

AUTHOR Whitener, Summer; And Others
 TITLE 1991-92 Teacher Followup Survey Data File User's Manual. Restricted Use Version. Schools and Staffing Survey.
 INSTITUTION National Center for Education Statistics (ED), Washington, DC.
 REPORT NO NCES-94-478
 PUB DATE 1 Jul 94
 NOTE 262p.
 PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC11 Plus Postage.
 DESCRIPTORS *Career Development; Data Analysis; Data Collection; Elementary Secondary Education; Faculty Mobility; *Followup Studies; National Surveys; Persistence; *Research Methodology; Research Utilization; *Sampling; Statistical Studies; *Teacher Characteristics; Teacher Supply and Demand; Teaching (Occupation); User Needs (Information)
 IDENTIFIERS *Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES); User Guides; Variance (Statistical)

ABSTRACT

The 1991-92 Teacher Followup Survey (TFS) updates information on teacher career patterns and plans from the 1990-91 Schools and Staffing Survey (SASS) of the National Center for Education Statistics. The TFS is the fifth component of the SASS and focuses on a subsample of about 7,200 teachers. Major objectives are to determine (1) the attrition rate for teachers; (2) the characteristics of those who stay in the profession; and (3) activity or occupation data for those who leave, as well as career information for those who keep teaching. This user manual considers sample design, data collection, editing procedures, imputation of data, weighting, variance estimation, and other technical aspects. Five tables illustrate the discussion. Five appendixes contain the actual questionnaires and additional technical notes about the conduct of the survey. (SLD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual

July 1994

Schools and Staffing Survey

1991-92 Teacher Followup Survey Data File User's Manual Restricted Use Version



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
 This document has been reproduced as
received from the person or organization
originating it.
 Minor changes have been made to improve
reproduction quality.
• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

U.S. Department of Education
Office of Educational Research and Improvement

NCES 94-478

NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual

July 1994

Schools and Staffing Survey

1991-92 Teacher Followup Survey Data File User's Manual Restricted Use Version



Summer Whitener
Steve Kaufman
National Center for Education Statistics

Carol Rohr
Pinkerton Computer Associates, Inc.

La Terri Bynum
Karen King
Bureau of the Census

U.S. Department of Education
Office of Educational Research and Improvement

NCES 94-478

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Sharon P. Robinson
Assistant Secretary

National Center for Education Statistics
Emerson J. Elliott
Commissioner

National Center for Education Statistics

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

July 1994

Contact:
Summer Whitener
(202) 219-1368

Table of Contents

	Page
I. Overview	1
A. Purpose of the Survey	1
B. Periodicity of Survey	2
C. Target Populations	2
D. Definitions	2
II. Sample Design	5
A. SASS Sampling Frames	5
B. SASS Stratification	7
C. TFS Stratification and Sample Allocation	9
D. SASS Sample Selection	12
E. TFS Sample Selection	16
III. Data Collection	16
A. Time Frame of the Survey	16
B. Data Collection Procedures	17
IV. Edit Procedures	18
A. General Edit	18
B. Interview Status Recode (ISR)	19
V. Response Rates	19
A. Survey Response Rates	19
B. Item Response Rates	20
VI. Imputation	20
VII. Weighting	21
A. SASS Teacher Weights	21
B. TFS Teacher Weights	22
VIII. Variance Estimation	23
IX. Reinterview Program	24
X. Changes to TFS Content from 1988-89 to 1991-92	25
XI. Caution Concerning The Measurement of Change Using 1988-89 and 1991-92 TFS	25
XII. User Notes and Comments	27

APPENDICES

Page

Appendix A: Questionnaire - Former Teachers	29
Appendix B: Questionnaire - Current Teachers	43
Appendix C: Crosswalk from the 1988-89 TFS to 1991-92 TFS	59
Appendix D: Industry Codes	85
Appendix E: Codebook With Frequency Counts	113

I. Overview

A. Purpose of the Survey

The National Center for Education Statistics (NCES) sponsored the 1991-92 Teacher Followup Survey (TFS), conducted by the U.S. Bureau of the Census, to update data on teacher career patterns and plans. This survey is a followup of a sample of teachers from the 1990-91 Schools and Staffing Survey (SASS).¹ Data from previous surveys have been used by Congress, state education departments, federal agencies, private school associations, teacher associations, and educational organizations.

The Teacher Followup Survey is the fifth component of the SASS and is conducted 1 year after the SASS data collection. The other four components of SASS are the Teacher Demand and Shortage Survey, School Administrator Survey, School Survey, and Teacher Survey.² The 1990-91 SASS teacher sample is a nationally representative sample of public and private school teachers in the United States and is state representative in the public sector. The Teacher Followup Survey is a subsample of teachers in the profession during school year 1990-91. The subsample has two parts, "former teachers" and "current teachers." The Teacher Followup Survey is a followup of the teachers in the 1990-91 SASS teacher sample who left the teaching profession between school years 1990-91 and 1991-92 (former teachers) and a subsample of those who remained in the teaching profession (current teachers).

The major objectives of the Teacher Followup Survey are to:

- Determine the attrition rate for teachers; that is, the percentage of teachers who left the teaching profession between school years 1990-91 and 1991-92;
- Determine the characteristics of those who stay in the teaching profession and those who leave;
- Obtain major activity or occupation data for those who leave the teaching profession and career information for those who remain in the profession;

¹The Teacher Followup Survey was previously conducted in 1988-89. See the User's Manual *1988-89 Teacher Followup Survey* (NCES 92-058); and the E.D. TABS *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988-89* (NCES 91-128).

²Results from the 1990-91 SASS can be found in the E.D. TABS *Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91* (NCES 93-453) and the report, *Schools and Staffing in the United States: A Statistical Profile, 1990-91* (NCES 93-146).

- Obtain data on educational activities and future plans; and
- Obtain data on attitudes about the teaching profession and job satisfaction.

Survey data collected in the 1990-91 Schools and Staffing Survey teacher questionnaire are included as classifying variables for analysis of the Teacher Followup Survey data. The Teacher Followup Survey data can be analyzed for leavers (former teachers), stayers (current teachers), and movers. Movers are those teachers who have remained in the teaching profession but have moved to different schools.

One objective of the Schools and Staffing Surveys is to collect national data (and state data in the public sector and affiliation data in the private sector) for estimating teacher turnover and for understanding teacher attrition. The Teacher Followup Survey is designed to be used in conjunction with the other Schools and Staffing Surveys to study the attrition behavior of public and private school teachers.

B. Periodicity of Survey

The Teacher Followup Survey will be conducted again in 1995 for a subsample of teachers selected for the 1993-94 SASS. Every 3 year administration of the SASS will be followed 1 year later by the TFS. Plans are being developed for a more extended longitudinal study of a subsample of teachers in a future SASS, where interviews of the same teachers will be conducted periodically over an extended period of time.

C. Target Populations

The target population for the TFS consists of teachers in the United States during the 1990-91 school year. This population has two components in 1991-92, former and current teachers.

D. Definitions

1. Teacher Followup Survey (TFS) Definitions

The following Teacher Followup Survey terms are defined as they apply to TFS:

Teacher. A teacher is defined as any full-time or part-time teacher whose school reported that his/her primary assignment was teaching in any of grades K-12. Itinerant teachers were included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis. An itinerant teacher is defined as a teacher who teaches at more than one school;

for example, an art teacher who teaches at two or more elementary schools in the district.

Public school. A public school is defined as an institution which provides educational services, has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included.

Private school. A private school is defined as a school not in the public system that provides instruction for any of grades 1-12 where the instruction is not given exclusively in a private home. To be included in SASS, a school was required to provide instruction to students in at least one of grades 1-12 and not to be in a private home. (If it could not be determined whether or not it operated in a private home, the school had to have at least 10 students or more than one teacher). Schools that taught only prekindergarten, kindergarten, or adult education were not included.

