

NATIONAL CENTER ON  
Performance Incentives

**Project On INcentives in Teaching (POINT)**

**Control Group Survey – Year 3 (Spring 2009)**

The U.S. Department of Education funded a consortium of universities and organizations, including Vanderbilt University and the RAND Corporation, to conduct the POINT experiment in Metropolitan Nashville Public Schools. This survey was administered to teachers in the experiment's control group in year three of the experiment. The survey collected information about teachers' attitudes toward performance incentives, their school environment, and teaching practices.

Completion of the survey was voluntary, and the information provided was kept strictly confidential.

Definition : The term **POINT** refers to the **P**roject **O**n **I**ncentives in **T**eaching, the experiment in which Metropolitan Nashville Public School (MNPS) teachers assigned to the treatment group can earn bonus payments based on growth in the achievement of their students. Teachers assigned to the POINT control group receive a stipend but are not eligible for bonus payments.

Please complete this survey if you were randomly assigned to the POINT **control group** (i.e., you are not eligible to earn a bonus payment). Otherwise, please contact the National Center on Performance Incentives for the correct survey form.

**SECTION A: GENERAL ATTITUDES TOWARD INCENTIVE PAY**

We would like to better understand your personal beliefs about different concepts and ideas related to teacher performance pay, in general.

1. To what extent do you agree or disagree with the following statements about performance-based pay for teachers, in general?

*(Circle one response in each row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. Teachers should receive additional compensation for demonstrating <u>outstanding teaching skills</u> .	1	2	3	4
b. Teachers should receive additional compensation if their students show <u>outstanding achievement gains</u> .	1	2	3	4
c. Rewarding individual teachers based on test score gains is problematic because it is hard to relate gains in student achievement to the work done by an individual teacher.	1	2	3	4
d. Linking bonuses with student performance would give me an incentive to work beyond the requirements of my job.	1	2	3	4
e. Rewarding teachers based on performance destroys the collaborative culture of teaching.	1	2	3	4
f. District and state officials should be more concerned about increasing base pay rather than devising teacher incentive pay programs.	1	2	3	4

2. The salary schedule is based on years of experience and education. In select districts and states around the country, several additional factors have been suggested for compensating individual teachers. Please rate the importance of each factor below.

*(Circle one response in each row)*

	Not Important	Low Importance	Moderate Importance	High Importance
a. Time spent in professional development.	1	2	3	4
b. High test scores by students on a standardized test.	1	2	3	4
c. Student <b>gains</b> (improvement/growth) on TCAP.	1	2	3	4
d. Student <b>gains</b> (improvement/growth) on a standardized test other than TCAP.	1	2	3	4
e. Performance evaluation by supervisors.	1	2	3	4
f. Performance evaluation by other teachers.	1	2	3	4
g. Independent evaluation of portfolios (e.g. students' and/or teachers' work).	1	2	3	4
h. Collaboration with other faculty and staff.	1	2	3	4
i. Working with students outside of class time.	1	2	3	4
j. Efforts to engage parents in students' education and increase parental involvement.	1	2	3	4
k. Serving as a master teacher or mentoring other teachers.	1	2	3	4
l. National Board for Professional Teaching Standards (NBPTS) certification.	1	2	3	4
m. Teaching in hard-to-staff fields (i.e. subjects that are difficult to find and retain qualified and effective teachers).	1	2	3	4
n. Teaching in hard-to-staff schools (i.e. schools that have difficulty finding and retaining qualified and effective teachers).	1	2	3	4

**SECTION B: PERCEPTIONS AND ATTITUDES ABOUT THE POINT EXPERIMENT**

3. To what extent do you agree or disagree with the following statements about the POINT experiment in performance-based pay for teachers?

*(Circle one response in each row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. The POINT experiment does a good job of distinguishing effective from ineffective teachers in the treatment group.	1	2	3	4
b. The prospect that teachers in the POINT treatment group can earn a bonus discourages staff in the school from working together.	1	2	3	4
c. I have noticed increased resentment among teachers since the start of the POINT experiment.	1	2	3	4
d. The POINT method for awarding bonuses (based on growth in TCAP scores) is fair to all teachers in the treatment group.	1	2	3	4
e. The POINT method for awarding bonuses to treatment group teachers is consistent with my principal's approach for evaluating teachers.	1	2	3	4
f. I was disappointed that I was not assigned to the POINT treatment group.	1	2	3	4
g. I have experienced increased stress as a result of the POINT experiment.	1	2	3	4

To answer these questions, imagine that you had been assigned to the POINT treatment group. To what extent do you agree or disagree with the following statements?

