PULSE OF ILLINOIS TEACHERS

SURVEY -- 2003

Submitted to

Dianne Ashby, Dean
College of Education
Illinois State University

Prepared by

Michael A. Lorber, Ph.D.
Yin Hsing Tseng
Min Wang
Ross Hodel, Ph.D.
Kelly Hall

March 30, 2004

PULSE OF ILLINOIS TEACHERS
SURVEY -- 2003

This report is divided into six parts: Background (page 2), Methodology (page 2), Summary/Conclusions (page 3), Recommendations (page 10), and The Pulse of Illinois 2003 Survey Results (page 12).

Background

The Pulse of Illinois Teacher surveys began in 2001 with the purpose of gathering information from practicing teachers about issues of current interest. After the data is analyzed the results are posted on the web page for the Center for the Study of Educational Policy (http://coe.ilstu.edu/edpolctr/projects.htmat), where they can be accessed by educational decision makers and the general public.

Methodology

The population consisted of all K-12 public school teachers in Illinois. The list of names, addresses, and grade levels provided by the ISBE showed that in 2002-03 there were 90,107 K-12 teachers. Of these, 44,247 were elementary school teachers, 18,440 were junior high/middle teachers, and 27,420 were high school teachers. Budget constraints made it impossible to send surveys to all of the teachers, but it was possible to sample 2,505 (2.78%) of them. In comparison, the 2002 survey sampled 2,157 teachers.

In March, a letter was addressed to each of the 2,505 teachers asking them to respond to the survey, which for the first time, was to be completed on-line. Each letter included an identification number that respondents were asked to enter when they completed the on-line survey. Sixty-two letters were returned because of incorrect addresses. By May, only 320 people had responded to the on-line survey, so it was decided to send a second letter to those who had not responded. At that point we discovered a problem. We had assumed that if we put an identification number on each letter, and arranged the mailing list in alphabetical order, that we could then match response numbers with names to facilitate a second mailing. We did not consider the fact that if the letters were put into the addressing machine out of order, the identification number on the letter would not match the name on the envelope (and on our master list), so we could not track the responses. Given this realization, a whole new sample of 2,505 teachers was drawn for the second mailing, but the number of letters sent was reduced by 300 to minimize overlap. We were also able to identify 52 of the teachers who responded to the first survey, so this time 2,153 letters

were sent and only 10 were returned because of incorrect addresses. By July of 2003, 580 useable returns were received for a return rate of 23.8%. In comparison, the return rate in 2001 was 46% and in 2002 it was 40.3%. The lower return rate may be due, in part, to the fact that teachers were asked to respond on-line rather than having a paper survey in hand. The relatively low return rate should be taken into consideration when evaluating the responses.

The survey was divided into topics and a summary of the results for each topic follows.

Summary/Conclusions

Demographic Data (not collected in 2001 or 2002)

Summary

Age: The data shows that about 23% of the respondents were between 25 and 35 years of age, about 18% were between 46-50, and about 28% were between 51-55.

Gender: About 71% of the respondents were female and about 29% were male.

Grade Level: About 43% of the respondents taught at the elementary level, about 23% taught at the Middle School level, and about 33% taught at the high school level.

Experience: About 84% of the respondents had seven or more years of teaching experience.

Degrees: About 36% of the respondents had Bachelor degrees, most with additional hours of credit, and about 63% had Master degrees again, most with additional hours of credit.

Certification: About 95% of the respondents earned their certificates in traditional four-year teacher education programs.

Conclusions

The data confirm the fact that the average age of teachers is increasing. The Pulse 2003 data showing that about 46% of the respondents were between 46-55 years of age. The percentage for this age group reported in the ISBE "Educator Supply and Demand Report, 2002," (http://www.isbe.net/board/meetings/jan03meeting/supplyrpt.pdf), was about 36% so, in the Pulse 2003 survey, teachers ages 46-55 were over-represented by about 10%. Teachers below 25 years of age, and those over 56 years of age were under-represented by about 3% in each group. Respondent teachers ages 50 years and older were represented at parity with the ISBE report at 39%.

The gender breakdown of about 70% female and about 30% male is consistent with the fact that about 66% of the respondents taught at the elementary or Jr. High-Middle School level. At these levels, females have long outnumbered males. Nonetheless, according to 2002 state statistics, 77% of teachers, statewide, are female and 23% are male (Illinois State Board of Education, http://www.isbe.state.il.us/research/SupplyDemand02/02ESDfinal.pdf 2002).

Given the age of the teachers, it is not surprising that about 84% had seven or more years of teaching experience, or that about 63% had Master degrees. The percentages reported in the ISBE report were 54% and 46% respectively, but the ISBE report included special education teachers and others not included in the Pulse 2003 survey. Since many of the teachers completed their undergraduate programs some time ago, universities might consider offering more courses in areas such a classroom management and assessment. Responses to item 17 of this survey suggest that teachers would like to increase their knowledge and skill levels in these areas.

Although the sample was randomly selected, not all teachers sampled responded to the survey. This, in turn, led to some discrepancies between the demographic characteristics of respondents and teachers throughout the state. Respondents represented teachers throughout the state in terms of grade level taught.

National Boards

Summary

Familiarity: About 78% of the respondents said that they were either somewhat or very familiar with the National Board certification process. This compares with about 55% in 2001 and 61% in 2002.

Seeking: About 13% of the respondents said that planned to seek National Board certification. This compares with about 23% in 2001 and about 11% in 2002.

Holding: About 7% of the respondents held National Board certification. This compares with about 6% in 2001 and 5% in 2002.

Conclusions

Most respondents (78%) were familiar with the National Board certification process. The fact that the percentage of those holding National Board certification is growing by about 1% per year is likely related to the fact that the majority of teachers are older and see little long-term benefit to beginning the National Board certification process at this point in their career. The data from other items also suggests that teachers may be directing their

efforts elsewhere. For example, the results from item 13 suggests that teachers are more involved with meeting state learning standards (about 79% reported such involvement) and the results from item 21g suggests that more teachers are using technology to collaborate with other teachers (about 37% reported such collaboration).

No Child Left Behind Act (NCLB)

Summary

Certification: Among the respondents, 79% were certified in the all of the subjects they taught and about another 9% were certified in their main area and in some others. Only about 3% were teaching out of their area of certification. This question was not asked in 2001 or 2002 so there is no basis for comparison.

Test Data: About 25% of the respondents said that they received standardized test data early enough in the year to make use of it, but about 30% said that they received the data too late for it to be useful. Another 27% said that they received too little test data to justify any modification in their teaching. This question was not asked in 2001 or 2002.

Test Value: About 21% of the respondents felt high stakes tests benefited students. This compares with 23% in 2002 (the question was not asked in 2001. About 57% felt that such tests did not benefit students and this compares with about 75% in 2002.

Conclusions

It was encouraging to see that about 97% of the respondents were certified in their primary assignment area and that about 79% were certified in all of their assignment areas. Concerning test results, the data suggests that about 57% of the respondents felt that they received either too little test data, or received it too late in the year, to make effective use of it. These percentages may be affected by the fact that in 2003 a “Not sure” choice was added and about 21% of the respondents selected that category. Nonetheless, the data suggests that it might be wise for administrators to review the kind of test results shared with teachers and when those results are shared.

Standards

Summary

Familiarity: About 99% of the respondents said that they were either somewhat or very familiar with the Illinois Learning Standards (ILS). This compares with about 93% in 2001 and 95% in 2002.

Use: About 79% of the respondents said that they were using the ILS in designing their lessons. This compares with about 77% in 2001 and about 71% in 2002.

School Year: About 40% of the respondents liked the idea of year-round schooling. This compares with 41% in 2002.

School Day: About 20% of the respondents liked the idea of lengthening the school day, but about 67% did not. The remaining 13% were not sure. The question was not asked in 2001 or 2002.

Conclusions

It is likely that the increased emphasis placed on the Illinois Learning Standards (ILS) in graduate and undergraduate courses is partly responsible for the fact that 99% of the respondents said that they were familiar with them. However, given the age of the respondents and the fact that 42% held a Master degree plus at least 16 hours, it is likely that the efforts of school districts to make teachers aware of the ILS, is also having an affect.

Cross-tabulations show that at the elementary school level, 88% of respondents reported using ILS for planning their lessons. At the middle school level, the percentage was 86% and at the high school level, it dropped to 64%. Given this data, teacher preparation institutions might consider strengthening the link between the ILS and assessment techniques, particularly at the secondary level. Such a link would benefit the many teachers who learned about assessment before the ILS came into existence, but who are now taking graduate classes.

The data suggests that support for year-round schooling, and for lengthening the school day, is low, about 41% and 20% respectively. Given the time and effort needed to develop such plans, and the relative lack of support, the time and effort might be better directed at some other goal. A cross-tabulation shows that as the educational level of teachers' increases, the more likely they are to disagree with the idea that year-round schooling is a good one. This question was not asked in 2001. Cross-tabulations also show that as

teacher age and experience increases, the more likely they are to disagree with the idea that lengthening the school day is a good one.

