

**EXAMINING TEACHER PREPARATION:
DOES THE PATHWAY MAKE A DIFFERENCE?
*SURVEY OF SECOND-YEAR TEACHERS***

ABOUT THE SURVEY

This survey of second-year teachers in New York City is being conducted by a team of researchers from the University at Albany and Stanford University. This is a follow-up survey to the *Survey of First-Year Teachers* that was conducted last year. The questionnaire asks for your teaching experiences and your views concerning those experiences and your future plans. This multi-year study is seeking to better understand what features of teacher preparation and induction are most effective at improving student outcomes and how the attributes of teachers and their pathways into teaching relate to teacher retention and teaching practice. Your participation is vitally important and will help us better understand how to improve the work-lives of teachers. As a token of appreciation, we will send you a \$25 check for returning your questionnaire.



PROTECTING YOUR PRIVACY

Filling out this questionnaire will take about 25 minutes and is completely voluntary. If you choose to help us by filling out the survey, you can leave blank any questions you do not wish to answer. **Completing the survey indicates your consent to participate.** All the information you provide will be kept strictly confidential, used only for the purposes of this study, and will be reported in summary form only. The information will be used to improve teacher preparation and induction. At no time will this information be used to evaluate any individual. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board at the University at Albany and have been issued a federal Certificate of Confidentiality.

IRB Number: 06-020

Expiration Date: February 2, 2007

MARKING DIRECTIONS

This form is designed to be read by optical scanning equipment, so it is important that you follow these directions:

- Print legibly using a blue or black ink pen.
- Do not use pencil or felt tip markers.
- Please answer the questions by either filling in the square of the response that most closely represents your opinion or by writing your response in the lines provided.
- If you wish to change an answer, fill in the square for your preferred answer and circle that preferred square.
- When entering letters or numbers, enter one per box and stay within the box.

Correct Mark



Incorrect Marks



Correct



Incorrect



A. YOUR JOB THIS YEAR AND LAST YEAR

A1. Do you currently teach in the New York City public school system (not including charter schools)?

- No Yes → **SKIP TO A2 ON PAGE 3.**



a. Do you currently work for pay?

- Yes No → **SKIP TO A2 ON PAGE 3.**



b. What is your current occupation? MARK ALL THAT APPLY.

- I teach in a charter school in New York City
- I teach in a public school outside of New York City
- I teach in a charter school outside of New York City
- I teach in a private/parochial school
- I work in another occupation

If so, what is that occupation? _____

c. Approximately what do you earn in a year? MARK ONLY ONE.

- | | | |
|--|--|--|
| <input type="checkbox"/> \$20,000 or less | <input type="checkbox"/> \$40,001 - \$50,000 | <input type="checkbox"/> \$80,001 - \$100,000 |
| <input type="checkbox"/> \$20,001 - \$30,000 | <input type="checkbox"/> \$50,001 - \$60,000 | <input type="checkbox"/> \$100,001 - \$200,000 |
| <input type="checkbox"/> \$30,001 - \$40,000 | <input type="checkbox"/> \$60,001 - \$80,000 | <input type="checkbox"/> More than \$200,000 |

d. How many hours per week do you usually work in all jobs for which you receive pay? (Please include preparation time if your job/jobs require this.) MARK ONLY ONE.

- 0 1-9 10-19 20-29 30-39 40-49 50+

e. How many weeks per year do you usually work in all jobs for which you receive pay? MARK ONLY ONE.

- 0 1-9 10-19 20-29 30-39 40-49 50+

A2. During the 2004-2005 school year or the summer of 2005, did you apply for:

MARK ONE ANSWER IN EACH ROW.

	Yes	No
A teaching job in a New York City public school other than one in which you worked during the 2004-2005 school year	<input type="checkbox"/>	<input type="checkbox"/>
A teaching job in a charter school in New York City	<input type="checkbox"/>	<input type="checkbox"/>
A teaching job in a public or charter school outside New York City.....	<input type="checkbox"/>	<input type="checkbox"/>
A teaching job in a private/parochial school	<input type="checkbox"/>	<input type="checkbox"/>
A job as a school-level administrator	<input type="checkbox"/>	<input type="checkbox"/>
A job in another education-related occupation If yes, which occupation(s)? _____	<input type="checkbox"/>	<input type="checkbox"/>
A job in another occupation If yes, which occupation(s)? _____	<input type="checkbox"/>	<input type="checkbox"/>
Graduate school	<input type="checkbox"/>	<input type="checkbox"/>

A3. During the 2004-2005 school year or the summer of 2005, did you receive an offer from:

MARK ONE ANSWER IN EACH ROW.