4. If I had been assigned to the POINT treatment group ...

*(Circle one response in each row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I would really hate to be one of the POINT treatment teachers who did not earn a bonus this year.	1	2	3	4
b. It will be relatively difficult for me to earn a POINT bonus this year because many of my students are not easy to teach.	1	2	3	4
c. It will be relatively difficult for me to earn a POINT bonus this year because I teach a number of students with individualized education programs (IEPs).	1	2	3	4

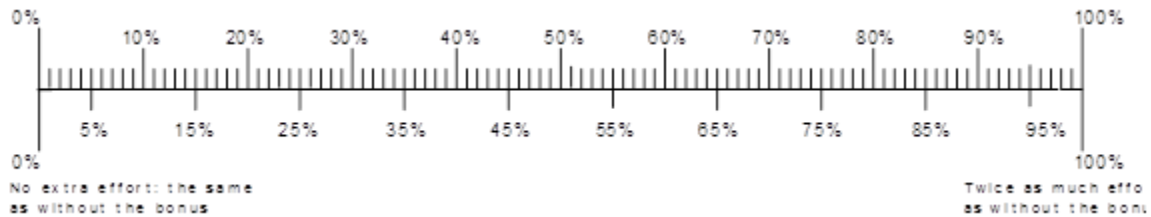
**[Question 4 Continued]** If I had been assigned to the POINT treatment group...

*(Circle one response in each row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
d. It will be relatively difficult for me to earn a POINT bonus this year because I teach a number of limited English proficient students or students learning English as a second language.	1	2	3	4
e. I have altered my instructional practices as a result of the opportunity to earn a large financial bonus.	1	2	3	4
f. The size of the top bonus award would be large enough to motivate me to put in extra effort.	1	2	3	4
g. I would have a strong desire to earn a POINT bonus.	1	2	3	4
h. It would not affect my work, because I was already working as effectively as I could before the implementation of POINT.	1	2	3	4
i. The POINT experiment ignores important aspects of my performance that are not measured by test scores.	1	2	3	4
j. The POINT experiment would help me find out how effective I am as a teacher.	1	2	3	4
k. The POINT experiment would force me to teach in a certain way.	1	2	3	4
l. The POINT experiment would give me the opportunity to see how well I can teach.	1	2	3	4
m. The chance to earn a POINT bonus would energize me to improve my teaching.	1	2	3	4
n. The POINT experiment would provide feedback about how I can improve my teaching.	1	2	3	4
o. Not earning a POINT bonus would negatively impact my teaching evaluation	1	2	3	4
p. The POINT experiment would help me find out if what I'm doing in the classroom is actually helping students to learn.	1	2	3	4
q. The POINT experiment would make teaching more exciting.	1	2	3	4

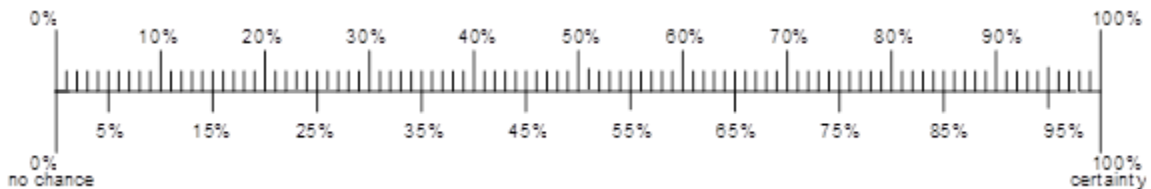
5. Imagine that you were assigned to the treatment group and were eligible for a bonus. How much extra effort would you put in to earn the bonus?

(Enter the number in the box below to show the extra effort you would put in if you were in the treatment group. Zero (0%) means the same amount of effort you would have made without the chance of earning a bonus; 100% means twice as much effort as you would have made without the chance of a bonus.)



6. Again, imagine that you were assigned to the treatment group and were eligible for a bonus. If you put in the extra effort you indicated in question 5, what are the chances you would receive a bonus?