Teacher Preparation

Summary

Preparation: About 55% of the respondents agreed that the quality of their teacher education program was either Superior or Above Average. This compares with about 37% in 2001 and 39% 2002.

Emphasis: About 39% of the respondents wished that their teacher preparation program had given more emphasis to classroom management, and 20% wished that more emphasis had been given to assessment.

Multicultural: About 83% of the respondents either agreed or strongly agreed that they were well prepared to cope with multicultural issues. This compares with about 86% in 2001 and about 85% in 2002. It should be noted that a "Not sure" choice was added for this question in 2003 and it was selected by about 12% of the respondents.

Disabilities: About 54% of the respondents either agreed or strongly agreed that they were well prepared to deal with students with disabilities. This compares with about 65% in 2001 and about 79% in 2002. As was the case with the preceding item, a "not sure" choice was added in 2003 and it was selected by about 12% of the respondents.

Conclusions

While the data showed that most teachers were satisfied with their teacher preparation program, it also showed that many wished that greater emphasis had been placed on classroom management and on assessment. This data suggest that teacher education programs should be examined to see where greater emphasis on classroom management and assessment could be placed. For example, each instructor could be asked to specify course objectives in terms that are both observable and measurable and to link those objectives with relevant Illinois Learning Standards.

A cross-tabulation between types of certification and ratings of teacher preparation program show that teachers prepared in alternative certification programs are more likely to rate their programs as excellent or superior (13%) than teachers who are prepared in traditional programs (5%). A cross-tabulation also shows that as the level of teacher educa-

tional attainment increases, the greater the agreement that they are not prepared to cope with multicultural issues. One explanation for this relationship is that the additional courses taken by these teachers focused on specific content rather than on multicultural issues. Another cross-tabulation shows that as the age of teachers increases, so does their agreement with the statement that they are well prepared to cope with students with disabilities. Here, it is likely that over time teachers become more able to cope with all kinds of students, including those with disabilities.

Computer Technology

Summary

Access: There was an increase in every aspect sampled concerning access to computer technology. The greatest increase concerned the availability of networked computer labs. About 78% of the respondents reported such access. This compares with about 61% in 2001 and about 68% in 2002.

Level of Use: There was an increase in all but one aspect sampled concerning level of computer use. The greatest increase concerned reported understanding of productivity tools such as spreadsheets and databases. About 58% of the respondents reported such understanding. This compares with about 39% in 2001 and 2002. In the area of using technology to plan and teach collaboratively, about 37% reported such collaboration. This compares with about 30% in 2001 and 2002. The one area that was rated about the same in all three years concerned the understanding of social, ethical, and human issues related to computing technology. That rating was consistent at about 55%.

Support: The extent to which respondents felt that they had access to computer training and support was, and remains, high. In 2003, about 82% agreed or strongly agreed that they had such access. This compares with about 83% in 2001 and about 87% in 2002. The slight decline in 2003 may be attributable to the fact that a new "Not sure" choice was added and it was selected by 5% of the respondents.

Conclusions

The high levels of computer access and use reported may reflect the large amounts of grant money that was available in recent years to upgrade and expand computer labs and teacher training. It may also reflect the fact that more districts are requiring teachers to use computers to record grades and attend to other administrative matters. The decline in levels of support likely reflects the fact that much of the grant money has been used and

current budget restrictions required the reduction of expenses in these areas.

Teacher preparation institutions might consider the data in terms of the ages of the respondents. For example, since many respondents were older and nearing the end of their careers, it is not likely that many of them are interested in taking courses focused on topics such as web design or hypermedia. The data suggests, however, that they might be interested in courses focused on the social, ethical, and human issues related to computing and technology.

Job Satisfaction

Summary

Satisfaction: About 83% of the respondents said that they were satisfied or very satisfied with the teaching profession. This compares with 79% in 2001 and about 83% in 2002.

Support: About 72% of the respondents said that agreed or strongly agreed that they got strong administrative support for their professional development. This compares with about 78% in 2001 and about 80% in 2002. Part of the decline in 2003 may be attributable to a new "Not sure" choice that was selected by about 9% of the respondents.

Money: About 36% of the respondents agreed or strongly agreed that they got sufficient monetary incentives for professional development. This compares with about 36% in 2001 and about 33% in 2002.

Recommend: A new question asked in the 2003 survey was whether the respondent would recommend teaching as a career for a child or close relative. About 69% said yes and about 30% said no.

Conclusions

The data suggests that the majority of the respondents were satisfied with their career choice and would recommend a career in teaching to a loved one. As might be expected, most felt that there should be more monetary incentives for their professional development efforts.

Alternative Certification

Summary

Support: About 35% of the respondents either agreed or strongly agreed with the idea

of Alternative Certification, particularly in high need content areas. This compares with about 32% in 2002.

Conclusions

The data suggests that there is a slow growth in acceptance of the idea of Alternative Certification. This acceptance is likely to translate into less resistance on the part of teacher organizations to Alt. Cert. candidates.

RECOMMENDATIONS

For Schools and School Districts

It is probable that concerns about the economy, about health benefits after retirement, and about how to spend retirement years, are causing many teachers to stay in their classrooms beyond traditional retirement ages. Nonetheless, with about 28% of surveyed teachers being between 51-55 years of age, and another 10.7% being 56 or older, replacement teachers will clearly be needed. To acquire the teachers they will need, school districts might consider establishing or strengthening already existing partnerships with teacher preparation institutions. Not only can the teacher preparation institutions help recruit the kinds of teachers needed by partner districts, but the districts, themselves, might recommend candidates to the teacher preparation institutions.

Only about 25% of the survey respondents said that they received standardized test data early enough in the year to make use of it. In its Evaluation of the Implementation of Illinois Learning Standards: Year Four Report (Aug. 2002), the authors say that, "In addition, the timeline and format for reporting results causes perceived barriers to local use of test results. ISAT and PSAE results are viewed as having significant consequences by local educators, yet their credibility and utility are questioned." (http://www.isbe.state.il.us/ils/pdfs/ilssumrecom.pdf, pages 8-9). State officials seem aware of the problem, but no suggestions for solving the problem were included in the report. Perhaps district officials should work with state officials to solve the problem.

Survey respondents said that they wished their teacher preparation programs had placed greater emphasis on classroom management, assessment, and helping students with special needs. Districts might consider working with a teacher preparation institution so that a needs assessment could be conducted to identify specific needs within the district, and so that credit-bearing courses could be offered, on-site, to focus on those needs.

Recommendations for Teacher Preparation Institutions

Given that respondents wished that their teacher education program had placed greater emphasis on classroom management, assessment, and special education, perhaps teacher preparation institutions should examine their undergraduate programs and see if they should include a specific course in each of these areas. While many schools wrestle with the desire to include more courses and the need to stay within, or at least close to, a 120 semester-hour graduation cap; the fact remains that teachers report a need for more preparation in these particular areas.

Teacher preparation institutions, through their formal and informal links with public schools, could be more proactive in identifying high need content areas in specific districts and then helping to recruit prospective teachers for those particular openings. This would not preclude districts from conducting nationwide searches for qualified people, but it might help direct more high need content area teachers to specific districts.

Recommendations for Methodology

The return rate for the on-line survey was lower than for previous surveys that had been sent out via mail. There is no way to determine if the lower return rate was a function of the switch to the on-line format or if the return rate would have been lower even if paper surveys had been used. To help determine that point, and to realize the cost and time savings possible with the on-line approach, it is recommended that if a survey is conducted in 2004, that it also be done on-line.

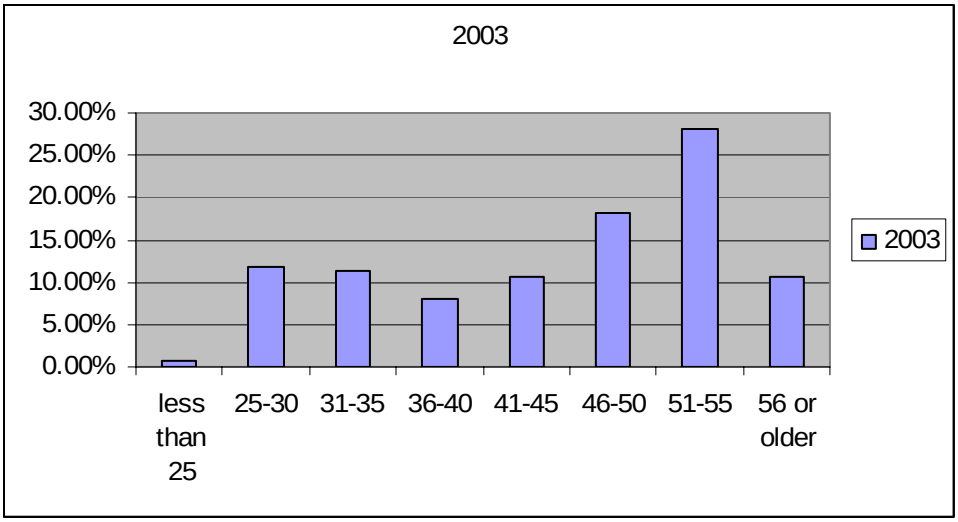
The Pulse 2003 Survey, the first six questions gathered demographic information. This information was used to see if specific elements of the sampled teachers responded to questions in unique ways. Upon analyzing the data, the researchers discovered that the demographic identifiers broke the sample into so many subgroups that hundreds of cross- tabulations were needed. While the computer time required for the cross-tabulations was negligible, the time required for the researchers to examine the hundreds of cross-tabulation data was immense. After analyzing the cross-tabulation data, the researchers found that little of it revealed any surprising information or had any practical significance.