	Yes	No
A teaching job in a New York City public school other than one in which you worked during the 2004-2005 school year	<input type="checkbox"/>	<input type="checkbox"/>
A teaching job in a charter school in New York City	<input type="checkbox"/>	<input type="checkbox"/>
A teaching job in a public or charter school outside New York City.....	<input type="checkbox"/>	<input type="checkbox"/>
A teaching job in a private/parochial school	<input type="checkbox"/>	<input type="checkbox"/>
A job as a school-level administrator	<input type="checkbox"/>	<input type="checkbox"/>
A job in another education-related occupation If yes, which occupation(s)? _____	<input type="checkbox"/>	<input type="checkbox"/>
A job in another occupation If yes, which occupation(s)? _____	<input type="checkbox"/>	<input type="checkbox"/>
Graduate school	<input type="checkbox"/>	<input type="checkbox"/>

A4. During the 2004-2005 school year, did you ever consider changing schools or leaving teaching? (If you voluntarily did not return to the same school for the 2005-2006 school year, the answer is Yes.)

Yes No → **SKIP TO A9 ON PAGE 4.**



A5. How important were the following factors in causing you to consider leaving your 2004-2005 public school teaching position in NYC? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.)

MARK ONE ANSWER IN EACH ROW. ◆

	Extremely Important	Quite Important	Important	Somewhat Important	Not Important
a. Wanting to work closer to home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A desire to live in a different place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Job prestige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Benefits (health and retirement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Pregnancy / child rearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other family or personal reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Attractive job opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Dissatisfaction with prior job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A6. Which of the factors in A5 above do you consider the MOST IMPORTANT in causing you to consider leaving your 2004-2005 teaching position in NYC? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.) MARK ONLY ONE.

a b c d e f g h i j k l

A7. In considering whether to leave the NYC school where you taught during the 2004-2005 school year, how important was your dissatisfaction with respect to each of the following? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.) **MARK ONE ANSWER IN EACH ROW.**

Very Important
Quite Important
Important
A Little Important
Not Important

Dissatisfaction with ...

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. my teaching assignment (subject area or grade) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. school facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. school safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. support from administrators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. student behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. my colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. the philosophy about teaching at my school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. the autonomy I had over my classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. the emphasis on student testing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. district policy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. the respect I got from students and/or parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. my own ability to help students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A8. Which of the factors in A7 above do you consider the MOST IMPORTANT in causing you to consider leaving your 2004-2005 teaching position in NYC? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.) **MARK ONLY ONE.**

- a b c d e f g h i j k l



A9. Indicate the extent to which your principal or school head performed each of the following at the school in which you taught in NYC during the 2004-2005 school year. (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.) **MARK ONE ANSWER IN EACH ROW.**

Exceptional
Very Much
Somewhat
Slightly
Not At All

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Communicated respect and appreciation for teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Encouraged teachers to change teaching methods if students were not doing well | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Worked with staff to meet curriculum standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Encouraged professional collaboration among teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Worked with teaching staff to solve school or department problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Encouraged the teaching staff to use student assessment results in planning curriculum and instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Worked to develop broad agreement among the teaching staff about the school's mission | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Facilitated and encouraged professional development activities of teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A10. During the 2004-2005 school year, did any of your NYC students participate in a REQUIRED state or district assessment (i.e., test) in a subject that you taught? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.)

Yes No → **SKIP TO A12 BELOW.**

A11. To what extent do you agree or disagree with each of the following statements about the state or district assessment?
MARK ONE ANSWER IN EACH ROW.

Strongly Agree
Agree
Neither Agree Nor Disagree
Disagree
Strongly Disagree

- a. I did not receive adequate support in preparing my students for the assessment(s)
- b. I believe my students were capable of performing well on the assessments
- c. The assessment influenced the curriculum I taught
- d. My students' knowledge and abilities were reflected accurately through their performance on assessments
- e. Overall, I was satisfied with the assessment

A12. Have you taught in New York City during the 2005-2006 academic year?

Yes No → **SKIP TO SECTION G ON PAGE 15.**

Answer the following questions for the New York City public school(s) in which you currently teach or, if you have left public school teaching in New York City since the start of the school year, the last New York City public school in which you taught.

A13. What grade(s) do you currently teach? MARK ALL THAT APPLY.

