

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
SURVEY OF ELEMENTARY SCHOOL MUSIC SPECIALISTS, 2010
FAST RESPONSE SURVEY SYSTEM
PUBLIC USE FILE

Variable Name	Type	Column(s)	Description
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IDNUMBER	Char	1-5	Random number assigned to each record
SIZE	Num	6	School enrollment size 1 = Less than 300 2 = 300 TO 499 3 = 500 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 = Not ascertained 1 = 25 percent or less 2 = 26 to 50 percent 3 = 51 to 75 percent 4 = 76 percent or more
LEVEL	Num	12	School level 1 = Elementary 3 = Combined

Q5AA	Num	17	<p>Does this school offer courses in general music/music appreciation for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q5AB - Q5AE AND CODE AS INAPPLICABLE</p>
Q5AB	Num	18-19	<p>Did you teach general music/music appreciation 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 Q5AC - Q5AE AND CODE AS INAPPLICABLE</p>
T_Q5AC	Num	20-21	<p>Re-code of Q5AC: To how many sections or classes of students did you teach general music/music appreciation? For confidentiality reasons, responses of 33 or more have been coded as 33 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1-32 = Number of sections or classes</p> <p>33 = Number of sections or classes is 33 or more</p>
T_Q5AD	Num	22-25	<p>Re-code of Q5AD: How many students are enrolled in general music/music appreciation 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 1-100</p> <p>2 = Enrollment 101-200</p> <p>3 = Enrollment 201-300</p> <p>4 = Enrollment 301-400</p> <p>5 = Enrollment 401-500</p> <p>6 = Enrollment 501-600</p> <p>7 = Enrollment 601-700</p> <p>8 = Enrollment 701-800</p> <p>9 = Enrollment 801-900</p> <p>10 = Enrollment 901-1000</p> <p>11 = Enrollment 1001-1200</p>

Q5AE	Num	26-29	How many total minutes per week did you spend teaching all sections or classes of general music/music appreciation? -8 = Inapplicable 0040-2400 = Total minutes per week
Q5BA	Num	30	Does this school offer courses in band (e.g., marching, concert, jazz) for the 2009-10 school year? 1 = Yes * 2 = No * SKIP Q5BB - Q5BE AND CODE AS INAPPLICABLE
Q5BB	Num	31-32	Did you teach band (e.g., marching, concert, jazz) during regular school hours in your most recent full week of teaching at this school? -8 = Inapplicable 1 = Yes * 2 = No * SKIP Q5BC - Q5BE AND CODE AS INAPPLICABLE
T_Q5BC	Num	33-34	Re-code of Q5BC: To how many sections or classes of students did you teach band (e.g., marching, concert, jazz)? For confidentiality reasons, responses of 9 or more have been coded as 9 for the public-use file. -8 = Inapplicable 1-8 = Number of sections or classes 9 = Number of sections or classes is 9 or more
T_Q5BD	Num	35-37	Re-code of Q5BD: How many students are enrolled in band (e.g., marching, concert, jazz) sections or classes that you teach? For confidentiality reasons, responses have been coded into categories for the public-use file. -8 = Inapplicable 1 = Enrollment 1-10 2 = Enrollment 11-20 3 = Enrollment 21-30 4 = Enrollment 31-40 5 = Enrollment 41-50 6 = Enrollment 51-60 7 = Enrollment 61-70 8 = Enrollment 71-80 9 = Enrollment 81-90 10 = Enrollment 91-100 11 = Enrollment More than 100

Q5BE	Num	38-41	How many total minutes per week did you spend teaching all sections or classes of band (e.g., marching, concert, jazz)? -8 = Inapplicable 0025-1650 = Total minutes per week
Q5CA	Num	42	Does this school offer courses in chorus for the 2009-10 school year? 1 = Yes * 2 = No * SKIP Q5CB - Q5CE AND CODE AS INAPPLICABLE
Q5CB	Num	43-44	Did you teach chorus during regular school hours in your most recent full week of teaching at this school? -8 = Inapplicable 1 = Yes * 2 = No * SKIP Q5CC - Q5CE AND CODE AS INAPPLICABLE
T_Q5CC	Num	45-46	Re-code of Q5CC: To how many sections or classes of students did you teach chorus? For confidentiality reasons, responses of 8 or more have been coded as 8 for the public-use file. -8 = Inapplicable 1-7 = Number of sections or classes 8 = Number of sections or classes is 8 or more
T_Q5CD	Num	47-49	Re-code of Q5CD: How many students are enrolled in chorus sections or classes that you teach? For confidentiality reasons, responses have been coded into categories for the public-use file. -8 = Inapplicable 1 = Enrollment 1-100 2 = Enrollment 101-200 3 = Enrollment 201-300 4 = Enrollment 301-400 5 = Enrollment More than 400
Q5CE	Num	50-53	How many total minutes per week did you spend teaching all sections or classes of chorus? -8 = Inapplicable 0020-1650 = Total minutes per week