(Enter the number corresponding to your estimated chances in the box below.)



7. Did anyone in your school earn a POINT bonus based on 2008 test results? **(Circle one response)**
- a. Yes
  - b. No
  - c. I don't know

**SECTION C: PROFESSIONAL DEVELOPMENT**

8. During the current school year (2008-09, including summer 2008), about how many hours of professional development did you receive in each of the following areas? We understand that you might not teach all of the subjects mentioned below, but please fill in each row with the appropriate number.

*(Circle one response in each row)*

	None	1-5 hours	6-24 hours	25-40 hours	More than 40 hours
a. Strategies for teaching reading/language arts.	1	2	3	4	5
b. In-depth study of topics in reading/ language arts.	1	2	3	4	5
c. Strategies for teaching mathematics.	1	2	3	4	5
d. In-depth study of topics in mathematics.	1	2	3	4	5
e. Teaching strategies or in-depth study of other subjects (e.g., science, social studies, foreign language, etc.).	1	2	3	4	5
f. Strategies for teaching limited English proficient students or students learning English as a second language.	1	2	3	4	5
g. Strategies for teaching students with individualized education programs (IEPs).	1	2	3	4	5
h. Preparing students to take the TCAP assessments.	1	2	3	4	5
i. Analyzing and interpreting student achievement data.	1	2	3	4	5
j. Classroom and behavior management.	1	2	3	4	5
k. Use of technology to improve classroom instruction.	1	2	3	4	5
l. Use of appropriate accommodations in testing.	1	2	3	4	5

9. Overall, approximately how many hours did you spend in professional development in the following areas during the current school year (2008-09, including summer 2008)?

- a. Total professional development hours? \_\_\_\_\_ Hours
- b. How many hours were focused on mathematics or mathematics instruction?  
\_\_\_\_\_ Hours

10. During the current school year (2008-09), how frequently have you engaged in the following professional development activities related specifically to the teaching and learning of MATHEMATICS?

*(Circle one response in each row)*

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost daily
a. Analyzed student work with other teachers at my school	1	2	3	4	5	6
b. Met with other teachers at my school to discuss instructional planning	1	2	3	4	5	6
c. Observed lessons taught by another teacher at my school	1	2	3	4	5	6
d. Had my lesson observed by another teacher at my school	1	2	3	4	5	6
e. Acted as a coach or mentor to other teachers or staff in my school	1	2	3	4	5	6
f. Received coaching or mentoring from another teacher at my school or from a district math specialist	1	2	3	4	5	6
g. Engaged in informal self-directed learning (e.g., read a mathematics education journal, used the Internet to enrich knowledge and skills, etc.)	1	2	3	4	5	6

11. How many hours of assistance did you receive from a district Math Mentor/Coach?

a. Hours \_\_\_\_\_

12. How did the assistance from the Math Mentor/Coach change your teaching?

*(Circle one response)*

- a. Not helpful at all.
- b. Led to minor improvements in my teaching.
- c. Led to moderate improvements in my teaching.
- d. Led to major improvements in my teaching.



**SECTION D: SCHOOL ENVIRONMENT**

To what extent do you agree or disagree with the following statements about your school principal?

**13.** The principal in my school ...

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. Works to create a sense of community in this school.	1	2	3	4
b. Sets high standards for teaching.	1	2	3	4
c. Ensures that teachers have sufficient time for professional development.	1	2	3	4
d. Provides support to improve mathematics instruction in the school.	1	2	3	4
e. Sets an example by working hard.	1	2	3	4
f. Compliments teachers.	1	2	3	4
g. Goes out of his/her way to help teachers.	1	2	3	4
h. Is available after school to help teachers when assistance is needed.	1	2	3	4
i. Uses constructive criticism.	1	2	3	4
j. Explains his/her reasons for criticisms to teachers.	1	2	3	4
k. Looks out for the personal welfare of the faculty.	1	2	3	4

To what extent do you agree or disagree with the following statements about the teachers in your school?