K 1 2 3 4 5 6 7 8 9 10 11 12

A14. What subject(s) do you currently teach? MARK ALL THAT APPLY.

- Special Education
- General Elementary
- Other Elementary
- Secondary Math (middle or high school)
- Secondary Science
- Secondary English/History/Social Studies
- Other Secondary

A15. How many total hours do (did) you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school (include work that you do both in school and elsewhere)?

		<i>Hours</i>
--	--	--------------

A16. During the 2005-2006 school year, did you or will you ...
MARK ONE ANSWER IN EACH ROW.

No
Yes

- Coach a sport?
- Supervise any student groups, clubs, organizations, or other extra-curricular activities?
- Serve as a department lead or chair?
- Serve as a lead curriculum specialist?
- Serve on a school-wide or district-wide committee or task force?
- Serve as a mentor teacher?
- Work on curriculum development within your school or district?

B. SCHOOL CONTEXT (2005-2006 SCHOOL YEAR)

B1. Teacher Influence: In this school, how much influence do teachers have over the following?

MARK ONE ANSWER IN EACH ROW.

A Great Deal of Influence
 Significant Influence
 Moderate Influence
 Minimal Influence
 No Influence

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Selecting textbooks and other instructional materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Selecting content, topics, and skills to be taught | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Selecting teaching techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Evaluating and grading students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Disciplining students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B2. Staff Relations: To what extent do you agree or disagree with each of the following statements?

MARK ONE ANSWER IN EACH ROW.

Strongly Agree
 Agree
 Neither Agree Nor Disagree
 Disagree
 Strongly Disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. There is a great deal of cooperative effort among staff members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Most of my colleagues share my beliefs and values about what the central mission of the school should be | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I can get good advice from other teachers in this school when I have a teaching problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Teachers have detailed knowledge of the content covered by other teachers who teach the same grade level and/or subject matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Teachers in this school feel comfortable discussing problems they are experiencing in their classrooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B3. Considering the students that you teach, approximately what percent ...

MARK ONE ANSWER IN EACH ROW.

76% to 100%
 51% to 75%
 26% to 50%
 10% to 25%
 Less than 10%
 None

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Started the school year below grade level in reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Started the school year with limited English proficiency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Are identified as special education students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Enrolled in the school after the start of the school year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Were in your class on the first day of school but no longer attend the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Are not in attendance on a typical day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**B4. Students: To what extent do you agree or disagree with each of the following statements?
MARK ONE ANSWER IN EACH ROW.**

Strongly Agree
Agree
Neither Agree Nor Disagree
Disagree
Strongly Disagree

- a. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or bathrooms) interferes with instructional activities
- b. The attitudes and habits students bring to my class greatly reduce their chances for academic success
- c. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes
- d. I get to know personally many students who are not in my classes
- e. My students receive a lot of support for learning outside of school

B5. During the current school year, has a student from this school threatened to injure you? Yes No

B6. During the current school year, has a student from this school physically attacked you? Yes No

**B7. Facilities: To what extent do you agree or disagree with each of the following statements?
MARK ONE ANSWER IN EACH ROW.** ◆

Strongly Agree
Agree
Neither Agree Nor Disagree
Disagree
Strongly Disagree

- a. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff
- b. My classroom is often uncomfortably warm or cold
- c. I regularly see evidence of cockroaches, rats, or mice in this school
- d. My school has quiet spaces for teachers to work when they are not teaching
- e. The facilities at my school are conducive to effective teaching and learning
- f. Parents are actively involved in the work of the school (e.g., class volunteering or fund raising) ...

C. SCHOOL LEADERSHIP (2005-2006 SCHOOL YEAR)

**C1. During the 2005-2006 school year, how often did ... ?
MARK ONE ANSWER IN EACH ROW.**

Daily
Weekly
Monthly
3 or 4 times this year
1 or 2 times this year
Never

- a. You meet one-on-one with your school principal
- b. You meet one-on-one with another school administrator (i.e., assistant principal, department chair, etc.)
- c. Your principal observe you teaching
- d. Another school administrator observe you teaching
- e. Your principal provide you with feedback/comments on your performance
- f. Another school administrator provide you with feedback/comments on your performance ..
- g. You speak with your principal informally (e.g., in the hallways, cafeteria, etc.)

