BTSCIEL

Any grade, kindergarten - 5th

BTSCIJR

Any grade, 6th - 8th

BTSCIH1

Any grade, 9th - 12th (biology/life sciences)

BTSCIH2

Any grade, 9th - 12th (chemistry/physics/physical science)

BTSCIH3

Any grade, 9th - 12th (earth/space sciences)

BTSCIH4

Any grade, 9th - 12th (other science)

BTSCIH4_OTHER

Specify:

BTSCINOA

None of the above

Routing logic: go to BTALTCRT.

BTALTCRT

Did you enter teaching through an alternative certification program?

1=Yes

0=No

Routing logic: if Y_TCHTYP = 1 or 3 go to BTMPRETC;
else if Y_TCHTYP = 2 go to BTSPRETC.

BTMPRETC

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

1=Yes

0=No

Routing logic: if Y_TCHTYP=3 go to BTSPRETC;
else if Y_TCHTYP = 1 go to BTK12YRS.

BTSPRETC

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

1=Yes

0=No

Routing logic: go to BTK12YRS.

BTK12YRS

Including this school year, how many years in total have you taught at the following grade levels?

BTK8YRS

Years taught grades K-8: (Please enter zero if you have never taught grades K-8)

BT912YRS

Years taught grades 9-12:

Routing logic: If Y_TCHTYP=1 (math) or 3 (math and science) go to BTMTHYRS;
else if Y_TCHTYP=2 (science) go to BTSCIYRS.

Please add the following clause to the hard check (will update specs when form is checked back in): Else if BT912YRS=0 or BTK12YRS=0 then display "Please count this year when reporting number of years taught; that is, years taught 9-12 and years taught K-12 should be at least 1."

BTMTHYRS

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

BTMTHYRS

years

Routing logic: If Y_TCHTYP=3 (math and science) then go to BTSCIYRS;
else if Y_TCHTYP=1 then go to BTSCHYRS.

BTSCIYRS

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

BTSCIYRS
years

Routing logic: go to BTSCHYRS.

BTSCHYRS

Including this school year, how many years have you taught [math/science/math, science,] or any other subject at this school?

Conditional wording:
if Y_TCHTYP=1 fill "math";
else if Y_TCHTYP=2 fill "science";
else if Y_TCHTYP=3 fill "math, science,";

BTSCHYRS
years

Routing logic: go to BTPENSN.

BTPENSN

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

1=Yes
0=No

Routing logic: If Y_TCHTYP=1 (math) or 3 (math and science) go to Section B (BTBINTRO); else if Y_TCHTYP=2 (science) go to Section C (BTCINTRO).

Section B: Math department and instruction

BTBINTRO

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

Routing logic: go to BTMHTCH.

BTMTHTCH

Indicate the extent to which you agree or disagree with each of the following statements about grades 9-12 math teachers at this school.

BTMTCHR1

In this school, grades 9-12 math teachers set high standards for teaching.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMTCHR2

In this school, grades 9-12 math teachers set high standards for students' learning.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMTCHR3

Grades 9-12 math teachers in this school believe all students can do well.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMTCHR4

In this school, grades 9-12 math teachers make expectations for instructional goals clear to students.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMTCHR5

Grades 9-12 math teachers in this school have given up on some students.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMTCHR6

Grades 9-12 math teachers in this school care only about smart students.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMTCHR7

Grades 9-12 math teachers in this school expect very little from students.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMTCHR8

Grades 9-12 math teachers in this school work hard to make sure all students are learning.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

Routing logic: if BTMCLNO=1 or (no items are checked in BTMCLSS1-6) then go to BTMTCHAS;
else go to BTMTHCRS.

BTMTHCRS

The following questions are in regards to the T_MCRSx course you are teaching.

Which of the following best describes the content of T_MCRSx?

Conditional wording: SecB_loop should loop 1 iteration for each math course stored in T_MCRS1 -- T_MCRS6. Please fill T_MCRSx with T_MCRS1 for first iteration of SecB_loop (if T_MCRS1 is non-missing), T_MCRS2 for second iteration of SecB_loop (if T_MCRS2 is non-missing), etc.

