

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
SURVEY OF SECONDARY SCHOOL VISUAL ARTS SPECIALISTS
FAST RESPONSE SURVEY SYSTEM
PUBLIC USE FILE

| Variable Name | Type | Column(s) | Description |
|---------------|-------|-----------|--|
| ----- | ----- | ----- | ----- |
| IDNUMBER | Char | 1-5 | Random number assigned to each record |
| SIZE | Num | 6 | School enrollment size 1 = Less than 500 2 = 500 TO 999 3 = 1,000 OR more |
| URBAN | Num | 7 | School community type 1 = City 2 = Suburban 3 = Town 4 = Rural |
| OEREG | Num | 8 | School region 1 = Northeast 2 = Southeast 3 = Central 4 = West |
| MINST | Num | 9 | Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students in the school 1 = Less than 6 percent 2 = 6 to 20 percent 3 = 21 to 49 percent 4 = 50 percent or more |
| POVST | Num | 10-11 | Percent of students in the school eligible for free or reduced-price lunch -9 = Missing (not ascertained) 1 = 25 percent or less 2 = 26 to 50 percent 3 = 51 to 75 percent 4 = 76 percent or more |

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| LEVEL | Num | 12 | School level 2 = Secondary 3 = Combined |
| | | | DIRECTIONS: This questionnaire is intended for teachers who primarily teach visual arts in secondary schools. If you currently have some other primary teaching assignment, do not continue. |
| Q1 | Num | 13 | Are you a full-time teacher? 1 = Yes 2 = No |
| Q2 | Num | 14 | How do you classify your current teaching arrangement? (Circle only one number.) 1 = Teach visual arts full time 2 = Teach visual arts part time 3 = Other (Specify) |
| T_Q3 | Num | 15-16 | Top-code of Q3: At how many schools do you teach visual arts? For confidentiality reasons, responses of 3 or more have been coded as 3 for the public-use file. 1-2 = Number of schools 3 = Number of schools is 3 or more |
| | | | Question 4 (grades taught) was collected to verify the eligibility of the sampled teacher. Responses to question 4 are not included in the datafile. |
| Q5 | Num | 17 | Does this school (i.e., the school named on the cover of this questionnaire) offer any Advanced Placement (AP) or International Baccalaureate (IB) classes in visual arts during regular school hours in the 2009-2010 school year? 1 = Yes (Specify) 2 = No |
| Q6 | | [18-83] | Please report the visual arts subjects offered by THIS school (i.e., the school named on the cover of this questionnaire) in the 2009-2010 school year and your visual arts teaching load during regular school hours for your most recent full WEEK of teaching. |

Counting sections or classes: If you taught graphic design as a separate course to 3 different sections or groups of students, you should report 3 graphic design sections or classes. If you taught graphic design to the same group of students multiple times a week, count this class only once. Do not include visual arts classes held outside of regular school hours.

Counting enrollment: If you taught 3 different sections of graphic design, each with 20 students enrolled, report a total enrollment of 60 for graphic design.

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| Q6AA | Num | 18 | Does this school offer courses in general art (e.g., Art I, Art II, Art III) for the 2009-10 school year? 1 = Yes * 2 = No * SKIP Q6AB - Q6AE AND CODE AS INAPPLICABLE |
| Q6AB | Num | 19-20 | Did you teach general art (e.g., Art I, Art II, Art III) during regular school hours in your most recent full week of teaching at this school? -8 = Inapplicable 1 = Yes * 2 = No * SKIP Q6AC - Q6AE AND CODE AS INAPPLICABLE |
| T_Q6AC | Num | 21-22 | Top-code of Q6AC: To how many sections or classes of students did you teach general art (e.g., Art I, Art II, Art III)? For confidentiality reasons, responses of 11 or more have been coded as 11 for the public-use file. -8 = Inapplicable 1-10 = Number of sections or classes 11 = Number of sections or classes is 11 or more |

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| T_Q6AD | Num | 23-24 | <p>Re-code of Q6AD: How many students are enrolled in general art (e.g., Art I, Art II, Art III) sections or classes that you teach? For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-20</p> <p>2 = Enrollment 21-30</p> <p>3 = Enrollment 31-40</p> <p>4 = Enrollment 41-50</p> <p>5 = Enrollment 51-60</p> <p>6 = Enrollment 61-70</p> <p>7 = Enrollment 71-80</p> <p>8 = Enrollment 81-90</p> <p>9 = Enrollment 91-100</p> <p>10 = Enrollment 101-110</p> <p>11 = Enrollment 111-120</p> <p>12 = Enrollment 121-130</p> <p>13 = Enrollment 131-140</p> <p>14 = Enrollment 141-150</p> <p>15 = Enrollment 151-160</p> <p>16 = Enrollment 161-170</p> <p>17 = Enrollment 171-180</p> <p>18 = Enrollment 181-190</p> <p>19 = Enrollment 191-200</p> <p>20 = Enrollment More than 200</p> |
| Q6AE | Num | 25-28 | <p>How many total minutes per week did you spend teaching all sections or classes of general art (e.g., Art I, Art II, Art III)?</p> <p>-8 = Inapplicable</p> <p>50-2100 = Total minutes per week</p> |
| Q6BA | Num | 29 | <p>Does this school offer separate course(s) in painting/drawing for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6BB - Q6BE AND CODE AS INAPPLICABLE</p> |
| Q6BB | Num | 30-31 | <p>Did you teach separate course(s) in painting/drawing during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6BC - Q6BE AND CODE AS INAPPLICABLE</p> |

