

R E P O R T R E S U M E S

ED 011 015

SF 000 929

AN ANALYSIS OF THE USE OF TEACHER TIME IN VIRGINIA.  
VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND

REPORT NUMBER VOL-49-NO-6

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$1.92 48P.

DESCRIPTORS- \*TEACHER EMPLOYMENT, \*TEACHER ROLE, \*TEACHING  
LOAD, RICHMOND

TO IDENTIFY THE AMOUNTS OF TIME WHICH TEACHERS GIVE TO  
THEIR INSTRUCTIONAL AND NONINSTRUCTIONAL DUTIES, A  
QUESTIONNAIRE WAS SENT TO A RANDOM SAMPLE OF 3,594 CLASSROOM  
TEACHERS, OF WHOM 1,725 RETURNED USABLE REPLIES. MOST SPENT  
ABOUT 8 TO 9 HOURS A DAY (INCLUDING 2 TO 3 HOURS OUTSIDE OF  
THE SCHOOL DAY) ON TEACHING, PREPARATION FOR TEACHING, AND  
EVALUATING PUPILS. CLERICAL DUTIES NOT RELATED TO INSTRUCTION  
REQUIRED ABOUT 1 HOUR DURING THE SCHOOL DAY. NONINSTRUCTIONAL  
DUTIES RECURRING DAILY, MONTHLY, PERIODICALLY, AND AT THE END  
OF THE SCHOOL YEAR INCLUDE COLLECTING AND ACCOUNTING FOR  
MONEY (25 HOURS A YEAR), REQUESTING AND ORDERING TEACHING  
MATERIAL (12 HOURS), AND TAKING INVENTORY (5 HOURS).  
RECOMMENDATIONS WERE--(1) PROVISION FOR AND UTILIZATION OF  
CLERICAL ASSISTANTS AND TEACHER AIDES, (2) ESTABLISHMENT OF  
CENTRALIZED PUPIL ACCOUNTING SYSTEMS, (3) PERIODIC  
REASSESSMENT OF POLICIES GOVERNING USE OF TEACHER TIME FOR  
NONINSTRUCTIONAL DUTIES. (FF)

MAR 3 1967

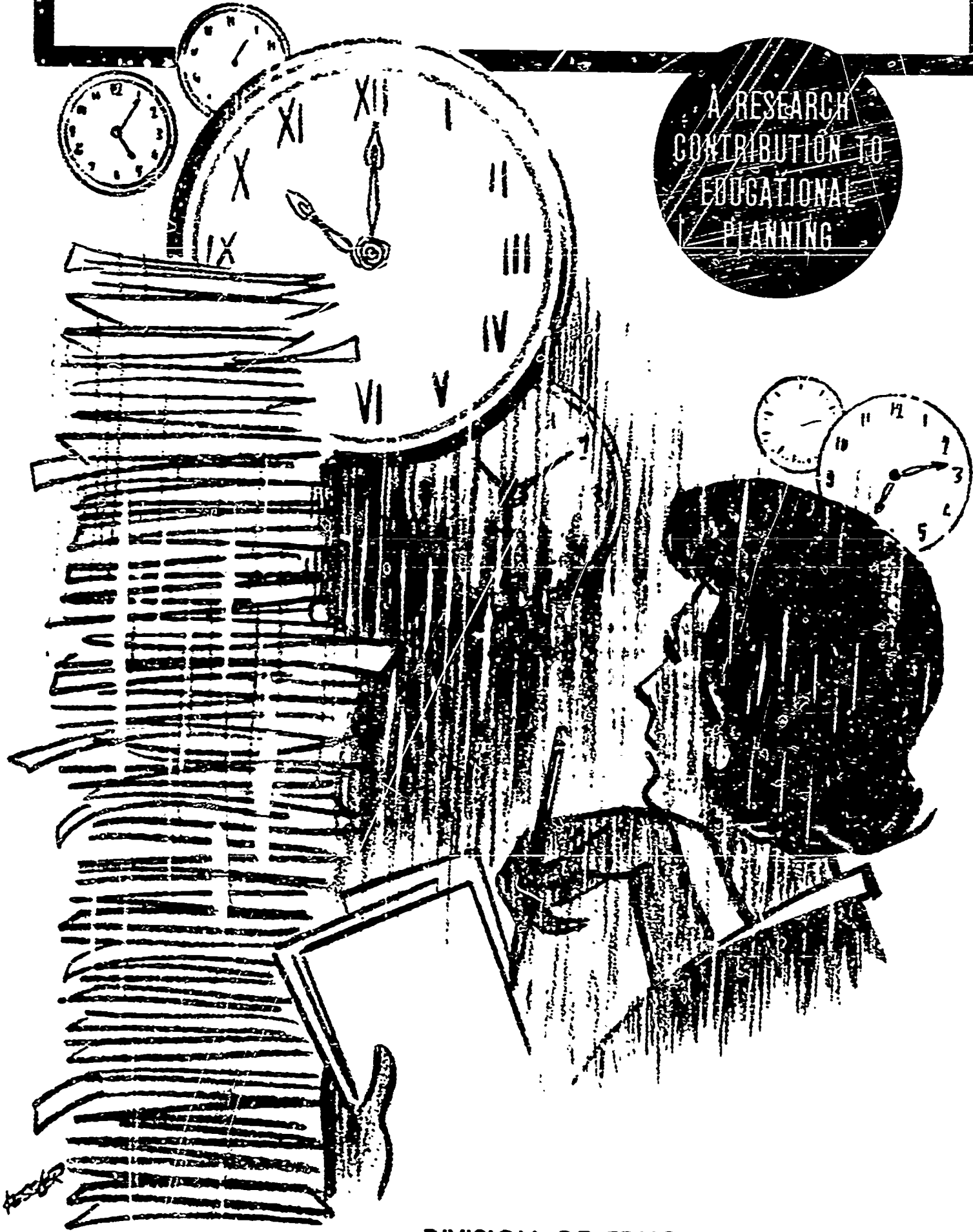
DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

*An Analysis of the Use of*

**TEACHER TIME IN VIRGINIA**

ED011015

A RESEARCH  
CONTRIBUTION TO  
EDUCATIONAL  
PLANNING



DIVISION OF EDUCATIONAL RESEARCH  
STATE DEPARTMENT OF EDUCATION • RICHMOND, VIRGINIA 23216

Volume 49, Number 6, December, 1966

DR 000 701

# **AN ANALYSIS OF THE USE OF TEACHER TIME IN VIRGINIA**



**A Research Contribution to Educational Planning**

**CHARLES E. CLEAR, Director**  
**ALTON L. TAYLOR, Supervisor**  
**Division of Educational Research**

**Division of Educational Research**  
**State Department of Education**  
**Richmond, Virginia 23216**  
**Vol. 49 Number 6**  
**December, 1965**

## TABLE OF CONTENTS

	PAGE
LIST OF TABLES.....	iv
FOREWORD.....	v
SECTION I.....	1
INTRODUCTION.....	1
Purpose of the Study.....	1
Procedures.....	1
Questionnaire Development.....	1
Sample.....	1
Collection of Data.....	2
SECTION II.....	3
ANALYSIS OF DATA.....	3
Selected Characteristics of the Sample.....	3
Sex and Marital Status.....	3
Professional Training.....	4
Salary.....	4
Age, Teaching Experience, and Number of Teachers in School.....	5
Grade Level and Teaching Positions.....	5
INSTRUCTIONAL RESPONSIBILITIES.....	6
Length of Instructional Day.....	6
Out-of-Class Instructional Duties.....	6
NON-PROFESSIONAL OR CLERICAL DUTIES.....	8
Clerical Duties Performed During Pre-School or Early Session Only.....	8
Clerical Duties Which Are Performed Weekly Throughout the Year.....	12
Clerical Duties Which Occur Monthly With the Attendance and Accounting Activities.....	15
Clerical Duties Which Occur at the Close of Each Marking Period.....	18
Clerical Duties Which Are Performed Periodically.....	21
Clerical Duties Performed Only at the End of Year.....	23
SECTION III.....	32
SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	32
Summary.....	32
FINDINGS AND CONCLUSIONS.....	32
Selected Characteristics of the Sample.....	32
Instructional Responsibilities.....	32
Out-of-Class Instructional Duties.....	32
Non-Professional or Clerical Duties.....	32
Summary of Conclusions.....	32
RECOMMENDATIONS.....	34
APPENDIX.....	35

## LIST OF TABLES

	PAGE
I. Sample.....	2
II. Sex and Marital Status.....	3
III. Educational Background.....	4
IV. Salary.....	5
V. Age, Teaching Experience, and Number of Teachers in School.....	5
VI. Grade Level and Teaching Positions.....	5
VII. Length of School Day.....	6
VIII. Out-of-Class Instructional Duties.....	7
IX. Clerical Duties Performed During Pre-School or Early Session Only.....	9
X. Clerical Duties Performed During Pre-School or Early Session Only: A Selected Distribution..	10
XI. Clerical Duties Performed Weekly Throughout the Year.....	13
XII. Clerical Duties Performed Weekly Throughout the Year: A Selected Distribution.....	14
XIII. Clerical Duties Performed Monthly with the Attendance and Accounting Activities.....	16
XIV. Clerical Duties Performed Monthly with Attendance and Accounting Activities: A Selected Distribution.....	17
XV. Clerical Duties Performed at the Close of Each Marking Period.....	19
XVI. Clerical Duties Performed at the Close of Each Marking Period. A Selected Distribution.....	20
XVII. Clerical Duties Performed Periodically.....	22
XVIII. Clerical Duties Performed Periodically: A Selected Distribution.....	24
XIX. Clerical Duties Performed Only at End of Year.....	29
XX. Clerical Duties Performed Only at End of Year: A Selected Distribution.....	30

## FOREWORD

The State Board of Education, in its "Policy Statement for Public Schools," adopted in 1958, said "there must be adequate time to teach and adequate time to learn. Teachers must be afforded an uninterrupted opportunity to teach and to inspire learning if quality education is to be expected. Administrators and supervisors should periodically reassess the plan of school organization with a view of assuring that the most efficient use is made of the teachers' talents and training. . . ."

In connection with this policy, the State Board in 1965 requested that a study be made to determine the amount of time teachers in the public schools spend in instructional and non-instructional duties. The survey was conducted by the Division of Educational Research with the cooperation of Division Superintendents and teachers throughout the State.

The recommendations contained in the report were approved by the State Board at its meeting on October 23 with the request that the results of the survey be transmitted to Division Superintendents and Chairmen of local school boards throughout the State. The State Board urged that careful consideration be given to the recommendations which are designed to provide more time for instructional planning and teaching and thus help to raise the quality of public education in the State.

WOODROW W. WILKERSON,  
*Superintendent of Public Instruction*

## SECTION I

### INTRODUCTION

Proper utilization of the teachers' time is essential for maximum effectiveness in the classroom. In some instances, it has been reported that the keeping of numerous routine records and reports has unnecessarily burdened teachers with clerical duties and has taken time needed for instructional responsibilities. Some concern has been expressed about the desirability of requiring teachers to perform many of the routine clerical-type duties involved in grade reporting, attendance accounting, averaging grades, duplicating tests, and similar tasks not directly involved in the instructional process.

The State Board of Education, recognizing the problems involved with non-instructional duties, requested that a study be made to analyze how teachers in the State of Virginia spend their time in regard to instructional and non-instructional duties.

#### PURPOSE OF THE STUDY

The purpose of this study was to identify the amount of time which teachers give to various activities involved in teaching in the public schools of Virginia. The study included a survey to obtain information about the time teachers spend in activities such as the following: preparation for classroom instruction, classroom instruction, clerical duties, monitorial duties, extra-class school activities, parent conferences, meetings, in-service education activities, and miscellaneous activities.

This study should provide an indication of the scope of the problem of the use of teacher time in the public schools of Virginia and should serve as the basis for planning changes to improve the utilization of the time of professional personnel. It was also anticipated that the identification of time requirements of the various activities which are involved in teaching in Virginia public schools will have implications for school organization, staff assignment, teacher load, and pupil accounting practices.

#### PROCEDURES

The procedures involved in the development of the teacher time questionnaire, the selection of the sample, and the collection of data are treated in this section.

**Questionnaire Development.** The staff of the Division of Educational Research, State Department of Education, initiated the study after reviewing other studies which were made to identify the components of teaching assignments and successful methods used to obtain information from teachers regarding the use of their time.

In selecting components for the questionnaire consideration was given to: (1) the amount of time involved in activities which were purely clerical in nature, as well as other basic activities of teachers, (2) questions which could be easily understood and completed, and (3) a format which would permit automatic machine processing of the data.

After the first questionnaire was constructed, copies were distributed to selected administrative persons for criticism and revision. Six months later approximately 500 questionnaires were distributed to teachers in eight school divisions to determine the problems in completing the questionnaire, the adequacy of the results being obtained, and the types of machine processing necessary to analyze the data.

Experts on sampling and questionnaire development at the National Education Association offered suggestions to improve (1) the ease of completing the questionnaire, (2) the percent of returns, and (3) the machine processing features of the data.

**Sample.** A random sample of teachers was obtained by selecting every eleventh teacher from the RIP file (Report of Instructional Personnel) which was stored in the IBM 1440 computer system of the Division

of Educational Research of the State Department of Education. A total of 3,899 persons was randomly selected by the computer. Of these, 286 were supervisory personnel, not classroom teachers, and were not used in the study.

Superintendents were informed of the teachers in their division selected to participate. On the basis of some superintendents' requests 19 of these teachers were not used in the study. (See Table I, page 2.)

**Collection of Data.** The remaining 3,594 teachers of the original 3,899 were mailed a questionnaire. Of these, 2,123 were returned, and 1,471 were not returned. There were 26 teachers who returned their questionnaires unanswered, 16 teachers were not currently employed, 255 teachers returned their questionnaires incomplete, 18 teachers were not full-time, and 83 were in positions other than teaching, such as, librarians, counselors, etc. This left a total of 1,725 questionnaires to be processed. (See Table I, page 2.)

The questionnaire returns were analyzed individually for correct procedures and response patterns. Those questionnaires not completely filled in or with error-responses were returned to individual teachers to be completed or corrected. The questionnaires, when completed and corrected, were coded for machine processing.

TABLE I

SAMPLE

CATEGORY	Sums	Totals
Total Selected.....		3,899
Supervisory Personnel.....	286	
Superintendents' Responses.....	19	
	<u>-305</u>	
Questionnaires Sent Out.....		3,594
Questionnaires Returned.....		2,123
Questionnaires Not Returned.....		1,471
Questionnaires Not Used		
Returned unanswered.....	26	
Not employed.....	16	
Incorrect data.....	255	
Part-time teachers.....	18	
Librarians, counselors, etc.....	83	
Total Not Used.....	<u>-398</u>	
Questionnaires Returned.....		2,123
Questionnaires Not Used.....		398
		<u>1,725</u>



## SECTION II

### ANALYSIS OF DATA

Using the data and procedures in SECTION I, INTRODUCTION, a descriptive analysis was conducted in relation to (1) selected characteristics of the sample, (2) classroom instructional duties, (3) out-of-class instructional duties, and (4) non-professional or clerical duties. The analysis also considered the teacher sample in relation to the elementary teachers, the secondary teachers, and the sample as a whole.

#### SELECTED CHARACTERISTICS OF THE SAMPLE

**Sex and Marital Status.** Table II, page 3, shows that the sample selected constituted approximately one-fifth men (18.20%), most of whom were married, and approximately eight-tenths were women (81.80%), most of whom were married.