Q5DA	Num	54	Does this school offer courses in strings/orchestra for the 2009-10 school year? 1 = Yes * 2 = No * SKIP Q5DB - Q5DE AND CODE AS INAPPLICABLE
Q5DB	Num	55-56	Did you teach strings/orchestra during regular school hours in your most recent full week of teaching at this school? -8 = Inapplicable 1 = Yes * 2 = No * SKIP Q5DC - Q5DE AND CODE AS INAPPLICABLE
T_Q5DC	Num	57-58	Re-code of Q5DC: To how many sections or classes of students did you teach strings/orchestra? For confidentiality reasons, responses of 5 or more have been coded as 5 for the public-use file. -8 = Inapplicable 1-4 = Number of sections or classes 5 = Number of sections or classes is 5 or more
T_Q5DD	Num	59-61	Re-code of Q5DD: How many students are enrolled in strings/orchestra sections or classes that you teach? For confidentiality reasons, responses have been coded into categories for the public-use file. -8 = Inapplicable 1 = Enrollment 1-10 2 = Enrollment 11-20 3 = Enrollment 21-30 4 = Enrollment 31-40 5 = Enrollment 41-50 6 = Enrollment 51-60 7 = Enrollment 61-80 8 = Enrollment More than 80
Q5DE	Num	62-65	How many total minutes per week did you spend teaching all sections or classes strings/orchestra? -8 = Inapplicable 0025-1200 = Total minutes per week

Q5EA	Num	66	Does this school offer courses in any other (specify) music subjects for the 2009-10 school year? 1 = Yes * 2 = No * SKIP Q5EB - Q5EE AND CODE AS INAPPLICABLE
Q5EB	Num	67-68	Did you teach any other (specify) music subjects during regular school hours in your most recent full week of teaching at this school? -8 = Inapplicable 1 = Yes * 2 = No * SKIP Q5EC - Q5EE AND CODE AS INAPPLICABLE
T_Q5EC	Num	69-70	Re-code of Q5EC: How many sections or classes of students did you teach other (specify) music subjects? For confidentiality reasons, responses of 6 or more have been coded as 6 for the public-use file. -8 = Inapplicable 1-5 = Number of sections or classes 6 = Number of sections or classes is 6 or more
T_Q5ED	Num	71-73	Re-code of Q5ED: How many students are enrolled in other (specify) music sections or classes that you teach? For confidentiality reasons, responses have been coded into categories for the public-use file. -8 = Inapplicable 1 = Enrollment 1-100 2 = Enrollment 101-200 3 = Enrollment 201-300 4 = Enrollment 301-500
Q5EE	Num	74-77	How many total minutes per week did you spend teaching other (specify) music in all sections or classes? -8 = Inapplicable 0020-1500 = Total minutes per week
Q6		[78-85]	Use the instructions in question 5 to report your music teaching load at OTHER schools during regular school hours for your most recent full week of teaching. If you did not teach at any other K-12 school, check this box and continue with question 7.

Q6A	Num	78-79	Number of music sections or classes taught at other school(s) during your most recent full WEEK of teaching: -8 = Inapplicable 01-54 = Number of music sections or classes
Q6B	Num	80-83	Total enrollment in all sections or classes reported in question 6a: -8 = Inapplicable 0003-1655 = Total enrollment
Q6C	Num	84-85	Total hours per week spent teaching all sections or classes reported in question 6a: -8 = Inapplicable 01-35 = Total hours
Q7	Num	86	Did you teach music on a block schedule at any K-12 school during your most recent full week of teaching? 1 = Yes (Specify) 2 = No
Q8	Num	87	Did you teach any curriculum-based or co-curricular music 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
Q9	Num	88-89	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.) 00-18 = Number of hours
T_Q10	Num	90-91	Re-code of Q10: Including this school year, how many years have you taught music 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 41 or more have been coded as 41 for the public-use file. 1-40 = Number of years 41 = Number of years is 41 or more