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| T_Q6BC | Num | 32-33 | <p>Top-code of Q6BC: To how many sections or classes of students did you teach separate course(s) in painting/drawing?</p> <p>For confidentiality reasons, responses of 6 or more have been coded as 6 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1-5 = Number of sections or classes</p> <p>6 = Number of sections or classes is 6 or more</p> |
| T_Q6BD | Num | 34-35 | <p>Re-code of Q6BD: How many students are enrolled in separate course(s) in painting/drawing that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment 31-40</p> <p>5 = Enrollment 41-50</p> <p>6 = Enrollment 51-60</p> <p>7 = Enrollment 61-70</p> <p>8 = Enrollment 71-80</p> <p>9 = Enrollment 81-100</p> <p>10 = Enrollment 101-120</p> <p>11 = Enrollment 121-150</p> <p>12 = Enrollment More than 150</p> |
| Q6BE | Num | 36-39 | <p>How many total minutes per week did you spend teaching separate course(s) in painting/drawing?</p> <p>-8 = Inapplicable</p> <p>60-2100 = Total minutes per week</p> |
| Q6CA | Num | 40 | <p>Does this school offer separate course(s) in photography for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6CB - Q6CE AND CODE AS INAPPLICABLE</p> |
| Q6CB | Num | 41-42 | <p>Did you teach separate course(s) in photography during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6CC - Q6CE AND CODE AS INAPPLICABLE</p> |

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| T_Q6CC | Num | 43-44 | <p>Top-code of Q6CC: To how many sections or classes of students did you teach separate course(s) in photography?</p> <p>For confidentiality reasons, responses of 7 or more have been coded as 7 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1-6 = Number of sections or classes</p> <p>7 = Number of sections or classes is 7 or more</p> |
| T_Q6CD | Num | 45-46 | <p>Re-code of Q6CD: How many students are enrolled in separate course(s) in photography that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment 31-40</p> <p>5 = Enrollment 41-50</p> <p>6 = Enrollment 51-60</p> <p>7 = Enrollment 61-70</p> <p>8 = Enrollment 71-100</p> <p>9 = Enrollment 101-120</p> <p>10 = Enrollment 121-150</p> <p>11 = Enrollment More than 150</p> |
| Q6CE | Num | 47-50 | <p>How many total minutes per week did you spend teaching separate course(s) in photography?</p> <p>-8 = Inapplicable</p> <p>50-2160 = Total minutes per week</p> |
| Q6DA | Num | 51 | <p>Does this school offer separate course(s) in graphic design for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6DB - Q6DE AND CODE AS INAPPLICABLE</p> |
| Q6DB | Num | 52-53 | <p>Did you teach separate course(s) in graphic design during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6DC - Q6DE AND CODE AS INAPPLICABLE</p> |

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| T_Q6DC | Num | 54-55 | <p>Top-code of Q6DC: To how many sections or classes of students did you teach separate course(s) in graphic design?</p> <p>For confidentiality reasons, responses of 6 or more have been coded as 6 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1-5 = Number of sections or classes</p> <p>6 = Number of sections or classes is 6 or more</p> |
| T_Q6DD | Num | 56-57 | <p>Re-code of Q6DD: How many students are enrolled in separate course(s) in graphic design that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment 31-40</p> <p>5 = Enrollment 41-50</p> <p>6 = Enrollment 51-60</p> <p>7 = Enrollment 61-80</p> <p>8 = Enrollment 81-100</p> <p>9 = Enrollment More than 100</p> |
| Q6DE | Num | 58-61 | <p>How many total minutes per week did you spend teaching separate course(s) in graphic design?</p> <p>-8 = Inapplicable</p> <p>48-1890 = Total minutes per week</p> |
| Q6EA | Num | 62 | <p>Does this school offer separate course(s) in art history for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6EB - Q6EE AND CODE AS INAPPLICABLE</p> |
| Q6EB | Num | 63-64 | <p>Did you teach separate course(s) in art history during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6EC - Q6EE AND CODE AS INAPPLICABLE</p> |

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| T_Q6EC | Num | 65-66 | <p>Top-code of Q6EC: To how many sections or classes of students did you teach separate course(s) in art history?</p> <p>For confidentiality reasons, responses of 2 or more have been coded as 2 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Number of sections or classes is 1</p> <p>2 = Number of sections or classes is 2 or more</p> |
| T_Q6ED | Num | 67-68 | <p>Re-code of Q6ED: How many students are enrolled in separate course(s) in art history that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment More than 30</p> |
| Q6EE | Num | 69-72 | <p>How many total minutes per week did you spend teaching separate course(s) in art history?</p> <p>-8 = Inapplicable</p> <p>120-500 = Total minutes per week</p> |
| Q6FA | Num | 73 | <p>Does this school offer courses in any other (specify) arts subjects for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6FB - Q6FE AND CODE AS INAPPLICABLE</p> |
| Q6FB | Num | 74-75 | <p>Did you teach any other (specify) arts subjects during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6FC - Q6FE AND CODE AS INAPPLICABLE</p> |
| T_Q6FC | Num | 76-77 | <p>Top-code of Q6FC: To how many sections or classes of students did you teach other (specify) arts subjects?</p> <p>For confidentiality reasons, responses of 7 or more have been coded as 7 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1-6 = Number of sections or classes</p> <p>7 = Number of sections or classes is 7 or more</p> |