**Elementary Teachers.** Table II, page 3, shows that the vast majority of the elementary teachers selected were women (93.53%), and only a few men were selected (6.47%). The ratio obtained in this sample of elementary women teachers to elementary men teachers (93.53% to 6.47%) was a very close measure of the actual ratio of women teachers to men teachers at the elementary level in 1964-65 in the State of Virginia (92.70% to 7.30%). Table II, page 3, also shows that most of the elementary teachers, both men and women, were married.

TABLE II  
SEX AND MARITAL STATUS

CATEGORY	Sum	Percent		Sum	Percent		Sum	Percent
		Ele- mentary Total	Percent Grand Total		Sec- ondary Total	Percent Grand Total		
<b>Man</b>								
Man, Unmarried.....	20	1.93	1.16	53	7.69	3.07	73	4.23
Man, Married.....	44	4.25	2.55	191	27.72	11.07	235	13.62
Man, Widowed, Divorced or Separated.....	3	.29	.17	3	.44	.18	6	.35
<b>Totals.....</b>	<b>67</b>	<b>6.47</b>	<b>3.88</b>	<b>247</b>	<b>35.85</b>	<b>14.32</b>	<b>314</b>	<b>18.20</b>
<b>Woman</b>								
Woman, Unmarried.....	167	16.12	9.68	108	15.67	6.26	275	15.94
Woman, Married.....	679	65.54	39.36	293	42.53	16.99	972	56.35
Woman, Widowed, Divorced or Separated.....	123	11.87	7.13	41	5.95	2.38	164	9.51
<b>Totals.....</b>	<b>969</b>	<b>93.53</b>	<b>56.17</b>	<b>442</b>	<b>64.15</b>	<b>25.63</b>	<b>1,411</b>	<b>81.80</b>
<b>GRAND TOTAL.....</b>	<b>1,036</b>	<b>100.00</b>	<b>60.05</b>	<b>689</b>	<b>100.00</b>	<b>39.95</b>	<b>1,725</b>	<b>100.00</b>

**Secondary Teachers.** Table II, page 3, shows the ratio of women teachers to men teachers at the secondary level was 64.15% to 35.85%. The actual ratio of women to men teachers at the secondary level during 1964-65 in the State of Virginia was just about the same, 61.96% to 38.04%.

Table II, page 3, gives one indication that the random sample obtained in this study was a true representation of the teacher population in Virginia. In summary form, the ratios of women to men teachers of the sample are compared to the actual teacher population ratio in 1964-65 in the State of Virginia as follows:

	Sample	Population
<b>Elementary</b>		
Women teachers.....	93.53%	92.70%
Men teachers.....	6.47	7.30
<b>Secondary</b>		
Women teachers.....	64.15	61.96
Men teachers.....	35.85	38.04
<b>Total</b>		
Women teachers.....	81.80	78.93
Men teachers.....	18.20	21.07

**Professional Training.** Table III, page 4, shows the professional training of the teacher sample. Approximately nine-tenths (86.67%) of the sample had obtained at least a bachelor's degree, and one teacher selected had obtained a doctorate.

**TABLE III**  
**EDUCATIONAL BACKGROUND**

CATEGORY	SAMPLE									
	Sum	Percent Elementary Total	Percent Grand Total	Sum	Percent Second- ary Total	Percent Grand Total	Sum	Percent Grand Total	Popula- tion Percent	Differ- ence Sample -Popu- lation
No degree.....	217	20.95	12.58	13	1.89	.55	230	13.33	11.56	1.77
Bachelor's degree...	765	73.84	44.35	541	78.51	31.36	1,306	75.71	73.18	2.53
Master's degree....	54	5.21	3.13	134	19.45	7.77	188	10.90	15.18	4.28
Doctor's degree....	0	.00	.00	1	.15	.06	1	.06	.08	.02
Grand Total.....	1,036	100.00	60.06	689	100.00	39.74	1,725	100.00		

Table III, page 4, also indicates that the sample selected for this study was representative of the teacher population in Virginia. The largest difference between the sample and population was 4.28% in the master's degree category and the smallest difference of .02% occurred under the doctor's degree category.

**Salary.** Table IV, page 5, shows that the mean salary of the sample was \$5,732.69 for the 1965-66 school session. The actual mean salary of the teacher population was \$5,802.67 or a difference of \$69.98. This also indicates that the sample is truly representative of all the public school teachers in Virginia.

TABLE IV  
SALARY

	Sample Mean	Population Mean	Difference
Elementary teachers.....	\$5,584.30	\$5,545.00	\$39.30
Secondary teachers.....	5,912.77	5,981.50	68.73
Total.....	5,732.69	5,802.67	69.98

**Age, Teaching Experience, and Number of Teachers in School.** Table V, page 5, shows that the average age of the teacher sample was 40.84 years, with an average of 13.54 years of total teaching experience, and an average of 9.75 years of teaching experience in their present school divisions.

There was an average of 34.20 full-time classroom teachers in the schools represented by the sample.

TABLE V  
AGE, TEACHING EXPERIENCE, AND NUMBER OF TEACHERS IN SCHOOL

CATEGORY	Elementary Mean	Secondary Mean	Total Mean
1. Age.....	42.61 Years	38.28 Years	40.84 Years
2. Total Years Teaching Experience.....	15.34 Years	10.97 Years	13.54 Years
3. Total Years Teaching Experience in Present Division.....	11.09 Years	8.10 Years	9.75 Years
4. Number Teachers in Your School.....	20.63 Teachers	47.50 Teachers	34.20 Teachers

**Grade Level and Teaching Positions.** Table VI, page 5, shows the distribution of the sample by level of teaching assignment. The sample was composed of 60.06% elementary teachers and 39.94% of secondary teachers. The difference between the sample and teacher population was 5.37% which indicates again that the selected sample is representative of the population.

TABLE VI  
GRADE LEVEL AND TEACHING POSITIONS

	Sample		Population Percent	Difference
	Sum	Percent		
K.....	7	.41		
1.....	167	9.68		
2.....	158	9.16		
3.....	133	7.71		
4.....	143	8.29		
5.....	126	7.30		
6.....	115	6.67		
7.....	81	4.70		
Combination Grades.....	106	6.14		
Elementary Total.....	1,036	60.06	54.69	5.37
Secondary Total.....	689	39.94	45.31	5.37
GRAND TOTAL.....	1,725	100.00		

## INSTRUCTIONAL RESPONSIBILITIES

**Length of instructional Day.** A request concerning the length of the sample's instructional day revealed that the teacher sample was required, on the average, to be on duty at school by 8:13 a.m. and was permitted to leave school, on the average, by 3:16 p.m. (See Table VII, page 6.)

**Elementary Teachers.** The elementary school teachers in the sample related that, on the average, the school day for their pupils began at 8:32 a.m. and ended at 2:52 p.m. They also reported that their free or unassigned time during the instructional day was an average of 9.40 minutes. (See Table VII.)

**TABLE VII**  
**LENGTH OF SCHOOL DAY**

CATEGORY	Mean
1. Exact time when you are required to be on duty at school.....	8:13 a.m.
2. Exact time when you are permitted to leave school.....	3:16 p.m.
3. <b>ELEMENTARY SCHOOL TEACHERS:</b>	
a. Exact time when the school day begins for your pupils.....	8:32 a.m.
b. Exact time when the school day ends for your pupils.....	2:52 p.m.
c. Average number of minutes per day you have free or unassigned during your pupils' instructional day (estimated lunch on a prorated basis if you are expected to eat with your children part of the time).....	9.40
4. <b>SECONDARY SCHOOL TEACHERS:</b>	
a. Class periods per week you are assigned teaching duties.....	24.03
b. Class periods per week you are assigned counseling duties.....	.32
c. Class periods per week you are assigned study hall or other supervising duties.....	2.39
d. Class periods per week you are assigned conference and planning ("free") periods.....	3.49
e. Length, in minutes, of the average period in your school.....	52.67
f. Length, in minutes, of your homeroom.....	13.65

**Secondary Teachers.** The secondary teachers in the sample related that they were assigned an average 24.03 periods for teaching per week (see Table VII, page 6). They also reported an average of .32 periods per week for assigned counseling duties. Study hall and other supervisory duties were found to be an average of 2.39 periods per week. This means that about two-fifths of the secondary teachers have at least one study hall period per day.

Table VII, page 6, also shows that the average assigned conference and planning period was 3.49 periods, or between three-fifths to four-fifths of the secondary teachers have daily periods for conferences and planning. The average classroom period was 52.67 minutes and the average homeroom period was 13.65 minutes.

**Out-of-Class Instructional Duties.** Information concerning the time spent in out-of-class instructional duties which occurred throughout the school year is shown in Table VIII, page 7. The sample estimated the average number of minutes per week (in representing their best thinking about the time) required by each of the indicated activities in a typical week during the year. Time spent on the activities in Table VIII, pages 7, during a typical weekend were also included.

**Personal Study and Planning for Instruction.** Table VIII, page 7, shows that approximately one-half (49.95%) of the sample spent at least an average of five hours per week in personal study and planning for instruction.

**Professional Planning Involved in Preparing Learning Materials.** Approximately one-fourth of the sample (24.06%) reported spending an average of two hours per week on professional planning involved in preparing learning materials, such as visual aids, bulletin boards, laboratory materials, and seatwork.

TABLE VIII  
OUT-OF-CLASS INSTRUCTIONAL DUTIES

CATEGORY	Average Time/Week							
	Minutes 0	1-30	31-60	2	3	4	5	Over 5
1. Personal study and planning for instruction								
a. Elementary	1.74%	1.45%	6.66%	16.31%	15.54%	12.55%	28.19%	17.57%
b. Secondary	1.02	1.16	6.53	10.74	12.48	12.05	30.48	25.55
c. Total	1.45	1.33	6.61	14.09	14.32	12.35	29.10	20.75
2. Professional planning involved in preparing learning materials, such as visual aids, bulletin boards, laboratory materials, and seatwork								
a. Elementary	1.64	5.60	15.73	23.94	18.73	9.94	16.31	8.11
b. Secondary	4.64	12.05	23.95	24.24	12.77	6.63	10.45	5.23
c. Total	2.84	8.17	19.01	24.06	16.35	8.54	13.97	6.96
3. Professional review and evaluation of homework, classwork, tests, and other materials prepared by pupils. Do not include copying or averaging grades								
a. Elementary	3.86	2.12	8.69	17.09	18.44	13.22	22.30	14.29
b. Secondary	2.75	4.35	7.55	15.24	16.26	10.60	22.64	20.61
c. Total	3.42	3.01	8.23	16.35	17.57	12.17	22.44	16.81
4. Sponsorship or supervision of pupil organizations and activities (exclude sports and others for which you receive extra pay or reduced teaching loads)								
a. Elementary	73.55	8.21	6.85	4.05	2.51	1.25	1.93	1.64
b. Secondary	44.56	12.48	17.27	10.31	4.35	2.32	3.48	5.23
c. Total	61.97	9.91	11.01	6.55	3.25	1.68	2.55	3.07
5. Working with individual pupils and small groups of pupils outside of class								
a. Elementary	37.84	18.44	22.49	11.87	5.12	1.54	1.83	.87
b. Secondary	20.03	23.22	27.29	13.06	7.11	3.05	3.92	2.32
c. Total	30.72	20.35	24.41	12.35	5.91	2.15	2.67	1.45
6. Conferences with parents, associates, and resource people								
a. Elementary	11.39	37.16	29.83	13.71	3.96	1.26	1.06	1.64
b. Secondary	16.26	41.95	26.13	9.00	3.92	.29	1.60	.87
c. Total	13.33	39.07	28.35	11.83	3.94	.87	1.28	1.33
7. Faculty meetings, department or grade meetings, curriculum committee meetings, and other similar meetings								
a. Elementary	4.92	23.07	41.31	20.95	5.31	1.83	1.83	.77
b. Secondary	4.64	26.42	46.59	14.22	4.64	1.02	1.02	1.45
c. Total	4.81	24.41	43.42	18.26	5.04	1.51	1.51	1.04
8. Home visits and meetings with parent groups (PTA, room mothers, etc.)								
a. Elementary	16.12	44.21	24.04	11.00	2.51	.77	.87	.48
b. Secondary	49.78	31.20	10.60	4.64	.87	1.45	1.02	.58
c. Total	29.57	39.01	18.67	8.46	1.86	1.04	.93	.62

**Professional Review and Evaluation of Homework, Classwork, Tests, and Other Materials Prepared by Pupils.** Over one-third (39.25%) of the sample reported that they devoted an average of at least five hours per week on professional review and evaluation of homework, classwork, tests and other materials prepared by their pupils. However, the vast majority (85.34%) of the sample reported that they spent at least two hours per week on this activity.

**Sponsorship or Supervision of Pupil Organizations and Activities.** Over one-half (61.97%) of the teachers sampled reported that they did not have to sponsor or supervise pupil organizations and activities. This was due in large part to the elementary teachers (73.55%) who reported not having to sponsor or supervise pupil activities without receiving extra pay or a reduced teaching load.

**Working With Individual Pupils and Small Groups of Pupils Outside of Class.** Approximately one-third (30.72%) of the sample reported that they did not work with individual and small groups of pupils outside of class. About one-fourth (24.41%) of the teachers sampled, however, reported that they worked, on the average, between 31-60 minutes per week with pupils outside of class.

**Conferences With Parents, Associates, and Resource People.** Over one-third (39.07%) of the sample reported averaging between 1-30 minutes per week in conferences with parents, associates, and resource people, and approximately one-third (28.35%) averaged between 31-60 minutes per week.

**Faculty Meetings, Department or Grade Meetings, Curriculum Committee Meetings and Other Similar Meetings.** Almost one-half of the teachers sampled (43.42%) reported that they average between 31-60 minutes per week in faculty meetings, department or grade meetings, curriculum committee meetings, and other similar meetings.

**Home Visits and Meetings With Parent Groups.** Almost one-third of the sample (29.57%) reported not visiting homes or attending parent group meetings (PTA, room mothers, etc.). The large percent reporting not visiting homes and meeting parents was due in part to the secondary teachers (49.78%) who reported that they were not active in this endeavor. Over one-half of the teachers (57.68%) reported that they averaged between 1-60 minutes per week on this activity.

#### NON-PROFESSIONAL OR CLERICAL DUTIES

This section describes the amount of time spent on various clerical duties which occurred (1) only at the beginning of the school year, (2) at various times during the year, and (3) only at the end of the year in the sequence of their occurrence. The number of days and the average number of minutes per day required to do each of the following tasks were reported by the sample. This section also indicated the time designated by the sample's contracts and time beyond the normal contracted day.

**Clerical Duties Performed During Pre-School or Early Session Only.** The clerical duties and activities performed during the pre-school session, which means before the official opening of school for the pupils, are shown in Table IX, page 9.

**Preparing Student Rosters.** Table IX, page 9, shows that over one-half of the sample (57.16%) reported spending one to two days each year during the pre-school session in preparing student rosters. Table X, page 10, shows the distribution of the average time involvement per day of the 57.16% spending one to two days on this task during the pre-school session.

About one-third of the teachers (27.42%) reported that they averaged 31-60 minutes each day in doing this task. Over one-half of the sample (54.21%) reported spending an average of 31 minutes to over two hours each day in preparing student rosters during the pre-school session.