It is recommended that the Pulse 2004 Survey include fewer demographic categories and that thought be given to anticipating likely links between subgroup responses and specific questions. In this way, the survey results can be used to test assumptions as well as to gather new data.

Pulse Of Illinois Teachers Survey Results -- 2003

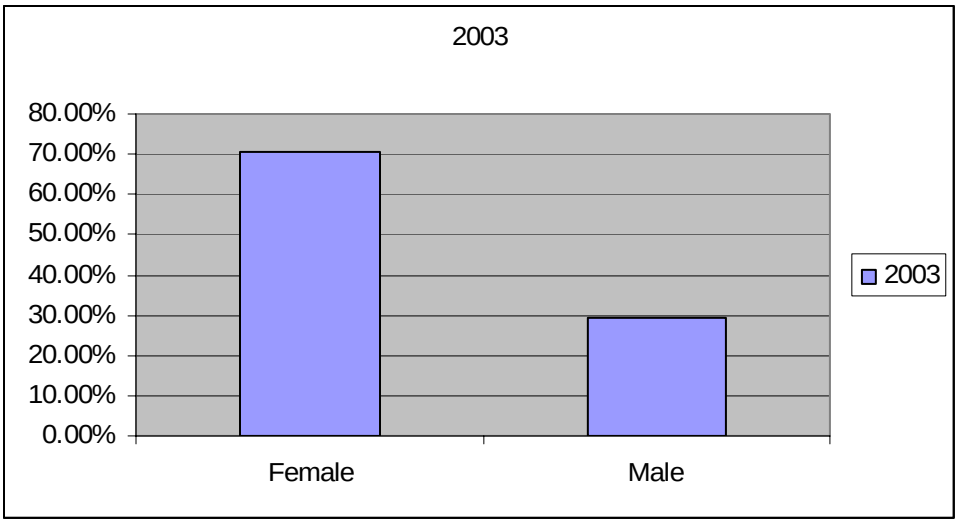
1. My age is: (Not asked in 2001-02 survey)

		2003
a.	less than 25	00.7%
b.	25-30	11.9%
c.	31-35	11.4%
d.	36-40	08.1%
e.	41-45	10.7%
f.	46-50	18.1%
g.	51-55	28.1%
h.	56 or older	10.7%



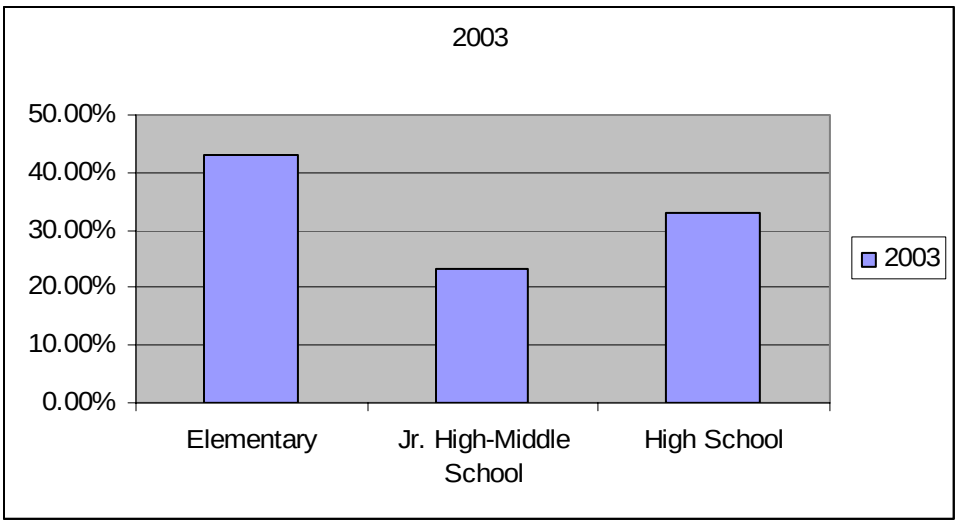
2. My gender is: (Not asked in 2001-02 survey)

		2003
a.	Female	70.7%
b.	Male	29.1%



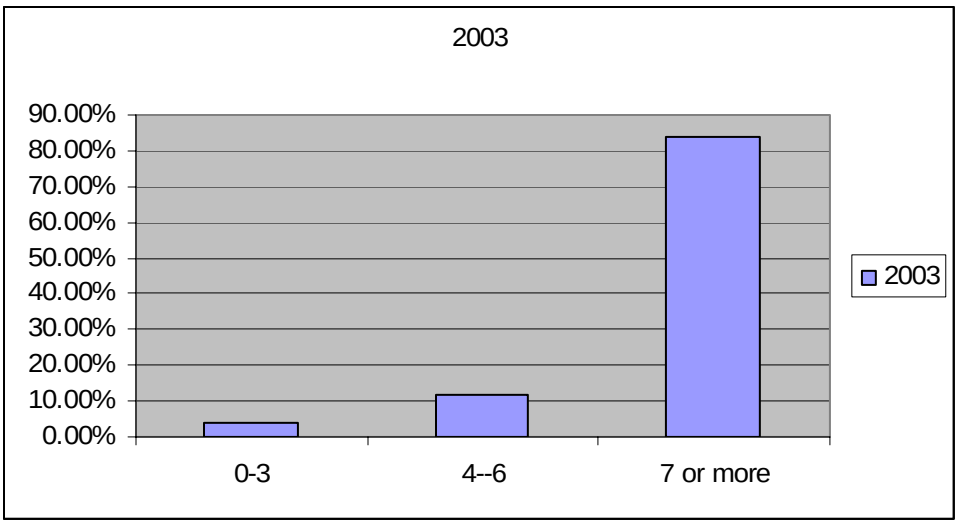
3. The grade level at which I am currently teaching is: (Not asked in 2001-02 survey)

		2003
a.	Elementary	42.9%
b.	Jr. High-Middle School	23.3%
c.	High School	32.9%



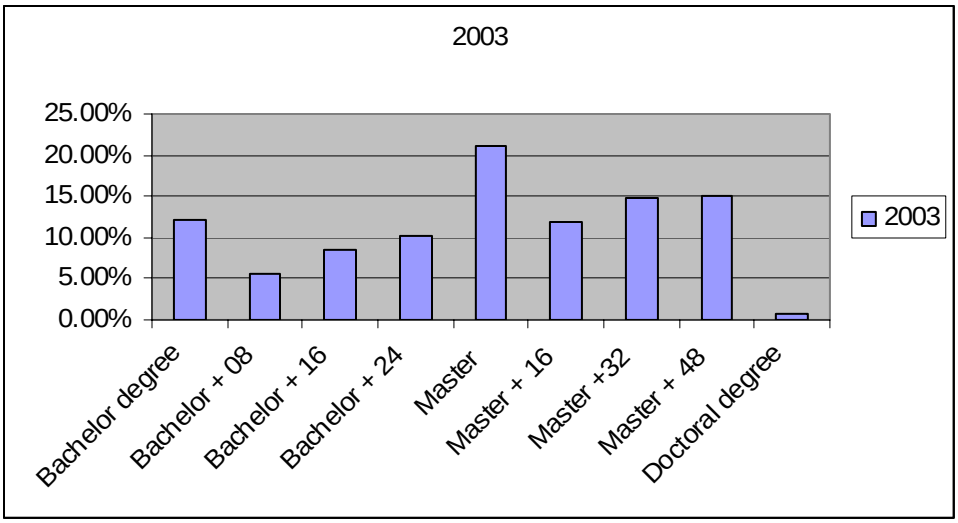
4. The category in which I fit with respect to years of teaching experience is: (Not asked in 2001-02 survey)