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| T_Q6FD | Num | 78-79 | <p>Re-code of Q6FD: How many students are enrolled in other (specify) arts sections or classes that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment 31-40</p> <p>5 = Enrollment 41-50</p> <p>6 = Enrollment 51-60</p> <p>7 = Enrollment 61-70</p> <p>8 = Enrollment 71-80</p> <p>9 = Enrollment 81-90</p> <p>10 = Enrollment 91-100</p> <p>11 = Enrollment 101-120</p> <p>12 = Enrollment 121-140</p> <p>13 = Enrollment 141-160</p> <p>14 = Enrollment More than 160</p> |
| Q6FE | Num | 80-83 | <p>How many total minutes per week did you spend teaching other (specify) arts subjects?</p> <p>-8 = Inapplicable</p> <p>40-2160 = Total minutes per week</p> |
| Q7 | | [84-91] | <p>Use the instructions in question 6 to report your visual arts teaching load at OTHER schools during regular school hours for your most recent full week of teaching.</p> <p>If you did not teach at any other K-12 school, check this box and continue with question 8.</p> |
| Q7A | Num | 84-85 | <p>Number of visual arts sections or classes taught at other school(s) during your most recent full WEEK of teaching:</p> <p>-8 = Inapplicable</p> <p>1-25 = Number of visual arts sections or classes</p> |
| Q7B | Num | 86-89 | <p>Total enrollment in all sections or classes reported in question 7a:</p> <p>-8 = Inapplicable</p> <p>10-528 = Total enrollment</p> |
| Q7C | Num | 90-91 | <p>Total hours per week spent teaching all sections or classes reported in question 7a:</p> <p>-8 = Inapplicable</p> <p>1-28 = Total hours</p> |

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| Q8 | Num | 92 | Did you teach visual arts on a block schedule at any K-12 school during your most recent full week of teaching? 1 = Yes (Specify) 2 = No |
| Q9 | Num | 93 | Did you teach any curriculum-based or co-curricular visual arts classes outside of regular school hours during your most recent full week of teaching? (These classes should reflect the school's curriculum. Include all schools in which you teach.) 1 = Yes (Specify) 2 = No |
| Q10 | | [94-102] | Please provide the following information for the teaching certificate(s) or license(s) you hold. |
| Q10AA | Num | 94 | Do you hold a teaching certificate or license in general education? 1 = Yes * 2 = No * SKIP Q10AB AND CODE AS INAPPLICABLE |
| Q10AB | Num | 95-96 | What type of teaching certificate or license do you have in general education? -8 = Inapplicable 1 = Regular, standard, or professional 2 = Probationary 3 = Provisional temporary, or emergency |
| Q10BA | Num | 97 | Do you hold a teaching certificate or license in art education? 1 = Yes * 2 = No * SKIP Q10BB AND CODE AS INAPPLICABLE |
| Q10BB | Num | 98-99 | What type of teaching certificate or license do you have in art education? -8 = Inapplicable 1 = Regular, standard, or professional 2 = Probationary 3 = Provisional temporary, or emergency |
| Q10CA | Num | 100 | Do you hold any other (specify) teaching certificate or license? 1 = Yes * 2 = No * SKIP Q10CB AND CODE AS INAPPLICABLE |

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| Q10CB | Num | 101-102 | What type of other teaching certificate or license do you have? -8 = Inapplicable 1 = Regular, standard, or professional 2 = Probationary 3 = Provisional temporary, or emergency |
| Q11 | | [103-127] | Please provide the following information for the degree(s) you hold. |
| Q11AA | Num | 103 | Do you hold a bachelor's degree? 1 = Yes * 2 = No * SKIP Q11AB AND CODE AS INAPPLICABLE |
| T_Q11AB | Num | 104-107 | Re-code of Q11AB: What year did you receive your bachelor's degree? For confidentiality reasons, early years have been re-coded in one category for the public-use file. -8 = Inapplicable 1 = Prior to 1968 1968-2009 = Year bachelor's received |
| <p>For confidentiality reasons, the text responses to question 11 column C (major field) and question 11 column D (minor field) have been excluded from the data files. The files include a set of analysis variables by degree level (bachelor's and graduate) and broad field of study (visual arts education, visual arts, education, and other).</p> <p>Listed below are the question 11 analysis variables for bachelor's degrees.</p> | | | |
| BACH_VISED | Num | 108 | Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in visual arts education? 1 = Yes 2 = No |
| BACH_VISARTS | Num | 109 | Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in visual arts? 1 = Yes 2 = No |

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| BACH_EDU | Num | 110 | Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in an education field other than visual arts education? 1 = Yes 2 = No |
| BACH_OTHER | Num | 111 | Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in a field other than visual arts or education? 1 = Yes 2 = No |
| Q11BA | Num | 112 | Do you hold a master's degree? 1 = Yes * 2 = No * SKIP Q11BB AND CODE AS INAPPLICABLE |
| T_Q11BB | Num | 113-116 | Re-code of Q11BB: What year did you receive your master's degree? For confidentiality reasons, early years have been re-coded in one category for the public-use file. -8 = Inapplicable 1 = Prior to 1984 1984-2010 = Year master's received |
| Q11CA | Num | 117 | Do you hold a doctorate degree? 1 = Yes * 2 = No * SKIP Q11CB AND CODE AS INAPPLICABLE For confidentiality reasons, responses to question 11 doctorate degree year have been excluded from the public-use file. Listed below are the question 11 analysis variables for graduate degrees. |
| GRAD_VISED | Num | 118 | Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in visual arts education? 1 = Yes 2 = No |
| GRAD_VISARTS | Num | 119 | Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in visual arts? 1 = Yes 2 = No |