C2. To what extent do you agree or disagree with each of the following statements about the school administration?
MARK ONE ANSWER IN EACH ROW.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. The principal of this school usually consults with teachers before making decisions that affect us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal of this school usually uses, or at least responds to, teachers' suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other administrators at this school (such as an assistant principal or department head) usually consult with teachers before making decisions that affect us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other administrators at this school (such as an assistant principal or department head) usually use, or at least respond to, teachers' suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The school administration has a well-planned and enforced school discipline policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The school administration deals effectively with pressures from outside the school (for example, from the district or from parents) that might interfere with my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The school administration does a good job of getting resources for this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The school administration evaluates the performance of teachers fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Administrators at this school work hard to recruit and hire the best teachers they can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Data on student learning are regularly collected and reviewed with all members of the school community (teachers, administrators, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I often feel that administrators in this school are evaluating the quality of my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C3. How much emphasis does the PRINCIPAL in your school place on each of the following?
MARK ONE ANSWER IN EACH ROW.

	Exceptional Emphasis	Significant Emphasis	Moderate Emphasis	Minimal Emphasis	No Emphasis
a. Building basic skills of students (reading, math, writing, speaking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student mastery of the subject matter/academic excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Preparing students to live in a democracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Specific skills that will be useful for students in the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Promoting good work habits and self-discipline among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students' personal growth and fulfillment (self-esteem, self-knowledge)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Human relations skills (cultural understanding, getting along with others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Preparation of students for standardized tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. School morale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Encouraging parental or community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Motivating teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C4. Which THREE of the factors in C3 above do you think get the MOST emphasis from your principal?
MARK ONLY THREE.

- a b c d e f g h i j k l m

D. TEACHER PREPARATION / MENTORING / UNIVERSITY COURSEWORK / PROFESSIONAL DEVELOPMENT

D1. Rate your ability at the BEGINNING of the 2005-2006 school year to ...
MARK ONE ANSWER IN EACH ROW.

			Very Good		
			Good		
		Adequate			
		Poor			
		Very Poor			
a. Handle a range of classroom management or discipline situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use a variety of instructional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teach students with reading difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teach students with other learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teach English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teach Special Education students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teach in high poverty settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Analyze student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Plan lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Teach the subject area and grade to which you were assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2. During the 2005-2006 school year, how much help did you receive with your teaching from the following people?
MARK ONE ANSWER IN EACH ROW.

			Not Applicable		
			An Exceptional Amount		
		A Significant Amount			
		A Moderate Amount			
		A Minimal Amount			
		None			
a. Your principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. An assistant principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other administrator(s) in your school (e.g., department head)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. An instructional coach (literacy, math, other)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A district- or region-level mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers in your subject or grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other teachers in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The regional mentor that you worked with during the 2004-2005 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. A university-based supervisor/mentor from your teacher education program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. A school or region-based mentor associated with your alternate route program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Professional development personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D3. Overall, how much help have you received in each of these areas from all sources, including all the individuals in question D2, as well as other sources?

MARK ONE ANSWER IN EACH ROW.

	An Exceptional Amount	A Significant Amount	A Moderate Amount	A Minimal Amount	None
a. Handling a range of classroom management or discipline situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaching the grade or subject area to which you were assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Analyzing student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing a variety of instructional approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Integrating professional teaching standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Communicating with administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Communicating with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teaching students with reading difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Teaching students with other learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Teaching English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Teaching Special Education students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Teaching in high poverty settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Providing encouragement and moral support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



D4. Are you currently enrolled in classes leading to your Initial Certification? (If you are in the Teaching Fellows, the Teacher Opportunity Program, or Teach for America program and/or have a Transitional B certification, the answer is probably “Yes”.)

Yes No → **SKIP TO D5 BELOW.**



a. How many hours per week do you spend attending these classes?

1 or less from 1 to 3 3 to 6 more than 6

b. How many hours per week do you spend doing work for these courses outside of class time?

2 or less from 2 to 5 5 to 10 more than 10

D5. Are you currently taking University classes leading to your Master’s degree, but not toward Initial Certification? (If you are in the Teaching Fellows, the Teacher Opportunity Program, or Teach for America program and/or have a Transitional B certification, the answer is probably “No”.)

Yes No → **SKIP TO D6 ON PAGE 11.**



a. How many hours per week do you spend attending these classes?

1 or less from 1 to 3 3 to 6 more than 6

b. How many hours per week do you spend doing work for these courses outside of class time?