**14.** Teachers in my school ...

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. Seem more competitive than cooperative.	1	2	3	4
b. Do not really trust each other.	1	2	3	4
c. Feel responsible to help each other do their best.	1	2	3	4
d. Expect students to complete every assignment.	1	2	3	4
e. Encourage students to keep trying even when the work is challenging.	1	2	3	4
f. Think it is important that all of their students do well in class.	1	2	3	4
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.	1	2	3	4

**SECTION E. ATTITUDES TOWARD TEACHING**

There are a variety of reasons why someone might choose to work hard at their job. Please indicate how much you agree or disagree with each of the following reasons for why you choose to work hard at teaching.

15. I choose to work hard at teaching because ...

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I want to reach the goals I have set for myself.	1	2	3	4	5
b. I want my students to think I'm a good teacher.	1	2	3	4	5
c. It's enjoyable.	1	2	3	4	5
d. I might get a reward if I do well.	1	2	3	4	5
e. I find it interesting.	1	2	3	4	5
f. I do not want the principal to follow my work too closely.	1	2	3	4	5
g. I want my students to be successful.	1	2	3	4	5
h. That's what I'm supposed to do.	1	2	3	4	5

Please indicate the extent to which the following statements reflect the personal goals that you have for your teaching this year.

**16. My personal goals for teaching are to ...**

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. Continually improve as a teacher.	1	2	3	4
b. Be one of the most effective teachers in this school.	1	2	3	4
c. Do just enough in my teaching to get the job done.	1	2	3	4
d. Be a better teacher than I was last year.	1	2	3	4
e. Avoid being one of the worst performing teachers in our school.	1	2	3	4
f. Thoroughly understand how to teach effectively.	1	2	3	4
g. Make sure my teaching skills aren't worse than those of other teachers.	1	2	3	4
h. Use better teaching strategies than the rest of the teachers.	1	2	3	4
i. Make sure my teaching skills don't get worse this year.	1	2	3	4
j. Avoid being one of the least effective teachers in the school.	1	2	3	4
k. Do my job better than most of the other teachers in the school.	1	2	3	4
l. Avoid being incompetent at my job.	1	2	3	4
m. Have the highest performing students in the school.	1	2	3	4
n. Help my students learn as much as they possibly can in their classes.	1	2	3	4
o. Ensure that all of my students perform at proficient or higher on standardized tests.	1	2	3	4

17. Please indicate the extent to which you agree or disagree with each of the following statements about your attitudes toward your job as a teacher.

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I like learning about the subject matter that I teach.	1	2	3	4	5
b. For me, the advantages of teaching far outweigh the disadvantages.	1	2	3	4	5
c. Doing my job well is important to me.	1	2	3	4	5
d. To be honest, I don't really enjoy teaching.	1	2	3	4	5
e. Given the choice, I would definitely become a teacher again.	1	2	3	4	5
f. Doing well as a teacher is important in achieving my goals.	1	2	3	4	5
g. I enjoy exploring new teaching methods.	1	2	3	4	5
h. I sometimes wonder if it would have been better for me to pursue another career.	1	2	3	4	5
i. Being an effective teacher is important to me.	1	2	3	4	5
j. For me, there is no better job than teaching.	1	2	3	4	5
k. It is important to me to teach as well as I can.	1	2	3	4	5
l. Working with students is one of the most enjoyable aspects of my job.	1	2	3	4	5

18. Please indicate the extent to which you agree or disagree with the following statements about your job as a teacher.

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I feel pressure to teach in a certain way this year.	1	2	3	4	5
b. I feel like I can teach any way I want to this year.	1	2	3	4	5
c. I feel pressure to teach like everyone else this year.	1	2	3	4	5
d. I put pressure on my students to learn.	1	2	3	4	5
e. I have the freedom to choose how I teach.	1	2	3	4	5
f. In this school, there is pressure to teach to standardized tests.	1	2	3	4	5
g. I am encouraged to teach the best way I can.	1	2	3	4	5
h. My teaching methods are dictated by school policy.	1	2	3	4	5
i. Teachers in this school are encouraged to be creative in their approach to teaching.	1	2	3	4	5
j. If my students don't perform well, it will look bad on my record.	1	2	3	4	5