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| GRAD_EDU | Num | 120 | Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in an education field other than visual arts education? 1 = Yes 2 = No |
| GRAD_OTHER | Num | 121 | Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in a field other than visual arts or education? 1 = Yes 2 = No |
| Q11DA | Num | 122 | Do you hold any other (specify) degree? 1 = Yes * 2 = No * SKIP Q11DB AND CODE AS INAPPLICABLE |
| T_Q11DB | Num | 123-124 | Re-code of Q11DB: What year did you receive your other (specify) degree? For confidentiality reasons, responses have been coded into categories for the public-use file. -8 = Inapplicable 1 = Prior to 1981 2 = 1981-1990 3 = 1991-2000 4 = 2001 or later |
| Listed below is the overall question 11 analysis variable. | | | |
| DEG1_INFIELD | Num | 125 | Analysis variable for major/minor field: Does the teacher have a bachelor's, master's, or doctorate degree with major or minor in visual arts or visual arts education? 1 = Yes 2 = No |
| Q12 | Num | 126-127 | During regular school hours (i.e., while students are in attendance), how many hours do you have designated as planning or preparation time during a typical WEEK of school? (Include all schools in which you teach.) 0-15 = Number of hours |

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| T_Q13 | Num | 128-129 | <p>Top-code of Q13: Including this school year, how many years have you taught visual arts in K-12 public and private schools? (Include years spent teaching both full and part time. Exclude time spent student teaching or as a teacher's aide.) For confidentiality reasons, responses of 37 or more have been coded as 37 for the public-use file.</p> <p>1-36 = Number of years 37 = Number of years is 37 or more</p> |
| Q14 | | [130-153] | <p>Provide the following information about professional/staff development activities in the last 12 months, excluding training received as a student teacher. In Column A, indicate how many total hours, if any, you spent in professional development activities in which the content areas were a major focus. In Column B, for any content area in which you had professional development activities, indicate to what extent you believe it has improved your classroom teaching.</p> <p>Activities designed for visual arts teachers</p> |
| Q14AA | Num | 130 | <p>During the last 12 months, how many total hours did you spend in professional development in which applied study in art studio (e.g., painting, photography) was a major focus?</p> <p>* 1 = None 2 = 1-8 hours 3 = More than 8 hours * SKIP Q14AB AND CODE AS INAPPLICABLE</p> |
| Q14AB | Num | 131-132 | <p>To what extent do you believe professional development in applied study in art studio (e.g., painting, photography) improved your classroom teaching?</p> <p>-8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent</p> |

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| Q14BA | Num | 133 | <p>During the last 12 months, how many total hours did you spend in professional development in which developing knowledge about visual arts (e.g., historical, cultural, analytical) was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14BB AND CODE AS INAPPLICABLE</p> |
| Q14BB | Num | 134-135 | <p>To what extent do you believe professional development in developing knowledge about visual arts (e.g., historical, cultural, analytical) improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |
| Q14CA | Num | 136 | <p>During the last 12 months, how many total hours did you spend in professional development in which connecting visual arts learning with other subject areas was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14CB AND CODE AS INAPPLICABLE</p> |
| Q14CB | Num | 137-138 | <p>To what extent do you believe professional development in connecting visual arts learning with other subject areas improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |
| Q14DA | Num | 139 | <p>During the last 12 months, how many total hours did you spend professional development in which research on arts and student learning (e.g., arts and cognition) was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14DB AND CODE AS INAPPLICABLE</p> |

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| Q14DB | Num | 140-141 | <p>To what extent do you believe professional development in research on arts and student learning (e.g., arts and cognition) improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |
| Q14EA | Num | 142 | <p>During the last 12 months, how many total hours did you spend in professional development in which integrating educational technologies into visual arts instruction was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14EB AND CODE AS INAPPLICABLE</p> |
| Q14EB | Num | 143-144 | <p>To what extent do you believe professional development in integrating educational technologies into visual arts instruction improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> <p> Activities designed for all teachers</p> |
| Q14FA | Num | 145 | <p>During the last 12 months, how many total hours did you spend in professional development in which incorporating state or district standards into instruction was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14FB AND CODE AS INAPPLICABLE</p> |

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| Q14FB | Num | 146-147 | <p>To what extent do you believe professional development in incorporating state or district standards into instruction improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |
| Q14GA | Num | 148 | <p>During the last 12 months, how many total hours did you spend professional development in which student assessment was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14GB AND CODE AS INAPPLICABLE</p> |
| Q14GB | Num | 149-150 | <p>To what extent do you believe professional development in student assessment improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |
| Q14HA | Num | 151 | <p>During the last 12 months, how many total hours did you spend in professional development in which a subject area that is unrelated to visual arts (Specify) was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14HB AND CODE AS INAPPLICABLE</p> |
| Q14HB | Num | 152-153 | <p>To what extent do you believe professional development in a subject area that is unrelated to visual arts (Specify) improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |

Answer questions 15 through 20 for THIS school (i.e., the school named on the cover of this questionnaire).