		2003
a.	0-3	04.0%
b.	4-6	11.7%
c.	7 or more	83.8%



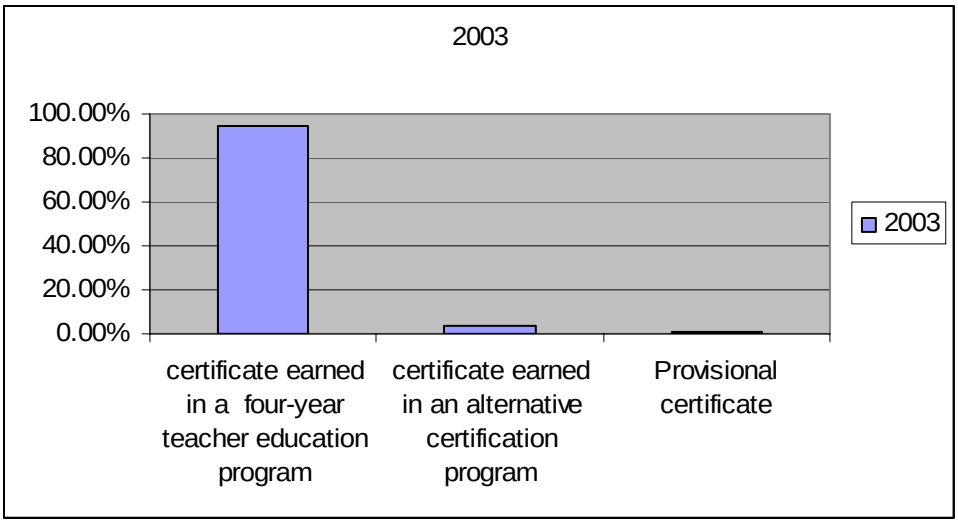
5. Highest level of education (Not asked in 2001-02 survey)

		2003
a.	Bachelor degree	12.1%
b.	Bachelor + 08	05.7%
c.	Bachelor + 16	08.6%
d.	Bachelor + 24	10.2%
e.	Master	21.0%
f.	Master + 16	11.9%
g.	Master +32	14.7%
h.	Master + 48	15.0%
i.	Doctoral degree	00.7%



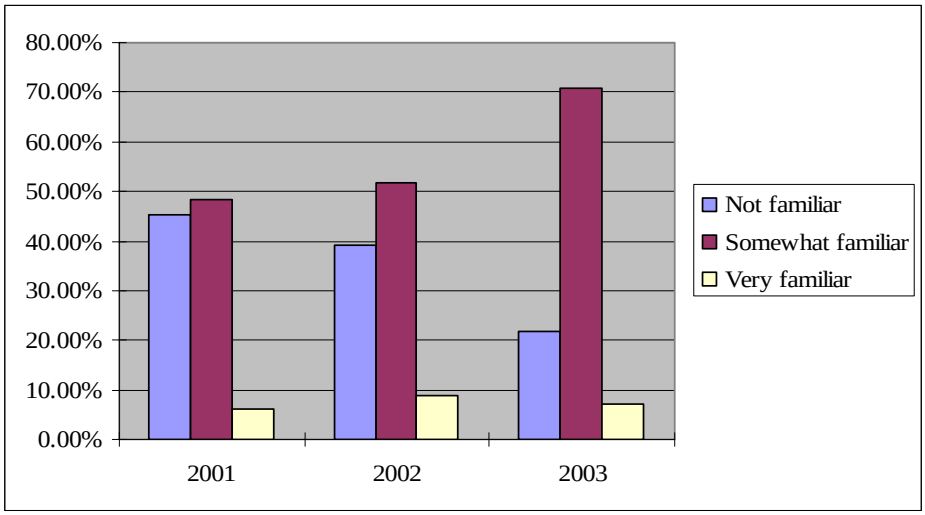
6. With respect to my certification, I currently hold a(n): (Not asked in 2001-02 survey)

		2003
a.	certificate earned in a traditional four-year teacher education program.	94.8%
b.	certificate earned in an alternative certification program.	04.0%
c.	Provisional certificate	00.9%



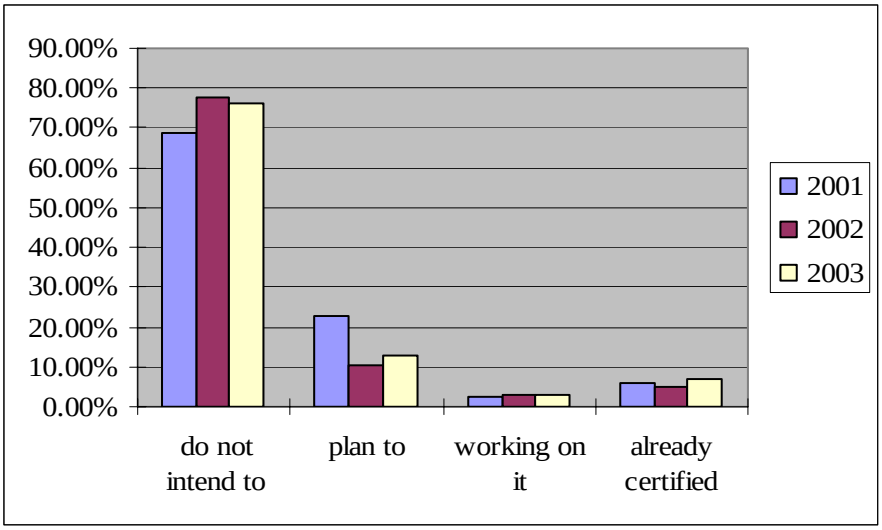
7. How familiar are you with the National Board for Professional Teaching Standards certification process?

		2001	2002		2003
a.	Not familiar	45.4%	39.0%	-06.4%	21.7%
b.	Somewhat familiar	48.5%	51.8%	+03.3%	70.9%
c.	Very familiar	06.1%	09.0%	+02.9%	07.2%



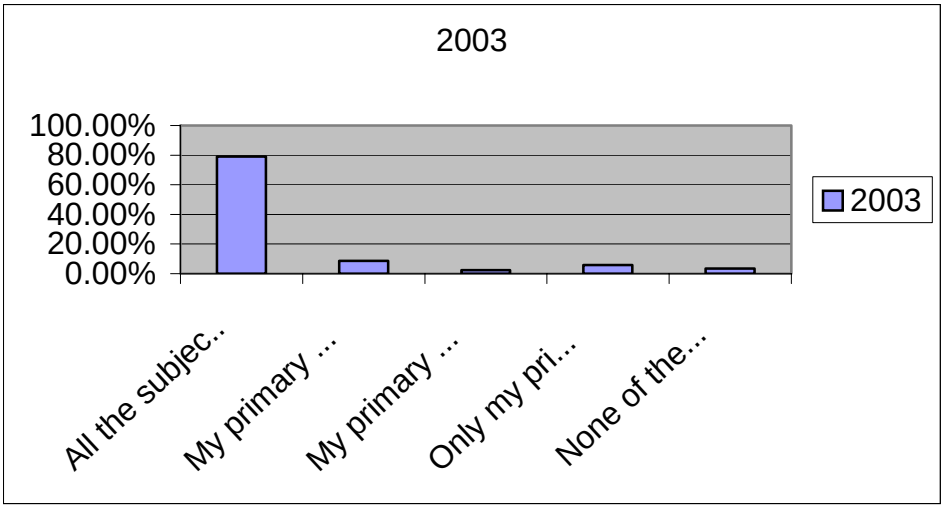
8. Will you seek the National Board certification for teaching?

		2001	2002		2003
a.	I do not intend to seek it.	68.7%	77.7%	+09.0%	76.0%
b.	I plan to seek it.	22.6%	10.5%	-12.1%	12.8%
c.	I am working on it.	02.6%	03.2%	+00.6%	02.9%
d.	I am already certified.	06.0%	05.1%	-00.9%	06.7%



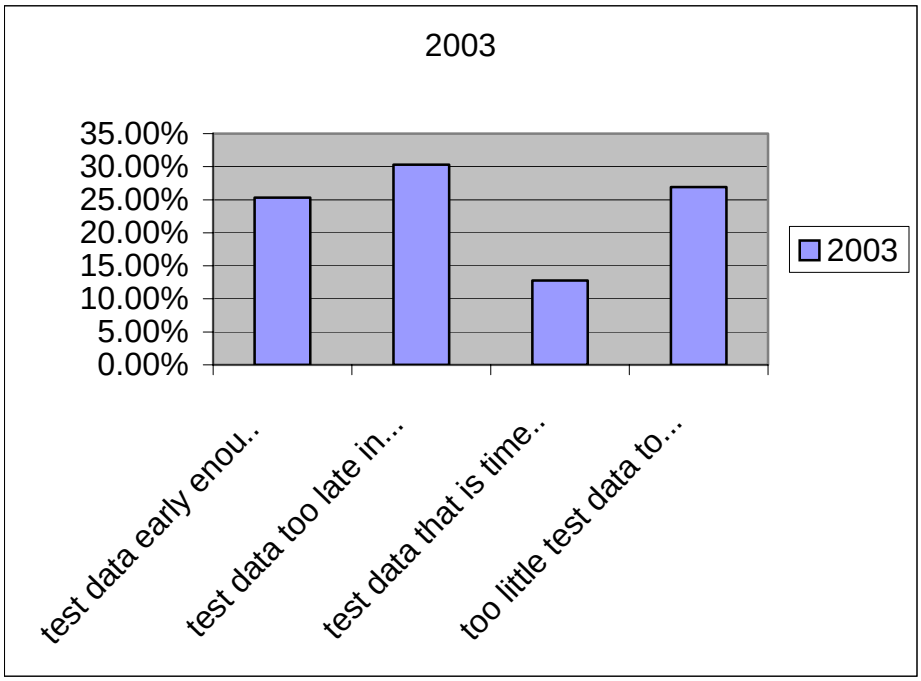
9. Part of the NCLB requires that no teacher will teach out of his or her field. Given your areas of certification and endorsements, which of the following best applies to you? (Not asked in 2001-02 survey)