Leavers. Teachers who left the teaching profession between school years 1990-91 and 1991-92.

Movers. Teachers who moved to a different school between school years 1990-91 and 1991-92.

Stayers. Teachers who stayed in the same school between school years 1990-91 and 1991-92.

Out-of-Scope TFS teacher. Teachers who died or left the United States between school years 1990-91 and 1991-92. The estimated number of out-of-scope TFS teachers in 1991-92 was 5,423.

2. Schools and Staffing Survey (SASS) Definitions

The following definitions are used in the 1990-91 Schools and Staffing Survey and are included on each respondent's record to identify the school in which he or she taught at that time. Detailed information about a teacher's 1991-92 school was not obtained in the followup year

Teacher. A teacher is defined as any full-time or part-time teacher whose school reported that his/her primary assignment was teaching in any of grades K-12. Itinerant teachers were included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis. An itinerant teacher is defined as a teacher who teaches at more than one school;

for example, an art teacher who teaches at two or more elementary schools in the district.

Public school. A public school is defined as an institution which provides educational services, has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included.

Private school. A private school is defined as a school not in the public system that provides instruction for any of grades 1-12 where the instruction is not given exclusively in a private home. To be included in SASS, a school was required to provide instruction to students in at least one of grades 1-12 and not to be in a private home. (If it could not be determined whether or not it operated in a private home, the school had to have at least 10 students or more than one teacher). Schools that taught only prekindergarten, kindergarten, or adult education were not included.

Elementary school. A school that has grade 6 or lower, or "ungraded" and no grade higher than the 8th.

Secondary school. A school that has no grade lower than the 7th, or "ungraded" and has grade 7 or higher.

Combined school. A school that has grades higher than the 8th and lower than the 7th.

Special education, vocational education, alternative schools. Schools identified as special education, vocational education, or alternative schools on the sampling frame were placed in the combined stratum for sampling.

Out-of-scope SASS teacher. A sample teacher was considered out-of-scope if he or she was a short-term substitute, a student teacher, a nonteaching specialist (e.g., guidance counselor, librarian), a teacher's aide, or in some other professional or support staff position. If a sample school was considered out-of-scope, all teachers from that school were also considered out-of-scope.

Community type. Community type for the 1990-91 SASS school year in which the teacher taught was derived from the "urbanicity" code (locale) developed by Johnson.³ The locale code was based on the school's mailing address matched to Bureau of the Census data files containing population

³United States Department of Education, National Center for Education Statistics, *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe*, (F. Johnson, CS 89-194).

density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census defining urban and rural areas. These data files came from the 1980 Census.

The community type for the school to which the teachers had moved in the year following the administration of the SASS (1991-92) is available based upon the teacher's self report in the variable TFS137. The Johnson locale code and the self reported urbanicity variables are conceptually different. (See Johnson, F. (1993), "Comparisons of School Locale Setting: Self-Reported Versus Assigned", Proceeding of the survey Research Method Section, American Statistical Association, Alexandria, VA. (forthcoming).

Region.

Northeast. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania

Midwest. Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas

South. Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas

West. Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii

School size. Size categories were based on the number of students (in head counts) who were enrolled in grades K-12 in the school on or about October 1, 1990 (as reported in Item 1 on the SASS School Questionnaire).

II. Sample Design

A. SASS Sampling Frames

1. Public Schools

The public school sampling frame was based on the 1988-89 school year Common Core of Data (CCD). The CCD is collected annually by the NCES from all state education agencies and is believed to be the most

complete public school listing available. The frame includes regular public schools, schools in Department of Defense operated military bases, nonregular schools such as special education, vocational, and alternative schools.

2. Private Schools

The sampling frame for private schools was the 1989-90 Private School Universe Survey.⁴ This data collection used two components to develop estimates of the number of private schools in the United States. A list frame was the primary private school frame and an area frame was used to identify schools not on the list frame and thereby compensate for the undercoverage aspects of the list frame.

List Frame

The list frame used for the 1990-91 SASS private school sample was the same list used for the 1989-90 Private Schools Survey (PSS). It consisted of approximately 22,600 schools from the 1986 Quality Education Data (QED) private school list and about 1,600 schools added in an 1989 update operation.⁵

Area Frame

The area frame consisted of a list of schools that had not been included by QED on their private school listing and had not been reported by a private school association during the list frame updating operation. These schools were located in 123 selected PSUs⁶ throughout the United States.

For more information, see the technical report, *1990-91 Schools and Staffing Survey Sample Design and Estimation* (S. Kaufman and H. Huang, NCES-93-449).

Duplicate schools, as well as schools that did not meet the criteria for being in-scope for the survey were eliminated from the files before sampling. The resulting number of public schools on the 1988-89 CCD was 83,165; the resulting number of private schools on the 1989-90 PSS was 24,200. Additional duplicate private schools were discovered on the PSS after sampling had taken place; these schools received a weighting adjustment to account for their increased probability of selection.

⁴United States Department of Education, National Center for Education Statistics, *Private School Universe Survey, 1989-90*, (E. Gerald, M. McMillen, S. Kaufman, NCES 93-122)

⁵In the spring of 1989, the Census Bureau compared lists of schools provided by various private school associations to the 1986 QED lists. Nonmatches were added to the PSS frame.

⁶A PSU is a primary sample unit, which is a geographic area consisting of one or more contiguous counties or an independent city.

Additional out-of-scope public and private schools were detected after processing the sampled schools' SASS School Questionnaires. These schools were eliminated from further processing of the school samples and do not figure into any Schools and Staffing Survey estimates of number of schools

B. SASS Stratification

1. Public Schools

The first level of stratification was four types of schools: (A) BIA (Bureau of Indian Affairs) schools; (B) Native American schools (schools with 25% or more Native American students); (C) schools in Delaware, Nevada and West Virginia (where it was necessary to implement a different sampling methodology to select at least one school from each LEA in the state because of the small number of LEAs); and (D) all other schools (all schools not included in A, B, or C).

The second level of stratification: The type A schools were stratified by Arizona, New Mexico, South Dakota, and all other states. The type B schools were stratified by Arizona, North Dakota, Oklahoma and all other states (except Alaska, since most Alaskan schools have high Native American enrollment). The type C schools were stratified first by state and then by LEA. The type D schools were stratified by state (all states and the District of Columbia except Delaware, Nevada and West Virginia).

Within each second level of stratification there were three grade level strata (elementary, secondary, and combined schools), defined as follows:

Regular Schools:

Elementary	Lowest Grade ≤ 6 and Highest grade ≤ 8
Secondary	Lowest Grade ≥ 7 and Highest grade ≤ 12
Combined	Lowest Grade ≤ 6 and Highest grade > 8

Nonregular schools which include special education, vocational, technical, adult education (if part of in-scope school) or alternative/continuation grades were classified as combined schools.

2. Private Schools

For list frame private schools, the frame was partitioned into an initial set of 216 cells. The first level of stratification was school association membership (18):

- (1) Military - membership in the Association of American Military Colleges and Schools;
- (2) Catholic - affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
- (3) Friends - affiliation as Friends or membership in the Friends Council on Education,
- (4) Episcopal - affiliation as Episcopal or membership in the National Association of Episcopal Schools;
- (5) Hebrew Day - membership in the National Society for Hebrew Day Schools;
- (6) Solomon Schechter - membership in the Solomon Schechter Day Schools;
- (7) Other Jewish - other Jewish affiliation;
- (8) Missouri Synod - membership in the Lutheran Church, Missouri Synod school association;
- (9) Wisconsin Synod - membership in the Evangelical Lutheran Church - Wisconsin Synod school association or affiliation as Evangelical Lutheran - Wisconsin Synod;
- (10) Evangelical Lutheran - membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;
- (11) Other Lutheran - other Lutheran affiliation;
- (12) Seventh-Day Adventist - affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventist;
- (13) Christian Schools International - membership in Christian Schools International;
- (14) Association of Christian Schools International - membership in the Association of Christian Schools International;
- (15) National Association of Private Schools for Exceptional Children - membership in the National Association of Private Schools for Exceptional Children;
- (16) Montessori - membership in the American Montessori Society or other Montessori association;
- (17) National Association of Independent Schools - member of the National Association of Independent Schools;
- (18) All else - member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

The secondary levels of stratification for the list frame were region and school level (elementary, secondary, or combined).