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| Q15 | | [154-160] | In the last 12 months, how frequently have you participated in the following activities related to your teaching at this school? (Circle one on each line.) |
| Q15A | Num | 154 | <p>In the last 12 months, how frequently have you participated in a common planning period with other arts specialists at this school?</p> <p>1 = Never 2 = A few times a year 3 = Once a month 4 = 2 to 3 times a month 5 = At least once a week</p> |
| Q15B | Num | 155 | <p>In the last 12 months, how frequently have you consulted with classroom teachers to help them integrate visual arts into a lesson or unit of study that they teach?</p> <p>1 = Never 2 = A few times a year 3 = Once a month 4 = 2 to 3 times a month 5 = At least once a week</p> |
| Q15C | Num | 156 | <p>In the last 12 months, how frequently have you consulted with other teachers to incorporate units of study from other subject areas into the visual arts curriculum?</p> <p>1 = Never 2 = A few times a year 3 = Once a month 4 = 2 to 3 times a month 5 = At least once a week</p> |
| Q15D | Num | 157 | <p>In the last 12 months, how frequently have you shared ideas about teaching with other teachers outside your assigned school(s)?</p> <p>1 = Never 2 = A few times a year 3 = Once a month 4 = 2 to 3 times a month 5 = At least once a week</p> |

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| Q15E | Num | 158 | <p>In the last 12 months, how frequently have you visited classrooms of colleagues who teach visual arts?</p> <p>1 = Never 2 = A few times a year 3 = Once a month 4 = 2 to 3 times a month 5 = At least once a week</p> |
| Q15F | Num | 159 | <p>In the last 12 months, how frequently have you participated in site-based management or school improvement teams or leadership councils?</p> <p>1 = Never 2 = A few times a year 3 = Once a month 4 = 2 to 3 times a month 5 = At least once a week</p> |
| Q15G | Num | 160 | <p>In the last 12 months, how frequently have you taught visual arts through virtual field trips using technology?</p> <p>1 = Never 2 = A few times a year 3 = Once a month 4 = 2 to 3 times a month 5 = At least once a week</p> |
| Q16 | | [161-164] | <p>Which of the following statements describe your instructional program in visual arts at this school? (Circle one on each line.)</p> |
| Q16A | Num | 161 | <p>Does the statement "It is based on a written, sequential, local (or district) curriculum guide" describe your instructional program in visual arts at this school?</p> <p>1 = Yes 2 = No 3 = Don't know</p> |
| Q16B | Num | 162 | <p>Does the statement "It is aligned with your state's standards or the National Standards for Arts Education" describe your instructional program in visual arts at this school?</p> <p>1 = Yes 2 = No 3 = Don't know</p> |

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| Q16C | Num | 163 | Does the statement "It is integrated with other arts subjects" describe your instructional program in visual arts at this school? 1 = Yes 2 = No 3 = Don't know |
| Q16D | Num | 164 | Does the statement "It is integrated with other academic subjects" describe your instructional program in visual arts at this school? 1 = Yes 2 = No 3 = Don't know |
| Q17 | | [165-168] | Do you agree or disagree with the following statements about visual arts instruction at this school? (Circle one on each line.) |
| Q17A | Num | 165 | Do you agree or disagree with the statement "Parents support me in my efforts to educate their children" about visual arts instruction at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree |
| Q17B | Num | 166 | Do you agree or disagree with the statement "The administration supports me in my work" about visual arts instruction at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree |
| Q17C | Num | 167 | Do you agree or disagree with the statement "Students are motivated to do well in visual arts class" about visual arts instruction at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree |

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| Q17D | Num | 168 | <p>Do you agree or disagree with the statement "Community organizations/groups support my efforts to educate students" about visual arts instruction at this school?</p> <p>1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree</p> |
| Q18 | | [169-178] | <p>How adequate is the support for teaching visual arts at this school in each of the following areas? (Circle one on each line.)</p> |
| Q18A | Num | 169 | <p>How adequate is the support for teaching visual arts at this school in the area of having instructional time with students?</p> <p>1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate</p> |
| Q18B | Num | 170 | <p>How adequate is the support for teaching visual arts at this school in the area of having time for individual or collaborative planning?</p> <p>1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate</p> |
| Q18C | Num | 171 | <p>How adequate is the support for teaching visual arts at this school in the area of having a dedicated room or space for visual arts instruction?</p> <p>1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate</p> |
| Q18D | Num | 172 | <p>How adequate is the support for teaching visual arts at this school in the area of having a dedicated space for exhibition?</p> <p>1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate</p> |

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| Q18E | Num | 173 | How adequate is the support for teaching visual arts at this school in the area of having a dedicated space for storage? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate |
| Q18F | Num | 174 | How adequate is the support for teaching visual arts at this school in the area of having instructional resources - reusable resources used for instruction in visual arts (e.g., art prints, slides, textbooks, videotapes, projectors)? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate |
| Q18G | Num | 175 | How adequate is the support for teaching visual arts at this school in the area of having art materials - expendable resources (e.g., paint, ink, clay, paper, cardboard, film, wood, plastic films)? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate |
| Q18H | Num | 176 | How adequate is the support for teaching visual arts at this school in the area of having art tools - equipment used to create and learn about visual arts (e.g., brushes, scissors, brayers, clay tools)? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate |
| Q18I | Num | 177 | How adequate is the support for teaching visual arts at this school in the area of having classroom equipment - equipment used to create and learn about visual arts (e.g., cameras, kilns, display cases and display boards, easels)? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate |

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| Q18J | Num | 178 | How adequate is the support for teaching visual arts at this school in the area of having technologies - electronic equipment used in the study and creation of art (e.g., SMART Boards, computers, printers, video equipment? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate |
| Q19 | | [179-187] | In general, how much emphasis do you give to the following goals or objectives of student learning at this school? (Circle one on each line.) |
| Q19A | Num | 179 | How much emphasis do you give to creating works in a broad range of art, including the fine arts, communication and design arts, folk arts, and crafts at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis |
| Q19B | Num | 180 | How much emphasis do you give to understanding and applying various media, techniques, and processes at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis |
| Q19C | Num | 181 | How much emphasis do you give to using knowledge of elements, functions, and principles of art at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis |
| Q19D | Num | 182 | How much emphasis do you give to choosing and evaluating a range of subject matter, symbols, and ideas at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis |

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| Q19E | Num | 183 | How much emphasis do you give to learning about the expressive possibilities of visual arts (i.e., conveying feelings, ideas, and meaning) at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis |
| Q19F | Num | 184 | How much emphasis do you give to reflecting upon and assessing the characteristics and merits of their work and the work of others at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis |
| Q19G | Num | 185 | How much emphasis do you give to making connections between visual arts, the other arts, and disciplines outside the arts at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis |
| Q19H | Num | 186 | How much emphasis do you give to understanding the visual arts in relation to history and cultures at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis |
| Q19I | Num | 187 | How much emphasis do you give to using technology to gain knowledge and skills in visual arts at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis |
| Q20 | | [188-202] | To what extent if any, do you use the following types of assessment to determine student progress and achievement in visual arts at this school? (Circle one on each line.) |

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| Q20BOX | Num | 188 | <p>If you do not conduct a formal assessment in visual arts, check this box and continue with question 21.</p> <p>0 = Not checked</p> <p>* 1 = Checked</p> <p>* SKIP Q20A - Q20G AND CODE AS INAPPLICABLE</p> |
| Q20A | Num | 189-190 | <p>To what extent do you use observation to determine student progress and achievement in visual arts at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |
| Q20B | Num | 191-192 | <p>To what extent do you use selected-response assessments (i.e., multiple choice, matching) to determine student progress and achievement in visual arts at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |
| Q20C | Num | 193-194 | <p>To what extent do you use assessments requiring short written answers or essays to determine student progress and achievement in visual arts at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |
| Q20D | Num | 195-196 | <p>To what extent do you use performance tasks or projects to determine student progress and achievement in visual arts at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> |

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| Q20E | Num | 197-198 | To what extent do you use portfolio collection of student work to determine student progress and achievement in visual arts at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |
| Q20F | Num | 199-200 | To what extent do you use developed rubrics to determine student progress and achievement in visual arts at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |
| Q20G | Num | 201-202 | To what extent do you use any other (Specify) types of assessment to determine student progress and achievement in visual arts at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |
| Q21 | | [203-209] | Outside of your school duties, to what extent if any, do you participate in each of the following activities related to visual arts at this time? (Circle one on each line.) |
| Q21A | Num | 203 | Outside of your school duties, to what extent do you participate in teaching art at a studio or gallery? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |
| Q21B | Num | 204 | Outside of your school duties, to what extent do you participate in creating works of art? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |

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| Q21C | Num | 205 | Outside of your school duties, to what extent do you participate in exhibiting works of art? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |
| Q21D | Num | 206 | Outside of your school duties, to what extent do you participate in viewing and responding to original works of art at museums or galleries? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |
| Q21E | Num | 207 | Outside of your school duties, to what extent do you participate in studying, critiquing, or writing about art? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |
| Q21F | Num | 208 | Outside of your school duties, to what extent do you participate in providing arts leadership in your community or state? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |
| Q21G | Num | 209 | Outside of your school duties, to what extent do you participate in attending workshops with professional artists or arts groups? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent |
| I_Q6AC | Char | 210 | imputation flag for question Q6AC 0 = Not imputed 1 = Imputed |
| I_Q6AD | Char | 211 | imputation flag for question Q6AD 0 = Not imputed 1 = Imputed |

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| I_Q6AE | Char | 212 | imputation flag for question Q6AE 0 = Not imputed 1 = Imputed |
| I_Q6BA | Char | 213 | imputation flag for question Q6BA 0 = Not imputed 1 = Imputed |
| I_Q6BC | Char | 214 | imputation flag for question Q6BC 0 = Not imputed 1 = Imputed |
| I_Q6BD | Char | 215 | imputation flag for question Q6BD 0 = Not imputed 1 = Imputed |
| I_Q6BE | Char | 216 | imputation flag for question Q6BE 0 = Not imputed 1 = Imputed |
| I_Q6CA | Char | 217 | imputation flag for question Q6CA 0 = Not imputed 1 = Imputed |
| I_Q6CC | Char | 218 | imputation flag for question Q6CC 0 = Not imputed 1 = Imputed |
| I_Q6CD | Char | 219 | imputation flag for question Q6CD 0 = Not imputed 1 = Imputed |
| I_Q6CE | Char | 220 | imputation flag for question Q6CE 0 = Not imputed 1 = Imputed |
| I_Q6DA | Char | 221 | imputation flag for question Q6DA 0 = Not imputed 1 = Imputed |
| I_Q6DC | Char | 222 | imputation flag for question Q6DC 0 = Not imputed 1 = Imputed |

