

Consent

Welcome! This survey will ask questions about your disposition toward the profession, belief in your own teaching abilities, and professional identity.

Please provide an email address that you will remember on each of the surveys, so that your answers can be matched up. This email address will also be used to arrange payment for completing the surveys.

Please note that your responses are CONFIDENTIAL. The individual results will be kept confidential, and all results will be either aggregated and/or de-identified. Average survey time is 30 minutes.

Informed consent

[Consent Form](#)

After reading the Consent Form, click on a choice below.

- I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.
- I do not agree to participate in the research, and will be excluded from the remainder of the questions.

Teacher Dispositions

Teacher Dispositions

Please provide an email address. This information will be used to identify and correlate your responses each year during the longitudinal study. Please provide an email address you will remember.

Do you currently teach any regularly scheduled class(es) in any of grades pre-K-12?

- Yes
- No

How do you classify your position at your current school, that is, the activity at which you spend most of your time during the school year? Check one.

- Regular teacher (full-time or part time)
- Itinerant teacher (assigned to teach at more than one school)
- Long-term substitute (assigned to fill the role of a regular teacher on a long-term basis, but considered a substitute)
- Administrator (principal, AP, director, school head)
- Library media specialist or librarian
- Other professional staff (counselor, curriculum coordinator, social worker)
- Support staff (secretary)
- Short term substitute
- Student teacher
- Teacher aide

Are you teaching full-time or part-time? Check one.

- Teaching full-time
- Teaching part-time

How long do you plan to remain in the position of a pre-K-12 teacher? Check one.

- As long as I am able
- Until I am eligible for retirement benefits from this job
- Until I am eligible for retirement benefits from a previous job
- Until I am eligible for Social Security benefits
- Until a specific life event occurs (parenthood, marriage)
- Until a more desirable job opportunity comes along
- Definitely plan to leave as soon as I can
- Undecided at this time

Please estimate the number of years indicated above using whole numbers (0-99).

To what extent do you agree or disagree with each of the following statements?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The stress and disappointments involved in teaching at my school aren't really worth it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers at my school like being here; I would describe us as a satisfied group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the way things are run at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could get a higher paying job, I'd leave teaching as soon as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I think about transferring to another school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't seem to have as much enthusiasm now as I did when I began teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about staying home from school because I'm just too tired to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally satisfied with my current job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the last 12 months, have you applied for a job in an attempt to leave the position of a pre-K-12 teacher?

- Yes (applied for non-teaching position in the field of education [e.g., administration])
- Yes (applied for non-teaching position outside the field of education)
- No (or only applied for summer jobs or other positions to supplement your income from teaching)

How would you rate the importance of the following aspects in terms of your choice to continue teaching pre-K-12?

	Very important	Somewhat important	Less important	Not important
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits (health insurance, retirement plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional advancement or promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for learning from colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the importance of the following aspects in terms of your choice to continue teaching pre-K-12?

	Very important	Somewhat important	Less important	Not important
Social relationships with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition and support from administrators/managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety of environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influence over workplace policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomy or control over your own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the importance of the following aspects in terms of your choice to continue teaching pre-K-12?

	Very important	Somewhat important	Less important	Not important
Professional prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedures for performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manageability of workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of resources and materials/equipment for doing your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General work conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the importance of the following aspects in terms of your choice to continue teaching pre-K-12?

	Very important	Somewhat important	Less important	Not important
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of personal accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to make a difference in the lives of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following best describes the evaluation you received for your work as a teacher last school year? Check one.

- Excellent/Outstanding/Highly effective
- Satisfactory/Effective
- Unsatisfactory/Not that effective
- Not applicable (did not receive an evaluation last school year)

Last year, how effective do you think you were as a teacher? Check one.

- Excellent/Outstanding/Highly effective
- Satisfactory/Effective
- Unsatisfactory/Not that effective
- Not applicable (did not teach last school year)

TEBS-Self

Self-Efficacy Beliefs

Please read the statements below and indicate the strength of your personal belief in your capabilities to teach in your discipline.