There were no distinct variations in the amounts of time devoted to preparing student rosters during the pre-school session between the elementary and secondary teachers.

**Placing Names on Report Cards.** Less than one-fifth (19.25%) of the teachers sampled reported not using the pre-school session for placing names on report cards. While over one-half (65.51%) reported spending one day on this task. Table X, page 10, shows the distribution of the average time involvements per day of the 65.51% spending one day on this task during the pre-school session.

TABLE IX

## CLERICAL DUTIES PERFORMED DURING PRE-SCHOOL OR EARLY SESSION ONLY

CATEGORY	Number of Days Each Year						Average Time/Day (Minutes)					
	0	1	2	3	4	5 and Over	0	1-15	16-30	31-60	61-120	Over 120
<b>1. Preparing student rosters</b>												
Elementary.....	16.70%	38.80%	19.60%	7.24%	4.92%	12.74%	16.70%	11.39%	20.66%	28.09%	13.80%	9.36%
Secondary.....	20.03	31.64	23.66	7.40	5.37	11.90	20.03	7.84	13.50	26.42	20.32	11.90
Total.....	18.03	35.94	21.22	7.30	5.10	12.41	18.03	9.97	17.80	27.42	16.41	10.38
<b>2. Placing names on report cards</b>												
Elementary.....	7.43	77.61	8.30	2.70	1.74	2.22	7.43	6.47	19.79	43.05	17.38	5.89
Secondary.....	37.01	47.46	9.00	2.03	1.16	3.34	37.01	4.50	9.00	24.38	17.13	7.98
Total.....	19.25	65.51	8.64	2.44	1.51	2.67	19.25	5.62	15.48	35.60	17.23	6.73
<b>3. Issuing textbooks</b>												
Elementary.....	13.13	38.03	17.47	3.78	3.38	19.21	13.13	9.94	18.92	26.93	16.80	14.29
Secondary.....	35.56	25.55	16.40	8.27	3.92	10.31	35.56	8.85	14.51	19.30	10.74	11.03
Total.....	22.09	33.04	16.99	8.64	3.59	15.65	22.09	9.51	17.16	23.88	14.38	12.98
<b>4. Keeping textbook records</b>												
Elementary.....	17.57	30.12	20.27	8.59	3.38	20.08	17.57	13.51	24.61	20.46	14.19	9.65
Secondary.....	43.11	18.72	16.40	5.95	4.79	11.03	43.11	11.03	17.71	15.82	7.11	5.23
Total.....	27.77	25.57	18.72	7.54	3.94	16.46	27.77	12.46	21.80	18.61	11.30	7.89
<b>5. Filing in Teacher's Register</b>												
Elementary.....	6.95	44.50	17.66	6.18	2.90	21.82	6.95	9.56	8.49	23.36	29.25	22.39
Secondary.....	38.17	29.03	12.48	3.05	1.16	16.11	38.17	6.82	6.39	17.42	17.56	13.64
Total.....	19.42	38.32	15.54	4.99	2.20	19.54	19.42	8.46	7.65	20.99	24.58	18.90
<b>6. Locating permanent records</b>												
Elementary.....	19.11	45.46	12.07	6.08	2.80	14.48	19.11	29.73	19.50	15.64	8.20	7.82
Secondary.....	39.33	25.83	14.08	4.35	3.63	12.77	39.33	15.82	13.64	15.09	8.42	7.69
Total.....	27.19	37.62	12.81	5.45	3.13	13.80	27.19	24.12	17.16	15.42	8.23	7.77
<b>7. Making activity lists</b>												
Elementary.....	36.97	29.34	9.65	5.21	1.93	16.89	36.97	14.19	20.17	17.18	5.70	5.79
Secondary.....	61.54	15.68	7.11	4.35	1.89	9.43	61.54	6.53	12.92	10.74	5.23	3.05
Total.....	46.78	23.88	8.64	4.87	1.91	13.91	46.78	11.13	17.28	14.51	5.51	4.70
<b>8. Issuing and accounting for locks and lockers</b>												
Elementary.....	90.06	6.56	1.54	.48	.19	1.16	90.06	4.34	3.77	1.16	.29	.39
Secondary.....	34.98	33.09	12.48	4.21	2.76	12.48	34.98	21.92	21.34	12.34	4.93	4.50
Total.....	68.06	17.16	5.91	1.97	1.22	5.68	68.06	11.36	10.78	5.62	2.15	2.03

**TABLE X**  
**CLERICAL DUTIES PERFORMED DURING PRE-SCHOOL OR EARLY SESSION ONLY:**  
**A SELECTED DISTRIBUTION**

CATEGORY	Sum	Percent of Sample	Number of Days/Year	Average Time/Day (Minutes)						
				0	1-15	16-30	31-60	61-120	Over 120	
<b>ELEMENTARY TEACHERS</b>										
Preparing Student Rosters..	605	35.07%	1-2	(N) 0	59	157	217	105	67	
				(%) 0	9.75	25.95	35.87	17.36	11.07	
Placing Names on Report Cards.....	804	46.61	1	(N) 0	50	173	383	150	48	
				(%) 0	6.22	21.52	47.64	18.56	5.97	
Issuing Textbooks.....	575	33.33	1-2	(N) 0	38	105	190	144	98	
				(%) 0	6.61	18.26	33.04	25.04	17.04	
Keeping Textbook Records..	522	30.26	1-2	(N) 0	63	153	136	112	58	
				(%) 0	12.07	29.31	26.05	21.46	11.11	
Filling in Teacher's Register..	644	37.33	1-2	(N) 0	39	33	172	240	160	
				(%) 0	6.56	6.06	26.71	37.27	24.84	
Locating Permanent Records.....	596	34.55	1-2	(N) 0	236	148	115	50	47	
				(%) 0	39.60	24.83	19.30	8.39	7.89	
<b>SECONDARY TEACHERS</b>										
Preparing Student Rosters..	381	22.09	1-2	(N) 0	42	53	118	107	61	
				(%) 0	11.02	13.91	30.97	23.08	16.01	
Placing Names on Report Cards.....	327	18.96	1	(N) 0	25	43	128	92	39	
				(%) 0	7.65	13.15	39.14	28.13	11.93	
Issuing Textbooks.....	289	16.75	1-2	(N) 0	24	59	95	54	57	
				(%) 0	8.30	20.42	32.87	18.69	19.72	
Keeping Textbook Records..	242	14.03	1-2	(N) 0	33	76	72	37	24	
				(%) 0	13.64	31.40	29.75	15.29	9.92	
Filling in Teacher's Register..	285	16.58	1-2	(N) 0	23	22	77	98	66	
				(%) 0	8.04	7.69	26.92	34.27	9.58	
Locating Permanent Records.....	275	15.94	1-2	(N) 0	75	65	57	48	30	
				(%) 0	27.27	23.64	20.73	17.45	10.91	

Of the sample reporting that they used the pre-school session for placing names on report cards, over one-third (35.60%) reported using an average of 31-60 minutes per day for this task.

The elementary teachers contributed most of the time involved with this task. Over three-fourths of the elementary teachers (77.61%) reported using one day as compared to less than one-half of the secondary teachers (47.32%) using one day during the pre-school session for placing names on report cards. In addition, 62.84% of the elementary teachers reported that they averaged from 16-60 minutes each day when they worked on this task in comparison to 33.38% of the secondary teachers averaging the same amount of time.

**Issuing Textbooks.** More than one-fifth of the sample (22.09%) reported not using the pre-school session for initial tasks of issuing textbooks, while over one-half (50.03%) reported spending one to two days in prep-



action for issuing textbooks to pupils. Table X, page 10, shows the distribution of the average time involvement per day of the 50.03% spending one to two days during the pre-school session on this task.

Of the sample using the pre-school session in preparation for issuing textbooks to their pupils, over one-half of the sample (51.25%) reported using an average of 31 minutes to over two hours each day in working on this task.

Over twice the percent of secondary teachers (35.56%) reported not using the pre-school session for issuing textbooks as compared to the elementary teachers (13.13%). However, about twice the percent of elementary teachers (19.21%) reported that they spend at least five days during the pre-school session for this task in comparison to the secondary teachers (10.31%).

**Keeping Textbook Records.** About one-fourth of the sample reported not using the pre-school session for keeping textbook records (27.77%) and about one-half (44.29%) reported using one to two days for this task. Table X, page 10, shows the distribution of the average time involvement per day of the 44.29% spending one to two days during the pre-school session on this task.

Of the sample reported using the pre-school session for working on textbook records, over one-half (51.77%) spent on the average of 16 minutes to two hours in keeping textbook records.

More than twice the percent of secondary teachers (43.11%) reported not using the pre-school session for keeping textbook records than elementary teachers (17.57%). In addition, about twice the percent of elementary teachers (20.03%) reported using at least five days on this task than did the secondary teachers (11.03%). About twice the percent of elementary teachers (14.19%) reported spending an average of 61-120 minutes each day on this task than did the secondary teachers (7.11%).

**Filling in Teacher's Register.** About one-fifth (19.42%) of the sample reported not using any time during the pre-school session to work on the teacher's register. Over one-half of the sample (53.86%) reported that they spent one to two days during the pre-school session to work on the teacher's register. Table X, page 10, shows the distribution of the average time involvement per day of the 53.86% spending one to two days during the pre-school session on this task.

Over one-half of the sample (65.47%) who used the pre-school session for working on the teacher's register averaged between 31 minutes to over two hours each day spent on this task.

The elementary teachers contributed more time filling in their registers than did the secondary teachers. About one-half of the elementary teachers (44.50%) reported that they spent one day during pre-school session on this task in comparison to 29.03% of the secondary teachers. Three-fourths of the elementary teachers (75.00%) reported spending an average between 31 to over 120 minutes each day on this task compared with 48.62% of the secondary teachers averaging the same amount of time each day.

**Locating Permanent Records.** More than one-fourth of the sample (27.19%) reported not using their pre-school session to work on locating permanent records. Of the sample who used this session for locating permanent records, about one-half (50.43%) spent one to two days on this task. Table X, page 10, shows the distribution of the average time involvement per day of the 50.43% spending one to two days during the pre-school session on this task.

Of the sample using this session in locating permanent records, over one-half (56.70%) spent an average of one minute to one hour per day on this task.

Approximately twice the percent of elementary teachers (45.46%) as compared to secondary teachers (25.83%) reported using one day during the pre-school session locating permanent records. Also, the elementary teachers averaged more time each day on this task than did the secondary teachers.

**Making Activity Lists.** About one-half of the sample (46.73%) reported not using their pre-school sessions for working on activity lists. However, about one-fourth of the sample (23.88%) used one day of this session in making activity lists. Of the sample using this session for working on activity lists, about one-third (31.89%) spent an average of 16 minutes to one hour per day on this task.

Approximately twice the percent of elementary teachers (29.34%) as compared to secondary teachers (15.88%) reported spending one day during the pre-school session working on activity lists. Also, the elementary teachers spent more time each day on this task than did secondary teachers.

**Issuing and Accounting for Locks and Lockers.** The majority of the sample (68.06%) reported not using the pre-school session for issuing and accounting for locks and lockers. About one-fifth (23.07%),

however, spent one to two days on this task. Of the sample using the pre-school session for issuing and accounting for locks and lockers, about one-fifth (23.14%) averaged between one minute to 30 minutes per day for this task.

Approximately three times the percent of elementary teachers (90.06%) as compared to secondary teachers (34.98%) reported not spending any time during the pre-school session issuing and accounting for locks and lockers. The secondary teachers reported spending more time on this task.

**Clerical Duties Which Are Performed Weekly Throughout the Year.** The clerical duties performed weekly throughout the year are shown in Table XI, page 13.

**Recording Attendance.** Table XI, page 13, shows that over 90 percent of the sample (90.20%) spent some time each day throughout the year on the clerical task of recording attendance. Table XII, page 14, shows the distribution of the average time involvement of the 90.20% spending at least five days per week on the task of recording attendance.

Of those responding, about 90 percent (87.86%) averaged between one minute to 15 minutes per day on this task.

**Reporting Attendance.** More than three-fourths of the sample (77.80%) reported spending at least five days per week throughout the year on the clerical task of reporting attendance. Table XII, page 14, shows the distribution of the average time involvement of the 77.80% spending at least five days per week on the task of reporting attendance.

Of the sample reporting, about 80 percent (80.16%) averaged between one minute to 15 minutes per day on this task.

**Recording Grades in Grade Book.** Over one-half of the sample (57.39%) reported that they spend some time each day throughout the year recording grades in their grade books. Table XII, page 14, shows the distribution of the average time involvement of the 57.39% spending at least five days per week on the task of recording grades in the grade book.

Of the sample reporting, about three-fourths (74.43%) averaged between one minute to 30 minutes per day on this task.

The elementary teachers were shown to spend more days per week than secondary teachers for recording grades in their grade books.

**Assigning and Recording Grades.** Close to one-fourth of the sample (23.48%) reported not using any time assigning and recording grades, while about 40 percent (43.54%) reported using at least five days per week throughout the year on this task. Table XII, page 14, shows the distribution of the average time involvement of the 43.54% spending at least five days per week on the task of assigning and recording grades.

Of the sample reporting, over one-half (51.88%) averaged between one minute to 30 minutes per day assigning and recording grades.

The elementary teachers were shown to spend more days per week than secondary teachers assigning and recording grades.

**Duplicating Teacher Aids and Tests.** Approximately one-half of the sample (46.50%) reported that they had spent one to two days each week throughout the year duplicating teacher aids and tests. Table XII, page 14, shows the distribution of the average time involvement of the 46.50% spending one to two days each week on this task.

Of the sample reporting, over one-half (55.07%) averaged between one minute to 30 minutes per day on this task.

**Clerical Work Involved in Preparing Learning Materials: Such as Visual Aids, Bulletin Boards, Laboratory Materials, and Seatwork.** About one-third of the sample (31.48%) spent five or more days per week and about one-fourth (43.25%) spent one to two days per week throughout the year on clerical work involved in preparing learning materials, such as visual aids, bulletin boards, laboratory materials and seatwork. Table XII, page 14, shows the distribution of the average time involvement of the 43.25% spending one to two days and the 31.48% spending at least five days per week on this task.

Of the sample reporting, over one-half (62.42%) averaged between 16 minutes to one hour per day on this task.