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| I_Q6DD | Char | 223 | imputation flag for question Q6DD 0 = Not imputed 1 = Imputed |
| I_Q6DE | Char | 224 | imputation flag for question Q6DE 0 = Not imputed 1 = Imputed |
| I_Q6EA | Char | 225 | imputation flag for question Q6EA 0 = Not imputed 1 = Imputed |
| I_Q6EC | Char | 226 | imputation flag for question Q6EC 0 = Not imputed 1 = Imputed |
| I_Q6ED | Char | 227 | imputation flag for question Q6ED 0 = Not imputed 1 = Imputed |
| I_Q6EE | Char | 228 | imputation flag for question Q6EE 0 = Not imputed 1 = Imputed |
| I_Q6FA | Char | 229 | imputation flag for question Q6FA 0 = Not imputed 1 = Imputed |
| I_Q6FB | Char | 230 | imputation flag for question Q6FB 0 = Not imputed 1 = Imputed |
| I_Q6FC | Char | 231 | imputation flag for question Q6FC 0 = Not imputed 1 = Imputed |
| I_Q6FD | Char | 232 | imputation flag for question Q6FD 0 = Not imputed 1 = Imputed |
| I_Q6FE | Char | 233 | imputation flag for question Q6FE 0 = Not imputed 1 = Imputed |

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| I_Q7A | Char | 234 | imputation flag for question Q7A 0 = Not imputed 1 = Imputed |
| I_Q7B | Char | 235 | imputation flag for question Q7B 0 = Not imputed 1 = Imputed |
| I_Q7C | Char | 236 | imputation flag for question Q7C 0 = Not imputed 1 = Imputed |
| I_Q9 | Char | 237 | imputation flag for question Q9 0 = Not imputed 1 = Imputed |
| I_Q10AB | Char | 238 | imputation flag for question Q10AB 0 = Not imputed 1 = Imputed |
| I_Q10BB | Char | 239 | imputation flag for question Q10BB 0 = Not imputed 1 = Imputed |
| I_Q10CB | Char | 240 | imputation flag for question Q10CB 0 = Not imputed 1 = Imputed |
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| I_Q11AB | Char | 242 | imputation flag for question Q11AB 0 = Not imputed 1 = Imputed |
| I_Q11BB | Char | 243 | imputation flag for question Q11BB 0 = Not imputed 1 = Imputed |
| I_Q11DB | Char | 244 | imputation flag for question Q11DB 0 = Not imputed 1 = Imputed |

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| I_Q14CA | Char | 251 | imputation flag for question Q14CA 0 = Not imputed 1 = Imputed |
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| I_Q14DA | Char | 253 | imputation flag for question Q14DA 0 = Not imputed 1 = Imputed |
| I_Q14DB | Char | 254 | imputation flag for question Q14DB 0 = Not imputed 1 = Imputed |
| I_Q14EA | Char | 255 | imputation flag for question Q14EA 0 = Not imputed 1 = Imputed |

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| I_Q14GA | Char | 259 | imputation flag for question Q14GA 0 = Not imputed 1 = Imputed |
| I_Q14GB | Char | 260 | imputation flag for question Q14GB 0 = Not imputed 1 = Imputed |
| I_Q14HA | Char | 261 | imputation flag for question Q14HA 0 = Not imputed 1 = Imputed |
| I_Q14HB | Char | 262 | imputation flag for question Q14HB 0 = Not imputed 1 = Imputed |
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| I_Q15C | Char | 264 | imputation flag for question Q15C 0 = Not imputed 1 = Imputed |
| I_Q15D | Char | 265 | imputation flag for question Q15D 0 = Not imputed 1 = Imputed |
| I_Q15E | Char | 266 | imputation flag for question Q15E 0 = Not imputed 1 = Imputed |

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| I_Q15F | Char | 267 | imputation flag for question Q15F 0 = Not imputed 1 = Imputed |
| I_Q15G | Char | 268 | imputation flag for question Q15G 0 = Not imputed 1 = Imputed |
| I_Q17A | Char | 269 | imputation flag for question Q17A 0 = Not imputed 1 = Imputed |
| I_Q17B | Char | 270 | imputation flag for question Q17B 0 = Not imputed 1 = Imputed |
| I_Q17C | Char | 271 | imputation flag for question Q17C 0 = Not imputed 1 = Imputed |
| I_Q17D | Char | 272 | imputation flag for question Q17D 0 = Not imputed 1 = Imputed |
| I_Q18A | Char | 273 | imputation flag for question Q18A 0 = Not imputed 1 = Imputed |
| I_Q18B | Char | 274 | imputation flag for question Q18B 0 = Not imputed 1 = Imputed |
| I_Q18C | Char | 275 | imputation flag for question Q18C 0 = Not imputed 1 = Imputed |
| I_Q18D | Char | 276 | imputation flag for question Q18D 0 = Not imputed 1 = Imputed |
| I_Q18E | Char | 277 | imputation flag for question Q18E 0 = Not imputed 1 = Imputed |