**SECTION F: CURRICULUM AND INSTRUCTION**

**19.** How often do you engage in the following activities as part of your mathematics instruction?

*(Circle One Response in Each Row)*

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost daily
a. I analyze students' work to identify the MNPS mathematics standards students have or have not yet mastered.	1	2	3	4	5	6
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my mathematics instructional content.	1	2	3	4	5	6
c. I design my mathematics lessons to be aligned with specific MNPS academic standards.	1	2	3	4	5	6
d. I plan different mathematics assignments or lessons for groups of students based on their performance.	1	2	3	4	5	6
e. I have students help other students learn mathematics content (e.g., peer tutoring).	1	2	3	4	5	6

**20.** Are you teaching a different grade level or course(s) than you taught last year?

- a. Yes
- b. No

**Go to Question 23**  
**Go to Question 21**

**21.** How does the amount of mathematics instruction that you provide to your students this school year (2008-09) compare to the amount that you provided last school year (2007-08)? For each group of students listed below, please indicate how much their mathematics instruction changed from last year.

*(Circle One Response in Each Row)*

	Decreased by more than 15 minutes per day	Decreased by 1-15 minutes per day	Stayed the Same	Increased by 1-15 minutes per day	Increased by more than 15 minutes per day
a. All my mathematics students.	1	2	3	4	5
b. My low-performing mathematics students.	1	2	3	4	5
c. Students in particular mathematics courses (e.g., Geometry).	1	2	3	4	5

22. How have you changed your mathematics teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

*(Circle One Response in Each Row)*

	<b>Much less than last year</b>	<b>A little less than last year</b>	<b>The same as last year</b>	<b>A little more than last year</b>	<b>Much more than last year</b>
a. Aligning my mathematics instruction with the MNPS standards.	1	2	3	4	5
b. Reinforcing basic mathematics skills.	1	2	3	4	5
c. Focusing on the mathematics content covered by TCAP.	1	2	3	4	5
d. Administering mathematics tests or quizzes.	1	2	3	4	5
e. Re-teaching topics or skills based on students' performance on classroom tests.	1	2	3	4	5
f. Reviewing test results with students.	1	2	3	4	5
g. Reviewing student test results with other teachers.	1	2	3	4	5
h. Seeking help from other teachers informally.	1	2	3	4	5
i. Attending district- or school-sponsored professional development workshops.	1	2	3	4	5
j. Engaging in informal self-directed learning (e.g., reading a mathematics education journal, using the Internet to enrich knowledge and skills).	1	2	3	4	5
k. Communicating with parents orally or in writing.	1	2	3	4	5
l. Tutoring individuals or small groups of students outside of class time.	1	2	3	4	5
m. Preparing lessons.	1	2	3	4	5



**23.** How much change has there been in the time your mathematics students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

*(Circle One Response in Each Row)*

	<b>Much less than last year</b>	<b>A little less than last year</b>	<b>The same as last year</b>	<b>A little more than last year</b>	<b>Much more than last year</b>
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).	1	2	3	4	5
b. Working in groups.	1	2	3	4	5
c. Completing assignments at home (i.e., homework).	1	2	3	4	5
d. Practicing computation.	1	2	3	4	5

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

*(Circle One Response in Each Row)*

	<b>Disagree Strongly</b>	<b>Disagree Moderately</b>	<b>Disagree Slightly more than Agree</b>	<b>Agree Slightly more than Disagree</b>	<b>Agree Moderately</b>	<b>Agree Strongly</b>
a. The amount a student can learn is primarily related to family background.	1	2	3	4	5	6
b. If students aren't disciplined at home, they aren't likely to accept any discipline.	1	2	3	4	5	6
c. When I really try, I can get through to the most difficult student.	1	2	3	4	5	6
d. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	1	2	3	4	5	6

**[Question 24 Continued]** To what extent do you agree or disagree with the following statements about your work with students?

*(Circle One Response in Each Row)*

	Disagree Strongly	Disagree Moderately	Disagree Slightly more than Agree	Agree Slightly more than Disagree	Agree Moderately	Agree Strongly
e. If parents would do more for their children, I could do more.	1	2	3	4	5	6
f. 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	2	3	4	5	6
g. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	1	2	3	4	5	6
h. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	1	2	3	4	5	6
i. If I really try hard, I can get through to even the most difficult or unmotivated students.	1	2	3	4	5	6
j. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	1	2	3	4	5	6

**25.** Teachers sometimes focus their efforts on improving the performance of specific groups of students. How regularly do you focus extra effort on students at different performance levels in mathematics?