		2003
a.	All the subjects I teach are endorsed on my certificate	79.0%
b.	The subject of my primary assignment and some of the other subjects I teach are endorsed on my certificate.	08.6%
c.	The subject of my primary assignment is not endorsed but some or all other subjects that I teach are endorsed on my certificate.	02.4%
d.	Only the subject of my primary assignment is endorsed on my certificate.	05.9%
e.	None of the subjects I teach are endorsed on my certificate.....	03.4%



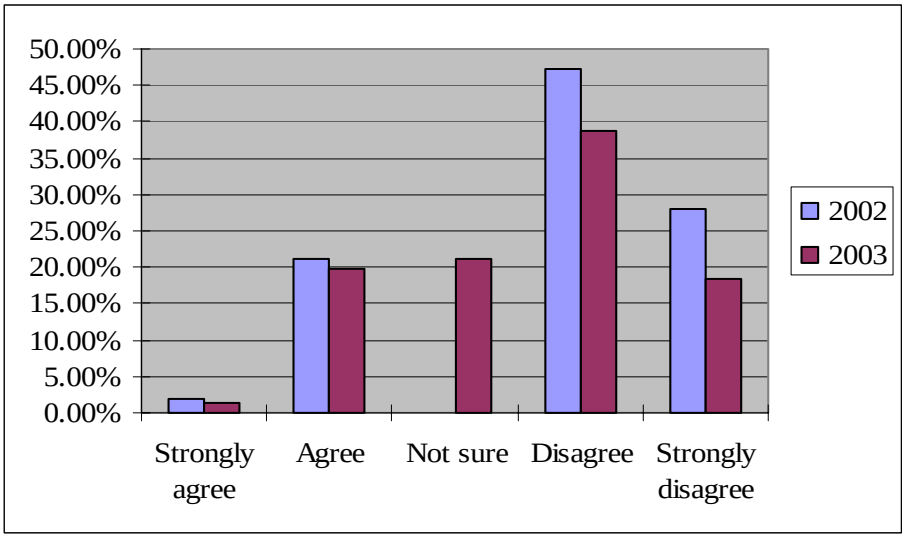
10. Part of the NCLB requires increased accountability in the form of standardized test data. I received: (Not asked in 2001-02 survey)

2003



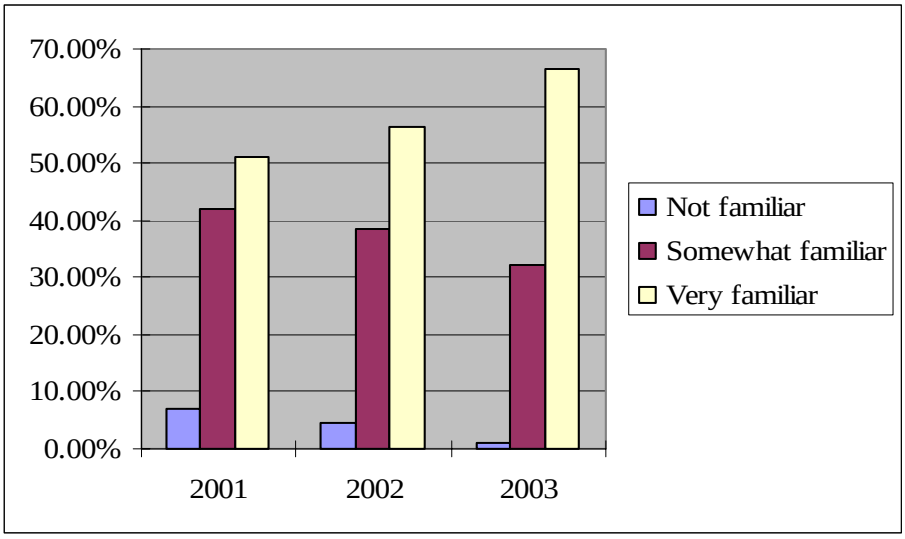
11. To what extent do you agree with the idea that high-stakes tests, such as the Illinois Standards Achievement Tests and the Prairie State Achievement Test, benefit students? (Not asked in 2001 survey)

		2002	2003	
a.	Strongly agree	01.8%	01.4%	-00.4%
b.	Agree	21.2%	19.7%	-01.5%
c.	Not sure		21.2%	
d.	Disagree	47.2%	38.8%	-08.4%
e.	Strongly disagree	28.1%	18.4%	-09.7%



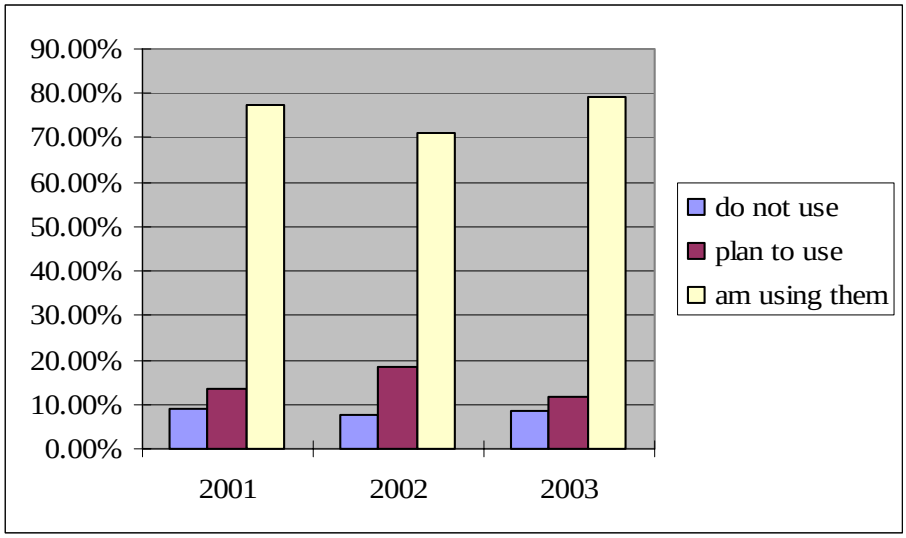
12. How familiar are you with the Illinois Learning Standards?

		2001	2002		2003
`a.	Not familiar	07.0%	04.6%	-02.4%	01.0%
b.	Somewhat familiar	42.0%	38.6%	-03.4%	32.1%
c.	Very familiar	51.0%	56.4%	+05.4%	66.4%



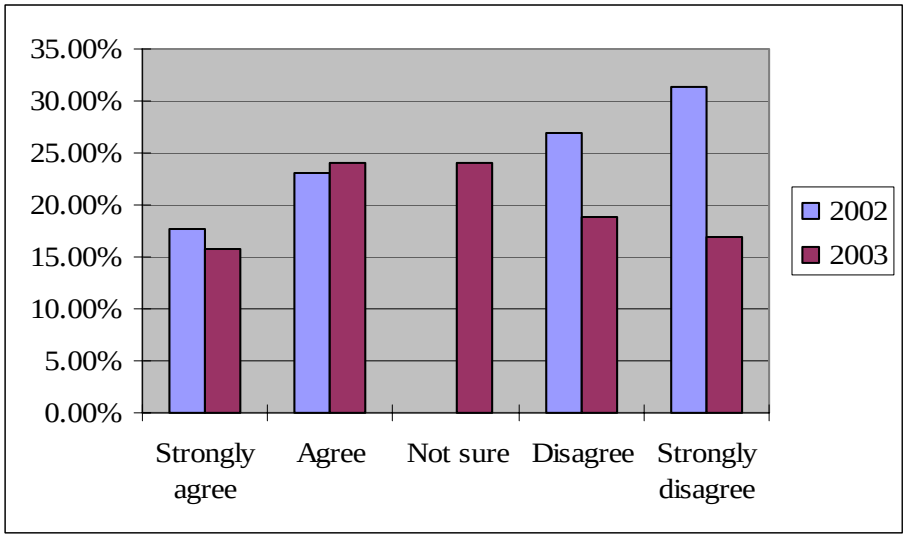
13. How do you plan to use, or now use, the Illinois Learning Standards in your teaching?