Q11		[92-120]	Please provide the following information for the degree(s) you hold.
Q11AA	Num	92	Do you hold a bachelor's degree? 1 = Yes * 2 = No * SKIP Q11AB - Q11AD AND CODE AS INAPPLICABLE
T_Q11AB	Num	93-96	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 1967 1967-2009 = Year bachelor's received 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 (music education, music, education, and other). Listed below are the question 11 analysis variables for bachelor's degrees.
BACH_MUED	Num	97	Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in music education? 1 = Yes 2 = No
BACH_MUSIC	Num	98	Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in music? 1 = Yes 2 = No

BACH_EDU	Num	99	Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in an education field other than music education? 1 = Yes 2 = No
BACH_OTHER	Num	100	Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in a field other than music or education? 1 = Yes 2 = No
Q11BA	Num	101	Do you hold a master's degree? 1 = Yes * 2 = No * SKIP Q11BB - Q11BD AND CODE AS INAPPLICABLE
T_Q11BB	Num	102-105	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 1978 1978-2010 = Year bachelor's received
Q11CA	Num	106	Do you hold a doctorate degree? 1 = Yes * 2 = No * SKIP Q11CB - Q11CD AND CODE AS INAPPLICABLE
T_Q11CB	Num	107-110	Re-code of Q11CB: What year did you receive your doctorate degree? For confidentiality reasons, responses have been coded into categories for the public-use file. -8 = Inapplicable 1 = Prior to 2000 2 = 2000 or later

Listed below are the question 11 analysis variables
for graduate degrees.

GRAD_MUED	Num	111	Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in music education? 1 = Yes 2 = No
GRAD_MUSIC	Num	112	Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in music? 1 = Yes 2 = No
GRAD_EDU	Num	113	Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in an education field other than music education? 1 = Yes 2 = No
GRAD_OTHER	Num	114	Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in a field other than music or education? 1 = Yes 2 = No
Q11DA	Num	115	Do you hold any other (specify) degree? 1 = Yes * 2 = No * SKIP Q11DB - Q11DD AND CODE AS INAPPLICABLE
T_Q11DB	Num	116-119	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 1991 2 = 1991-2000 3 = 2001-2010

Listed below is the overall question 11 analysis variable.

DEG1_INFIELD	Num	120	Analysis variable for major/minor field: Does the teacher have a bachelor's, master's, or doctorate degree with major/minor in music or music education? 1 = Yes 2 = No
Q12		[121-129]	Please provide the following information for the teaching certificate(s) or license(s) you hold.
Q12AA	Num	121	Do you hold a certificate or license in general education? 1 = Yes * 2 = No * SKIP Q12AB AND CODE AS INAPPLICABLE
Q12AB	Num	122-123	What type of certificate or license do you have in general education? -8 = Inapplicable 1 = Regular, standard, or professional 2 = Probationary 3 = Provisional, temporary, or emergency
Q12BA	Num	124	Do you hold a certificate or license in music education? 1 = Yes * 2 = No * SKIP Q12BB AND CODE AS INAPPLICABLE
Q12BB	Num	125-126	What type of certificate or license do you have in music education? -8 = Inapplicable 1 = Regular, standard, or professional 2 = Probationary 3 = Provisional, temporary, or emergency
Q12CA	Num	127	Do you hold any other (specify) teaching certificate or license? 1 = Yes * 2 = No * SKIP Q12CB AND CODE AS INAPPLICABLE

Q12CB	Num	128-129	<p>What type of other teaching certificate or license do you have?</p> <p>-8 = Inapplicable</p> <p>1 = Regular, standard, or professional</p> <p>2 = Probationary</p> <p>3 = Provisional, temporary, or emergency</p>
Q13		[130-156]	<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 music teachers</p>
Q13AA	Num	130	<p>During the last 12 months, how many total hours did you spend in professional development in which applied study in performing music was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q13AB AND CODE AS INAPPLICABLE</p>
Q13AB	Num	131-132	<p>To what extent do you believe professional development in applied study in performing music 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>
Q13BA	Num	133	<p>During the last 12 months, how many total hours did you spend in professional development in which applied study in improvising, arranging, or composing music was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q13BB AND CODE AS INAPPLICABLE</p>