- PreAlgebra
- Review/Remedial Math
- Integrated Math I, II, or III

Algebra I, part 1 and part 2
Algebra I
Algebra II
Geometry
Trigonometry
Algebra III
Analytic Geometry
Calculus
Calculus AP (AB)
Calculus AP (BC)
Computer Science
Computer Science AP (A)
Computer Science AP (AB)
Statistics/Probability
Statistics AP

Routing logic: go to BTMTHADD_1.

BTMTHADD_1: Which of the following best describes the achievement level of students in this class compared with the average 9th grade student in this school? [select one]

- A. Higher achievement levels
- B. Average achievement levels
- C. Lower achievement levels
- D. Widely differing achievement levels

Routing logic: go to BTMTHADD_2

BTMTHADD_2. About what percentage of the students in this class are not adequately prepared to tackle the material you plan to cover? [25% or fewer, 26-50%, 51-75%, more than 75%]

go to BTMTHADD_3

BTMTHADD_3. In this class, do you plan to have students work in small groups? [Yes/No]

If YES, then BTMTHADD_4, otherwise go to BTMTHADD_5

BTMTHADD_4: Primarily, how do you assign students to groups?

1. Intentionally create groups so students will be of similar ability levels.
2. Intentionally create groups so students will be of different ability levels.
3. Create groups without regard to ability level (e.g., alphabetically, randomly).
4. Groups are chosen by the students.

go to BTMTHADD_5

BTMTHADD_5. Think about your plans for this mathematics class for the entire course. How much emphasis will each of the following **student objectives** receive? [None; Minimal Emphasis; Moderate Emphasis; Heavy Emphasis]

- Increase students' interest in mathematics

- Learn mathematical concepts
- Learn mathematical algorithms/procedures
- Develop students' computational skills
- Develop problem solving skills
- Learn to reason mathematically
- Learn how mathematics ideas connect with one another
- Prepare for further study in mathematics
- Understand the logical structure of mathematics
- Learn about the history and nature of mathematics
- Learn to explain ideas in mathematics effectively
- Learn how to apply mathematics in business and industry
- Learn to perform computations with speed and accuracy
- Prepare for standardized tests

Routing logic: If SecB_loop has looped through for each math course pre-loaded in T_MCRS1,T_MCRS2, etc., then go to BTMTCHAS;
 Else if SecB_loop has not looped through for each math course pre-loaded in T_MCRS1, T_MCRS2, etc., then go to BTMTHCRS.

 BTMTCHAS

To what extent do you agree or disagree with each of the following statements about how high school (grades 9-12) math teaching assignments are made in this school?.

BTMTCAS1

Advanced courses are assigned to teachers with the most seniority.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMTCAS2

Advanced courses are assigned to teachers with the strongest math background.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMTCAS3

All or most math teachers are assigned at least one section of advanced courses.

- 1=Strongly agree
- 2=Agree
- 3=Disagree

4=Strongly disagree

BTMTCAS4

Non-college prep courses are assigned to teachers new to the profession.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTMTCAS5

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

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTMTCAS6

All or most math teachers are assigned at least one section of a non-college prep course.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Routing logic: go to BTALGREM.

BTALGREM

How do you rate the remedial help in your school for students who are struggling in Algebra I?

BTALGRM1

Availability of tutoring or other remedial assistance

1=Poor

2=Fair

3=Good

4=Excellent

BTALGRM2

Quality of tutoring or other remedial assistance

- 1=Poor
- 2=Fair
- 3=Good
- 4=Excellent

Routing logic: go to BTMTHDPA.

BTMTHDPA

To what extent do you agree or disagree with each of the following statements about the math department in this school?

BTMDPT01

Math teachers in this department share ideas on teaching.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT02

Math teachers in this department discuss what was learned at a workshop or conference.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT03

Math teachers in this department share and discuss student work.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT04

Math teachers in this department discuss particular lessons that were not very successful.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT05

Math teachers in this department discuss beliefs about teaching and learning.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT06

Math teachers in this department share and discuss research on effective teaching methods.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

Routing logic: go to BTMTHDPB.