TABLE XI  
CLERICAL DUTIES PERFORMED WEEKLY THROUGHOUT THE YEAR

CATEGORY	Average Time/Day (Minutes)											
	0	1	2	3	4	5 and Over	0	1-15	16-30	31-60	61-120	Over 120
1. Recording attendance												
Elementary.....	3.76%	3.48%	.68%	.19%	.68%	91.22%	3.76%	92.28%	2.51%	.58%	.58%	.28%
Secondary.....	8.71	2.18	.44	.00	.00	88.68	8.71	81.42	7.11	2.03	.15	.58
Total.....	5.74	2.96	.58	.12	.41	90.20	5.74	87.86	4.33	1.14	.41	.41
2. Reporting attendance												
Elementary.....	15.83	7.53	.68	.29	.39	75.28	15.83	80.79	1.93	1.06	.39	.00
Secondary.....	15.09	2.18	.73	.29	.15	81.57	15.09	79.39	3.19	1.74	.15	.44
Total.....	15.54	5.39	.70	.29	.29	77.80	15.54	80.16	2.42	1.32	.28	.16
3. Recording grades in grade book												
Elementary.....	4.83	9.46	5.79	12.84	3.19	63.90	4.83	35.33	41.51	14.29	2.51	1.55
Secondary.....	3.34	9.72	12.77	20.46	5.95	47.75	3.34	33.94	36.87	19.59	4.64	1.60
Total.....	4.23	9.57	8.58	15.88	4.35	57.39	4.23	34.78	39.65	16.41	3.36	1.57
4. Assigning and recording grades												
Elementary.....	24.52	9.46	5.31	6.76	2.99	50.97	24.52	26.93	27.12	15.54	4.05	1.83
Secondary.....	21.92	12.05	11.90	17.27	4.35	32.51	21.92	23.93	25.69	17.42	8.85	3.19
Total.....	23.48	10.49	7.94	10.96	3.59	43.54	23.48	25.33	26.55	16.29	5.97	2.38
5. Duplicating teaching aids and tests												
Elementary.....	18.34	20.08	19.88	18.82	4.44	18.44	18.34	25.58	30.60	18.92	4.44	2.12
Secondary.....	15.24	30.77	25.69	15.38	3.05	9.87	15.24	25.84	27.58	20.32	8.27	2.76
Total.....	17.10	24.35	22.15	17.51	3.88	15.02	17.10	25.68	29.39	19.43	5.97	2.33
6. Clerical work involved in preparing learning materials												
Elementary.....	4.34	18.92	17.18	13.90	5.02	40.64	4.34	11.97	36.39	31.47	9.75	6.08
Secondary.....	12.63	33.09	21.04	11.32	4.21	17.71	12.63	21.05	29.90	24.38	7.26	4.79
Total.....	7.65	24.58	18.67	12.93	4.70	31.48	7.65	15.52	33.79	28.63	8.74	5.56
7. Clerical work involved in correcting materials prepared by pupils												
Elementary.....	4.05	3.67	4.15	7.92	6.47	73.75	4.05	3.28	19.31	38.42	22.10	12.84
Secondary.....	5.52	9.58	13.35	19.45	9.58	42.52	5.52	6.24	12.05	29.46	26.56	20.18
Total.....	4.64	6.03	7.83	12.52	7.77	61.22	4.64	4.46	16.41	34.84	23.88	15.77
8. Performing monitorial or managerial duties												
Elementary.....	36.20	9.75	3.67	1.35	.97	48.07	36.20	6.27	21.72	20.08	10.04	5.70
Secondary.....	65.46	6.39	1.45	1.45	.00	25.25	65.46	10.16	11.61	5.95	2.90	3.92
Total.....	47.88	8.41	2.78	1.39	.58	38.96	47.88	7.83	17.68	14.44	7.19	4.99
9. Receiving and sending messages												
Elementary.....	34.46	16.41	9.56	4.83	2.61	32.14	34.46	58.40	5.02	1.16	.39	.58
Secondary.....	37.59	12.48	5.08	3.34	1.74	39.77	37.59	84.14	5.08	1.74	1.31	.15
Total.....	35.71	14.84	7.77	4.23	2.20	35.25	35.71	56.62	5.03	1.38	.74	.40

TABLE XII

CLERICAL DUTIES PERFORMED WEEKLY THROUGHOUT THE YEAR: A SELECTED DISTRIBUTION

CATEGORY	Sum	Percent of Sample	Number Days/Week	Average Time/Day (Minutes)						
				0	1-15	16-30	31-60	61-120	Over 120	
<b>ELEMENTARY TEACHERS</b>										
Recording Attendance.....	945	54.78%	5-Over	0	911	23	4	5	2	
				(N)	(%)					
Reporting Attendance.....	780	52.17	5-Over	0	96.40	2.43	.42	.53	.21	
				(N)	(%)					
Recording Grades in Grade Book.....	662	38.38	5-Over	0	756	13	8	3	0	
				(N)	(%)					
Assigning and Recording Grades.....	528	30.61	5-Over	0	96.92	1.67	1.03	.38	.00	
				(N)	(%)					
Duplicating Teaching Aids and Tests.....	414	24.00	1-2	0	254	296	88	14	10	
				(N)	(%)					
Clerical Work Involved in Preparing Learning Materials.....	374	21.68	1-2	0	35.37	44.71	13.29	2.11	1.51	
				(N)	(%)					
Clerical Work Involved in Preparing Learning Materials.....	421	24.41	5-Over	0	195	186	101	34	12	
				(N)	(%)					
Clerical Work Involved in Correcting Materials Prepared by Pupils.....	764	44.29	5-Over	0	36.93	35.23	19.13	6.44	2.27	
				(N)	(%)					
Performing Monitorial or Managerial Duties.....	498	28.87	5-Over	0	141	161	84	24	4	
				(N)	(%)					
Receiving and Sending Messages.....	333	19.30	5-Over	0	34.06	38.89	20.29	5.80	.39	
				(N)	(%)					
Recording Attendance.....	611	35.42	5-Over	0	68	132	131	32	11	
				(N)	(%)					
Reporting Attendance.....	562	32.58	5-Over	0	18.18	35.29	35.03	8.56	2.94	
				(N)	(%)					
Recording Grades in Grade Book.....	329	19.07	5-Over	0	47	156	123	49	43	
				(N)	(%)					
Assigning and Recording Grades.....	224	12.99	5-Over	0	11.16	37.05	39.93	11.64	10.21	
				(N)	(%)					
Duplicating Teaching Aids and Tests.....	389	22.55	1-2	0	21	148	290	190	115	
				(N)	(%)					
Clerical Work Involved in Preparing Learning Materials.....	373	21.62	1-2	0	2.75	19.37	37.96	24.87	15.05	
				(N)	(%)					
Clerical Work Involved in Preparing Learning Materials.....	122	7.07	5-Over	0	37	168	170	78	45	
				(N)	(%)					
Clerical Work Involved in Correcting Materials Prepared by Pupils.....	293	16.99	5-Over	0	7.43	35.73	34.14	15.66	9.04	
				(N)	(%)					
Performing Monitorial or Managerial Duties.....	174	10.09	5-Over	0	293	23	9	2	6	
				(N)	(%)					
Receiving and Sending Messages.....	274	15.88	5-Over	0	87.99	6.91	.87	.19	.58	
				(N)	(%)					
<b>SECONDARY TEACHERS</b>										
Recording Attendance.....	611	35.42	5-Over	0	549	45	12	1	4	
				(N)	(%)					
Reporting Attendance.....	562	32.58	5-Over	0	89.85	7.36	1.96	.16	.66	
				(N)	(%)					
Recording Grades in Grade Book.....	329	19.07	5-Over	0	528	20	10	1	3	
				(N)	(%)					
Assigning and Recording Grades.....	224	12.99	5-Over	0	93.95	3.56	1.78	.18	.44	
				(N)	(%)					
Duplicating Teaching Aids and Tests.....	389	22.55	1-2	0	121	124	61	15	8	
				(N)	(%)					
Clerical Work Involved in Preparing Learning Materials.....	373	21.62	1-2	0	36.78	37.69	18.54	4.56	2.43	
				(N)	(%)					
Clerical Work Involved in Preparing Learning Materials.....	122	7.07	5-Over	0	64	69	52	26	13	
				(N)	(%)					
Clerical Work Involved in Correcting Materials Prepared by Pupils.....	293	16.99	5-Over	0	28.57	30.80	23.21	11.61	5.80	
				(N)	(%)					
Performing Monitorial or Managerial Duties.....	174	10.09	5-Over	0	139	121	91	29	9	
				(N)	(%)					
Receiving and Sending Messages.....	274	15.88	5-Over	0	35.73	31.11	23.39	7.43	2.31	
				(N)	(%)					
				(N)	(%)					

The percent of elementary teachers reporting that they spent at least five days on this task (40.64%) was over twice the percent of secondary teachers spending the same number of days (17.71%).

**Clerical Work Involved in Correcting Homework, Classwork, Tests and Other Materials Prepared by Pupils.** Over one-half of the sample (61.22%) reported spending five or more days each week throughout the year on clerical work involved in correcting homework, classwork, tests and other materials prepared by their pupils. Table XII, page 14, shows the distribution of the average time involvement of the 61.22% spending at least five days per week on this task.

Of the sample reporting, about three-fourths (74.49%) averaged at least 31 minutes per day on this task.

The elementary teachers were shown to spend more days per week than the secondary teachers on this task, but the secondary teachers appeared to spend more time per day.

**Performing Monitorial or Managerial Duties.** About one-half of the sample reported (47.88%) spending no time and over one-third (38.96%) reported that they spent at least five days per week on performing monitorial or managerial duties such as hall duty, lunchroom duty, playground duty, bus duty, etc., throughout the year. Table XII, page 14, shows the distribution of the average time involvement of the 38.96% spending at least five days per week on this task.

Of the sample reporting, about one-fourth (22.12%) averaged between 16 minutes to one hour each day performing monitorial or managerial duties.

The percent of secondary teachers reporting not performing monitorial duties was much greater than the percent of elementary teachers. The elementary teachers were shown to spend more days per week and more time per day than secondary teachers performing monitorial or managerial duties.

**Receiving and Sending Messages and Announcements.** More than one-third of the sample (35.71%) reported that they spent no time on receiving and sending messages and announcements by the public address system, notes by pupils, etc., and 35.25% reported working on this task at least five days per week throughout the year. Table XII, page 14, shows the distribution of the average time involvement of the 35.25% spending at least five days per week on this task.

Of the sample reporting, over one-half (56.62%) averaged between one minute to 15 minutes per day in doing these tasks.

**Clerical Duties Which Occur Monthly With the Attendance and Accounting Activities.** The clerical duties which occur monthly with attendance and accounting activities are shown in Table XIII, page 16.

**Computing Attendance Totals.** Approximately three-fourths of the sample (73.97%) reported spending between one to three days each month on computing attendance totals. Table XIV, page 17, shows the distribution of the average time involvement of the 73.97% reported spending one to three days each month on this task.

Of the sample reporting, over one-half (53.92%) averaged between 16 minutes to one hour each day in doing this task.

The elementary teachers were shown to be spending more days per month and time per day on computing attendance totals than secondary teachers.

**Preparing Attendance Reports.** More than one-half of the sample (68.75%) reported spending one to three days each month on preparing attendance reports. Table XIV, page 17, shows the distribution of the average time involvement of the 68.75% reported spending one to three days each month on this task.

Of the sample reporting, about one-half (49.51%) averaged between one minute to 30 minutes each day in doing this task.

Elementary teachers continued to perform more clerical duties than secondary teachers in preparing attendance reports.

**Updating Health, Testing, and Related Records.** About one-half of the sample reported spending no time (45.74%), and about one-half reported spending one to three days each month (47.65%) in updating health, testing, and related records. Table XIV, page 17, shows the time involvement of the 47.65% reported spending one to three days each month on this task.

Of the sample reporting, about one-third (33.57%) averaged between one minute to 30 minutes each day in doing this task.

**TABLE XIII**  
**CLERICAL DUTIES PERFORMED MONTHLY WITH THE ATTENDANCE AND ACCOUNTING ACTIVITIES**

CATEGORY	Number of Days Each Month						Average Time/Day (Minutes)					
	0	1-3	4-6	7-10	Over 10	0	1-15	16-30	31-60	61-120	Over 120	
<b>1. Computing attendance totals</b>												
Elementary.....	10.33%	85.33%	1.26%	.68%	2.41%	10.33%	11.20%	28.09%	34.17%	13.61%	2.61%	
Secondary.....	38.90	57.04	1.45	.44	2.18	38.90	9.43	18.87	22.50	8.85	1.45	
Total.....	21.74	73.97	1.33	.58	2.30	21.74	10.49	24.41	29.51	11.71	2.14	
<b>2. Preparing attendance reports</b>												
Elementary.....	12.93	79.25	2.70	.87	4.25	12.93	25.10	30.70	22.39	7.34	1.55	
Secondary.....	40.49	53.12	1.74	.44	4.21	40.49	21.48	18.58	13.79	4.06	1.60	
Total.....	23.94	68.75	2.38	.70	4.23	23.94	23.65	25.86	18.96	6.03	1.56	
<b>3. Updating health, testing, and related records</b>												
Elementary.....	27.61	64.67	4.83	1.16	1.73	27.61	22.88	22.20	16.80	7.14	3.38	
Secondary.....	73.00	22.06	2.61	.87	1.45	73.00	9.29	6.97	6.53	2.76	1.45	
Total.....	45.74	47.65	3.94	1.04	1.63	45.74	17.45	16.12	12.70	5.39	2.60	

**TABLE XIV**  
**CLERICAL DUTIES PERFORMED MONTHLY WITH ATTENDANCE AND ACCOUNTING ACTIVITIES: A SELECTED DISTRIBUTION**

CATEGORY	Sum	Percent of Sample	Number Days/Marking Period	Average Time (Minutes) Per Day Job Is Done					
				0	1-15	16-30	31-60	61-120	Over 120
<b>ELEMENTARY TEACHERS</b>									
Computing Students' Grades.....	884	51.25%	1-3 (N)	0	94	282	343	138	27
			(%)	0	10.63	31.90	38.80	15.01	8.05
Preparing Attendance Reports.....	821	57.59	1-3 (N)	0	205	305	223	72	16
			(%)	0	24.97	57.15	27.16	8.77	1.95
Updating Health, Testing and Related Records.....	670	38.84	1-3 (N)	0	224	208	156	59	23
			(%)	0	33.43	31.04	23.28	8.81	3.43
<b>SECONDARY TEACHERS</b>									
Computing Students' Grades.....	393	22.78	1-3 (N)	0	58	121	140	61	7
			(%)	0	14.76	30.79	37.15	15.52	1.78
Preparing Attendance Reports.....	366	21.22	1-3 (N)	0	122	119	89	28	8
			(%)	0	33.33	32.51	24.31	7.95	2.19
Updating Health, Testing and Related Records.....	152	8.81	1-3 (N)	0	58	42	31	15	6
			(%)	0	38.16	27.63	20.39	9.87	3.65

Approximately three times the percent of secondary teachers (73.00%) as compared with elementary teachers (27.61%) reported not spending any time each month in updating health, testing, and related records. This means that about three times the percent of elementary teachers were working on those tasks each month than secondary teachers.

**Clerical Duties Which Occur at the Close of Each Marking Period.** The clerical duties which occur at the close of each marking period are shown in Table XV, page 19.

**Computing Students' Grades.** More than three-fourths of the sample (83.77%) reported spending one to five days at the close of each marking period in computing students' grades. Table XVI, page 20, shows the distribution of the average time involvement of the 83.77% reported spending one to five days at the close of each marking period computing students' grades.

Of the sample reporting, over three-fourths (77.69%) averaged between 31 minutes to over two hours each day this task was done.

**Copying Attendance Information on Report Cards.** Over three-fourths of the sample (78.55%) reported spending one to five days at the close of each marking period on copying attendance information on report cards. Table XVI, page 20, shows the distribution of the average time involvement of the 78.55% reported spending one to five days at the close of each marking period on this task.

Of the sample reporting, more than one-half (56.76%) averaged between 16 minutes to one hour each day this task was done.

The elementary teachers were shown to spend more time at the close of each marking period with the clerical task of copying attendance information on report cards than secondary teachers.

**Recording Grades for Report Cards.** Over three-fourths of the sample (83.42%) reported spending one to five days at the close of each marking period on recording grades for report cards. Table XVI, page 20, shows the distribution of the average time involvement of the 83.42% reported spending one to five days at the close of each marking period recording grades for report cards.