Q13BB	Num	134-135	<p>To what extent do you believe professional development in applied study in improvising, arranging, or composing music 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>
Q13CA	Num	136	<p>During the last 12 months, how many total hours did you spend in professional development in which developing knowledge about music (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 Q13CB AND CODE AS INAPPLICABLE</p>
Q13CB	Num	137-138	<p>To what extent do you believe professional development in developing knowledge about music (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>
Q13DA	Num	139	<p>During the last 12 months, how many total hours did you spend in professional development in which connecting music 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 Q13DB AND CODE AS INAPPLICABLE</p>
Q13DB	Num	140-141	<p>To what extent do you believe professional development in connecting music 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>

Q13EA	Num	142	<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 Q13EB AND CODE AS INAPPLICABLE</p>
Q13EB	Num	143-144	<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>
Q13FA	Num	145	<p>During the last 12 months, how many total hours did you spend in professional development in which integrating educational technologies into music 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 Q13FB AND CODE AS INAPPLICABLE</p>
Q13FB	Num	146-147	<p>To what extent do you believe professional development in integrating educational technologies into music 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>

Activities designed for all teachers

Q13GA	Num	148	<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 2 = 1-8 hours 3 = More than 8 hours * SKIP Q13GB AND CODE AS INAPPLICABLE</p>
Q13GB	Num	149-150	<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 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent</p>
Q13HA	Num	151	<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 2 = 1-8 hours 3 = More than 8 hours * SKIP Q13HB AND CODE AS INAPPLICABLE</p>
Q13HB	Num	152-153	<p>To what extent do you believe professional development in student assessment improved your classroom teaching?</p> <p>-8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent</p>
Q13IA	Num	154	<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 music (Specify) was a major focus?</p> <p>* 1 = None 2 = 1-8 hours 3 = More than 8 hours * SKIP Q13IB AND CODE AS INAPPLICABLE</p>

Q14D	Num	160	<p>In the last 12 months, how frequently have you consulted with other teachers to integrate another subject into a music lesson or unit of study that you 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>
Q14E	Num	161	<p>In the last 12 months, how frequently have you collaborated with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes music?</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>
Q14F	Num	162	<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>
Q14G	Num	163	<p>In the last 12 months, how frequently have you visited classrooms of colleagues who teach music?</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>
Q14H	Num	164	<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>

Q14I	Num	165	<p>In the last 12 months, how frequently have you provided input in the preparation of Individual Education Plans (IEPs) for students with special needs?</p> <p>1 = Never</p> <p>2 = A few times a year</p> <p>3 = Once a month</p> <p>4 = 2 to 3 times a month</p> <p>5 = At least once a week</p>
Q14J	Num	166	<p>In the last 12 months, how frequently have you taught music through virtual field trips using technology?</p> <p>1 = Never</p> <p>2 = A few times a year</p> <p>3 = Once a month</p> <p>4 = 2 to 3 times a month</p> <p>5 = At least once a week</p>
Q15		[167-170]	<p>Which of the following statements describe your instructional program in music at this school? (Circle one on each line.)</p>
Q15A	Num	167	<p>Does the statement "It is based on a written, sequential, local (or district) curriculum guide" describe your instructional program in music at this school?</p> <p>1 = Yes</p> <p>2 = No</p> <p>3 = Don't know</p>
Q15B	Num	168	<p>Does the statement "It is aligned with your state's standards or the National Standards for Arts Education" describe your instructional program in music at this school?</p> <p>1 = Yes</p> <p>2 = No</p> <p>3 = Don't know</p>
Q15C	Num	169	<p>Does the statement "It is integrated with other arts subjects" describe your instructional program in music at this school?</p> <p>1 = Yes</p> <p>2 = No</p> <p>3 = Don't know</p>

Q15D	Num	170	Does the statement "It is integrated with other academic subjects" describe your instructional program in music at this school? 1 = Yes 2 = No 3 = Don't know
Q16		[171-174]	Do you agree or disagree with the following statements about music instruction at this school? (Circle one on each line.)
Q16A	Num	171	Do you agree or disagree with the statement "Parents support me in my efforts to educate their children" at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree
Q16B	Num	172	Do you agree or disagree with the statement "The administration supports me in my work" at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree
Q16C	Num	173	Do you agree or disagree with the statement "Students are motivated to do well in music class" at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree
Q16D	Num	174	Do you agree or disagree with the statement "Community organizations/groups support my efforts to educate students" at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree

Q17		[175-186]	How adequate is the support for teaching music at this school in each of the following areas? (Circle one on each line.)
Q17A	Num	175	How adequate is the support for teaching music at this school in the area of instructional time with students? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q17B	Num	176	How adequate is the support for teaching music at this school in the area of time for individual or collaborative planning? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q17C	Num	177	How adequate is the support for teaching music at this school in the area of having a dedicated room or space for music instruction? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q17D	Num	178	How adequate is the support for teaching music at this school in the area of having a dedicated space for performance? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q17E	Num	179	How adequate is the support for teaching music 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

Q17F	Num	180	<p>How adequate is the support for teaching music at this school in the area of instructional resources-materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CD-ROMs, textbooks, DVDs, software)?</p> <p>1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate</p>
Q17G	Num	181	<p>How adequate is the support for teaching music at this school in the area of classroom instruments-instruments typically used by students in the music classroom (e.g., rhythm band sets, recorders, autoharps, Orff instruments, drums and ethnic percussion, guitar/ukulele)?</p> <p>1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate</p>
Q17H	Num	182	<p>How adequate is the support for teaching music at this school in the area of classroom equipment-equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system with a CD player, mp3 player and sound dock, LCD projector)?</p> <p>1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate</p>
Q17I	Num	183	<p>How adequate is the support for teaching music at this school in the area of technologies-electronic equipment used in the study or creation of music (e.g., SMART Boards, computers, MIDI keyboards, sequencers)?</p> <p>1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate</p>

Q17JBOX	Num	184	<p>If your school has no band or strings program, check this box and continue with question 18.</p> <p>0 = Not checked (has band or strings program)</p> <p>* 1 = Checked (no band or strings program)</p> <p>* SKIP Q17J AND CODE AS INAPPLICABLE</p>
Q17J	Num	185-186	<p>How adequate is the support for teaching music at this school in the area of having orchestra and band instruments available for students wishing to participate in the school string/orchestra or band program?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all adequate</p> <p>2 = Minimally adequate</p> <p>3 = Moderately adequate</p> <p>4 = Completely adequate</p>
Q18		[187-197]	<p>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.)</p>
Q18A	Num	187	<p>How much emphasis do you give to singing a varied repertoire of music at this school?</p> <p>1 = No emphasis</p> <p>2 = Minor emphasis</p> <p>3 = Moderate emphasis</p> <p>4 = Major emphasis</p>
Q18B	Num	188	<p>How much emphasis do you give to performing a varied repertoire of music on a range of instruments at this school?</p> <p>1 = No emphasis</p> <p>2 = Minor emphasis</p> <p>3 = Moderate emphasis</p> <p>4 = Major emphasis</p>
Q18C	Num	189	<p>How much emphasis do you give to improvising melodies, variations, and accompaniments at this school?</p> <p>1 = No emphasis</p> <p>2 = Minor emphasis</p> <p>3 = Moderate emphasis</p> <p>4 = Major emphasis</p>

Q18D	Num	190	How much emphasis do you give to composing and arranging music within specified guidelines at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q18E	Num	191	How much emphasis do you give to reading and notating music at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q18F	Num	192	How much emphasis do you give to listening to, analyzing, and describing music at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q18G	Num	193	How much emphasis do you give to evaluating music and music performances at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q18H	Num	194	How much emphasis do you give to learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning) at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q18I	Num	195	How much emphasis do you give to making connections among music, the other arts, and disciplines outside the arts at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis

Q18J	Num	196	How much emphasis do you give to understanding music in relation to history and cultures at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q18K	Num	197	How much emphasis do you give to using technology to gain knowledge and skills in music at this school? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q19		[198-212]	To what extent if any, do you use the following types of assessment to determine student progress and achievement in music at this school? (Circle one on each line.)
Q19BOX	Num	198	If you do not conduct a formal assessment in music, check this box and continue with question 20. 0 = Not checked (conduct assessment) * 1 = Checked (do not conduct assessment) * SKIP Q19A - Q19G AND CODE AS INAPPLICABLE
Q19A	Num	199-200	To what extent do you use observation to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = great extent
Q19B	Num	201-202	To what extent do you use selected-response assessments (i.e., multiple choice, matching) to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = great extent

Q19C	Num	203-204	To what extent do you use assessments requiring short written answers or essays to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = great extent
Q19D	Num	205-206	To what extent do you use performance tasks or projects to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = great extent
Q19E	Num	207-208	To what extent do you use portfolio collection of student work to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = great extent
Q19F	Num	209-210	To what extent do you use developed rubrics to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = great extent
Q19G	Num	211-212	To what extent do you use any other (Specify) types of assessment to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = great extent