The area frame was stratified by PSU and school level.

C. TFS Stratification and Sample Allocation

The 1991-92 Teacher Follow-up Survey is a followup survey of approximately 7,200 teachers who were part of the 1990-91 SASS teacher sample. As described earlier, the purpose of the Teacher Followup Survey (TFS) was to measure teacher attrition rates a year after the 1990-91 SASS collection. In SASS, schools were selected first. Next, teachers were selected within each sampled school. From the SASS teacher sample the TFS teachers were selected. The Teacher Followup Survey is a stratified sample. The sample was allocated in order to allow comparisons of stayers, movers, and leavers within sector (public/private), experience groups, and level. Therefore, for the TFS, the responding 1990-91 SASS teachers were stratified by four variables (teacher status, sector, experience, teaching level) in the order shown below:

Teacher status:

Leavers--teachers in the 1990-91 school year who left the teaching profession prior to the 1991-92 school year.

Stayers--teachers in the 1990-91 school year who are still teaching in the same school in 1991-92 as they were in the previous school year.

Movers--teachers in the 1990-91 school year who are still teaching, but are in a different school in the 1991-92 school year.

Sector:

Public--teachers who taught in a public school system in the 1990-91 school year.

Private--teachers who taught in a private school in the 1990-91 school year.

Experience:

New--teachers who had 3 or less years teaching experience at the end of the 1990-91 school year.

Experienced--teachers who had more than 3 years experience at the end of the 1990-91 school year.

Teaching level:

Elementary--teachers who taught elementary students in the 1990-91 school year regardless of the level of the school (elementary, secondary, combined) in which they taught.

Secondary--teachers who taught secondary students in the 1990-91 school year regardless of the level of the school (elementary, secondary, combined) in which they taught.

The public school teachers in the frame were sorted within each stratum (in order) by teacher's main subject taught (as reported by the principal in the SASS Teacher Listing Record Operation), Census region, urbanicity, school enrollment and SASS teacher control number. The private school teachers were sorted within each stratum (in order) by teacher's main subject taught (as reported by the principal in the SASS Teacher Listing Record Operation), private school affiliation, urbanicity, school enrollment and SASS teacher control number.

The final TFS sample allocation is summarized in Table II-1.

Table II-1.--TFS sample allocation			
	Total	New	Experienced
Public	5,075	1,640	3,435
Leavers			
Total	1,784	264	1,520
Elementary	600	76	524
Secondary	1,184	188	996
Nonleavers	3,291	1,376	1,914
Elementary			
Total	1,739	746	993
Movers	728	402	326
Stayers	1,011	344	667
Secondary			
Total	1,551	630	921
Movers	614	360	254
Stayers	937	270	667
Private	2,098	766	1,332
Leavers			
Total	492	167	325
Elementary	240	78	162
Secondary	252	89	163
Nonleavers	1,606	599	1,007
Elementary			
Total	765	306	459
Movers	193	75	118
Stayers	572	231	341
Secondary			
Total	841	293	548
Movers	227	68	159
Stayers	614	225	389

Due to rounding, subtotals may not add to the total.

D. SASS Sample Selection

1. Public Schools

Before the sample of public schools was selected, the schools within each stratum were sorted. To facilitate the calculation of LEA weights, it was important to keep all schools within a stratum and LEA together. To accomplish this, the sort variable values were changed to make them the same for every school within a stratum and LEA. They were changed in the following manner:

- a) The first three digits of the ZIP Code of all schools within a stratum and LEA was set equal to the ZIP Code of the first school in the stratum and LEA.
- b) The urbanicity code of all schools within a stratum and LEA was changed to the urbanicity code most prevalent among all schools within the stratum and LEA and a new sampling urbanicity variable was created. If a tie occurred, the lower value was used. The urbanicity variable on the data file is not affected by this adjustment.

After these fields were changed the schools within a stratum were sorted by the following variables:

State;

LEA (Local Education Agency) urbanicity:

- 1 = Large Central City
- 2 = Mid-size Central City
- 3 = Urban Fringe of Large City
- 4 = Urban Fringe of Mid-size City
- 5 = Large Town
- 6 = Small Town
- 7 = Rural;

LEA ZIP Code (The first three digits)

LEA ID number;

LEA percent minority:

- 1 = 0-5%
- 2 = 6-20%
- 3 = 21-50%
- 4 = 51% or more;

Highest grade in school;

School enrollment; and

CCD School ID (the CCD ID of the last school was used.)

Within each stratum, public schools were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the number of teachers in the school as reported on the CCD file. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

2. Private Schools

Within each stratum for private schools on the list frame, sorting took place on the following variables:

State;
Urbanicity:
0 = unclassified
1 = urban
2 = suburban
3 = rural;
ZIP Code (The first two digits);
Highest grade in the school;
Enrollment;
PIN number (a unique number which identifies the school).

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 1989-90 PSS number of teachers in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

Eligible schools in the private schools area frame were sorted using the following variables: /

Affiliation (Catholic, other religious, and nonsectarian);
Enrollment; and
Alphabetical order of name.

Within each stratum, eligible schools in the area frame were systematically selected using a probability proportionate to size algorithm. The measure of size was the square root of the number of reported teachers from 1989-90 PSS. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

3. Teachers

Selecting the teacher sample in both public and private schools involved the following steps. The selected schools were asked to provide teacher lists. From the lists, 56,051 public and 9,166 private teachers were selected.

The public and private teacher sample selections are described together because identical methodologies were used. The only differences were in the average number of teachers selected within a school.

Teacher Frame

Each selected school was asked to provide a list of their teachers along with selected teacher characteristics. Eleven percent of the private schools and five percent of the public schools did not provide teacher lists. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

For each teacher on the list, the following was to be specified:

- New/experienced; (New defined as in third year or less of teaching, experienced defined as everyone else.)
- Bilingual/English as a Second Language (ESL); (Teachers [other than foreign language teachers] using a language other than English in the classroom.)
- Race/ethnicity; and
- Field of Teaching (General elementary, special education, and all others for elementary level teachers; math, science, english, social studies, vocational education, special education, and all others for secondary teachers.)

The above information for each teacher in a selected SASS school comprised the school teacher frame.

Within each selected school, teachers were stratified into one of five teacher types in the following hierarchical order:

- Asian or Pacific Islander;
- American Indian or Aleutian or Eskimo;
- Bilingual;

- New; and
- Experienced

Within-School Teacher Allocation

First, the total number of sample teachers was selected for each without regard to strata assuming no teacher oversampling for new teachers. Then, to allocate across the strata public school teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private teachers, it was decided to oversample new teachers to ensure that there would be a sufficient sample of new teachers in the Teacher Follow-up Survey (TFS). (This was also done in 1987-88 SASS.)

Asian or Pacific Islander, American Indian or Aleutian Eskimo, and bilingual teachers were oversampled at a rate to ensure a set number of each group was selected. To make sure a school wasn't overburdened, the maximum number of teachers per school was set at 20. When the number of sample teachers exceeded 20 in a school, the Asian or Pacific Islander, American Indian or Aleutian or Eskimo and bilingual teachers were proportionally reduced to meet the maximum requirement.