*(Circle One Response in Each Row)*

	<b>Never or almost never</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Always or almost always</b>
a. I focus the same amount of effort on students at all performance levels in mathematics: advanced, proficient and below proficient.	1	2	3	4
b. I focus more effort on students at the advanced level in mathematics.	1	2	3	4
c. I focus more effort on students at the proficient level in mathematics.	1	2	3	4
d. I focus more effort on students who are not quite proficient in mathematics, but close.	1	2	3	4
e. I focus more effort on students who are far below proficient in mathematics.	1	2	3	4

**SECTION G: ASSESSMENT AND ASSESSMENT RESULT**

**26.** How much importance do you place on each of these strategies in preparing students for the Tennessee Comprehensive Assessment Program (TCAP) in mathematics?

*(Circle One Response in Each Row)*

	<b>No importance</b>	<b>Minor importance</b>	<b>Moderate importance</b>	<b>Major importance</b>
a. Practicing test-taking skills	1	2	3	4
b. Increasing instruction targeted to state or district standards that are known to be assessed by the TCAP	1	2	3	4
c. Having students answer items similar to those on the TCAP (e.g., released items from prior TCAP administrations)	1	2	3	4
d. Using other TCAP-specific preparation materials	1	2	3	4

27. How important is each item listed below for guiding your mathematics instruction during the current school year (2008-09)?

*(Circle One Response in Each Row)*

	<b>Not important</b>	<b>Minimally important</b>	<b>Moderately important</b>	<b>Very important</b>	<b>I did not receive data from this source</b>
a. School-level results on last year's TCAP mathematics test	1	2	3	4	9
b. Student results on district mathematics tests (e.g., 3-6 Mathematics Problem Solving Assessment, District Pre-Algebra Assessment, District Geometry Assessment, Gateway Algebra I)	1	2	3	4	9
c. Tennessee Value Added Assessment System (TVAAS) results	1	2	3	4	9
d. Results from "interim" or benchmark" tests given periodically to measure student progress (e.g., ThinkLink)	1	2	3	4	9
e. Student performance on other tests I administer in my classroom	1	2	3	4	9
f. Student performance on homework and class work	1	2	3	4	9

28. To what extent do you use student test score data for each of the following purposes?

*(Circle One Response in Each Row)*

	<b>Not used in this way</b>	<b>Used minimally</b>	<b>Used moderately</b>	<b>Used extensively</b>
a. Identify individual students who need remedial assistance	1	2	3	4
b. Set learning goals for individual students	1	2	3	4
c. Tailor instruction to individual students' needs	1	2	3	4
d. Develop recommendations for tutoring or other educational services for students	1	2	3	4
e. Assign or reassign students to groups	1	2	3	4
f. Identify and correct gaps in the curriculum for all students	1	2	3	4
g. Encourage parent involvement in student learning	1	2	3	4
h. Identify areas where I need to strengthen my content knowledge or teaching skills	1	2	3	4
i. Determine areas where I need professional development	1	2	3	4

**SECTION H: OTHER EFFORTS**

**29.** During a typical week, approximately how many hours did you spend working on school-work outside of formal school hours (e.g., in the evenings, before the school day, and on weekends)?

a. Hours \_\_\_\_\_

**30.** What portion of the school-work you did outside of school hours consisted of the following kinds of activities?

*(Circle One Response in Each Row)*

	None	A small portion	A moderate portion	A major portion
a. Preparing lessons (e.g., searching for additional curricular materials)	1	2	3	4
b. Evaluating student work (e.g., grading papers)	1	2	3	4
c. Working with individuals or small groups of students	1	2	3	4
d. My own professional learning (e.g., self-directed study, courses, etc.)	1	2	3	4
e. Meeting with colleagues and administrators	1	2	3	4
f. Completing administrative responsibilities (e.g. paperwork, record keeping, photocopying, etc.)	1	2	3	4
g. Preparing students' IEPs	1	2	3	4
h. Communicating with parents	1	2	3	4
i. Working on the Internet (e.g., maintaining class website)	1	2	3	4
j. Serving as a coach or advisor for students' extracurricular activities	1	2	3	4

**SECTION I: PARENT ENGAGEMENT**

**31.** How often do the following kinds of contact occur between you and the parents of your students?  
*(Circle One Response in Each Row)*