2 or less from 2 to 5 5 to 10 more than 10

D6. Since September 2005, how many hours have you spent in professional development activities or coursework other than that leading to Initial Certification that focused on . . . ? (count each hour only once)

MARK ONE ANSWER IN EACH ROW.

- 33 or more hours
- 17 - 32 hours
- 9 - 16 hours
- 8 or fewer hours
- None

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Reading or ELA instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Mathematics instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Other subject matter instruction (e.g., science) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Classroom management or discipline | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Teaching special education students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Teaching English Language Learners | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Teaching in high poverty settings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E. KNOWLEDGE / BELIEFS

E1. In your teaching how much emphasis do you place on each of the following?

MARK ONE ANSWER IN EACH ROW.

- A Great Deal of Emphasis
- Significant Emphasis
- Moderate Emphasis
- Minimal Emphasis
- No Emphasis

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Basic skills (reading, writing, math, speaking) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Mastery of the subject matter/academic excellence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Preparing students to live in a democracy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Specific skills that will be useful for students in the workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Good working habits and self-discipline | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Personal growth and fulfillment (self-esteem, self-knowledge) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Human relations skills (cultural understanding, getting along with others) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Preparation of students for standardized tests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E2. To what extent do you agree or disagree with the following statements about your students?

MARK ONE ANSWER IN EACH ROW.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. By trying different methods, I can significantly affect my students' achievement level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. It is difficult for my students to overcome the obstacles (poverty, lack of motivation, etc.) that they bring with them to class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I am certain that I am making a positive difference in the lives of my students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E3. To what extent do you agree or disagree with the following statements about teaching?

MARK ONE ANSWER IN EACH ROW.

Strongly Agree
Agree
Neither Agree Nor Disagree
Disagree
Strongly Disagree

- a. If I had it to do all over again, in view of my present knowledge, I would not become a teacher ..
- b. If I had it to do all over again, I would not choose the same teacher preparation program and/or route into teaching
- c. If I had it to do all over again, I would rather teach in a different school
- d. I am not as happy about teaching as I thought I would be

E4. How many years beyond the 2005-2006 school year do you plan on ... ?

- a. teaching 0 1-2 3-5 6-9 at least 10
- b. teaching in New York City 0 1-2 3-5 6-9 at least 10

F. CLASSROOM PRACTICE

F1. Do you teach reading?

- Yes No → **SKIP TO F3 ON PAGE 13.**



F2. During the most recent two full weeks of class that you taught (not including the two weeks prior to a state or district standardized test), how often did the students in your reading class do the following? (Note: These teaching practices are likely to vary during the course of the year. Just consider the most recent 2 full weeks.)

MARK ONE ANSWER IN EACH ROW.

9 or more times
7 - 8 times
5 - 6 times
3 - 4 times
1 - 2 times
None

- a. Grammar or spelling
- b. Using phonics based or letter-sound relationships to read words in sentences
- c. Using context, pictures, and/or sentence meaning and structure to read words
- d. Activating prior knowledge or making personal connections to text
- e. Making predictions, previewing, or surveying text
- f. Answering questions that require inferences
- g. Summarizing important or critical details
- h. Individual silent reading
- i. Whole class instruction in reading
- j. Work in homogeneous reading groups based on achievement or ability level
- k. Writing about reading such as in journals or written responses to texts
- l. Activities designed to improve test-taking skills

F3. Do you teach any math?

Yes No → **SKIP TO F8 ON PAGE 14.**



F4. During the most recent two full weeks of class that you taught (not including the two weeks prior to a state or district standardized test), how often did the students in your math class do the following?

MARK ONE ANSWER IN EACH ROW.

9 or more times
7 - 8 times
5 - 6 times
3 - 4 times
1 - 2 times
Never

- a. Listen to me present the definition of a term or steps of a procedure
- b. Assess a problem and choose a method to use from those already introduced to students
- c. Perform tasks requiring methods or ideas not already introduced to students
- d. Explain an answer or a solution method for a particular problem
- e. Work on mathematics textbook, worksheet, or board work exercises for practice or review.....
- f. Discuss mathematical ideas, problems, solutions, or methods in pairs or small groups
- g. Work on a mathematics investigation, problem, or project for several days
- h. Work in homogeneous groups based on achievement or ability level
- i. Work in mixed-ability groups
- j. Activities designed to improve test-taking skills

F5. Do you teach middle or high school math?

Yes No → **SKIP TO F8 ON PAGE 14.**



F6. How much emphasis do you place on the following objectives for students in your MATH class(es)?