Q20		[213-221]	Outside of your school duties, to what extent if any, do you participate in each of the following activities related to music at this time? (Circle one on each line.)
Q20A	Num	213	Outside of your school duties, to what extent do you participate in providing instruction in a musical instrument or voice? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q20B	Num	214	Outside of your school duties, to what extent do you participate in performing as a soloist or member of an ensemble? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q20C	Num	215	Outside of your school duties, to what extent do you participate in composing or arranging music? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q20D	Num	216	Outside of your school duties, to what extent do you participate in conducting community or other ensembles? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q20E	Num	217	Outside of your school duties, to what extent do you participate in attending live musical performances? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q20F	Num	218	Outside of your school duties, to what extent do you participate in studying, critiquing, or writing about music? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent

Q20G	Num	219	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
Q20H	Num	220	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
Q20I	Num	221	Outside of school duties, to what extent do you participate in attending performances directed by colleagues? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
I_Q5AC	Num	222	Imputation flag for question Q5AC 0 = Not imputed 1 = Imputed
I_Q5AD	Num	223	Imputation flag for question Q5AD 0 = Not imputed 1 = Imputed
I_Q5AE	Num	224	Imputation flag for question Q5AE 0 = Not imputed 1 = Imputed
I_Q5BB	Num	225	Imputation flag for question Q5BB 0 = Not imputed 1 = Imputed
I_Q5BC	Num	226	Imputation flag for question Q5BC 0 = Not imputed 1 = Imputed

I_Q5BD	Num	227	Imputation flag for question Q5BD 0 = Not imputed 1 = Imputed
I_Q5BE	Num	228	Imputation flag for question Q5BE 0 = Not imputed 1 = Imputed
I_Q5CB	Num	229	Imputation flag for question Q5CB 0 = Not imputed 1 = Imputed
I_Q5CC	Num	230	Imputation flag for question Q5CC 0 = Not imputed 1 = Imputed
I_Q5CD	Num	231	Imputation flag for question Q5CD 0 = Not imputed 1 = Imputed
I_Q5CE	Num	232	Imputation flag for question Q5CE 0 = Not imputed 1 = Imputed
I_Q5DC	Num	233	Imputation flag for question Q5DC 0 = Not imputed 1 = Imputed
I_Q5DD	Num	234	Imputation flag for question Q5DD 0 = Not imputed 1 = Imputed
I_Q5DE	Num	235	Imputation flag for question Q5DE 0 = Not imputed 1 = Imputed
I_Q5EC	Num	236	Imputation flag for question Q5EC 0 = Not imputed 1 = Imputed
I_Q5ED	Num	237	Imputation flag for question Q5ED 0 = Not imputed 1 = Imputed

I_Q5EE	Num	238	Imputation flag for question Q5EE 0 = Not imputed 1 = Imputed
I_Q6A	Num	239	Imputation flag for question Q6A 0 = Not imputed 1 = Imputed
I_Q6B	Num	240	Imputation flag for question Q6B 0 = Not imputed 1 = Imputed
I_Q6C	Num	241	Imputation flag for question Q6C 0 = Not imputed 1 = Imputed
I_Q7	Num	242	Imputation flag for question Q7 0 = Not imputed 1 = Imputed
I_Q8	Num	243	Imputation flag for question Q8 0 = Not imputed 1 = Imputed
I_Q9	Num	244	Imputation flag for question Q9 0 = Not imputed 1 = Imputed
I_Q10	Num	245	Imputation flag for question Q10 0 = Not imputed 1 = Imputed
I_Q11AB	Num	246	Imputation flag for question Q11AB 0 = Not imputed 1 = Imputed
I_Q11BB	Num	247	Imputation flag for question Q11BB 0 = Not imputed 1 = Imputed
I_Q11CB	Num	248	Imputation flag for question Q11CB 0 = Not imputed 1 = Imputed