Within each teacher stratum, secondary teachers were sorted by teacher's main subject taught (as reported by the principal in the SASS Teacher Listing Record Operation); and elementary teachers were sorted by general elementary, special education or other teaching assignment. When combined schools had both elementary and secondary teachers, the teachers were sorted by grade level/primary field of teaching. This was done to assure a good distribution of teachers by field of teaching.

Within each school and teacher stratum, teachers were selected systematically with equal probability.

A total of 65,217 teachers were actually selected (60,056 new and experienced, 1,511 Asian Pacific Islander, 1,529 American Indian or Aleutian or Eskimo and 2,121 bilingual). Table II-2 shows the number of selected teachers in SASS sample by teacher type and sector.

Teacher type	Public	Private	Total
American Indian/Aleut	1,259	270	1,529
Asian/Pacific Islander	1,475	36	1,511
Bilingual/ESL	1,957	164	2,121
New	5,970	2,002	7,972
Experienced	45,390	6,694	52,084
Total	56,051	9,166	65,217

E. TFS Sample Selection

Sorting. Within each public TFS stratum, teachers responding to the 1990-91 SASS Teacher Survey were sorted by teacher subject, Census region, urbanicity, school enrollment and SASS teacher control number. Within each private TFS stratum, responding teachers were sorted by teacher subject, affiliation, urbanicity, school enrollment and SASS teacher control number.

Sample Selection. After the teachers were sorted, teachers were selected within each stratum using a probability proportional to size sampling procedure. The measure of size was the 1990-91 SASS intermediate teacher weight which is the product of the Basic Weight, Sampling Adjustment factor, School Nonresponse factor, and the Universe (i.e., First-Stage) Ratio Adjustment factor.

Sample Reduction. A total of 44 sample cases that were out-of-scope in the 1990-91 SASS were sampled for the TFS. As a result, these cases were made out of scope in TFS. This reduces the sample size for TFS but does not affect the weighting of the data.

For more information, see the technical report, *1990-91 Schools and Staffing Survey Sample Design and Estimation* (S. Kaufman and H. Huang, NCES-93-449).

III. Data Collection

A. Time Frame of the Survey

The 1991-92 Teacher Followup Survey took place during the 1991-92 school year. Advance letters were sent to school districts in the sample and to state level administrators in September 1991. School principals who provided teacher listings as part of the 1990-91 Schools and Staffing Survey were mailed a teacher status form

(TFS-1) requesting the current occupational status of teachers originally selected for the SASS teacher sample. This phase was conducted between September and November 1991. A sample of teachers (former and current) was selected in January 1992. The two mailouts of the survey questionnaires occurred during January-February 1992. Telephone followup of nonrespondents took place during April-May 1992. The reference period for most items on the questionnaire was the 1991-92 school year.

B. Data Collection Procedures

The U.S. Bureau of the Census was the data collection agent for the Teacher Followup Survey. The survey was conducted in two phases. The first phase consisted of contacting schools to determine the present occupational status of teachers who responded to the teacher sample in the 1990-91 SASS. In mid-September 1991, the Census Bureau mailed the teacher status forms (TFS-1) to the 12,022 schools selected in the 1990-91 SASS to represent the universe of schools in the nation. The school principal or head was asked to complete the form, indicating whether the teacher was still at the school in a teaching or nonteaching capacity, or had left the school to teach elsewhere or for a non-teaching occupation. After completing the form, the school principal or the head master was instructed to mail the form to the census regional office. The regional offices' job was to check-in and control the flow of the teacher status forms.

The next step was to contact nonrespondent schools, by telephone, to obtain the teacher occupational status information requested on the form. If the principal indicated a sample teacher had moved (this would pertain particularly to teachers who had left the area), the Census Bureau tried to obtain all address correction information for a sample teacher's home address through the post office.

Phase II of the Teacher Followup Survey began in January 1992. The first questionnaire, the TFS-2 (questionnaire for former teachers), was sent to 2,420 sample persons who were reported by school administrators as having *left* the teaching profession. The second questionnaire, the TFS-3 (questionnaire for current teachers), was sent to 4,752 sample persons who were reported as still teaching at the elementary or secondary level. Both questionnaires were mailed to teachers at their home addresses. The respondents were requested to complete the questionnaire and return it to the Census Bureau.

For teachers who did not return a questionnaire within 4 to 5 weeks, the Census Bureau conducted a second mailout. Respondents may not have returned a questionnaire because their status was incorrectly reported by their school administrators. For example, respondents who were teaching in another school who received the questionnaire for former teachers were instructed to return the questionnaire to the Census Bureau. In this case, the Census Bureau sent the correct questionnaire to the respondents during the second mailout. For teachers who did not

respond to the second mailout, the Census Bureau compiled a list, by region, of these nonrespondent teachers and sent each list to the appropriate regional office.

The telephone followup of all nonrespondents to the second mailout began in April 1992. In addition to these nonresponse followup cases, some "nonmailable" cases (cases with incomplete addresses) were assigned for telephone followup. If the regional office was unable to contact the sample teacher through a contact person (two contact persons had been listed by the sample teacher on the SASS form as knowing how or where to get in touch with him or her) or through directory assistance, the school was called to obtain information about the sample teacher.

Questionnaire TFS-4, telephone questionnaire for the Teacher Followup Survey, is a combination of the TFS-2 and the TFS-3 questionnaires. This questionnaire was designed for the field representative to use when conducting a telephone interview. The TFS-4 was *not* mailed to the respondent.

Field followup of nonrespondents ended on May 29, 1992.

IV. Edit Procedures

A. General Edit

During the edit process, clerks performed a general clerical edit of the questionnaires designed to check for out-of-range responses. After completion of the clerical edit and data keying, a computer pre-edit was conducted for the Teacher Followup Survey file. The pre-edit consisted of range checks on priority items to identify survey responses that have a high probability of being in error and consistency checks between selected items.

A list of reject cases, cases that failed the pre-edit checks, was generated. Clerks reviewed the questionnaires to verify the data keying accuracy and attempted to resolve the reject items. For certain cases, the clerk was required to call the respondent to resolve critical inconsistencies or to obtain critical data. There were 426 cases (8.8%) out of 4,814 stayers that failed the pre-edit rejections. There were 462 cases (22.9%) out of 2,014 leavers that failed the pre-edit rejections.

After the pre-edit reject corrections were made, the TFS file passed through an additional computer edit. This included a range check of all items in which out-of-range items were blanked, a consistency edit that checked for completeness of reporting and consistency within each respondent's TFS record and a blanking edit that blanked items that the respondent answered despite instructions to skip that item.

B. Interview Status Recode (ISR)

After the range check, consistency edit, and blanking edit were completed, the records were edited to determine whether the case was eligible for inclusion in the survey and, if so, whether sufficient data had been collected for the case to be classified as an interview. An interview status recode (ISR) value was then assigned to each case as a result of the edit. If 4 out of 6 the following items were completed, then an interview was in-scope for a **former teacher**: main occupation, full- part-time employment, salary, main activity for next year, plan to return to teaching, or main reason for leaving the teaching profession. If 6 out of the following 10 items were completed, then an interview was in-scope for a **current teacher**: full- part-time employment, main teaching assignment, state certification in the main teaching assignment, state certifications in the other teaching assignments, grade level, type of community, teaching in the same school as last year, main activity next year, base salary, or total earned income.

V. Response Rates

A. Survey Response Rates

The following table summarizes the weighted response rates for the Teacher Followup Survey (shown in percent).