		2001	2002	2003
a.	I do not use them and have plans to use them.	09.1%	07.8%	08.4%
b.	I plan to use them.	13.3%	18.6%	11.6%
c.	I am using them now for designing lessons.	77.6%	71.3%	79.0%



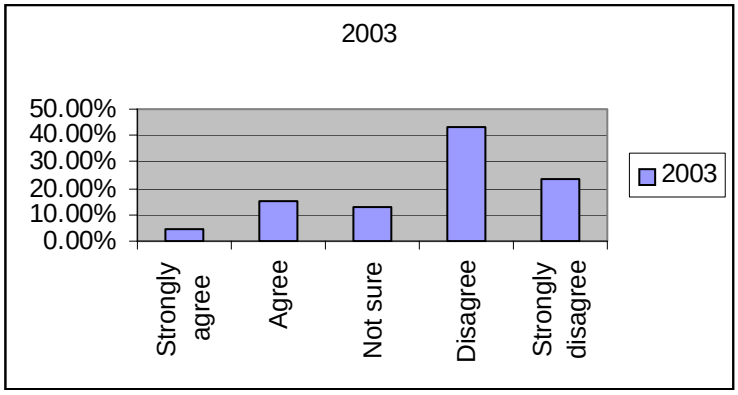
14. Assuming that the length of the school year stays the same (about 180 days), to what extent do you believe that the idea of a year-round school is a good one? (Not asked in 2001 survey)

		2002	2003	
a.	Strongly agree	17.7%	15.7%	-02.0%
b.	Agree	23.0%	24.1%	-01.1%
c.	Not sure		24.0%	
d.	Disagree	26.9%	18.8%	-08.1%
e.	Strongly disagree	31.3%	16.9%	-14.4%



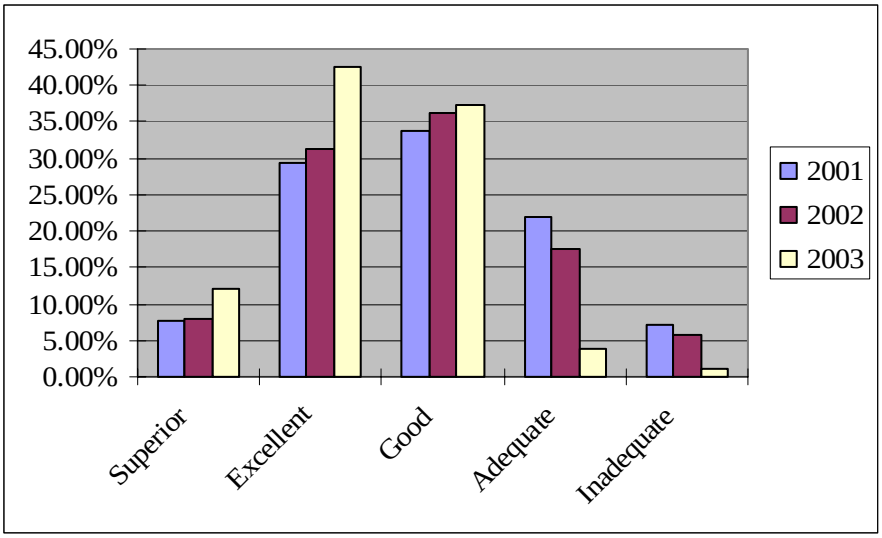
15. Assuming that the length of the school year stays the same, to what extent do you believe that lengthening the school day is a good one? (Not asked in 2001-02 survey)

		2003
a.	Strongly agree	04.5%
b.	Agree	15.3%
c.	Not sure	13.1%
d.	Disagree	43.3%
e.	Strongly disagree	23.4%



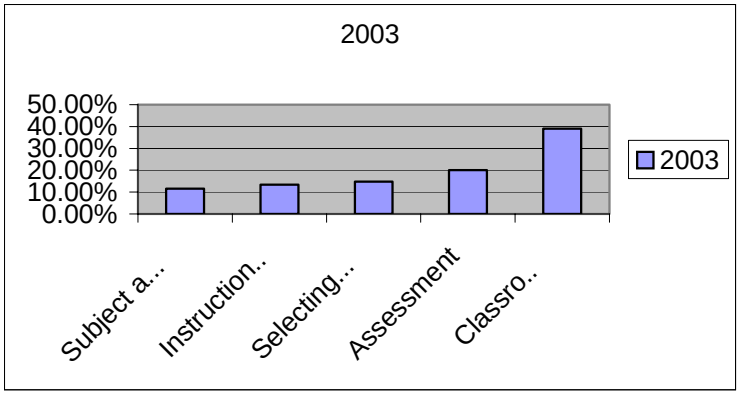
16 How would you rate the quality of your teacher preparation program?

		2001	2002	2003
a.	Superior	07.8%	07.9%	12.2%
b.	Excellent	29.4%	31.4%	42.6%
c.	Good	33.7%	36.1%	37.4%
d.	Adequate	22.0%	17.6%	03.8%
e.	Inadequate	07.0%	05.8%	01.2%



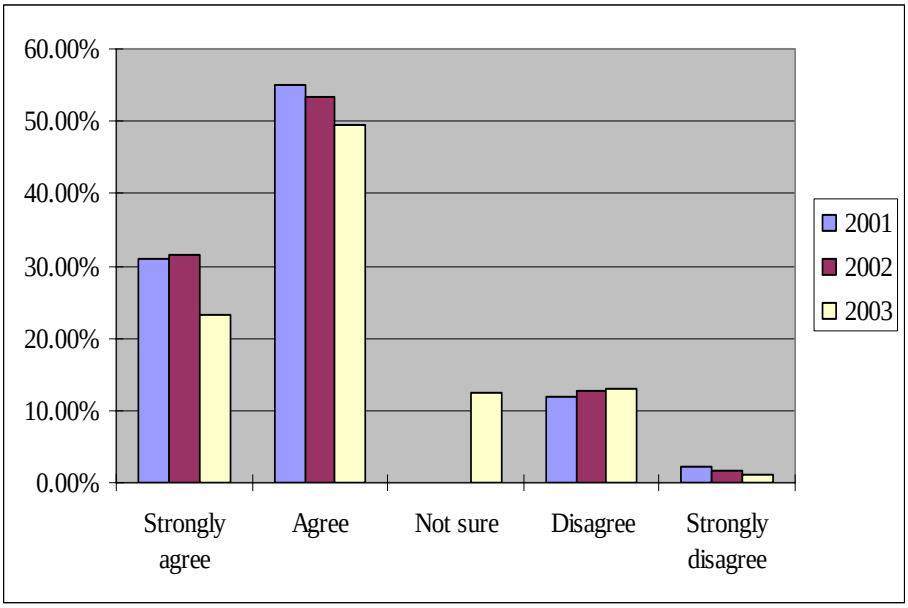
17. Given that the content of most teacher preparation programs is limited by available time, which one of the following areas in your program do you wish had been given greater emphasis? (Not asked in 2001-02 survey)

		2003
a.	Subject area content (Math, Science, History, etc.)	11.6%
b.	Instructional Planning (Syllabi, Unit Plans, Lesson Plans)	13.4%
c.	Selecting and Using Instructional Procedures and Materials	14.8%
d.	Assessment	20.0%
e.	Classroom Management	39.1%



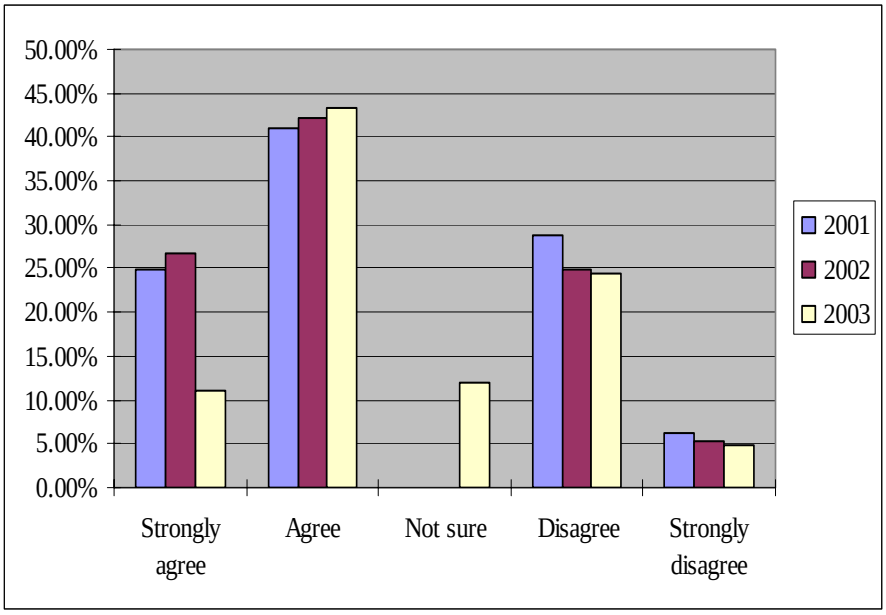
18. To what extent do you agree that you are well prepared to cope with a multicultural environment?