I_Q11DB	Num	249	Imputation flag for question Q11DB 0 = Not imputed 1 = Imputed
I_Q12AB	Num	250	Imputation flag for question Q12AB 0 = Not imputed 1 = Imputed
I_Q12BB	Num	251	Imputation flag for question Q12BB 0 = Not imputed 1 = Imputed
I_Q12CB	Num	252	Imputation flag for question Q12CB 0 = Not imputed 1 = Imputed
I_Q13AA	Num	253	Imputation flag for question Q13AA 0 = Not imputed 1 = Imputed
I_Q13AB	Num	254	Imputation flag for question Q13AB 0 = Not imputed 1 = Imputed
I_Q13BA	Num	255	Imputation flag for question Q13BA 0 = Not imputed 1 = Imputed
I_Q13BB	Num	256	Imputation flag for question Q13BB 0 = Not imputed 1 = Imputed
I_Q13CA	Num	257	Imputation flag for question Q13CA 0 = Not imputed 1 = Imputed
I_Q13CB	Num	258	Imputation flag for question Q13CB 0 = Not imputed 1 = Imputed
I_Q13DA	Num	259	Imputation flag for question Q13DA 0 = Not imputed 1 = Imputed

I_Q13DB	Num	260	Imputation flag for question Q13DB 0 = Not imputed 1 = Imputed
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I_Q13EB	Num	262	Imputation flag for question Q13EB 0 = Not imputed 1 = Imputed
I_Q13FA	Num	263	Imputation flag for question Q13FA 0 = Not imputed 1 = Imputed
I_Q13FB	Num	264	Imputation flag for question Q13FB 0 = Not imputed 1 = Imputed
I_Q13GA	Num	265	Imputation flag for question Q13GA 0 = Not imputed 1 = Imputed
I_Q13GB	Num	266	Imputation flag for question Q13GB 0 = Not imputed 1 = Imputed
I_Q13HA	Num	267	Imputation flag for question Q13HA 0 = Not imputed 1 = Imputed
I_Q13HB	Num	268	Imputation flag for question Q13HB 0 = Not imputed 1 = Imputed
I_Q13IA	Num	269	Imputation flag for question Q13IA 0 = Not imputed 1 = Imputed
I_Q13IB	Num	270	Imputation flag for question Q13IB 0 = Not imputed 1 = Imputed

I_Q14A	Num	271	Imputation flag for question Q14A 0 = Not imputed 1 = Imputed
I_Q14B	Num	272	Imputation flag for question Q14B 0 = Not imputed 1 = Imputed
I_Q14C	Num	273	Imputation flag for question Q14C 0 = Not imputed 1 = Imputed
I_Q14D	Num	274	Imputation flag for question Q14D 0 = Not imputed 1 = Imputed
I_Q14E	Num	275	Imputation flag for question Q14E 0 = Not imputed 1 = Imputed
I_Q14F	Num	276	Imputation flag for question Q14F 0 = Not imputed 1 = Imputed
I_Q14G	Num	277	Imputation flag for question Q14G 0 = Not imputed 1 = Imputed
I_Q14I	Num	278	Imputation flag for question Q14I 0 = Not imputed 1 = Imputed
I_Q14J	Num	279	Imputation flag for question Q14J 0 = Not imputed 1 = Imputed
I_Q16B	Num	280	Imputation flag for question Q16B 0 = Not imputed 1 = Imputed
I_Q16C	Num	281	Imputation flag for question Q16C 0 = Not imputed 1 = Imputed

I_Q16D	Num	282	Imputation flag for question Q16D 0 = Not imputed 1 = Imputed
I_Q17A	Num	283	Imputation flag for question Q17A 0 = Not imputed 1 = Imputed
I_Q17B	Num	284	Imputation flag for question Q17B 0 = Not imputed 1 = Imputed
I_Q17C	Num	285	Imputation flag for question Q17C 0 = Not imputed 1 = Imputed
I_Q17D	Num	286	Imputation flag for question Q17D 0 = Not imputed 1 = Imputed
I_Q17E	Num	287	Imputation flag for question Q17E 0 = Not imputed 1 = Imputed
I_Q17F	Num	288	Imputation flag for question Q17F 0 = Not imputed 1 = Imputed
I_Q17G	Num	289	Imputation flag for question Q17G 0 = Not imputed 1 = Imputed
I_Q17H	Num	290	Imputation flag for question Q17H 0 = Not imputed 1 = Imputed
I_Q17I	Num	291	Imputation flag for question Q17I 0 = Not imputed 1 = Imputed
I_Q17J	Num	292	Imputation flag for question Q17J 0 = Not imputed 1 = Imputed