Component	Sector			
	Public		Private	
	Current teachers ¹	Former teachers	Current teachers ¹	Former teachers
School response rate ²	95.0		89.0	
Teacher survey response rate ³	91.0 ⁵		83.6 ⁶	
Teacher followup survey response rate ⁴	97.4	92.4	96.2	94.1

¹Includes stayers and movers.
²Percent of schools providing teacher lists for the 1990-91 SASS sample, unweighted.
³Percent of eligible sample teachers responding to the 1990-91 SASS Teacher Survey, weighted.
⁴Percent of eligible sample teachers responding to the 1991-92 SASS Teacher Followup Survey, weighted.
⁵These rates do not include the 5 percent of the public schools that did not provide teacher lists
⁶These rates do not include the 11 percent of the private schools that did not provide teacher lists.

An overall response rate is the product of SASS teacher list response rate * SASS teacher response rate * TFS teacher response rate. Therefore, the overall response rate for public current teachers is 84.2, private current teachers is 71.6, public former teachers is 79.9, and private former teachers is 70.0.

B. Item Response Rates

The following table is a brief summary of the weighted item response rates for items from the questionnaires of the 1991-92 Teacher Followup Survey. A response rate for an item is defined as the number of records with valid responses to an item divided by the eligible respondents for that item.

	Former teachers	Current teachers
Range of item response rates %	67-100	57-100
Percentage of items with a response rate of 90% or more	95	87
Percentage of items with a response rate less than 80%	1	5
Items with a response rate less than 80%	3b	29a(2), 29a(3), 29b(3)

Items with low response rates (<80 percent) should be analyzed with caution. For former teachers this is: item 3b (the kind of business or industry where the respondent works). For current teachers, item 29a(2) (earnings from working in a nonteaching job in this school or any other school during the summer); item 29a(3) (earnings from working in any nonschool job during the summer) and item 29b(3) (additional compensation from working in any job outside the school system during the school year).

VI. Imputation

There are a number of imputation techniques for item nonresponse in sample surveys. In general, the TFS imputation strategy was designed to estimate change in teacher data since the 1990-91 SASS. The imputation process was done in two stages. A logical imputation procedure was done first using existing TFS and SASS data to fill items with missing data. For example, if a respondent did not report the age of his/her youngest child in item 31 of the former teacher questionnaire, the response from the 1990-91 SASS teacher questionnaire (with an adjustment for an increase of one year) was imputed to item 31.

The second stage imputation is a hot deck procedure that can be described in two parts. The first part of the hot deck imputation used donors to measure change for those items that were on both the 1991-92 TFS and the 1990-91 SASS. A donor was a respondent who had similar characteristics, i.e., region, teacher level, urbanicity, highest degree, and years of experience. As an example, if a respondent did not report the base year salary for teaching in item 29 of the current teacher questionnaire, the value for that item was imputed as follows: the TFS base year salary = (the donor's current base year salary/donor's SASS base year salary) x the incomplete record's SASS base year salary.

The second part of the hot deck imputations included those TFS items not in the 1990-91 SASS. For those items the a hot deck method exclusively used TFS donor data to fill items having missing data. Variables which described certain characteristics of the sample person (e.g., full-time/part-time status, instructional level for teachers) were created and used to sort the file and to match incomplete records to those with complete data (donors).

During all imputations, flags were assigned to those variables that were imputed to identify which stage of imputation was used to fill the missing data. Imputation proration was used when the total earned income (item 29c) did not equal the sum of subparts (item 29a and 29b). The subparts were proportionately adjusted to equal the total earned income. A flag was also assigned to the salary variable which was prorated. The following table is a summary of the imputation flags assigned at the first and second stage of imputation as well as proration flags.

	Percent imputed			
	Total	First stage	Second stage	Proration
Former teachers	100.0	4.4	95.6	0.0
Current teachers	100.0	25.5	61.2	13.3
Total former and current teachers	100.0	20.5	69.4	10.1

VII. Weighting

A. SASS Teacher Weights

The SASS teacher basic weight is the inverse of the probability of selection. Teacher basic weights were adjusted to account for schools that refused to participate in the teacher selection process (SASS Noninterview Adjustment), and for teachers within schools who were eligible for interview but for whom questionnaires were not

returned. In addition, the School Adjustment factor and the First-Stage ratio adjustment factor were also applied to produce the final weight.

Noninterview adjustment factors were calculated to compensate for schools eligible for the survey but not interviewed, usually because they refused to respond.

School adjustment factors were applied to certain schools to account for duplicate records, merge schools or any other circumstance that would affect the school's true probability of selection.

First stage ratio adjustment factors adjust the sample weighted count of all cases (interviewed, noninterview, and ineligible) to known frame totals. For public schools, the frame totals such as grade level by urbanicity by state came from the 1988-89 CCD. For private schools, the 1989-90 PSS was the source of totals such as grade level by association membership.

B. TFS Teacher Weights

The final TFS sample weight equals:

TFS basic weight x TFS Nonresponse Adjustment x SASS Teacher-Within-School Noninterview Adjustment x SASS Teacher Adjustment x TFS Ratio Adjustment

where:

TFS basic weight is the inverse of the probability of selecting a teacher given the teacher was selected in the SASS teacher sample. This is the product of the weight from SASS (described in previous section) and TFS subsampling adjustment factor.

TFS nonresponse adjustment is the factor used to adjust for teachers who refused to participate in the 1991-92 TFS survey.

TFS Ratio Adjustment is the factor used to adjust the TFS sample totals to known SASS sample totals. This ensures that the weighted number of TFS teachers (interviews, noninterviews, and out-of-scopes) will equal the weighted number of SASS teachers from 1990-91.

SASS Teacher-Within-School Noninterview Adjustment is the factor needed to account for teachers who were eligible for interview but refused to participate in the 1990-91 SASS.

SASS Teacher Adjustment is the factor used to adjust the counts of teachers on the 1990-91 SASS teacher file to the counts of teachers on the 1990-91 SASS school file.

VIII. Variance Estimation

Schools. Responding public schools were placed into replicates by first forming 48 variance strata. Each variance stratum contained at least two schools which were alternately divided into two half-samples. To form the variance strata, certainty schools were placed in their own variance stratum where each certainty school was assigned to both half-samples. The noncertainty schools within a state/school level sampling stratum were sorted by the school's order of selection. Pairs of schools were then systematically placed into consecutive variance strata, each element of a pair being assigned to different half-samples.

When the 48 variance strata were exhausted, the placement of variance stratum started from the first variance stratum again and continued until all the schools in the sampling stratum have been placed into variance strata. The variance stratum numbering for the next sampling stratum started where the previous sampling stratum left off. When there was an odd number of noncertainty schools within a sampling stratum, one variance stratum was assigned an odd number of cases and adjustments were made to the replicate weights to account for the odd number of cases. After the variance strata were assigned, an orthogonal matrix was used to form the 48 replicates.

Private schools from the list sample were sorted by sampling stratum and order of selection within each sampling stratum. Consecutive pairs of schools were assigned to variance strata numbered from 1 to 48, beginning again with 1 after the 48th pair until all schools in the entire national sample were assigned to a variance stratum. Thus, there are 48 variance strata in the nation. Within each variance stratum schools were split into half-samples. Certainty schools were assigned to their own variance stratum and to both half-samples in the variance stratum. For private schools from the area sample, the noncertainty PSUs (the geographic areas) within each PSU stratum were sorted by measure of size and paired consecutively to form 48 variance strata. Within each of the eight certainty PSUs, schools were assigned to variance strata in the same manner as the list sample of schools.

SASS Teachers. Teachers within a school were assigned to their school's variance stratum and half-sample. Teachers from certainty schools were placed into the same variance stratum as the school, but were split into different half-samples. Certainty teachers from certainty schools received replicate weights of 1.0000.