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| I_Q18I | Char | 281 | imputation flag for question Q18I 0 = Not imputed 1 = Imputed |
| I_Q18J | Char | 282 | imputation flag for question Q18J 0 = Not imputed 1 = Imputed |
| I_Q19A | Char | 283 | imputation flag for question Q19A 0 = Not imputed 1 = Imputed |
| I_Q19B | Char | 284 | imputation flag for question Q19B 0 = Not imputed 1 = Imputed |
| I_Q19C | Char | 285 | imputation flag for question Q19C 0 = Not imputed 1 = Imputed |
| I_Q19D | Char | 286 | imputation flag for question Q19D 0 = Not imputed 1 = Imputed |
| I_Q19E | Char | 287 | imputation flag for question Q19E 0 = Not imputed 1 = Imputed |
| I_Q19F | Char | 288 | imputation flag for question Q19F 0 = Not imputed 1 = Imputed |

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| I_Q19H | Char | 290 | imputation flag for question Q19H 0 = Not imputed 1 = Imputed |
| I_Q19I | Char | 291 | imputation flag for question Q19I 0 = Not imputed 1 = Imputed |
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| I_Q20C | Char | 294 | imputation flag for question Q20C 0 = Not imputed 1 = Imputed |
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| I_Q21A | Char | 299 | imputation flag for question Q21A 0 = Not imputed 1 = Imputed |

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| I_Q21E | Char | 303 | imputation flag for question Q21E 0 = Not imputed 1 = Imputed |
| I_Q21F | Char | 304 | imputation flag for question Q21F 0 = Not imputed 1 = Imputed |
| I_Q21G | Char | 305 | imputation flag for question Q21G 0 = Not imputed 1 = Imputed |
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| TFWT1 | Num | 318-329 | Replicate Weight 1 |
| TFWT2 | Num | 330-341 | Replicate Weight 2 |
| TFWT3 | Num | 342-353 | Replicate Weight 3 |
| TFWT4 | Num | 354-365 | Replicate Weight 4 |
| TFWT5 | Num | 366-377 | Replicate Weight 5 |
| TFWT6 | Num | 378-389 | Replicate Weight 6 |
| TFWT7 | Num | 390-401 | Replicate Weight 7 |
| TFWT8 | Num | 402-413 | Replicate Weight 8 |
| TFWT9 | Num | 414-425 | Replicate Weight 9 |
| TFWT10 | Num | 426-437 | Replicate Weight 10 |

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|--------|-----|---------|---------------------|
| TFWT11 | Num | 438-449 | Replicate Weight 11 |
| TFWT12 | Num | 450-461 | Replicate Weight 12 |
| TFWT13 | Num | 462-473 | Replicate Weight 13 |
| TFWT14 | Num | 474-485 | Replicate Weight 14 |
| TFWT15 | Num | 486-497 | Replicate Weight 15 |
| TFWT16 | Num | 498-509 | Replicate Weight 16 |
| TFWT17 | Num | 510-521 | Replicate Weight 17 |
| TFWT18 | Num | 522-533 | Replicate Weight 18 |
| TFWT19 | Num | 534-545 | Replicate Weight 19 |
| TFWT20 | Num | 546-557 | Replicate Weight 20 |
| TFWT21 | Num | 558-569 | Replicate Weight 21 |
| TFWT22 | Num | 570-581 | Replicate Weight 22 |
| TFWT23 | Num | 582-593 | Replicate Weight 23 |
| TFWT24 | Num | 594-605 | Replicate Weight 24 |
| TFWT25 | Num | 606-617 | Replicate Weight 25 |
| TFWT26 | Num | 618-629 | Replicate Weight 26 |
| TFWT27 | Num | 630-641 | Replicate Weight 27 |
| TFWT28 | Num | 642-653 | Replicate Weight 28 |
| TFWT29 | Num | 654-665 | Replicate Weight 29 |
| TFWT30 | Num | 666-677 | Replicate Weight 30 |
| TFWT31 | Num | 678-689 | Replicate Weight 31 |
| TFWT32 | Num | 690-701 | Replicate Weight 32 |
| TFWT33 | Num | 702-713 | Replicate Weight 33 |

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| TFWT34 | Num | 714-725 | Replicate Weight 34 |
| TFWT35 | Num | 726-737 | Replicate Weight 35 |
| TFWT36 | Num | 738-749 | Replicate Weight 36 |
| TFWT37 | Num | 750-761 | Replicate Weight 37 |
| TFWT38 | Num | 762-773 | Replicate Weight 38 |
| TFWT39 | Num | 774-785 | Replicate Weight 39 |
| TFWT40 | Num | 786-797 | Replicate Weight 40 |
| TFWT41 | Num | 798-809 | Replicate Weight 41 |
| TFWT42 | Num | 810-821 | Replicate Weight 42 |
| TFWT43 | Num | 822-833 | Replicate Weight 43 |
| TFWT44 | Num | 834-845 | Replicate Weight 44 |
| TFWT45 | Num | 846-857 | Replicate Weight 45 |
| TFWT46 | Num | 858-869 | Replicate Weight 46 |
| TFWT47 | Num | 870-881 | Replicate Weight 47 |
| TFWT48 | Num | 882-893 | Replicate Weight 48 |
| TFWT49 | Num | 894-905 | Replicate Weight 49 |
| TFWT50 | Num | 906-917 | Replicate Weight 50 |

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WARNING

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- * Use the data in this dataset for statistical purposes only.
- * Make no use of the identity of any person or institution discovered inadvertently, and advise NCES of any such discovery.
- * Not link this dataset with individually identifiable data from other NCES or non-NCES datasets.
- * To proceed you must signify your agreement to comply with the above-stated statutorily based requirements.

Data perturbations were conducted on some background data to preclude identification of individuals and institutions.