	Never	Rarely	Sometimes	Often
a. I require students to have their parents sign off on homework.	1	2	3	4
b. I assign homework that requires direct parent involvement or participation.	1	2	3	4
c. I send home examples of excellent student work to serve as models.	1	2	3	4
d. For those students who are having academic problems, I try to make direct contact with their parents.	1	2	3	4
e. For those students whose academic performance improves, I send messages home to parents.	1	2	3	4



**SECTION J: CAREER EXPECTATIONS**

**32.** To what extent do you agree or disagree with the following statements about your career expectations?

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I would like to continue teaching mathematics at this school for many years to come.	1	2	3	4
b. I would like to continue teaching but transfer to another school.	1	2	3	4
c. I am undecided as to whether I will remain in teaching.	1	2	3	4
d. If I could find a job with comparable salary, I would leave teaching as soon as possible.	1	2	3	4

**SECTION K: TELL US ABOUT YOURSELF**

In the questions below, there are phrases describing people's behaviors. Please indicate the extent to which the following phrases accurately or inaccurately describe you.

**33.** Make sure you describe yourself as you generally are now, not as you wish to be in the future.

*(Circle One Response in Each Row)*

	<b>Not at All</b>	<b>A Little</b>	<b>Some</b>	<b>A Lot</b>
a. Outgoing...	1	2	3	4
b. Helpful...	1	2	3	4
c. Moody...	1	2	3	4
d. Organized...	1	2	3	4
e. Self-confident...	1	2	3	4
f. Friendly...	1	2	3	4
g. Warm...	1	2	3	4
h. Worrying...	1	2	3	4
i. Responsible...	1	2	3	4
j. Forceful...	1	2	3	4
k. Lively...	1	2	3	4
l. Caring...	1	2	3	4
m. Nervous...	1	2	3	4
n. Creative...	1	2	3	4
o. Assertive...	1	2	3	4
p. Hardworking...	1	2	3	4
q. Imaginative...	1	2	3	4
r. Softhearted...	1	2	3	4
s. Calm...	1	2	3	4
t. Outspoken...	1	2	3	4
u. Intelligent...	1	2	3	4
v. Curious...	1	2	3	4
w. Active...	1	2	3	4
x. Careless...	1	2	3	4

**[Question 36 Continued]** Make sure you describe yourself as you generally are now, not as you wish to be in the future.

*(Circle One Response in Each Row)*

	<b>Not at All</b>	<b>A Little</b>	<b>Some</b>	<b>A Lot</b>
y. Broad-minded...	1	2	3	4
z. Sympathetic...	1	2	3	4
aa. Talkative...	1	2	3	4
bb. Sophisticated...	1	2	3	4
cc. Adventurous...	1	2	3	4
dd. Dominant...	1	2	3	4

**34.** Please indicate the extent to which you agree or disagree with each of the following statements.

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I am good at resisting temptation.	1	2	3	4	5
b. I have a hard time breaking bad habits.	1	2	3	4	5
c. I am lazy.	1	2	3	4	5
d. I say inappropriate things.	1	2	3	4	5
e. I do certain things that are bad for me, if they are fun.	1	2	3	4	5
f. I refuse things that are bad for me.	1	2	3	4	5
g. I wish I had more self-discipline.	1	2	3	4	5
h. People would say that I have iron self-discipline.	1	2	3	4	5
i. Pleasure and fun sometimes keep me from getting work done.	1	2	3	4	5
j. I have trouble concentrating.	1	2	3	4	5
k. I am able to work effectively toward long-term goals.	1	2	3	4	5
l. Sometimes I can't stop myself from doing something, even if I know it is wrong.	1	2	3	4	5
m. I often act without thinking through all the alternatives.	1	2	3	4	5

**35. Please indicate the extent to which you agree or disagree with each statement about YOUR PREFERENCES AND ATTITUDES AT WORK AND OUTSIDE OF WORK.**