BTMTHDPB

To what extent do you agree or disagree with each of the following statements about the math department in this school? (continued)

BTMDPT07

Math teachers in this department share and discuss research on effective instructional practices for English language learners.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT08

Math teachers in this department explore new teaching approaches for under-performing students.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT09

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

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT10

Math teachers in this department are effective at teaching students mathematics.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT11

Math teachers in this department provide support to new mathematics teachers.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTMDPT12

The math department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

Routing logic: if Y_TCHTYP=3 go to SectionC (BTCINTRO);
 else if Y_TCHTYP=1 go to SectionD (BTDINTRO).

Section C: Science department and instruction

BTCINTRO

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

Routing logic: go to BTSCITCH.

BTSCITCH

Indicate the extent to which you agree or disagree with each of the following statements about grades 9-12 science teachers at this school.

BTSTCHR1

In this school, grades 9-12 science teachers set high standards for teaching.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTCHR2

In this school, grades 9-12 science teachers set high standards for students' learning.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTCHR3

Grades 9-12 science teachers in this school believe all students can do well.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTCHR4

In this school, grades 9-12 science teachers make expectations for instructional goals clear to students.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTCHR5

Grades 9-12 science teachers in this school have given up on some students.

- 1=Strongly agree
- 2=Agree
- 3=Disagree

4=Strongly disagree

BTSTCHR6

Grades 9-12 science teachers in this school care only about smart students.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTSTCHR7

Grades 9-12 science teachers in this school expect very little from students.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTSTCHR8

Grades 9-12 science teachers in this school work hard to make sure all students are learning.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Routing logic: if BTSCCLNO=1 or (no items are checked in BTSCCLSS1-6) then go to BTSTCHAS;
else go to BTSCICRS.

BTSCICRS

The following questions are in regards to the [T_SCRSx] course you are teaching.

Which of the following best describes the content of [T_SCRSx]?

Conditional wording: SecC_loop should loop 1 iteration for each science course stored in T_SCRS1 -- T_SCRS6. Please fill [T_SCRSx] with [T_SCRS1] for first iteration of SecC_loop (if T_SCRS1 is non-missing), [T_SCRS2] for second iteration of SecC_loop (if T_SCRS2 is non-missing), etc.

General Science

Life Science
Physical Science
Principles of Technology
Integrated Science I, II, or III
Anatomy/Physiology
Biology I
Biology II
Biology AP
Chemistry I
Chemistry II
Chemistry AP
Earth Science
Environmental Science
Environmental Science AP
Engineering (any kind)
Physical Science
Physics I
Physics II
Physics AP (B)
Physics AP (C: Electricity and Magnetism)
Physics AP (C: Mechanics)

Routing logic: go to BTSCIADD_1.

BTSCIADD_1: Which of the following best describes the achievement level of students in this class compared with the average 9th grade student in this school? [select one]

- A. Higher achievement levels
- B. Average achievement levels
- C. Lower achievement levels
- D. Widely differing achievement levels

Routing logic: go to BTSCIADD_2.

BTSCIADD_2. About what percentage of the students in this class are not adequately prepared to tackle the material you plan to cover? [25% or fewer, 26-50%, 51-75%, more than 75%]

Routing logic: go to BTSCIADD_3

BTSCIADD_3. In this class, do you plan to have students work in small groups? [Yes/No]

Routing logic: If YES, then BTSCIADD_4 otherwise go to BTSCIADD_5

BTSCIADD_4: Primarily, how do you assign students to groups?

1. Intentionally create groups so students will be of similar ability levels.
2. Intentionally create groups so students will be of different ability levels.
3. Create groups without regard to ability level (e.g., alphabetically, randomly).

4. Groups are chosen by the students.

Routing logic: go to BTSCIADD_5

BTSCIADD_5: Think about your plans for this science class for the entire course. How much emphasis will each of the following **student objectives** receive? [None; Minimal Emphasis; Moderate Emphasis; Heavy Emphasis]

- Increase students' interest in science
- Learn basic science concepts
- Learn important terms and facts of science
- Learn science process/inquiry skills
- Prepare for further study in science
- Learn to evaluate arguments based on scientific evidence
- Learn how to communicate ideas in science effectively
- Learn about the applications of science in business and industry
- Learn about the relationship between science, technology, and society
- Learn about the history and nature of science
- Prepare for standardized tests

Routing logic: If SecC_loop has looped through for each science course pre-loaded in T_SCRS1, T_SRCRS2, etc., then go to BTSTCHAS;

Else if SecC_loop has not looped through for each science course pre-loaded in T_SCRS1, T_SRCRS2, etc., then go to BTSCICRS.