Of the sample reporting, over one-half (57.62%) averaged between 31 minutes to two hours each day this task was done.

**Recording Grades for School Records.** About one-third of the sample (33.91%) reported not spending any time and over one-half (59.13%) reported spending one to five days at the close of each marking period on recording grades for school records. Table XVI, page 20, shows the distribution of the average time involvement of the 59.13% reported spending one to five days at the close of each marking period recording grades for school records.

Of the sample reporting, about one-half (50.32%) averaged between 16 minutes to two hours each day this task was done.

**Making Special Listings.** More than one-third of the sample (38.55%) reported not spending any time making special listings, while over one-half of the sample (56.58%) reported spending one to five days at the close of each marking period on making special listings of honor rolls, failure lists, etc. Table XVI, page 20, shows the distribution of the average time involvement of the 56.58% reported spending one to five days at the close of each marking period making special listings.

Of the sample reporting, about one-third (33.74%) averaged one to 15 minutes each day this task was done.

The secondary teachers were shown to spend more time making special listings at the close of each marking period than elementary teachers.

**Preparing Analyses of Grades of Pupils Taught.** Approximately one-half of the sample reported not spending any time in preparing analyses of grades of their pupils (42.38%), and about one-half (50.90%) reported spending one to five days at the close of each marking period on this task. Table XVI, page 20, shows the distribution of the average time involvement of the 50.90% reported spending one to five days at the close of each marking period preparing analyses of grades of pupils taught.

Of the sample reporting, about one-third (31.71%) averaged between 16 to 60 minutes each day this task was done.

**Writing Comments on Reports and Records.** About three-fourths of the sample (71.83%) reported spending one to five days at the close of each marking period on writing comments on reports and records.



TABLE XV  
CLERICAL DUTIES PERFORMED AT THE CLOSE OF EACH MARKING PERIOD

CATEGORY	Number of Days Each Marking Period					Average Time (Minutes) Per Day Job Is Done				
	0	1-5	6-10	Over 10	0	1-15	16-30	31-60	61-120	Over 120
<b>1. Computing students' grades</b>										
Elementary.....	4.25%	82.14%	11.68%	1.93%	4.25%	6.27%	13.90%	27.32%	26.74%	21.53%
Secondary.....	2.18	86.21	9.00	2.61	2.18	4.93	12.05	22.21	31.30	26.71
Total.....	3.42	83.77	10.61	2.20	3.42	5.74	13.16	25.28	28.81	23.60
<b>2. Copying attendance information on report cards</b>										
Elementary.....	2.61	86.78	10.23	.39	2.61	20.08	36.26	26.54	9.36	5.12
Secondary.....	27.58	66.18	4.93	1.31	27.58	15.68	25.11	22.50	7.20	1.89
Total.....	12.58	73.55	8.12	.75	12.58	18.32	21.83	24.98	8.52	3.33
<b>3. Recording grades for report cards</b>										
Elementary.....	3.38	83.69	11.78	1.16	3.38	6.76	20.71	35.62	22.39	11.68
Secondary.....	9.14	83.02	5.95	1.74	9.14	8.13	17.86	24.40	22.04	7.98
Total.....	5.68	83.42	9.45	1.30	5.68	7.30	16.25	36.13	22.49	10.20
<b>4. Recording grades for school records</b>										
Elementary.....	28.48	63.51	7.14	.87	28.48	8.80	15.64	24.52	14.00	9.07
Secondary.....	42.99	52.54	3.48	1.74	42.99	6.97	11.47	21.05	12.05	0.58
Total.....	33.91	59.13	5.68	1.22	33.91	7.77	13.97	28.13	13.22	8.06
<b>5. Making special listings</b>										
Elementary.....	47.68	48.36	3.77	.19	47.68	27.41	14.38	7.63	1.93	.97
Secondary.....	24.82	68.94	5.08	1.02	24.82	43.25	20.61	9.14	1.45	.87
Total.....	38.55	53.58	4.29	.52	38.55	33.74	16.87	8.23	1.74	.93
<b>6. Preparing analyses of grades of pupils taught</b>										
Elementary.....	41.99	50.39	6.85	.77	41.99	14.00	14.96	15.93	7.63	5.00
Secondary.....	42.96	51.67	3.92	1.31	42.96	18.58	18.72	14.22	3.48	2.18
Total.....	42.38	50.90	5.68	.99	42.38	15.83	16.46	15.25	5.61	4.23
<b>7. Writing comments on reports and records</b>										
Elementary.....	6.18	86.79	11.68	1.25	6.18	13.51	18.24	24.81	18.92	18.44
Secondary.....	35.41	58.20	4.21	2.18	35.41	22.93	20.32	14.80	8.34	3.19
Total.....	17.86	71.83	3.70	1.61	17.86	17.28	19.07	20.81	12.70	12.28
<b>8. Checking on return of signed report cards</b>										
Elementary.....	4.73	86.10	8.78	.39	4.73	74.03	16.31	3.96	.48	.48
Secondary.....	29.61	63.72	5.23	1.45	29.61	53.56	11.90	8.63	.77	.44
Total.....	14.67	77.16	7.36	.81	14.67	65.86	14.55	3.83	.04	.46
<b>9. Rewriting lost report cards</b>										
Elementary.....	70.17	28.09	1.74	.00	70.17	23.26	5.31	.77	.19	.29
Secondary.....	67.63	30.33	1.45	.58	67.63	27.43	4.35	.58	.00	.00
Total.....	69.16	23.99	1.62	.23	69.16	24.93	4.93	.76	.12	.17



TABLE XVI

CLERICAL DUTIES PERFORMED AT THE CLOSE OF EACH MARKING PERIOD: A SELECTED DISTRIBUTION

CATEGORY	Sum	Percent of Sample	Number Days/Marking Period	Average Time/Day (Minutes)					
				0	1-15	16-30	31-60	61-120	Over 120
<b>ELEMENTARY TEACHERS</b>									
Computing Students' Grades.....	851	49.33%	1-5	0	56	118	252	246	179
				(N)	6.58	13.87	20.01	28.91	21.03
				(%)					
Copying Attendance Information on Report Cards.....	899	52.12	1-5	0	193	343	245	84	34
				(N)	21.47	38.15	27.25	9.34	3.78
				(%)					
Recording Grades on Report Cards.....	867	50.26	1-5	0	60	176	383	202	96
				(N)	6.92	20.30	38.41	23.30	11.07
				(%)					
Recording Grades for School Records.....	658	38.14	1-5	0	75	143	233	129	78
				(N)	11.40	21.73	35.41	19.60	11.85
				(%)					
Making Special Listings.....	501	29.04	1-5	0	204	137	74	17	9
				(N)	52.69	27.35	14.77	3.39	1.80
				(%)					
Preparing Analyses of Grades of Pupils Taught.....	522	30.26	1-5	0	130	143	189	66	44
				(N)	24.90	27.39	26.63	12.04	8.43
				(%)					
Writing Comments on Reports and Records.....	837	48.52	1-5	0	127	164	229	159	158
				(N)	15.17	19.59	27.36	19.00	18.88
				(%)					
Checking on Return of Signed Report Cards.....	802	51.71	1-5	0	697	157	35	2	1
				(N)	78.14	17.60	3.92	2.24	1.12
				(%)					
<b>SECONDARY TEACHERS</b>									
Computing Students' Grades.....	594	34.43	1-5	0	28	67	140	208	151
				(N)	4.71	11.28	23.57	35.02	25.42
				(%)					
Copying Attendance Information on Report Cards.....	456	26.43	1-5	0	97	168	144	45	7
				(N)	21.27	35.75	31.58	9.87	1.53
				(%)					
Recording Grades on Report Cards.....	572	33.16	1-5	0	44	113	222	147	48
				(N)	7.69	19.75	38.81	25.70	8.04
				(%)					
Recording Grades for School Records.....	362	21.00	1-5	0	40	73	139	73	37
				(N)	11.05	20.17	38.40	20.17	10.22
				(%)					
Making Special Listings.....	475	27.54	1-5	0	281	127	55	8	4
				(N)	59.16	26.74	11.58	1.68	.84
				(%)					
Preparing Analyses of Grades of Pupils Taught.....	356	20.64	1-5	0	117	119	88	20	12
				(N)	32.87	33.43	24.72	5.62	3.37
				(%)					
Writing Comments on Reports and Records.....	401	23.25	1-5	0	149	127	88	20	17
				(N)	37.16	31.67	21.95	4.99	4.24
				(%)					
Checking on Return of Signed Report Cards.....	439	25.45	1-5	0	385	76	22	8	1
				(N)	76.31	17.31	5.01	1.14	.23
				(%)					

Table XVI, page 20, shows the distribution of the average time involvement of the 71.83% reported spending one to five days at the close of each marking period writing comments on reports and records.

Of the sample reporting, about one-half (45.79%) averaged between 31 minutes to over two hours each day this task was done.

The elementary teachers were shown to spend more time than secondary teachers at writing comments on reports and records at the close of each marking period.

**Checking on Return of Signed Report Cards.** Over three-fourths of the sample (77.16%) reported spending one to five days at the close of each marking period checking on returns of signed report cards. Table XVI, page 20, shows the distribution of the average time involvement of the 77.16% reported spending one to five days at the close of each marking period checking on the return of signed report cards.

Over one-half of the sample (65.86%) averaged between one to 16 minutes each day this task was done. The elementary teachers were shown to spend more time than secondary teachers on this task.

**Rewriting Lost Report Cards.** More than one-half of the sample (69.16%) reported not using their time at the close of each marking period to rewrite lost report cards, while about one-third (28.99%) spent one to five days.

Of the sample reporting, about one-fourth (24.93%) averaged between one to 15 minutes each day this task was done.

**Clerical Duties Which Are Performed Periodically.** The clerical duties performed periodically are shown in Table XVII, pages 22-23.

**Making Activity Lists.** Approximately one-half of the sample (49.04%) reported not spending any time in making activity lists. Of the teachers reporting that they used some of their time in making activity lists, about one-third (33.10%) stated that they worked one to five times periodically during the year for this task. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 33.10% reported spending one to five days periodically during the year making activity lists.

About one-half (46.49%) reported that they spent one to five days each time they worked on this task, and about one-third (37.68%) averaged one to 30 minutes each day they worked on activity lists.

The elementary teachers were shown to be involved with making activity lists periodically during the year more than the secondary teachers.

**Counting Money.** Over one-third of the sample reported that they counted money one to five days each year (34.09%) and over 10 times each year (33.50%). Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 34.09% reported spending one to five days periodically and the 33.50% reported spending over ten days periodically during the year counting money.

Over one-half (64.52%) spent one to five days each time they counted money, and about three-fourths (71.19%) reported they averaged one to 30 minutes each day they counted money.

**Accounting for Money.** About one-third of the sample (33.62%) reported not spending any time in making money reports. Of the sample spending time in accounting for money, over one-third (39.07%) reported doing this one to five times a year; over one-half (56.81%) reported accounting for money one to five days each time; and over one-half (58.03%) reported an average of one to 30 minutes each day they counted money.

Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 39.07% reported spending one to five days periodically during the year accounting for money.

**Accounting for Pupil Insurance.** Approximately three-fourths (72.93%) of the sample reported accounting for pupil insurance one to five times a year. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 72.93% reported spending one to five days periodically during the year accounting for pupil insurance.

Of the sample reporting, about two-thirds (66.20%) spent one to five days each time they accounted for pupil insurance, and about two-thirds (68.01%) reported they averaged from one to 30 minutes each day they accounted for pupil insurance.

**Preparing Student Eligibility Reports.** About two-thirds of the sample (68.31%) reported not spending any time in preparing student eligibility reports. About one-fourth, however, spent one to five times each

TABLE XVII  
CLERICAL DUTIES PERFORMED PERIODICALLY

CATEGORY	Times/Year			Number of Days Each Time			Average Time/Day (Minutes)							
	0	1-5	6-10	Over 10	0	1-5	6-10	Over 10	0	1-15	16-30	31-60	61-120	Over 120
<b>1. Making activity lists</b>														
Elementary.....	42.37%	34.75%	10.91%	11.97%	42.37%	51.04%	1.93%	4.05%	42.37%	20.53%	31.53%	11.87%	2.22%	1.45%
Secondary.....	59.07	30.62	5.81	4.50	59.07	38.75	1.02	1.16	59.07	15.53	15.53	0.97	2.34	.58
Total.....	49.04	33.10	8.87	8.99	49.04	46.49	1.57	2.90	49.04	18.55	10.13	9.01	2.25	1.10
<b>2. Counting money</b>														
Elementary.....	16.80	28.38	13.90	40.83	16.80	62.93	6.47	13.00	16.80	47.88	26.35	6.08	1.45	1.45
Secondary.....	21.34	42.67	13.50	22.50	21.34	66.91	5.23	6.53	21.34	40.85	26.27	9.29	1.10	1.60
Total.....	18.61	34.09	13.80	33.50	18.61	64.52	5.97	10.90	18.61	44.87	26.32	7.86	1.33	1.51
<b>3. Accounting for money</b>														
Elementary.....	33.69	35.23	10.33	20.66	33.69	55.31	4.34	6.76	33.69	36.49	21.62	6.85	.89	.97
Secondary.....	33.53	44.85	8.71	12.92	33.53	59.07	3.19	4.21	33.53	38.90	19.01	5.95	1.31	1.31
Total.....	33.62	39.07	9.52	17.63	33.62	56.81	3.88	5.69	33.62	37.45	20.53	6.49	.75	1.11
<b>4. Accounting for pupil insurance</b>														
Elementary.....	15.15	78.48	3.67	2.70	15.15	69.93	8.59	6.27	15.15	44.11	27.70	9.05	1.54	1.83
Secondary.....	29.01	64.59	2.90	2.90	29.61	60.66	6.97	2.76	29.61	40.64	21.63	5.81	1.16	1.16
Total.....	20.93	72.93	3.30	2.78	20.93	66.20	7.94	4.93	20.93	42.73	25.23	8.12	1.89	1.55
<b>5. Preparing student eligibility reports</b>														
Elementary.....	70.55	26.06	2.32	1.06	70.55	27.12	1.45	.87	70.55	11.00	9.85	5.50	2.03	1.00
Secondary.....	66.18	28.30	3.34	2.18	66.18	31.70	1.74	.29	66.18	15.39	9.43	5.95	2.18	.87
Total.....	68.81	26.96	2.72	1.51	68.81	28.90	1.57	.63	68.81	12.75	9.63	5.68	2.09	.99
<b>6. Preparing, distributing, collecting standardized tests</b>														
Elementary.....	18.15	77.51	3.19	1.16	18.15	75.10	6.37	.39	18.15	12.16	17.23	18.34	17.05	16.12
Secondary.....	45.14	52.11	1.74	1.02	45.14	51.67	2.61	.58	45.14	7.69	10.16	13.21	10.01	13.79
Total.....	28.87	67.36	2.61	1.16	28.87	65.74	4.87	.52	28.87	10.33	14.44	16.29	14.73	15.24
<b>7. Scoring and converting scores of standardized tests</b>														
Elementary.....	40.83	55.70	2.22	1.26	40.83	53.38	4.63	1.16	40.83	3.57	4.73	11.10	15.83	23.04
Secondary.....	36.36	12.19	.73	.73	36.36	12.92	.44	.29	36.36	1.45	2.90	1.89	3.05	4.30
Total.....	59.01	38.32	1.62	1.05	59.01	37.22	2.96	.81	59.01	2.73	4.00	7.42	10.73	16.11
<b>8. Recording standardized test results</b>														
Elementary.....	20.66	77.03	1.35	.97	20.66	76.64	2.03	.68	20.66	7.14	18.53	24.42	18.05	11.20
Secondary.....	76.20	22.06	1.02	.73	76.20	22.50	.87	.44	76.20	3.34	6.97	7.26	3.19	3.05
Total.....	42.84	55.02	1.22	.92	42.84	55.02	1.57	.57	42.84	5.62	13.91	17.57	12.12	7.04
<b>9. Preparing summaries on standardized test results</b>														
Elementary.....	46.72	51.26	1.35	.68	46.72	50.77	1.93	.48	46.72	6.66	9.17	16.31	12.65	8.40
Secondary.....	36.36	12.63	.53	.44	36.36	13.11	.29	.15	36.36	2.13	3.92	3.43	2.13	1.80
Total.....	62.55	35.83	1.04	.58	62.55	35.83	1.23	.34	62.55	4.87	7.07	11.19	8.46	5.86