I_Q18A	Num	293	Imputation flag for question Q18A 0 = Not imputed 1 = Imputed
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I_Q18C	Num	295	Imputation flag for question Q18C 0 = Not imputed 1 = Imputed
I_Q18D	Num	296	Imputation flag for question Q18D 0 = Not imputed 1 = Imputed
I_Q18E	Num	297	Imputation flag for question Q18E 0 = Not imputed 1 = Imputed
I_Q18F	Num	298	Imputation flag for question Q18F 0 = Not imputed 1 = Imputed
I_Q18G	Num	299	Imputation flag for question Q18G 0 = Not imputed 1 = Imputed
I_Q18H	Num	300	Imputation flag for question Q18H 0 = Not imputed 1 = Imputed
I_Q18I	Num	301	Imputation flag for question Q18I 0 = Not imputed 1 = Imputed
I_Q18J	Num	302	Imputation flag for question Q18J 0 = Not imputed 1 = Imputed
I_Q18K	Num	303	Imputation flag for question Q18K 0 = Not imputed 1 = Imputed

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I_Q20C	Num	310	Imputation flag for question Q20C 0 = Not imputed 1 = Imputed
I_Q20D	Num	311	Imputation flag for question Q20D 0 = Not imputed 1 = Imputed
I_Q20E	Num	312	Imputation flag for question Q20E 0 = Not imputed 1 = Imputed
I_Q20F	Num	313	Imputation flag for question Q20F 0 = Not imputed 1 = Imputed
I_Q20G	Num	314	Imputation flag for question Q20G 0 = Not imputed 1 = Imputed

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I_Q20I	Num	316	Imputation flag for question Q20I 0 = Not imputed 1 = Imputed
TFWT	Num	317-328	Full Sample Weight
TFWT1	Num	329-340	Replicate Weight 1
TFWT2	Num	341-352	Replicate Weight 2
TFWT3	Num	353-364	Replicate Weight 3
TFWT4	Num	365-376	Replicate Weight 4
TFWT5	Num	377-388	Replicate Weight 5
TFWT6	Num	389-400	Replicate Weight 6
TFWT7	Num	401-412	Replicate Weight 7
TFWT8	Num	413-424	Replicate Weight 8
TFWT9	Num	425-436	Replicate Weight 9
TFWT10	Num	437-448	Replicate Weight 10
TFWT11	Num	449-460	Replicate Weight 11
TFWT12	Num	461-472	Replicate Weight 12
TFWT13	Num	473-484	Replicate Weight 13
TFWT14	Num	485-496	Replicate Weight 14
TFWT15	Num	497-508	Replicate Weight 15
TFWT16	Num	509-520	Replicate Weight 16
TFWT17	Num	521-532	Replicate Weight 17

TFWT18	Num	533-544	Replicate Weight 18
TFWT19	Num	545-556	Replicate Weight 19
TFWT20	Num	557-568	Replicate Weight 20
TFWT21	Num	569-580	Replicate Weight 21
TFWT22	Num	581-592	Replicate Weight 22
TFWT23	Num	593-604	Replicate Weight 23
TFWT24	Num	605-616	Replicate Weight 24
TFWT25	Num	617-628	Replicate Weight 25
TFWT26	Num	629-640	Replicate Weight 26
TFWT27	Num	641-652	Replicate Weight 27
TFWT28	Num	653-664	Replicate Weight 28
TFWT29	Num	665-676	Replicate Weight 29
TFWT30	Num	677-688	Replicate Weight 30
TFWT31	Num	689-700	Replicate Weight 31
TFWT32	Num	701-712	Replicate Weight 32
TFWT33	Num	713-724	Replicate Weight 33
TFWT34	Num	725-736	Replicate Weight 34
TFWT35	Num	737-748	Replicate Weight 35
TFWT36	Num	749-760	Replicate Weight 36
TFWT37	Num	761-772	Replicate Weight 37
TFWT38	Num	773-784	Replicate Weight 38
TFWT39	Num	785-796	Replicate Weight 39

TFWT40	Num	797-808	Replicate Weight 40
TFWT41	Num	809-820	Replicate Weight 41
TFWT42	Num	821-832	Replicate Weight 42
TFWT43	Num	833-844	Replicate Weight 43
TFWT44	Num	845-856	Replicate Weight 44
TFWT45	Num	857-868	Replicate Weight 45
TFWT46	Num	869-880	Replicate Weight 46
TFWT47	Num	881-892	Replicate Weight 47
TFWT48	Num	893-904	Replicate Weight 48
TFWT49	Num	905-916	Replicate Weight 49
TFWT50	Num	917-928	Replicate Weight 50

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