BTSTCHAS

To what extent do you agree or disagree with each of the following statements about how high school (grades 9-12) science teaching assignments are made in this school?

BTSTCAS1

Advanced courses are assigned to teachers with the most seniority.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTCAS2

Advanced courses are assigned to teachers with the strongest science background.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTCAS3

All or most science teachers are assigned at least one section of advanced courses.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTCAS4

Non-college prep courses are assigned to teachers new to the profession.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTCAS5

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

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTCAS6

All or most science teachers are assigned at least one section of a non-college prep course.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

Routing logic: go to BTSCIDPA.

BTSCIDPA

To what extent do you agree or disagree with each of the following statements about the science department in this school?

BTSDPT01

Science teachers in this department share ideas on teaching.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSDPT02

Science teachers in this department discuss what was learned at a workshop or conference.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSDPT03

Science teachers in this department share and discuss student work.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSDPT04

Science teachers in this department discuss particular lessons that were not very successful.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSDPT05

Science teachers in this department discuss beliefs about teaching and learning.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSDPT06

Science teachers in this department share and discuss research on effective teaching methods.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

Routing logic: go to BTSCIDPB.

BTSCIDPB

To what extent do you agree or disagree with each of the following statements about the science department in this school? (continued)

BTSDPT07

Science teachers in this department share and discuss research on effective instructional practices for English language learners.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSDPT08

Science teachers in this department explore new teaching approaches for underperforming students.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTSDPT09

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

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTSDPT10

Science teachers in this department are effective at teaching students in science.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTSDPT11

Science teachers in this department provide support to new science teachers.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTSDPT12

The science department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Routing logic: go to SectionD (BTDINTRO).

Section D: Beliefs about teaching and school

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BTDINTRO

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

Routing logic: go to BTBOYGRL.

BTBOYGRL

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

BTBYGRL1

English or Language Arts

- 1=Females are much better
- 2=Females are somewhat better
- 3=Females and males are the same
- 4=Males are somewhat better
- 5=Males are much better

BTBYGRL2

Math

- 1=Females are much better
- 2=Females are somewhat better
- 3=Females and males are the same
- 4=Males are somewhat better
- 5=Males are much better

BTBYGRL4

Science

- 1=Females are much better
- 2=Females are somewhat better
- 3=Females and males are the same
- 4=Males are somewhat better
- 5=Males are much better

Routing logic: go to BTPROBLM.

BTPROBLM

To what extent is each of the following a problem in this school?

BTPROB01

Student tardiness

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

BTPROB02

Student absenteeism

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

BTPROB03

Student class cutting

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

BTPROB04

Teacher absenteeism

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

BTPROB05

Students dropping out

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

BTPROB06

Student apathy

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

BTPROB07

Lack of parental involvement

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

BTPROB09

Students come to school unprepared to learn

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

BTPROB10

Poor student health

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

BTPROB11

Lack of resources and materials for teachers

- 1=Not a problem
- 2=Minor problem
- 3=Moderate problem
- 4=Serious problem

Routing logic: go to BTLIMITA.

BTLIMITA

In your view, to what extent do the following limit how you teach?

BTLIMIT01

Students with different academic abilities in the same class

- 0=Not applicable
- 1=Not at all
- 2=A little
- 3=Some
- 4=A lot

BTLIMIT02

Students who come from a wide range of socio-economic backgrounds

- 0=Not applicable
- 1=Not at all
- 2=A little
- 3=Some
- 4=A lot

BTLIMIT03

Students who come from a wide range of language backgrounds

- 0=Not applicable
- 1=Not at all
- 2=A little
- 3=Some
- 4=A lot

BTLIMIT04

Students with special needs (e.g. hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment)