<b>10. Requesting replacement of textbooks</b>														
Elementary.....	54.34	42.47	2.82	.87	54.34	44.11	1.26	.20	54.34	28.80	10.14	4.68	1.26	77
Secondary.....	65.31	52.51	1.60	.58	65.31	38.88	1.22	.29	65.31	24.53	6.53	2.18	1.10	.29
Total.....	58.75	38.44	2.03	.75	58.78	89.83	1.16	.23	58.78	27.13	8.70	3.65	1.22	.52
<b>11. Preparing student rosters</b>														
Elementary.....	47.78	44.50	5.70	2.08	47.78	50.10	1.04	.48	47.78	18.44	19.21	9.05	3.88	1.55
Secondary.....	56.46	38.32	3.77	1.45	56.46	40.95	2.18	.44	56.46	14.08	17.27	8.18	3.05	1.02
Total.....	51.19	42.03	4.98	1.85	51.19	40.44	1.86	.51	51.19	16.70	18.43	9.04	3.25	1.30
<b>12. Complying with requests for information about pupils</b>														
Elementary.....	18.92	57.14	11.97	11.97	18.92	73.65	4.44	2.99	18.92	36.78	29.63	9.75	2.99	1.03
Secondary.....	14.08	44.56	16.40	24.36	14.08	77.50	5.52	2.90	14.08	42.67	29.43	10.02	1.89	1.89
Total.....	16.93	52.12	18.74	17.21	16.93	75.25	4.87	2.95	14.93	39.13	29.57	9.86	2.55	1.06
<b>13. Assisting principal with office duties</b>														
Elementary.....	83.49	10.62	2.22	3.67	83.49	14.58	.68	1.26	83.49	5.67	6.47	3.09	.68	.77
Secondary.....	86.94	6.39	1.31	5.37	86.94	10.02	.58	2.47	86.94	3.77	3.48	3.05	1.31	1.45
Total.....	84.87	8.93	1.86	4.34	84.87	12.75	.64	1.74	84.87	4.81	5.23	3.07	.93	1.01
<b>14. Completing questionnaires</b>														
Elementary.....	22.39	66.12	7.14	4.34	22.39	73.74	2.22	1.74	22.39	19.79	26.25	19.40	7.24	4.83
Secondary.....	14.08	66.76	11.18	7.98	14.08	80.41	3.84	2.18	14.08	24.82	28.74	21.84	6.53	4.50
Total.....	19.01	66.88	8.75	5.86	19.01	76.41	2.67	1.91	19.01	21.80	27.80	20.17	6.96	4.70
<b>15. Accounting for funds being collected in fund-raising activities</b>														
<b>A. School:</b>														
Elementary.....	52.90	40.44	4.15	2.51	52.90	39.96	4.73	2.41	52.90	24.52	16.64	4.73	1.35	.87
Secondary.....	63.86	28.01	3.77	4.36	63.86	30.83	2.76	3.05	63.86	18.72	11.32	3.77	1.74	.58
Total.....	57.28	34.43	4.00	3.24	57.28	36.12	3.04	2.66	57.28	22.20	18.91	4.35	1.51	.75
<b>B. Class:</b>														
Elementary.....	67.95	27.70	2.12	2.22	67.95	27.90	2.70	1.45	67.95	19.88	8.09	2.01	.48	.89
Secondary.....	70.25	21.48	3.05	5.23	70.25	24.96	2.18	2.01	70.25	10.55	8.56	3.19	.58	.87
Total.....	68.87	25.22	2.49	3.42	68.87	26.73	2.49	1.91	68.87	18.55	8.04	2.84	.52	.58
<b>C. PTA:</b>														
Elementary.....	62.65	34.27	1.83	1.16	62.65	32.34	2.90	2.12	62.65	22.68	9.36	3.57	.87	.87
Secondary.....	82.87	16.40	.44	.29	82.87	16.26	.44	.44	82.87	13.50	2.01	.87	.15	.00
Total.....	70.72	27.13	1.33	.82	70.72	25.91	1.91	1.46	70.72	19.02	6.67	2.49	.58	.52
<b>16. Performing monitorial or managerial duties</b>														
Elementary.....	29.44	23.75	14.00	32.82	29.44	57.82	3.57	9.07	29.44	7.82	24.42	21.91	10.52	5.89
Secondary.....	36.87	31.49	12.92	18.72	36.87	51.52	3.48	8.18	36.87	12.92	22.21	17.50	7.98	2.47
Total.....	32.41	26.78	18.57	27.24	32.41	55.31	3.54	8.74	32.41	9.86	23.53	20.17	9.51	4.52
<b>17. Requesting and/or ordering teaching materials</b>														
Elementary.....	8.98	61.78	15.64	13.80	8.98	88.59	5.21	2.23	8.93	30.31	30.02	18.05	3.40	4.25
Secondary.....	14.80	61.25	12.19	11.76	14.80	77.36	5.37	2.47	14.80	31.49	29.17	15.39	5.95	5.19
Total.....	11.80	61.57	14.20	12.93	11.80	81.10	5.28	2.82	11.80	30.78	29.68	16.99	7.42	3.83

TABLE XVIII

CLERICAL DUTIES PERFORMED PERIODICALLY: A SELECTED DISTRIBUTION

CATEGORY	Sum of Times/Year	Percent of Sample	Number Days Each Time					Average Time/Day (Minutes)				
			0	1-5	6-10	Over 10	0	1-15	16-30	31-60	61-120	Over 120
<b>ELEMENTARY TEACHERS</b>												
Making Activity Lists.....	360	20.87%	0	344*	5	11	0	126	137	60	14	7
Counting Money.....	294	17.04	0	267*	15	12	0	151	79	21	7	9
Counting Money.....	423	24.52	0	278*	22	128	0	169	80	14	2	2
Accounting for Money.....	365	21.16	0	342*	15	30	0	184	114	39	1	4
Accounting for Pupil Insurance.....	813	47.13	0	693*	70	2	0	53	33	81	14	13
Preparing, Distributing, Collecting Standardized Tests.....	803	46.55	0	746*	54	3	0	110	156	168	172	140
Scoring and Converting Scores of Standardized Tests.....	577	33.45	0	527*	89	11	0	84	41	92	141	219
Recording Standardized Test Results.....	793	46.26	0	774*	19	5	0	69	183	241	177	104
Requesting Replacement of Books.....	489	25.45	0	432*	5	2	0	279	95	40	12	6
Preparing Student Rosters.....	461	26.72	0	451*	8	2	0	158	163	83	32	10
Complying with Requests for Information.....	592	34.32	0	580*	10	2	0	284	205	10	18	11
Completing Questionnaires.....	685	39.71	0	664*	13	8	0	174	219	109	58	44
Accounting for Funds Being Collected for Fund-Raising Activities.....	419	24.29	0	368*	36	15	0	205	116	33	9	5
Performing Monitorial or Managerial Duties.....	731	42.38	0	600*	37	94	0	73	221	190	83	33
Requesting and/or Ordering Teaching Materials.....	640	37.10	0	622*	16	2	0	139	203	184	63	33
			0	97.19	2.50	.31	0	30.30	32.64	21.54	10.13	5.91
<b>SECONDARY TEACHERS</b>												
Making Activity Lists.....	211	12.23%	0	205*	3	3	0	87	78	20	12	4
Counting Money.....	204	17.04	0	271*	16	7	0	144	93	26	3	5
			0	92.18	5.44	2.38	0	53.14	34.32	9.59	1.11	1.84



Counting Money.....	155	8.99	Over 10	(N)	0	111*	9	35	0	50	21	2
Accounting for Money.....	309	17.91	1-5	(%)	0	71.61	5.81	22.58	0	45.05	18.92	1.80
Accounting for Pupil-Insurance.....	445	25.80	1-5	(%)	0	292*	11	6	0	187	75	6
Preparing, Distributing, Collecting Standardized Tests.....	359	20.81	1-5	(%)	0	94.50	3.55	1.94	0	64.04	6.16	2.06
Scoring and Converting Scores of Standardized Tests.....	85	4.93	1-5	(N)	0	399*	86	10	0	230	35	6
Recording Standardized Test Results.....	152	8.81	1-5	(%)	0	89.66	3.09	2.25	0	57.64	6.77	1.50
Requesting Replacement of Books.....	224	12.99	1-5	(N)	0	348*	14	2	0	48	82	61
Preparing Student Rosters.....	264	15.80	1-5	(%)	0	95.54	3.90	.56	0	18.99	23.91	17.73
Complying with Requests for Information.....	307	17.80	1-5	(N)	0	83*	1	1	0	10	11	19
Completing Questionnaires.....	460	26.07	1-5	(%)	0	97.65	1.18	1.18	0	12.05	18.26	22.80
Accounting for Funds Being Collected for Fund-Raising Activities.....	193	11.19	1-5	(N)	0	146*	4	2	0	21	45	20
Performing Monitorial or Managerial Duties.....	217	12.58	1-5	(%)	0	93.05	2.63	1.32	0	14.38	30.80	13.70
Requesting and/or Ordering Teaching Materials.....	433	24.46	1-5	(N)	0	218*	5	1	0	152	15	7
				(%)	0	97.82	2.23	.45	0	69.72	6.83	3.21
				(N)	0	258*	6	0	0	85	48	17
				(%)	0	97.73	2.27	.00	0	32.95	15.60	6.59
				(N)	0	295*	11	1	0	160	32	5
				(%)	0	96.09	3.53	.33	0	54.24	10.85	1.69
				(N)	0	452*	7	1	0	136	145	34
				(%)	0	98.26	1.52	.22	0	30.09	25.44	7.52
				(N)	0	105*	15	13	0	94	13	3
				(%)	0	85.49	7.77	6.74	0	59.97	7.88	1.82
				(N)	0	190*	10	17	0	42	49	25
				(%)	0	87.56	4.61	7.23	0	22.11	25.79	13.16
				(N)	0	405*	11	6	0	169	136	23
				(%)	0	95.97	2.61	1.42	0	41.73	14.57	6.91
				(N)	0				0			3.21

\*This sum is distributed in the column headed "Average Time/Day (Minutes)".



year in preparing student eligibility reports (26.96%), about one-third reported spending one to five days each time this task was done (28.99%), and about one-fifth (22.43%) reported spending an average of one to 30 minutes each day to do this task.

**Preparing, Distributing, and Collecting Standardized Tests.** Approximately two-thirds of the sample (67.36%) reported spending one to five times each year in administering standardized tests, and about two-thirds (65.74%) reported spending one to five days each time this task was done. There was no distinct average time per day for doing this task. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 67.36% reported spending one to five days periodically during the year preparing and administering standardized tests.

The elementary teachers were shown to be involved more than secondary teachers with the clerical tasks of preparing, distributing, and collecting standardized tests. This could be due in part that more tests are administered at the elementary level under the state testing program than at the secondary level.

**Scoring and Converting Scores of Standardized Tests.** More than one-half of the sample (59.01%) reported not using any of their time for scoring and converting scores of standardized tests. Over one-third of the sample (38.32%) reported that they did this task one to five times each year. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 38.32% reported spending one to five days periodically during the year scoring and converting scores of standardized tests.

Over one-third (37.22%) spent one to five days each time they worked on converting scores of standardized tests.

About twice the percent of secondary teachers (86.36%) than elementary teachers (40.83%) reported not using their time for working with standardized test scores. This means that the elementary teachers used more time on this clerical task than secondary teachers.

**Recording Standardized Test Results.** About one-half of the sample (42.84%) reported not using any of their time to record standardized test results. More than one-half (55.02%), however, reported that they recorded standardized test results one to five times each year, and over one-half (55.02%) spent one to five days each time they worked on this task. About one-third (31.48%) reported that they averaged between 16 to 60 minutes each day they recorded standardized test results.

Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 55.02% reported spending one to five days periodically during the year recording standardized test results.

Approximately four times the percent of secondary teachers (76.20%) as compared to elementary teachers (20.66%) reported not using any time on this task. This means that elementary teachers used much more time on the clerical task of recording standardized test results than secondary teachers. This may be explained in part by (1) the state testing program includes 11 tests at the elementary level and seven at the secondary level; and (2) at the secondary level guidance personnel take the major responsibilities in administering standardized tests while at the elementary level the teachers carry out this task.

**Preparing Summaries on Standardized Test Results.** About two-thirds of the sample (62.55%) reported that they did not prepare summaries on standardized test results, while over one-third (35.83%) worked on this task one to five times each year. More than one-third (35.83%) reported spending one to five days each time they worked on this task.

Elementary teachers were shown to assume much more of the work involved with preparing summaries on standardized test results than secondary teachers.

**Requesting Replacement of Textbooks.** More than one-half of the sample (58.78%) reported that they did not make requests in replacing textbooks. Over one-third (38.44%) made requests for the replacement of textbooks one to five days each year. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 38.44% reported spending one to five days periodically during the year requesting the replacement of textbooks.

Over one-third (39.83%) reported spending one to five days each time on this task. Approximately one-third (27.13%) also reported that they averaged between one to 15 minutes each day they performed this task.

**Preparing Student Rosters.** Over one-half of the sample (51.19%) reported that they did not prepare student rosters. About one-half (42.03%) prepared student rosters one to five times each year. Table



XVIII, pages 24-25, shows the distribution of the average time involvement of the 42.03% reported spending one to five days periodically preparing student rosters.

Approximately one-half (46.44%) reported that they spent one to five days each time they worked on student rosters. More than one-third (35.13%) reported that they averaged one to 30 minutes each day they prepared student rosters.

**Complying with Requests for Information about Pupils.** Slightly more than one-half of the sample (52.12%) reported complying with requests for information about their pupils between one to five times each year. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 52.12% reported spending one to five days periodically during the year complying with requests for information about pupils.

More than two-thirds (75.25%) reported that they worked one to five days each time on this task. Over two-thirds (83.70%) reported that they spent from one minute to 30 minutes each day they worked on this task.

**Assisting Principal with Office Duties.** The vast majority of the sample (84.87%) reported not using any of their time in assisting their principal with his office duties.

**Completing Questionnaires.** About two-thirds of the sample (66.38%) reported completing questionnaires one to five times each year. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 66.38% reported spending one to five days periodically during the year completing questionnaires.

More than two-thirds (76.41%) reported spending one to five days each time on this task. More than two-thirds (69.27%) reported that they averaged from one minute to one hour each day they worked on completing questionnaires.