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I like to work hard.	1	2	3	4	5
b. I feel that winning is important in both work and games.	1	2	3	4	5
c. I enjoy working in situations that involve cooperation.	1	2	3	4	5
d. The amount of money I earn is extremely important to me.	1	2	3	4	5
e. I prefer to work in situations that require a high level of skill.	1	2	3	4	5
f. I enjoy working in situations involving competition with others.	1	2	3	4	5
g. I am strongly motivated by the money I can earn.	1	2	3	4	5
h. I feel that teamwork is important in both work and games.	1	2	3	4	5
i. I am strongly motivated by the recognition that I can earn from other people.	1	2	3	4	5
j. I try harder when I'm in competition with other people.	1	2	3	4	5
k. It is important to me to do my work as well as I can even if it isn't popular with my peers.	1	2	3	4	5
l. It is important to work well with others.	1	2	3	4	5
m. Once I undertake a task, I persist.	1	2	3	4	5
n. I enjoy working as part of a team.	1	2	3	4	5
o. I want other people to find out how good I really can be at my work.	1	2	3	4	5
q. I find satisfaction in working as hard as I can.	1	2	3	4	5
q. I have to feel that I'm earning something for what I do.	1	2	3	4	5
r. It is important to me to perform better than others on a task.	1	2	3	4	5

The next 9 questions ask you to determine whether you would choose to be paid \$50 today or a higher amount in one week. Please indicate whether you would prefer the smaller reward today or the larger reward in one week.

***(Circle One Response in Each Row)***

<b>36.</b> Would you prefer...	\$50.00 right now	or	\$50.00 in one week
<b>37.</b> Would you prefer...	\$50.00 right now	or	\$50.50 in one week
<b>38.</b> Would you prefer...	\$50.00 right now	or	\$51.50 in one week
<b>39.</b> Would you prefer...	\$50.00 right now	or	\$52.50 in one week
<b>40.</b> Would you prefer...	\$50.00 right now	or	\$53.00 in one week
<b>41.</b> Would you prefer...	\$50.00 right now	or	\$54.50 in one week
<b>42.</b> Would you prefer...	\$50.00 right now	or	\$55.00 in one week
<b>43.</b> Would you prefer...	\$50.00 right now	or	\$57.50 in one week
<b>44.</b> Would you prefer...	\$50.00 right now	or	\$60.00 in one week

The next 11 questions ask you to choose between getting a regular payment of money and taking a coin flip, where your payment depends on whether the coin lands on heads or tails. Read each choice carefully and select the option that you prefer.

Please note that this is NOT a test. THERE ARE NO RIGHT OR WRONG ANSWERS.

*(Circle One Response in Each Row)*

	<b><u>Regular Payment</u></b> If you choose this option, you will receive the amount of money listed in the box below.	<b><u>Coin Flip</u></b> If you choose this option, you will receive either \$10 or \$30, depending on whether the coin lands on heads or tails.
45.	For sure \$30	Heads \$10 Tails \$30
46.	For sure \$28	Heads \$10 Tails \$30
47.	For sure \$26	Heads \$10 Tails \$30
48.	For sure \$24	Heads \$10 Tails \$30
49.	For sure \$22	Heads \$10 Tails \$30
50.	For sure \$20	Heads \$10 Tails \$30
51.	For sure \$18	Heads \$10 Tails \$30
52.	For sure \$16	Heads \$10 Tails \$30
53.	For sure \$14	Heads \$10 Tails \$30
54.	For sure \$12	Heads \$10 Tails \$30
55.	For sure \$10	Heads \$10 Tails \$30

56. Please indicate the extent to which you agree or disagree with each of the following statements.

*(Circle One Response in Each Row)*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. When I start doing poorly on a task, I feel like giving up.	1	2	3	4	5
b. If given a choice, I have a tendency to select a relatively easy task rather than risk failure.	1	2	3	4	5
c. When I fail at a task, I am even more certain that I lack the ability to perform the task.	1	2	3	4	5
d. I often find that I am well prepared for success on a task, but I do not perform the task well under pressure.	1	2	3	4	5
e. I tend to put forth a great deal of effort into a task, but I often know that this effort is of poor quality.	1	2	3	4	5
f. Sometimes I think it is better not to have tried at all, then to have tried and failed.	1	2	3	4	5
g. When I am tackling a challenging task, I find that I am reminded of my previous failures.	1	2	3	4	5
h. I often avoid a task because I am afraid that I will make mistakes.	1	2	3	4	5
i. I find that I can learn to perform a task very well, but I crack under the pressure of the situation and often do not perform anywhere close to my potential.	1	2	3	4	5