Schools and teachers were assigned to replicates using a Hadamard orthogonal matrix of order 48. Partial balancing was achieved because of the combining of variance strata. The replicate basic weight for the i th sample unit in the k th replicate is equal to twice the full-sample basic weight when the sample unit is included in the k th replicate, and zero otherwise. The exception is for certainty units, which appear in every replicate and therefore have all

nonzero replicate basic weights and sample units in variance strata with an odd number in them. All replicate basic weight fields in certainty units were assigned to their full-sample basic weight. All schools and teachers were weighted 48 additional times using their appropriate replicate basic weight to calculate 48 replicate final weights which should be used for variance calculation.

TFS Teachers. Since the TFS sample was a proper subsample of the SASS teacher sample, the SASS teacher replicates and replicate factors were used for the TFS sample. The TFS final weight for each TFS teacher was multiplied by each of the 48 SASS replicate factors for that teacher to calculate 48 replicate weights which should be used for variance calculations.

A variance estimate is obtained by first calculating the estimate for each replicate, then summing the squared deviations of the replicate estimates from the full-sample estimate, and finally dividing by the number of replicates:

$$\sum_k (\hat{y}_k - \hat{y})^2 / 48$$

where $k=1, 2, \dots, 48,$

$\hat{y}_k = k$ th replicate estimate

and $\hat{y} =$ full sample estimate.

When calculating variance estimates for some small subdomains of interest (e.g., vocational education teachers), sparseness of the data may result in there being no data from some replicates. This can result in either an extremely large variance estimate or failure of the software used to calculate the variance, with possibly a warning message.

IX. Reinterview Program

The purpose of the reinterview for the TFS was to find ways to improve the survey questions. Two reinterview samples were selected for the survey, the sample of current teachers contained 700 cases and the sample of former teachers contained 800 cases. The goal of the reinterview was to get approximately 500 complete reinterviews for each sample group (former and current teachers). The oversampling was done to account for the potential nonresponse that was based on the 1988-89 TFS. The actual number of reinterviews that were completed were 629 cases for current teachers and 685 cases for former teachers.

A reinterview and reconciliation was conducted for each eligible case in the reinterview sample.

Two reinterview questionnaires were used-- the TFS-2(R) for former teachers and the TFS-3(R) for current teachers. Each questionnaire contained a subset of questions from its original questionnaire. After each reinterview, data from the reinterview were compared to

the original answers and a reconciliation of the original response was conducted with the respondent. The reconciliation consisted of the following:

- a) determining the correct answer;
- b) determining if there is a difference;
- c) probing with questions to find out the reason for the difference; and
- d) recording and keeping track of the different reasons for the differences.

The TFS reinterviewing took place during the time period of March 9, 1991 through June 19, 1991. Each reinterview and reconciliation was conducted by telephone. An analysis of the reinterview data is in progress.

X. Changes to TFS Content from 1988-89 to 1991-92

Some changes to wording and the order of specific items has occurred. For items that were in both TFS and SASS the wording of the item was changed to be consistent with SASS. For example, the 1989 question, "What is your current (1988-89) primary teaching assignment field at THIS SCHOOL, that is, the field in which you teach the most classes?" was reworded to be consistent with SASS as follows -- "What is your Main teaching assignment at this school, that is, the field in which you teach the most classes?"

XI. Caution Concerning the Measurement of Change Using 1988-89 and 1991-92 TFS

Care must be taken when estimating change from 1988-89 to 1991-92 in a TFS data element, because some of the change may be due to changes in the sample design, as opposed to change in the education system. Below are design changes that might affect the measurement of change over time.

Changing the sampling frame from QED to CCD. This is a concern because the definition of a school is different between the two frames. In the 1987-88 SASS (QED) a school was defined as a physical location, while in the 1990-91 SASS (CCD) a school was defined as an administrative unit with a principal. In states which have multiple administrative units in a single physical location, the estimated change in the number of schools could increase. This increase is at least partially caused from the definition difference.

It is possible to collapse the 1990-91 SASS school sample to reflect the QED definition of school as was defined in the 1987-88 SASS, thereby eliminating this concern. However, resulting estimates may no longer be consistent with CCD estimates. To the extent

that the coverage between CCD and QED are different, then part of the change in school related estimates can be attributed to this coverage difference.

Adjusting the estimated number of teachers from SASS teacher file to the estimated number of teachers from the SASS school file. This was done for 1990-91 SASS to make estimates in the files more consistent. The 1991-92 TFS estimations procedures included this adjustment as well as a ratio estimation of the TFS weighted count of teachers to the SASS weighted count of teachers. Since this was not done in the 1987-88 SASS and 1988-89 TFS, some observed distributional differences between the 1987-88 and 1990-91 SASS teacher files may be partially attributable to this adjustment. In the public 1987-88 SASS files, the teacher counts on the teacher file are smaller than the counts on the school file. In the 1990-91 SASS files, the teacher file counts are increased to equalize the estimates. This increase does not reflect a change in the educational system, but a bias correction differentially applied between the files.

Adjusting the estimated number of teachers from the TFS file to the estimated number of teachers from the SASS teacher file. This was done for the 1991-92 TFS in order to make the estimates consistent from the two years. The weighted sum of all TFS teachers (interviews, noninterviews, and out-of-scopes) is adjusted to equal the weighted number of teachers from the 1990-91 SASS teacher file. Some observed differences between the 1988-89 TFS and the 1991-92 TFS may be due in part to this weighting adjustment, and may not reflect changes in the educational system between the two years.

Missing data on the 1991-92 TFS file are imputed. All data files are adjusted for complete refusals. However, for the 1987-88 administrator and teacher files, and the 1988-89 TFS file, missing data elements within responding units were not imputed. Hence, estimates of totals implicitly use a value of zero for all missing data elements (i.e., 1988-89 totals are underestimates whenever there are missing data). The 1991-92 TFS estimates of totals use imputed values for missing data elements. Therefore, some of the measured changes between the 1988-89 TFS and 1991-92 TFS totals is due to imputing one year but not the other, rather than changes to the educational system.

Change estimates for ratios and averages are also affected by imputations in one year, but not the other. However, the magnitude and direction of the bias is unknown and dependent on the variable of interest. This part of the change is not due to a change in the educational system.

Changes in question wording. Care must also be observed in the interpretation of change estimates between 1988-89 and 1991-92 TFS since specific questions are not always worded the same from the first TFS survey to the next survey.

XII. User Notes and Comments

We are interested in your reaction to the information presented in the User's Manual about the Teacher Followup Survey, as well as the microdata files we released. We welcome your recommendations for improving our survey work and data products. If you have suggestions or comments or want more information about this report, please contact:

Special Surveys and Analysis Branch
Elementary and Secondary Education Statistics Division
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5651

We are also interested in the research you do using the TFS and SASS data sets. We would be pleased to receive copies of reports, working papers, and published articles you write, which use data from the SASS. Send them to the address above.

THANK YOU FOR TAKING THE TIME TO RESPOND!

APPENDIX A

QUESTIONNAIRE - FORMER TEACHERS

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

TEACHER FOLLOW-UP SURVEY
Questionnaire for Former Teachers
1991 - 1992

OMB No 1850-0621
Approval Expires 12/31/92

This report is authorized by law (20 U.S.C. 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

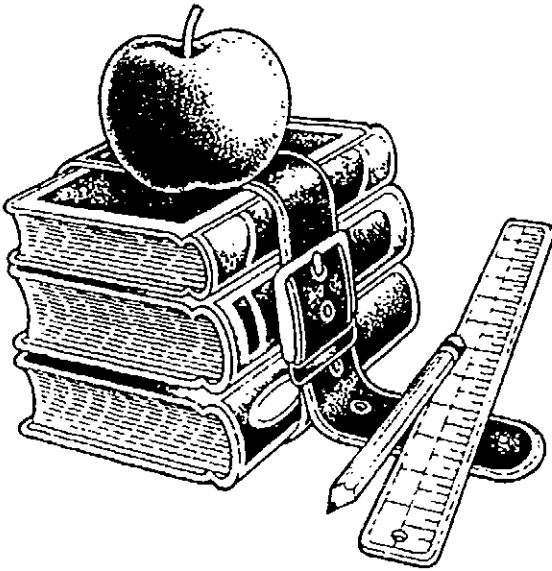
Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

Are you currently teaching — full-time, part-time, or as a long-term substitute — in grades K through 12?