		2001	2002		2003	
a.	Strongly agree	31.0%	31.5%	+00.5%	23.3%	-08.2%
b.	Agree	55.0%	53.3%	-01.7%	49.5%	-03.8%
c.	Not sure				12.4%	
d.	Disagree	12.0%	12.7%	+00.7%	13.1%	+00.4%
e.	Strongly disagree	02.1%	01.7%	-00.4%	01.2%	-00.5%



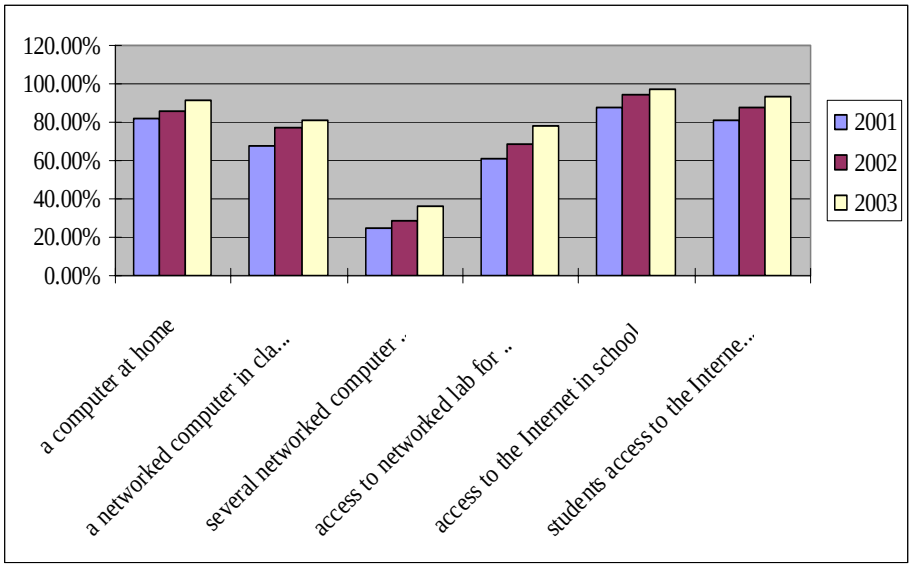
19. To what extent do you agree that you are well prepared to cope with students with disabilities?

		2001	2002		2003	
a.	Strongly agree	24.9%	26.7%	+01.8%	11.0%	-15.7%
b.	Agree	40.9%	42.6%	+01.7%	43.4%	+00.8%
c.	Not sure				11.9%	
d.	Disagree	28.9%	24.8%	-04.1%	24.5%	-00.3%
e.	Strongly disagree	06.2%	05.3%	-00.9%	04.8%	-00.5%



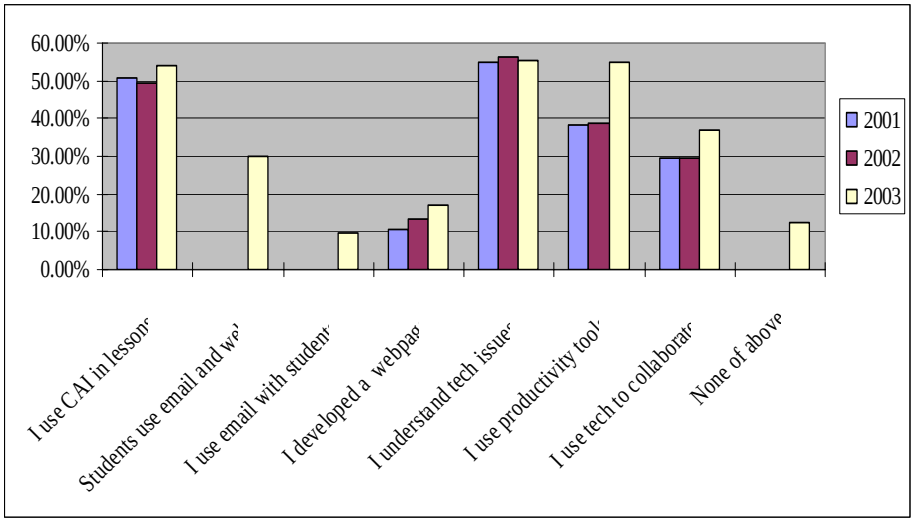
20. With respect to access to computer technology please check all that apply.

		2001	2002	2003
a.	I have a computer with modem at home.	81.7%	85.5%	91.0%
b.	I have a networked computer in my classroom.	67.2%	76.8%	81.4%
c.	I have several networked computers in my classroom	24.9%	29.0%	36.4%
d.	I have access to a networked computer lab.	61.4%	68.3%	77.8%
e.	I have access to the Internet in school.	87.2%	94.6%	96.7%
f.	My students have access to the Internet in school.	81.0%	87.6%	93.8%
g.	None of the above	01.5%	00.2%	00.2%



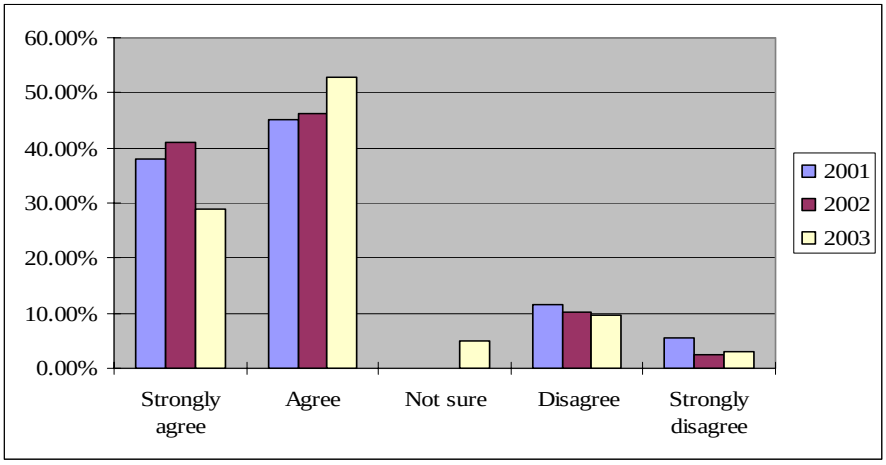
21. With respect to your level of use of computer technology and the Internet, please check all that apply.

		2001	2002	2003
a.	I build the use of computer assisted instruction programs into my instructional plans.....	50.9%	49.3%	54.0%
b.	I have my students use electronic mail and the web to support instruction.....			29.8%
c.	I frequently interact with students via e-mail			09.8%
d.	I develop web pages using multimedia and hypermedia for instructional purposes.....	10.8%	13.4%	17.1%
e.	I understand the social, ethical, and human issues related to computing and technology	54.8%	56.4%	55.3%
f.	I understand and use productivity tools such as spreadsheets and databases.	38.5%	38.9%	54.7%
g.	I use technology to plan and teach collaboratively with other educators.....	29.5%	29.7%	36.7%
h.	None of the above.			12.4%



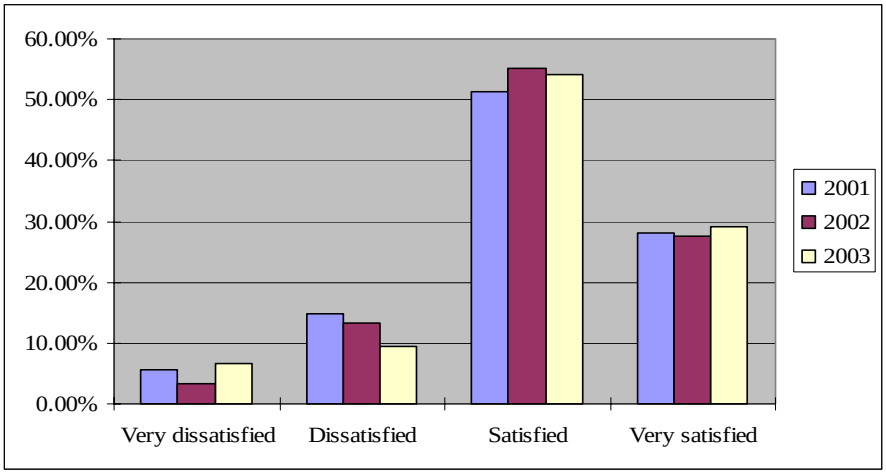
22. To what extent do you agree that you have access to training and support for technology in your school?