**Accounting for Funds Being Collected in Fund-Raising Activities.** SCHOOL: More than one-half of the sample (57.28%) reported not spending any time in fund-raising activities for the school. Over one-third (34.48%) reported that they worked with fund-raising activities for the school one to five times each year. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 34.48% reported spending one to five days periodically during the year accounting for funds being collected for fund-raising activities associated with school.

Over one-third (36.12%) spent one to five days each time they worked on these activities. Over one-fifth (22.20%) reported averaging one to 15 minutes each day that they worked on fund-raising activities for the school.

CLASS: Over two-thirds of the sample (68.87%) reported not using any of their time in accounting for funds being collected in fund-raising activities for classes. About one-fourth of the sample (25.22%) accounted for funds being collected in fund-raising class activities one to five times each year. Over one-fourth (26.73%) reported that they spent one to five days each time that they worked on this activity, and more than one-fourth (27.19%) reported that they averaged one to 30 minutes each day they worked on this task.

PTA: Over two-thirds of the sample (70.72%) reported that they did not work with PTA fund-raising activities. More than one-fourth (27.13%) reported that they helped in PTA fund-raising activities one to five times each year. About one-fourth (25.91%) reported that they worked one to five days each time in accounting for funds being collected for PTA fund-raising activities. About one-fourth (25.69%) reported that they worked an average of one to 30 minutes each day on this activity.

The elementary teachers were also shown to be involved more with the fund-raising activities of the PTA than secondary teachers.

**Performing Monitorial or Managerial Duties, if Assigned for Less Than the Full Year.** About one-third of the sample (32.41%) reported that they did not perform monitorial or managerial duties assigned for less than a full year. More than one-half (57.59%) reported that they were assigned monitorial duties for less than a full year from one to over ten times. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 57.59% reported spending from one time to over ten times periodically during the year performing monitorial or managerial duties.

Over one-half (55.31%) reported that they spent one to five days each time on these duties. About one-half (43.70%) reported working an average of 16 to 60 minutes each day they performed these duties.

**Requesting and/or Ordering Teaching Materials.** Approximately two-thirds of the sample (61.57%) reported requesting and/or ordering teaching materials one to five times each year. Table XVIII, pages 24-25, shows the distribution of the average time involvement of the 61.57% reported spending one to five days periodically during the year requesting and/or ordering teaching materials.

The vast majority (81.10%) spent one to five days each time on this task. About two-thirds (60.46%) reported that they averaged one minute to 30 minutes each day they performed these duties.

**Clerical Duties Performed Only at the End of Year.** -The clerical duties performed only at the end of the school year are shown in Table XIX, page 29.

**Preparing Teacher's Annual Report.** About one-fifth of the sample (20.29%) reported that they do not prepare the Virginia Teacher's Register at the end of the year. Over three-fourths of the sample (75.83%) spent one to five days working on the Virginia Teacher's Register. Table XX, page 30, shows the distribution of the average time involvement of the 75.83% reported spending one to five days at the end of the year preparing the Virginia Teacher's Register.

More than two-thirds (69.51%) reported that they averaged from 31 minutes to over two hours each day they worked on this task.

A greater percent of the elementary teachers used their time at the end of the year working on the Virginia Teacher's Register than did secondary teachers.

**Preparing End-of-Year Student Rosters.** Less than one-third of the sample (30.69%) reported that they did not prepare end-of-year student rosters. Over two-thirds of the sample (67.60%) worked on end-of-year student rosters one to five days after school closed. Table XX, page 30, shows the distribution of the average time involvement of the 67.60% reported spending one to five days at the end of the year preparing end-of-year student rosters.

About one-half (48.82%) reported that they worked an average of 31 minutes to over two hours each day at this task.

The elementary teachers were shown to have spent more time on preparing student rosters at the end of the year than secondary teachers.

**Recording Grades on Permanent Records.** More than three-fourths of the sample (79.71%) reported spending one to five days recording grades on permanent records after school closed. Table XX, page 30, shows the distribution of the average time involvement of the 79.71% reported spending one to five days at the end of the year recording grades on permanent records.

Over three-fourths (75.36%) reported that they worked an average of 31 minutes to over two hours each day at this task.

Once again, the elementary teachers (97.88%) spent more time at the end of the year with clerical duties than secondary teachers (66.47%).

**Accounting for Textbooks.** Approximately three-fourths of the sample (74.96%) reported spending one to five days after school closed accounting for textbooks. Table XX, page 30, shows the distribution of the average time involvement of the 74.96% reported spending one to five days at the end of the year accounting for textbooks.

Of the sample reporting, over one-half (52.58%) averaged from 31 minutes to over two hours each day they worked on accounting for textbooks.

The vast majority of elementary teachers (89.86%) were shown to spend more time accounting for textbooks at the end of the year than secondary teachers (61.25%).

**Inventory Teaching Materials.** The vast majority of the sample (84.70%) reported that they had spent one to five days at the end of the school year taking inventory of teaching materials. Table XX, page 30, shows the distribution of the average time involvement of the 84.70% reported spending one to five days at the end of the year taking inventory of teaching materials.

Of the sample reporting, nearly one-half (48.70%) reported averaging between 16 to 60 minutes each day they worked on this task.

TABLE XIX

CLERICAL DUTIES PERFORMED ONLY AT END OF YEAR

CATEGORY	Number of Days Each Year					Average Time/Day (Minutes)				
	0	1-5	6-10	Over 10	0	1-15	16-30	31-60	61-120	Over 120
<b>1. Preparing Teacher's Annual Report</b>										
Elementary.....	6.76%	88.22%	3.96%	1.06%	6.76%	3.48%	7.63%	27.51%	28.67%	25.97%
Secondary.....	40.64	57.18	1.02	1.16	40.64	2.90	5.95	19.74	16.26	14.51
Total.....	20.29	75.83	2.78	1.10	20.29	3.25	6.96	24.41	23.71	21.39
<b>2. Preparing end-of-year student rosters</b>										
Elementary.....	17.66	79.54	2.12	.68	17.66	6.95	17.47	26.54	16.70	14.67
Secondary.....	48.77	49.78	1.02	.44	48.77	5.52	10.60	17.55	10.31	7.26
Total.....	30.09	67.60	1.74	.58	30.09	6.38	14.73	22.90	14.15	11.71
<b>3. Recording grades on permanent records</b>										
Elementary.....	2.12	90.44	5.99	1.45	2.12	2.03	8.98	25.19	30.21	31.47
Secondary.....	33.53	63.72	1.89	.87	33.53	2.18	6.24	13.79	23.80	20.47
Total.....	14.67	79.71	4.41	1.22	14.67	2.09	7.88	20.64	27.65	27.67
<b>4. Accounting for textbooks</b>										
Elementary.....	10.14	85.23	3.38	1.26	10.14	8.21	20.17	29.15	18.24	14.09
Secondary.....	38.75	59.65	1.16	.44	38.75	9.00	13.06	19.01	13.06	7.11
Total.....	21.57	74.96	2.55	.93	21.57	8.52	17.33	25.10	16.17	11.31
<b>5. Inventorying teaching materials</b>										
Elementary.....	7.34	89.58	2.61	.48	7.34	7.92	21.43	30.50	19.31	13.51
Secondary.....	18.14	77.50	2.90	1.45	18.14	11.18	20.90	22.93	14.51	12.34
Total.....	11.65	84.70	2.78	.87	11.65	9.22	21.22	27.48	17.32	13.04
<b>6. Preparing student rankings</b>										
Elementary.....	40.73	56.95	1.55	.77	40.73	7.82	15.93	19.40	8.21	7.92
Secondary.....	69.23	29.02	1.16	.58	69.23	5.08	8.42	9.29	4.50	3.48
Total.....	52.12	45.74	1.45	.70	52.12	6.73	12.93	15.36	6.73	6.15
<b>7. Updating permanent records</b>										
Elementary.....	4.05	84.65	7.72	3.57	4.05	4.44	12.16	24.23	24.81	30.31
Secondary.....	45.28	51.52	2.03	1.16	45.28	4.21	9.58	16.40	12.34	12.19
Total.....	20.52	71.36	5.51	2.61	20.52	4.35	11.13	21.10	19.83	23.07
<b>8. Receiving and accounting for locks and lockers</b>										
Elementary.....	91.89	7.92	.10	.10	91.89	3.96	2.12	.68	.68	.68
Secondary.....	56.46	42.67	.44	.44	56.46	11.18	14.22	11.03	4.35	2.76
Total.....	77.74	21.80	.23	.23	77.74	6.84	6.96	4.81	2.15	1.51

TABLE XX  
CLERICAL DUTIES PERFORMED ONLY AT THE END OF YEAR: A SELECTED DISTRIBUTION

CATEGORY	Sum	Percent of Sample	Days Each Year	Average Time/Day (Minutes)						
				0	1-15	16-30	31-60	61-120	Over 120	
<b>ELEMENTARY TEACHER,</b>										
Preparing Teacher's Annual Report.....	914	57.99%	1-5	0	30	69	270	291	255	
				(N)	(%)	(N)	(%)	(N)	(%)	
Preparing End-of-Year Student Rosters.....	824	47.77	1-5	0	3.28	7.44	29.54	31.84	27.90	
				(N)	(%)	(N)	(%)	(N)	(%)	
Recording Grades on Permanent Records.....	937	54.32	1-5	0	8.25	21.24	32.65	20.27	17.60	
				(N)	(%)	(N)	(%)	(N)	(%)	
Accounting for Textbooks.....	883	51.19	1-5	0	1.81	8.64	25.40	31.27	32.87	
				(N)	(%)	(N)	(%)	(N)	(%)	
Inventorying Teaching Materials.....	928	53.80	1-5	0	8.83	22.76	32.38	20.49	15.63	
				(N)	(%)	(N)	(%)	(N)	(%)	
Preparing Student Rankings.....	590	34.20	1-5	0	8.19	23.49	33.19	21.01	14.12	
				(N)	(%)	(N)	(%)	(N)	(%)	
Updating Permanent Records.....	877	50.84	1-5	0	13.05	27.29	32.54	13.56	13.56	
				(N)	(%)	(N)	(%)	(N)	(%)	
				(N)	(%)	(N)	(%)	(N)	(%)	
<b>SECONDARY TEACHERS</b>										
Preparing Teacher's Annual Report.....	395	22.90	1-5	0	18	39	133	109	96	
				(N)	(%)	(N)	(%)	(N)	(%)	
Preparing End-of-Year Student Rosters.....	343	19.88	1-5	0	4.56	9.87	33.67	27.59	24.30	
				(N)	(%)	(N)	(%)	(N)	(%)	
Recording Grades on Permanent Records.....	439	25.45	1-5	0	11.08	20.99	34.40	19.83	13.70	
				(N)	(%)	(N)	(%)	(N)	(%)	
Accounting for Textbooks.....	411	23.83	1-5	0	3.42	9.11	20.50	36.90	30.07	
				(N)	(%)	(N)	(%)	(N)	(%)	
Inventorying Teaching Materials.....	534	30.96	1-5	0	14.36	21.17	31.38	20.92	12.17	
				(N)	(%)	(N)	(%)	(N)	(%)	
Preparing Student Rankings.....	200	11.59	1-5	0	14.42	26.40	27.90	18.54	13.73	
				(N)	(%)	(N)	(%)	(N)	(%)	
Updating Permanent Records.....	355	20.58	1-5	0	17.50	27.00	30.00	14.00	11.50	
				(N)	(%)	(N)	(%)	(N)	(%)	
				(N)	(%)	(N)	(%)	(N)	(%)	

**Preparing Student Rankings.** Over one-half of the sample (52.12%) reported not spending any time at the end of the school year preparing student rankings. However, close to one-half (45.74%) spent one to five days on this task. Table XX, page 30, shows the distribution of the average time involvement of the 45.74% reported spending one to five days at the end of the year preparing student rankings.

Of the sample working on this task, approximately one-third (28.29%) reported that they averaged from 16 to 60 minutes each day they prepared student rankings at the end of the year.

More than one-half of the elementary teachers (59.27%) worked on preparing student rankings at the end of the year as compared with secondary teachers (30.77%).

**Updating Permanent Records.** Approximately three-fourths of the sample (71.36%) spent one to five days at the end of the year updating permanent records. Table XX, page 30, shows the distribution of the average time involvement of the 71.36% reported spending one to five days at the end of the year updating permanent records.

Of the sample reporting, about two-thirds (64.02%) reported that they averaged 31 minutes to over two hours on this task.

Almost all of the elementary teachers (95.95%) reported spending time updating permanent records at the end of the year, while approximately one-half of the secondary teachers (54.72%) were involved.

**Receiving and Accounting for Locks and Lockers.** Over three-fourths of the sample (77.74%) reported not spending any time at the end of the year receiving and accounting for locks and lockers. Over one-fifth (21.80%) reported spending one to five days on this task. Table XX, page 30, shows the distribution of the average time involvement of the 21.80% reported spending one to five days at the end of the year receiving and accounting for locks and lockers.

Approximately one-half of the secondary teachers (43.54%) spent time on the clerical task of receiving and accounting for locks and lockers at the end of the year, while only 8.11% of the elementary teachers reported spending time on this task at the end of the year.

## SECTION III

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY

This was a descriptive study which attempted to reveal how teachers in the State of Virginia spent their time in relation to instructional and non-instructional duties.

A questionnaire was developed by the staff of the Division of Educational Research to denote the amounts of time teachers give to various activities involved in teaching.

The teacher sample consisted of 2,899 teachers, of which 1,725 were finally processed for analyses in the study. The sample was truly representative of the actual teacher population as measured by several indices.

#### FINDINGS AND CONCLUSIONS

**Selected Characteristics of the Sample. The Teacher.** The findings of this study revealed that most teachers were married women holding bachelor degrees. They have taught for approximately 13 years, having about 10 years of experience in the school division in which they are currently employed, and earned an annual salary of \$5,732.69.

**Instructional Responsibilities. Length of Instructional Day.** The majority of the teachers were required to be on duty at school by 8:13 a.m. and were permitted to leave by 3:16 p.m. This means that they were contracted for seven hours and three minutes per day, a 35 hour and 15 minute work week.

The day for most elementary pupils began at 8:32 a.m. and ended at 2:52 p.m. for a school day of six hours and 20 minutes. The difference between the assigned day for most teachers and the assigned day of their pupils was one hour and twelve minutes.

Most elementary teachers had an average time of 9.40 minutes free or unassigned per day.

The typical elementary teacher was assigned 7.42 hours of work each day or 38.50 hours per week.

The typical secondary teacher was assigned teaching duties for 24 periods per week with about 52 minutes in each period. This indicated that most secondary teachers taught about five classes a day. Most of the secondary teachers were assigned two study hall periods per week, and between three and four conference or planning periods per week. There were very few assigned counseling periods for the secondary teachers.

The typical instructional day of a secondary teacher was shown to consist of 5.32 hours for teaching, .05 of an hour for counseling, .42 of an hour for study hall, .61 of an hour for conference or planning time, and about 14 minutes for homeroom—a total of assigned duties of 6.42 hours per day or 32.10 hours per week.

**Out-of-Class Instructional Duties.** Most teachers spent about 10 hours per week outside of the regularly scheduled teaching day in personal study and instructional planning. This means that the normal teaching day was extended for at least two hours each day in order for the teacher to be prepared for classroom instruction.