(Please correct any error in name, address, and ZIP Code)

002

- Yes — **Stop now** and return this form to the Bureau of the Census in the enclosed envelope. You will be sent another form for teachers who are still teaching.
- No — Please continue with this survey.



THIS SURVEY HAS BEEN ENDORSED BY —

American Association for Counseling and Development
American Association of School Administrators
American Federation of Teachers
Bureau of Indian Affairs, Indian Education
Council for American Private Education
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Independent Schools
National Association of Secondary School Principals
National Catholic Educational Association
National Education Association

003

OFFICE USE ONLY

Dear Schools and Staffing Survey Participant:

Thank you for your participation in last year's Schools and Staffing Survey, sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The information you provided will greatly enhance the Nation's knowledge about the teaching work force and its workplace conditions.

This year we are following up a sample of last year's teachers to determine how many have left the teaching profession and to collect information on factors related to teachers' decisions to remain in or to leave the profession. There is concern about teacher shortages and the availability of an adequate supply of highly qualified personnel. The Teacher Follow-up Survey will provide valuable information regarding teacher attrition.

The U.S. Bureau of the Census is conducting the Teacher Follow-up Survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221 e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual teacher participating in the survey.

The sampling of teachers (and former teachers) minimizes overall response burden. However, the value of each individual response is greatly increased because it represents other teachers (or former teachers). I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001**, in the preaddressed envelope enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,



EMERSON J. ELLIOTT
Acting Commissioner

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0621, Washington, DC 20503.

INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the questions are on the left side of the page and the answer categories or spaces for written answers are on the right. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later questions or to continue with the next question on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" space. Please include the item number.

If you have any questions, call the Bureau of the Census, toll free, at 1-800-221-1204.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

***Please keep count of the time you spend completing this questionnaire.
At the end of the survey, you are asked to record the amount of time spent.***

Remarks

SECTION I – EMPLOYMENT STATUS

1. What is your MAIN OCCUPATIONAL status?

Mark (X) only one box.

- 004** 1 Working in an elementary or secondary school with an assignment OTHER THAN teaching – Continue with question 2
- 2 Working in an occupation outside of elementary or secondary education – SKIP to question 3
- 3 Student at a college or university
- 4 Caring for family members
- 5 Retired
- 6 Disabled
- 7 Other – Specify ↴
- } SKIP to question 8

2. What is your MAIN school assignment?

Mark (X) only one box.

- 005** 1 Administrator (e.g., principal, assistant principal, director, head)
- 2 Nonteaching specialist (e.g., counselor, librarian)
- 3 Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
- 4 Support staff (e.g., secretary, aide)
- 5 Coach
- 6 Other – Specify ↴
- } SKIP to question 4

SECTION I – EMPLOYMENT STATUS – Continued

NOTE: Answer questions 3a–e ONLY if you marked box 2 in answer to question 1 on page 3.

3a. For whom do you work? (Record the name of the company, business, or organization.)

b. What kind of business or industry is this? (For example, retail shoe store, State Labor Department, bicycle manufacturer, farm)

006

c. What kind of work do you do? (Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.)

007

d. What are your most important activities or duties at this job? (For example, typing, selling cars, driving delivery truck, caring for livestock)

e. How would you classify yourself on this job?
Mark (X) only one box.

- 008
- 1 An employee of a PRIVATE company, business, or individual for wages, salary, or commission
 - 2 A FEDERAL government employee
 - 3 A STATE government employee
 - 4 A LOCAL government employee
 - 5 SELF-EMPLOYED in your own business, professional practice, or farm
 - 6 Working WITHOUT PAY in a family business or farm
 - 7 Working WITHOUT PAY in a volunteer job

4. Which of these best describes your position as an EMPLOYEE?

Mark (X) only one box.

- 009
- 1 Full-time employee
 - 2 3/4 time or more, but less than full-time employee
 - 3 1/2 time or more, but less than 3/4 time employee
 - 4 1/4 time or more, but less than 1/2 time employee
 - 5 Less than 1/4 time employee

5. Altogether, how much do you usually earn at this job before taxes?

010 \$ _____ per (Dollars) (Cents)

- 011
- 1 Hour
 - 2 Day
 - 3 Week
 - 4 Biweekly
 - 5 Month
 - 6 Year
 - 7 Other – Specify _____

6. How long do you plan to remain in this job?

Mark (X) only one box.

- 012
- 1 As long as I am able
 - 2 Until I am eligible for retirement
 - 3 Will probably continue unless something better comes along
 - 4 Definitely plan to leave as soon as I can
 - 5 Undecided at this time
- } Continue with question 7
- } SKIP to question 8

7. In how many years do you plan to retire?

013 _____ Years

8. What do you expect your MAIN activity will be NEXT SCHOOL YEAR (1992–93)?

Mark (X) only one box.

- 014
- 1 Teaching any of grades K–12
 - 2 Teaching at the prekindergarten or postsecondary level
 - 3 Student at a college or university
 - 4 Working in a nonteaching occupation in the field of education
 - 5 Working in an occupation outside the field of education
 - 6 Caring for family members
 - 7 Unemployed and seeking work
 - 8 Military service
 - 9 Retired
 - 10 Other – Specify _____

SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS

9. Have you earned any new degrees in the past 12 months?

- 015 1 Yes – Continue with question 10
2 No – SKIP to question 14

10. When did you earn this degree?

016 017 1 9
Month Year

11. What type of degree is it?

Mark (X) only one box.

- 018 1 Associate degree
2 Bachelor's
3 Master's
4 Education specialist or professional diploma (at least one year beyond Master's level)
5 Doctorate (e.g., Ph.D., Ed.D.)
6 Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

MAJOR FIELD OF STUDY CODES FOR QUESTIONS 12 AND 16

EDUCATION

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education

46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English literature, letters, speech, classics
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies

37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology
Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages
Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences
Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences
84 Other

12. What is the major field of study for your NEW degree? (Enter the field and two-digit code from the list above.)

019 Code Major field

13. For what purpose did you earn this degree?

Mark (X) only one box.

- 020 1 To increase salary
2 For professional development in current field
3 To teach in a different field than the one taught last year
4 For a nonteaching position in elementary or secondary education
5 For an occupation outside elementary or secondary education other than current job
6 Other – Specify 7

14. Are you currently enrolled in a degree program?

Mark (X) only one box.

- 021 1 No – SKIP to question 18
2 Yes, as a full-time student
3 Yes, as a part-time student } Continue with question 15

SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS – Continued

15. What type of degree are you pursuing?

Mark (X) only one box.

- 022** 1 Associate degree
 2 Bachelor's
 3 Master's
 4 Education specialist or professional diploma
 (at least one year beyond Master's level)
 5 Doctorate (e.g., Ph.D., Ed.D.)
 6 Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

16. What is the major field of study for the degree you are pursuing?

(Enter the field and two-digit code from the list on page 5.)

023 _____
 Code Major field

17. For what purpose are you pursuing this degree?

Mark (X) only one box.

- 024** 1 To increase current salary
 2 For professional development in current field
 3 To teach in a different field than the one taught last year
 4 For a nonteaching position in elementary or secondary education
 5 For an occupation outside elementary or secondary education other than current job
 6 Other – Specify ↴ _____

18. Do you plan to return to teaching?

Mark (X) only one box.