- 0=Not applicable
- 1=Not at all
- 2=A little
- 3=Some
- 4=A lot

BTLIMIT05

Uninterested students

- 0=Not applicable
- 1=Not at all
- 2=A little
- 3=Some
- 4=A lot

BTLIMIT06

Low morale among students

0=Not applicable

1=Not at all

2=A little

3=Some

4=A lot

BTLIMIT07

Disruptive students

0=Not applicable

1=Not at all

2=A little

3=Some

4=A lot

BTLIMIT08

Shortage of computer hardware/software

0=Not applicable

1=Not at all

2=A little

3=Some

4=A lot

BTLIMIT09

Shortage of support for using computers

0=Not applicable

1=Not at all

2=A little

3=Some

4=A lot

BTLIMIT10

Shortage of textbooks for student use

0=Not applicable

1=Not at all

2=A little

3=Some

4=A lot

Routing logic: go to BTLIMITB.

BTLIMITB

In your view, to what extent do the following limit how you teach? (continued)

BTLIMIT11

Shortage of other instructional equipment for students' use

- 0=Not applicable
- 1=Not at all
- 2=A little
- 3=Some
- 4=A lot

BTLIMIT12

Shortage of equipment for your use in demonstrations and other exercises

- 0=Not applicable
- 1=Not at all
- 2=A little
- 3=Some
- 4=A lot

BTLIMIT13

Inadequate physical facilities

- 0=Not applicable
- 1=Not at all
- 2=A little
- 3=Some
- 4=A lot

BTLIMIT14

High student/teacher ratio

- 0=Not applicable
- 1=Not at all
- 2=A little
- 3=Some
- 4=A lot

BTLIMIT15

Lack of planning time

- 0=Not applicable
- 1=Not at all
- 2=A little

3=Some
4=A lot

BTLIMIT16

Lack of autonomy in instructional decisions

0=Not applicable
1=Not at all
2=A little
3=Some
4=A lot

BTLIMIT17

Lack of parent/family support

0=Not applicable
1=Not at all
2=A little
3=Some
4=A lot

BTLIMIT18

Inadequate opportunities for professional learning

0=Not applicable
1=Not at all
2=A little
3=Some
4=A lot

BTLIMIT19

Inadequate administrative support

0=Not applicable
1=Not at all
2=A little
3=Some
4=A lot

Routing logic: go to BTINSTRU.

BTINSTRU

Please indicate the extent to which you agree or disagree with each of the following statements as it applies to your instruction.

BTINSTR1

The amount a student can learn is primarily related to family background.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTINSTR2

If students are not disciplined at home, they are not likely to accept any discipline.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTINSTR3

I am very limited in what I can achieve because a student's home environment is a large influence on his/her achievement.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTINSTR4

If parents would do more for their children, I could do more for my students.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTINSTR5

If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTINSTR6

If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTINSTR8

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

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTINSTR9

When it comes right down to it, I really can not do much because most of a student's motivation and performance depends on his or her home environment.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

Routing logic: go to BTPRNCPL.

BTPRNCPL

Please indicate the extent to which you agree or disagree with each of the following statements about your school's principal.

BTPRINC1

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

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTPRINC2

The principal does a poor job of getting resources for this school.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTPRINC3

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

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTPRINC4

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

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTPRINC5

The principal lets staff members know what is expected of them.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTPRINC6

The principal is interested in innovation and new ideas.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

BTPRINC7

The principal usually consults with staff members before he/she makes decisions that affect us.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Routing logic: go to BTSTAFF.

BTSTAFF

Indicate the extent to which you agree or disagree with each of the following statements.
Teachers at your school...

BTSTAFF1

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

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTAFF2

...take responsibility for improving the school.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTAFF3

...set high standards for themselves.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTAFF4

...feel responsible for helping students develop self-control.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTAFF5

...feel responsible for helping each other do their best.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTAFF6

...feel responsible that all students learn.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

BTSTAFF7

...feel responsible when students in this school fail.

- 1=Strongly agree
- 2=Agree
- 3=Disagree
- 4=Strongly disagree

Routing logic: go to END.

END

END

Congratulations, you have completed the HSLs questionnaire!

On behalf of the U.S. Department of Education, thank you for your time and cooperation.
We greatly appreciate your participation in this study.

Routing logic: end teacher survey.