Professional review and evaluation of pupils' work consumed about 30 minutes of the teachers' time per day beyond the normal contracted day. Responsibilities involved in working with individual pupils or groups of pupils, parents, and other colleagues did not require much out-of-class time. Sponsorship or supervision of pupil organizations and activities without additional pay or reduced teaching loads did not constitute a significant part of the teachers' out-of-class instructional activities.

It can be concluded that the teacher was spending two to three hours beyond the scheduled teaching day in preparation for classroom instructional duties.

**Non-Professional or Clerical Duties.** The study disclosed that most teachers spent about one day during the pre-school session on clerical tasks associated with pupil reports, accounting, records, and textbooks. These findings indicated that the pre-school sessions were involved to a certain degree with clerical duties of which

the teachers could be relieved, thus leaving them time for in-service and other activities more closely associated with instruction.

Clerical duties related to instruction; e.g., evaluating pupil performance, and clerical duties not related to instruction; e.g., recording and reporting attendance, were found to require about two hours a day of the elementary teachers' time and about one and one-half hours a day of the secondary teachers' time. The nature of these clerical duties was such that about one hour of the regular school day was required to perform them.

The clerical duties performed daily which were not related to instruction could be effectively carried out by other means, thus relieving the teacher for instructional duties.

It was found that most teachers spent about four hours per month on clerical tasks associated with pupil accounting and cumulative records. Some of this time was essential for the teachers to become more familiar with their pupils; viz., working on cumulative folders, while other tasks; viz., pupil accounting, should not take up the teachers' time during the school day.

This study showed that most teachers spent one to five days or about 15 hours at the end of each marking period (four to six times a year) on clerical tasks associated with determining pupil grades, copying grades on report cards and cumulative records. Such tasks as computing students' grades, filling in report cards, making special listings, and checking on lost report cards could be carried out by means other than teachers. On the other hand, it is important that the teachers write comments on report cards, analyze student grades, and other tasks related to evaluating student performance.

It was revealed that most teachers spent about 25 hours during the year collecting and accounting for money. While the nature of these clerical tasks involved the teacher, it is a conclusion of this study that consideration be given to the most efficient procedures in collecting and accounting for money and the wisest use of the teacher's time.

The majority of the elementary teachers was found to spend about 50 hours during the year on activities relating to administering and recording standardized tests. The testing program at the elementary level was conducted during the school day with the teacher at the center of the activity. These teachers were also required to enter the results in the pupils' records. Such tasks could be performed by other means, thus relieving the elementary teachers for a few days to prepare for instruction.

This study showed that most teachers spent about 12 hours during the year requesting and ordering teaching materials. Since the selection of teaching materials is related to instruction, teachers should be involved in this activity.

It was found that most elementary teachers spent about seven hours at the end of the year preparing the final report of the Virginia Teacher's Register. The elementary teachers also reported spending 36 hours working on pupil rosters and cumulative records and about five hours accounting for textbooks. With the exception of working on cumulative records, which should assist teachers in evaluating their year's work, the remaining clerical duties could be performed by other means.

Taking inventory of teaching materials was revealed to take up about five hours of the teacher's time at the end of the year. Such an activity does not contribute to the professional responsibilities of the teacher.

The study showed that about all of the elementary teachers and more than one-half of the secondary teachers spent five hours at the end of the year updating permanent records.

**Summary of Conclusions.** Although this study reported that there was considerable range in the amounts of time the teachers spent on responsibilities (instructional and non-instructional) other than teaching, it can be concluded that most public school teachers in Virginia spent about nine to 10 hours a day on preparation for teaching, teaching, evaluating pupils' work, and on clerical duties. As reported in the findings, the nine to 10 hour school day for most teachers included about seven hours which they were required to spend at school and from two to three additional hours which most teachers spent outside of the regular school day in personal study, planning for instruction, professional review, evaluation of pupils' work, and clerical duties. Of the scheduled seven hour school day, most teachers spent about one hour on clerical duties during the regular school day.

The teacher's time for instructional preparation and time to teach was interrupted by non-instructional duties which occurred daily, monthly, periodically, and at the end of the school year. Teachers could be relieved of duties not related to instruction and thus provide an uninterrupted opportunity and adequate time to teach and inspire learning.

## RECOMMENDATIONS

In line with the State Board of Education's policy for providing "adequate time to teach and adequate time to learn," and in keeping with the findings of this study, it is urged that local school authorities give careful consideration to the following recommendations:

1. That clerical assistance and teacher aides be provided and efficiently used in order that teachers will be relieved of such duties as preparing student rosters, typing and duplicating teaching materials and tests, and making duplicate sets of pupil records.

Although it is recognized that some school systems are already doing much to relieve teachers of non-instructional duties, local school authorities should give careful consideration and exert every effort to relieve teachers of duties which can be done with less expense and more efficiency by persons employed to perform these tasks.

2. That centralized pupil accounting systems be established in schools wherever practical. This would eliminate many of the detailed clerical tasks now performed by teachers such as keeping teachers' registers, copying information onto permanent records, and recording and reporting attendance.

3. That policies governing the use of teacher time for all non-instructional duties be reassessed periodically.

The Division of Educational Research of the Department will identify school divisions which have inaugurated plans for relieving teachers of many non-instructional duties. Information on such practices will be communicated to division superintendents and the State Board of Education.



## APPENDIX A

### STATE BOARD OF EDUCATION Richmond 23216

#### QUESTIONNAIRE ON THE USE OF TEACHER TIME

This questionnaire on the use of teacher time, prepared for a study requested by the State Board of Education, seeks information about the use of the teacher's time, both in school and outside of school. It is hoped that this information can be used as a basis for suggestions that may increase the amount of time available to teachers for instructional activities and decrease the amount of time required for non-professional or clerical duties.

You can help by filling in this questionnaire, which will be held in strictest confidence. Your response is particularly important, since the questionnaire is being sent on a sampling basis to a small number of teachers in Virginia.

#### A. INFORMATION ABOUT YOU

1. Please indicate your sex and marital status. Check ONE.

- Man, unmarried
- Man, married
- Man, widowed, divorced, or separated
- Woman, unmarried
- Woman, married
- Woman, widowed, divorced, or separated

2. What is your age (nearest birthday)? \_\_\_\_\_

3. What is the highest college degree you hold? Do not report honorary degrees. Check ONE.

- No degree
- Bachelor's degree
- Master's degree
- Doctor's degree

4. Counting the present school year, what is the total number of school years of full-time teaching experience you have had? \_\_\_\_\_ Years

5. Counting the present year, what is the number of years of full-time teaching experience you have had in the school system where you are now teaching? \_\_\_\_\_ Years

6. What is your contract salary for the 1965-1966 school session? \_\_\_\_\_

#### B. INFORMATION ABOUT YOUR SCHOOL AND TEACHING ASSIGNMENT

1. How many regular or full-time classroom teachers are there in the school in which you teach?  
\_\_\_\_\_ Teachers

2. What GRADES are included in the school in which you teach? Encircle ALL the grades included.

K    1    2    3    4    5    6    7    8    9    10    11    12

3. In what GRADES are you teaching? Please encircle ALL the grades in which you are teaching this year.

K    1    2    3    4    5    6    7    8    9    10    11    12

4. How is your present teaching assignment classified? Check ONE.

- Elementary teacher
- Junior high teacher
- Junior-senior high teacher
- Senior high teacher
- Combination elementary-secondary teacher
- Junior-college teacher
- Other (please explain) \_\_\_\_\_

C. INFORMATION ABOUT THE LENGTH OF YOUR INSTRUCTIONAL DAY

1. Report the exact time (e.g., 8:15 a.m.) when you are *required* to be on duty at school. \_\_\_\_\_ a.m.

2. Report the exact time (e.g., 3:15 p.m.) when you are *permitted* to leave school. \_\_\_\_\_ p.m.

3. **ELEMENTARY SCHOOL TEACHERS:**

1. Report the exact time when the school day begins *for your pupils*. \_\_\_\_\_ a.m.

2. Report the exact time when the school day ends *for your pupils*. \_\_\_\_\_ p.m.

3. Report the number of minutes per day you have free or unassigned during your pupils' instructional day (estimate lunch on a pro-rated basis if you are expected to eat with your children part of the time). \_\_\_\_\_ minutes

4. **SECONDARY SCHOOL TEACHERS:** The following *questions* pertain to duties *assigned* or *contracted* by your employer.

1. How many class periods per week are you *assigned* teaching duties? \_\_\_\_\_ periods

2. How many class periods per week are you *assigned* counseling duties? \_\_\_\_\_ periods

3. How many class periods per week are you *assigned* study hall or other supervising duties? \_\_\_\_\_ periods

4. How many class periods per week are you *assigned* conference and planning ("free") periods? \_\_\_\_\_ periods

5. What is the length, in minutes, of the average period in your school? \_\_\_\_\_ minutes

6. What is the length, in minutes, of your homeroom? \_\_\_\_\_ minutes

7. What is your responsibility for regular sports and other activities which require time beyond the school day and for which you receive extra pay?

Activity (specific) \_\_\_\_\_

Number of days/year in which you are involved \_\_\_\_\_

Number of hours per day \_\_\_\_\_

**D. INFORMATION ABOUT YOUR OUT-OF-CLASS INSTRUCTIONAL DUTIES**

This section is designed to obtain information about the time you spend in out-of-class instructional duties which occur throughout the school year. Your estimate of the average number of minutes per week should represent your best thinking about the time required by each of the indicated activities during a typical week during the year. Include the time spent on these activities during a typical weekend. Exclude the CLERICAL aspects of these duties; they will be included in the next part of this questionnaire. Please check (✓) appropriate blocks.

	Average Time/										List No. Hrs. Over 5
	Minutes			Hours							
	0	1-30	31-60	2	3	4	5				
1. Personal study and planning for instruction.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. Professional planning involved in preparing learning materials, such as visual aids, bulletin boards, laboratory materials, and seatwork.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. Professional review and evaluation of homework, classwork, tests, and other materials prepared by pupils. Do not include copying or averaging grades.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. Sponsorship or supervision of pupil organizations and activities (exclude sports and others for which you receive extra pay or reduced teaching loads).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. Working with individual pupils and small groups of pupils outside of class.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6. Conferences with parents, associates, resource people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7. Faculty meetings, department or grade meetings, curriculum committee meetings, and other similar meetings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8. Home visits and meetings with parent groups (PTA, room mothers, etc.)..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
9. Additional assignments <i>not clerical</i> in nature; your clerical duties are surveyed in the next section.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**E. INFORMATION ABOUT YOUR NON-PROFESSIONAL OR CLERICAL DUTIES**

This section seeks to identify the amount of time you spend on various clerical duties which occur (1) at the beginning of the school year, (2) at various times during the year, and (3) at the end of the year in the sequence of their occurrence. It may be advisable for you to read through the entire section before making entries in the blank spaces, since a particular activity may be listed under more than one category. Time required for clerical duties should be entered only once. The completed section should reflect all clerical duties which are part of your job.

Please estimate the number of days and the average number of minutes per day that are required to do each of the following jobs. Include the time designated by your contract and time beyond the normal contracted day. This applies only to the days which you do these things. Please check (✓) appropriate blocks.



Clerical Duties Performed During <u>Pre-School</u> or <u>Early Session Only</u>	Number of Days Each Year						Average Time/Day (Minutes)					
	0	1	2	3	4	5- Over	0	1- 15	16- 30	31- 60	61- 120	Over 120
<i>Pre-School or Early Session</i>												
1. Preparing student rosters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Placing names on report cards.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Issuing textbooks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Keeping textbook records.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Filling in Teacher's Register.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Locating permanent records.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Making activity lists.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*8. Collecting money, fees, dues, and insurance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Issuing and accounting for locks and lockers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other (specify).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clerical Duties Which Are Performed <u>Weekly Throughout the Year</u>	Number of Days Each Week						Average Time/Day (Minutes)					
	0	1	2	3	4	5- Over	0	1- 15	16- 30	31- 60	61- 120	Over 120
<i>Weekly (Include Work on Weekends)</i>												
1. Recording attendance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reporting attendance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recording grades in grade book.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assigning and recording grades.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Duplicating teaching aids and tests.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clerical work involved in preparing learning materials such as visual aids, bulletin boards, laboratory materials, and seatwork.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Clerical work involved in correcting homework, class- work, tests, and other materials prepared by pupils....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Performing monitorial or managerial duties (hall duty, lunchroom duty, playground duty, bus duty, etc.). See later section if these assignments do not occur each week in the year.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Receiving and sending messages and announcements (public address system, notes by pupils, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other (specify).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*This item was omitted from the analysis conducted in the study because the sample misunderstood its meaning.



Clerical Duties Which Occur <u>Monthly</u> With the Attendance and Accounting Activities	Number of Days Each Month					Average Time/Day (Minutes)					
	0	1- 3	4- 6	7- 10	Over 10	0	1- 15	16- 30	31- 60	61- 120	Over 120
<i>Monthly (or 29-day periods)</i>											
1. Computing attendance totals.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Preparing attendance reports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Up-dating health, testing, and related records.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Other (specify).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clerical Duties Which Occur At the <u>Close of</u> Each Marking Period	Number of Days Each Marking Period ____ Weeks				Average Time (Minutes) Per Day Job Is Done					
	0	1- 5	6- 10	Over 10	0	1- 15	16- 30	31- 60	61- 120	Over 120
<i>Six Weeks (If not using six weeks marking period indicate number of marking periods per year_____)</i>										
1. Computing students' grades.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Copying attendance information on report cards.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recording grades for report cards.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Recording grades for school records.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Making special listings (honor roll, failure lists, etc.)....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Preparing analysis of grades of pupils taught.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Writing comments on reports and records.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Checking on return of signed report cards.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Rewriting lost report cards.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other (specify).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clerical Duties Which Are Performed Periodically	Times/Year				Number of Days Each Time				Average Time/Day (Minutes)					
	0	1-5	6-10	Over 10	0	1-5	6-10	Over 10	0	1-15	16-30	31-60	61-120	Over 120
	<i>Periodically</i>													
1. Making activity lists.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Counting money.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Accounting for money (reports).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Accounting for pupil insurance....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Preparing student eligibility reports...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Preparing, distributing, collecting standardized tests.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Scoring and converting scores of standardized tests.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Recording standardized test results...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Preparing summaries on standardized test results.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Requesting replacement of textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Preparing student rosters (other than during pre-school or early session)....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Complying with requests for information about pupils.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assisting principal with office duties...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Completing questionnaires.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Accounting for funds being collected in fund-raising activities:														
a. School.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Class.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. PTA.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Performing monitorial or managerial duties (hall duty, lunchroom duty, playground duty, bus duty, etc.), if assigned for less than the full year.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Requesting and/or ordering teaching materials.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Other (specify).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clerical Duties Which Are Performed Only At End of Year	Number of Days Each Year				Average Time/Day (Minutes)					
	0	1-5	6-10	Over 10	0	1-15	16-30	31-60	61-120	Over 120
<i>End of Year</i>										
1. Preparing Teacher's Annual Report (Virginia Teacher's Register, pp. 33 and 34) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Preparing end-of-year student rosters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recording grades on permanent records.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Accounting for textbooks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Inventorying teaching materials.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Preparing student rankings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Up-dating permanent records.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Receiving and accounting for locks and lockers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Other (specify).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your cooperation in filling in this questionnaire is sincerely appreciated. Should you wish to add some comment in connection with this questionnaire, we shall welcome it on an attached sheet of paper.

**RETURN TO:**

Division of Educational Research  
 State Department of Education  
 1103 East Main Street  
 Richmond, Virginia 23216