Right now the strength of my personal beliefs in my capabilities to _____
is:

	Belief in my capabilities is...			
	Weak	Moderate	Strong	Very Strong
plan activities that accommodate the range of individual differences among my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
plan evaluation procedures that accommodate individual differences among my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use allocated time for activities that maximize learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively manage routines and procedures for learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clarify directions for learning routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Right now the strength of my personal beliefs in my capabilities to _____
is:

	Belief in my capabilities is...			
	Weak	Moderate	Strong	Very Strong
maintain high levels of student engagement in learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
redirect students who are persistently off task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintain a classroom climate of courtesy and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintain a classroom climate that is fair and impartial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate to students the specific learning outcomes of the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Right now the strength of my personal beliefs in my capabilities to _____
is:

	Belief in my capabilities is...			
	Weak	Moderate	Strong	Very Strong
communicate to students the purpose and/or importance of learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
implement teaching methods at an appropriate pace to accommodate differences among my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
utilize teaching aids and learning materials that accommodate individual differences among my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide students with opportunities to learn at more than one cognitive and/or performance level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate to students content knowledge that is accurate and logical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Right now the strength of my personal beliefs in my capabilities to _____
is:

	Belief in my capabilities is...			
	Weak	Moderate	Strong	Very Strong
clarify student misunderstandings or difficulties in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide students with specific feedback about their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide students with suggestions for improving learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
actively involve students in developing concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
solicit a variety of questions throughout the lesson that enable higher order thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Right now the strength of my personal beliefs in my capabilities to _____ is:

	Belief in my capabilities is...			
	Weak	Moderate	Strong	Very Strong
actively involve students in critical analysis and/or problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor students' involvement during learning tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adjust teaching and learning activities as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manage student discipline/behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involve students in developing higher order thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Right now the strength of my personal beliefs in my capabilities to _____
is:

	Belief in my capabilities is...			
	Weak	Moderate	Strong	Very Strong
motivate students to perform to their fullest potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide a learning environment that accommodates students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improve the academic performance of students, including those with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide a positive influence on the academic development of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintain a classroom environment in which students work cooperatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
successfully maintain a positive classroom climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identity

Teacher Identity

How would you rate the importance of the following aspects in terms of your IDENTITY as a pre-K-12 teacher?

	For my identity...			
	Very important	Somewhat important	Less important	Not important
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits (health insurance, retirement plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional advancement or promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for learning from colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social relationships with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the importance of the following aspects in terms of your IDENTITY as a pre-K-12 teacher?

	For my identity...			
	Very important	Somewhat important	Less important	Not important
Recognition and support from administrators/managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety of environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influence over workplace policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomy or control over your own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedures for performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the importance of the following aspects in terms of your IDENTITY as a pre-K-12 teacher?

	For my identity...			
	Very important	Somewhat important	Less important	Not important
Manageability of workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of resources and materials/equipment for doing your job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General work conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of personal accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to make a difference in the lives of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What discipline do you more strongly identify with in your training and/or teaching?

- I am a Mathematics Teacher
- I am a Science Teacher

To what extent do you agree or disagree with each of the following statements.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I had a math teacher that I want to be like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I teach, I am able to integrate my knowledge of math with knowledge of math teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel skilled as a math teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel part of a community of math teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I belong to professional associations or groups of math teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I frequently talk to colleagues about teaching math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is helpful to be able to discuss the progress of students with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy sharing ideas and resources about teaching math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of math shapes my philosophy and attitude about teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a role model who generates interest in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I enjoy the social respect I get as a math teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students and teachers regard me as an effective math teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I appreciate it when my institution(s) acknowledge my success as a math teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that my good teaching be recognized in some ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important to me to contribute to improving the math teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The quality of my teaching contributes to my career advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it satisfying to think that I am contributing to the profession by teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I truly enjoy being a math teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with students has its costs, but it's worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math teaching is a very rewarding job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find satisfaction in my own development as a math teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as a math teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I had a science teacher that I want to be like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I teach, I am able to integrate my knowledge of science with knowledge of science teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel skilled as a science teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel part of a community of science teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I belong to professional associations or groups of science teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I frequently talk to colleagues about teaching science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is helpful to be able to discuss the progress of students with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy sharing ideas and resources about teaching science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of science shapes my philosophy and attitude about teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a role model who generates interest in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I enjoy the social respect I get as a science teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students and teachers regard me as an effective science teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I appreciate it when my institution(s) acknowledge my success as a science teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that my good teaching be recognized in some ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important to me to contribute to improving the science teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The quality of my teaching contributes to my career advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it satisfying to think that I am contributing to the profession by teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I truly enjoy being a science teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with students has its costs, but it's worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science teaching is a very rewarding job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find satisfaction in my own development as a science teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as a science teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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