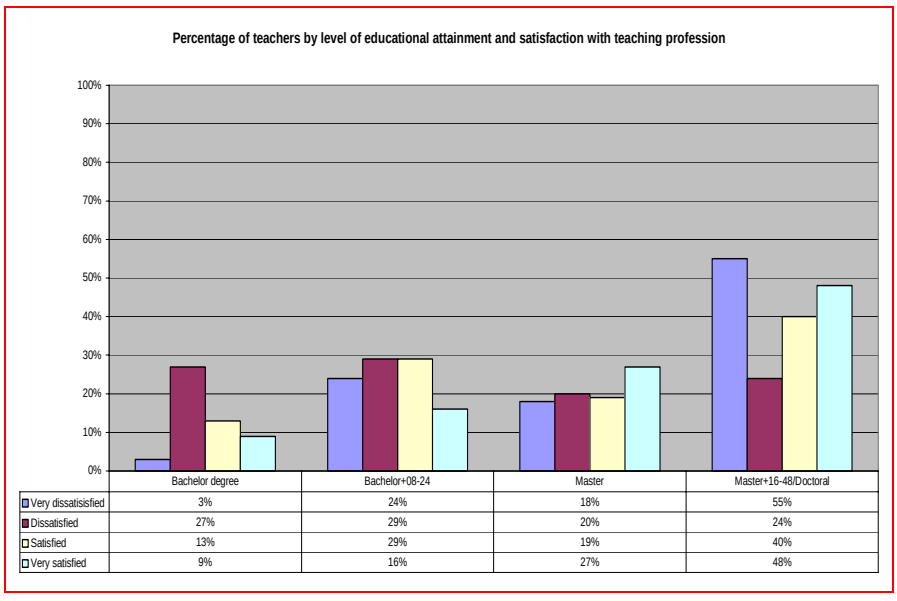
		2001	2002		2003	
a.	Strongly agree	37.9%	40.9%	+03.0%	29.0%	-11.9%
b.	Agree	45.1%	46.3%	+01.2%	52.9%	+06.6%
c.	Not sure				05.0%	
d.	Disagree	11.6%	10.1%	-01.5%	09.5%	-00.6%
e.	Strongly disagree	05.4%	02.4%	-03.0%	03.1%	+00.7%



23. How satisfied are you with the teaching profession?

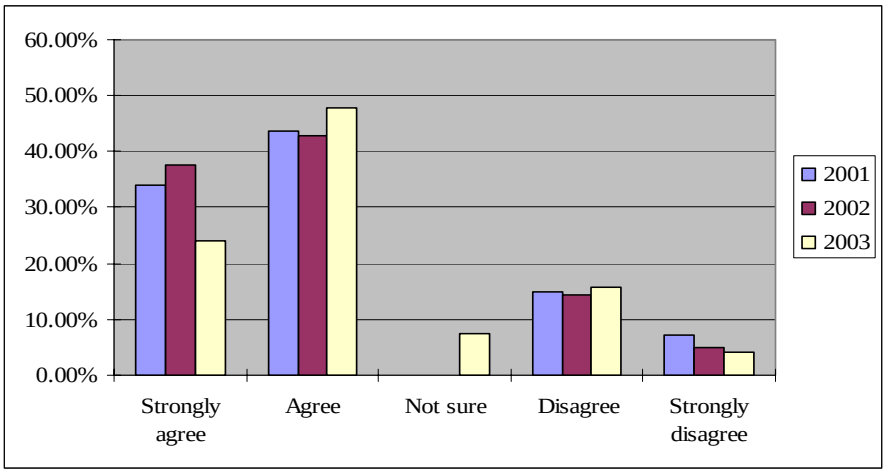
		2001	2002		2003	
a.	Very dissatisfied	05.7%	03.2%	+00.5%	06.7%	+03.5%
b.	Dissatisfied	14.9%	13.2%	-01.7%	09.5%	-03.7%
c.	Satisfied	51.3%	55.1%	+03.8%	54.1%	-00.1%
d.	Very satisfied	28.1%	27.5%	-00.6%	29.1%	+01.6%





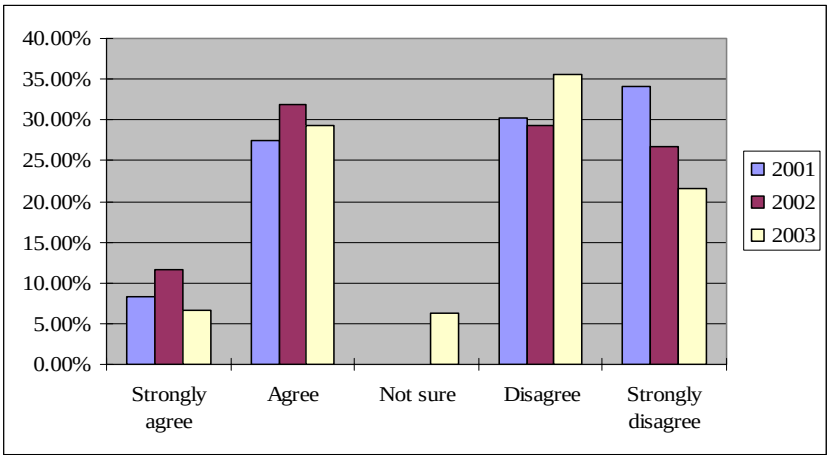
24. To what extent do agree that you get strong administrative support for your professional development?

		2001	2002		2003	
a.	Strongly agree	34.0%	37.5%	+03.5%	24.1%	-13.4%
b.	Agree	43.7%	42.9%	-00.8%	47.8%	+04.9%
c.	Not sure				07.6%	
d.	Disagree	15.0%	14.3%	-00.7%	15.7%	+01.4%
e.	Strongly disagree	07.3%	05.0%	-02.3%	04.1%	-00.9%



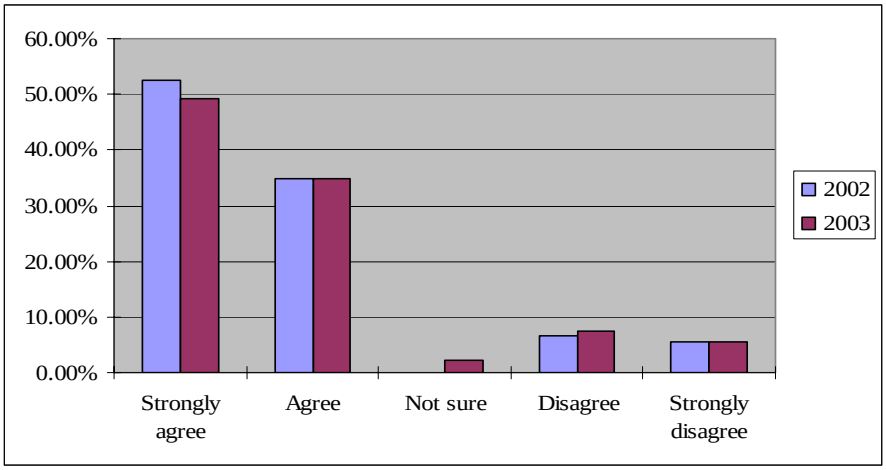
25. To what extent do you agree that you get sufficient monetary incentives for professional development?

		2001	2002		2003	
a.	Strongly agree	08.3%	11.6%	+03.3%	06.7%	-04.9%
b.	Agree	27.5%	31.8%	+04.3%	29.3%	-02.5%
c.	Not sure				06.2%	
d.	Disagree	30.2%	29.4%	-00.8%	35.5%	+06.1%
e.	Strongly disagree	34.1%	26.7%	-07.4%	21.6%	-05.1%



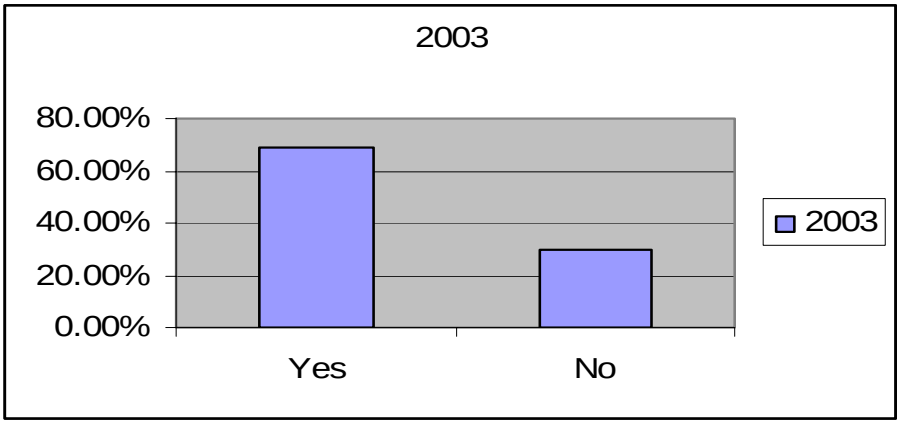
26. To what extent do you agree that you have an effective way, such an intercom or telephone, to summon help to your classrooms if the need arises? (Not asked in 2001 survey)

		2002	2003	
a.	Strongly agree	52.4%	49.1%	-03.3%
b.	Agree	34.9%	34.8%	-00.1%
c.	Not sure		02.1%	
d.	Disagree	06.7%	07.6%	+00.9%
e.	Strongly disagree	05.4%	05.5%	+00.1%



27. Would you recommend teaching as a career for your child or for a close relative?

		2003
a.	Yes	69.3%
b.	No	29.8%



28. To what extent do you support the idea of Alternative Certification for becoming a teacher; particularly in high need areas such as Math, foreign language, and science? (Not asked in 2001 survey)

		2002	2003	
a.	Strongly agree	07.7%	09.5%	+01.8%
b.	Agree	34.2%	25.2%	-19.0%
c.	Not sure		28.1%	
d.	Disagree	33.1%	23.3%	-09.8%
e.	Strongly disagree	20.9%	12.6%	-08.3%