MARK ONE ANSWER IN EACH ROW.

A Great Deal of Emphasis
Significant Emphasis
Moderate Emphasis
Minimal Emphasis
No Emphasis

- a. Increase students' interest in mathematics
- b. Learn mathematics concepts
- c. Learn mathematical algorithms/procedures
- d. Develop students' computational skills
- e. Learn how to solve problems
- f. Learn to reason mathematically
- g. Learn how mathematics ideas connect with one another
- h. Prepare for further study in mathematics
- i. Understand the logical structure of mathematics
- j. Learn about the history and nature of mathematics
- k. Learn to explain ideas in mathematics effectively
- l. Learn how to apply mathematics in business and industry
- m. Learn to perform computations with speed and accuracy
- n. Prepare for standardized tests

**F7. During the most recent four full weeks of class that you taught, how often did the students in your math class do the following?
MARK ONE ANSWER IN EACH ROW.**

9 or more times
 7 - 8 times
 5 - 6 times
 3 - 4 times
 1 - 2 times
 Never

- a. Listen and take notes during presentation by a teacher
- b. Work in groups
- c. Read from a mathematics textbook in class
- d. Read other (non-textbook) mathematics-related materials in class
- e. Engage in mathematical activities using concrete materials
- f. Practice routine computations/algorithms
- g. Review homework/worksheet assignments
- h. Design their *own* activity or investigation
- i. Use mathematical concepts to interpret and solve applied problems
- j. Answer textbook or worksheet questions
- k. Record, represent, and/or analyze data
- l. Make formal presentations to the rest of the class
- m. Work on extended mathematics investigations or projects (a week or more in duration)
- n. Use calculators or computers for learning or practicing skills
- o. Use calculators or computers to develop conceptual understanding
- p. Use calculators or computers as a tool (e.g., spreadsheets, data analysis)

F8. Do you teach middle or high school science?

- Yes No → **SKIP TO SECTION G ON PAGE 15.**



**F9. How much emphasis do you place on the following objectives for students in your SCIENCE class(es)?
MARK ONE ANSWER IN EACH ROW.**

A Great Deal of Emphasis
 Significant Emphasis
 Moderate Emphasis
 Minimal Emphasis
 No Emphasis

- a. Increase students' interest in the subject area
- b. Learn basic science concepts
- c. Learn important terms and facts of science
- d. Learn science process/inquiry skill
- e. Prepare for further study in science
- f. Learn to evaluate arguments based on scientific evidence
- g. Learn how to communicate ideas in science effectively
- h. Learn about the applications of science in business and industry
- i. Learn about the relationship between science, technology, and society
- j. Learn about the history and nature of science
- k. Prepare for standardized tests

**F10 . During the most recent four full weeks of class that you taught, how often did the students in your science class do the following?
MARK ONE ANSWER IN EACH ROW.**

	9 or more times	7 - 8 times	5 - 6 times	3 - 4 times	1 - 2 times	Never
a. Listen and take notes during presentation by a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Watch a science demonstration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Read from a science textbook in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Read other (non-textbook) science-related materials in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do hands-on/laboratory science activities or investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Design or implement their own investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Answer textbook or worksheet questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Record, represent, and/or analyze data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Prepare written science reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Make formal presentations to the rest of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Work on extended science investigations or projects (a week or more in duration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Use computers as a tool (e.g., spreadsheets, data analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Take field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Watch audiovisual presentations (e.g., videotapes, CD-ROMS, or films)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



G. BACKGROUND INFORMATION

G1. What is your current marital status? MARK ONLY ONE.

- Never married, no domestic partner Living with domestic partner Divorced
 Married Separated Widowed

G2. How many children are you legally responsible for? MARK ONLY ONE.

- 0 1 2 3 4 5 6 or more

G3. Have you or your spouse/partner had (or adopted) a child in the past year?

- Yes No

G4. Since September 2005, have you earned, or will you earn, additional compensation from working any job OUTSIDE of this school system?

- Yes No → **SKIP TO G5 BELOW.**



Estimate how much you will earn from Sept 2005 through June 2006: \$ _____

G5. What is your combined family annual income (you, your spouse or domestic partner and any dependents)? MARK ONLY ONE.

- \$20,000 or less \$40,001 - \$50,000 \$80,001 - \$100,000
 \$20,001 - \$30,000 \$50,001 - \$60,000 \$100,001 - \$200,000
 \$30,001 - \$40,000 \$60,001 - \$80,000 More than \$200,000