- 026** 1 Yes – Continue with question 19
 2 No – SKIP to question 21a
 3 Undecided – Continue with question 19

19. How soon might you return to teaching?

Mark (X) only one box.

- 028** 1 Later this school year
 2 Next year
 3 Within five years
 4 More than five years from now
 5 Undecided

20. At which level would you teach?

Mark (X) all that apply.

- 027** 1 Prekindergarten
028 2 Elementary (including kindergarten)
029 3 Junior high/middle school
030 4 Senior high
031 5 Postsecondary

21a. Do you have a "lifetime" teaching certificate?

- 032** 1 Yes – SKIP to question 23a
 2 No – Continue with question 21b

b. Has there been a change in your teacher certification status since last year?

Mark (X) all that apply.

- 033** 1 No change
034 2 Yes – Certification has lapsed
035 3 Yes – Certification has been upgraded from temporary or emergency to a regular certificate
036 4 Yes – Certified in a different field
037 5 Other change – Specify ↴ _____

22. Do you plan to maintain or reinstate your teaching certificate?

- 038** 1 Yes
 2 No
 3 Undecided

SECTION III – YOUR OPINIONS

POSSIBLE REASONS FOR LEAVING THE TEACHING PROFESSION

(Use codes to answer questions 23a, b, and c.)

- | | |
|--|--|
| <ul style="list-style-type: none"> 01 Family or personal move 02 Pregnancy/child rearing 03 Health 04 To retire 05 To pursue another career 06 For better salary or benefits 07 To take courses to improve career opportunities in the field of education | <ul style="list-style-type: none"> 08 To take courses to improve career opportunities outside the field of education 09 School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment) 10 To take a sabbatical or other break from teaching 11 Dissatisfied with teaching as a career 12 Other family or personal reason |
|--|--|

23a. What was your main reason for leaving the teaching profession?

Enter code from above.

039			
	Code	Main reason	

b. Did you have a second reason for leaving?

040	1 <input type="checkbox"/> Yes – What was your second reason? <i>(Enter code, then continue with question 23c.)</i> →	041		
	2 <input type="checkbox"/> No – SKIP to question 23d		Code	

c. Did you have a third reason for leaving?

042	1 <input type="checkbox"/> Yes – What was your third reason? <i>(Enter code.)</i> →	043		
	2 <input type="checkbox"/> No		Code	

23d. Did you enter code 11 for one of your reasons in question 23a, b, or c?

044	1 <input type="checkbox"/> Yes – Continue with question 23e
	2 <input type="checkbox"/> No – SKIP to question 24a

POSSIBLE AREAS OF DISSATISFACTION

(Use codes to answer questions 23e, f, and g.)

- | | |
|--|---|
| <ul style="list-style-type: none"> 01 Poor opportunity for professional advancement 02 Inadequate support from administration 03 Unsafe working environment 04 Lack of influence over school policies and practices 05 Lack of control over own classroom 06 Lack of community support for schools 07 Intrusions on teaching time (i.e., not enough time working directly with teaching students) | <ul style="list-style-type: none"> 08 Interference from others regarding what I taught (e.g., censorship, pressure to teach doctrines/theories I didn't support, etc.) 09 Inadequate time to prepare lesson/teaching plans 10 Lack of professional competence of colleagues 11 Poor student motivation to learn 12 Generally poor working conditions 13 Class sizes too large 14 Student discipline problems 15 Poor salary |
|--|---|

23e. What was your main area of dissatisfaction with the teaching profession?

Enter code from above.

045			
	Code	Main dissatisfaction	

f. Did you have a second area of dissatisfaction?

046	1 <input type="checkbox"/> Yes – What was your second area? <i>(Enter code, then continue with question 23g.)</i> →	047		
	2 <input type="checkbox"/> No – SKIP to question 24a		Code	

g. Did you have a third area of dissatisfaction?

048	1 <input type="checkbox"/> Yes – What was your third area? <i>(Enter code.)</i> →	049		
	2 <input type="checkbox"/> No		Code	

SECTION III – YOUR OPINIONS – Continued

**POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE
TEACHERS TO REMAIN IN TEACHING**

(Use codes to answer questions 24a, b, and c.)

- | | |
|--|--|
| <ul style="list-style-type: none"> 01 Providing higher salaries or better fringe benefits 02 Improving opportunities for professional advancement 03 Dealing more effectively with student discipline and making schools safer 04 Giving teachers more authority in the school and in their own classrooms 05 Increasing standards for students' academic performance 06 Providing better resources and materials for classroom use 07 Decreasing class size 08 Giving special recognition and/or special assignments to excellent or outstanding teachers | <ul style="list-style-type: none"> 09 Reducing the paperwork burden on teachers 10 Providing more support for new teachers (e.g., mentor teacher programs) 11 Increasing parent involvement in the schools 12 Reducing teacher workload 13 Providing merit pay or other pay incentives to teachers 14 Providing teacher training in content areas and instructional methods 15 Providing tuition reimbursement for coursework required for certification or career advancement 16 Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options |
|--|--|

24a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?

Enter code from above.

050

--	--

Most effective step

Code

b. What would be the second most effective step?

Enter code from above.

051

--	--

Second step

Code

c. What would be the third most effective step?

Enter code from above.

052

--	--

Third step

Code

Remarks

SECTION III – YOUR OPINIONS – Continued

<p>25. Is your MAIN occupational status "working" (i.e., box 1 or 2 marked in question 1)?</p>	<p>053 1 <input type="checkbox"/> Yes – Continue with question 26 2 <input type="checkbox"/> No – SKIP to question 28</p>		
<p>26. How would you rate teaching relative to your current MAIN occupation in terms of EACH of the following aspects? Please indicate (a) Better in teaching, (b) Better in current position, or (c) No difference.</p>	<p>Better in teaching (a)</p>	<p>Better in current position (b)</p>	<p>No difference (c)</p>
<p>(1) Salary</p>	<p>054 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(2) Opportunities for professional advancement</p>	<p>055 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(3) Recognition and support from administrators/managers</p>	<p>056 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(4) Safety of environment</p>	<p>057 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(5) Influence over workplace policies and practices</p>	<p>058 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(6) Autonomy or control over your own work</p>	<p>059 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(7) Professional prestige</p>	<p>060 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(8) Benefits</p>	<p>061 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(9) Procedures for performance evaluation</p>	<p>062 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(10) Manageability of workload</p>	<p>063 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(11) Availability of resources and materials for doing job</p>	<p>064 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(12) General work conditions</p>	<p>065 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(13) Job security</p>	<p>066 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(14) Professional caliber of colleagues</p>	<p>067 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(15) Intellectual challenge</p>	<p>068 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>
<p>(16) Overall job satisfaction</p>	<p>069 1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>

SECTION III – YOUR OPINIONS – Continued

27. How satisfied are you with EACH of the following aspects of your CURRENT job? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with –

	Very satisfied (a)	Somewhat satisfied (b)	Somewhat dissatisfied (c)	Very dissatisfied (d)
(1) Salary	070 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(2) Opportunities for professional advancement	071 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(3) Recognition and support from administrators/managers	072 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(4) Safety of environment	073 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(5) Influence over workplace policies and practices	074 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(6) Autonomy or control over your own work	075 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(7) Professional prestige	076 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(8) Benefits	077 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(9) Procedures for performance evaluation	078 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(10) Manageability of work	079 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(11) Availability of resources and materials for doing job	080 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(12) General work conditions	081 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(13) Job security	082 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(14) Professional caliber of colleagues	083 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(15) Intellectual challenge	084 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(16) Overall job satisfaction	085 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Remarks

SECTION IV – BACKGROUND INFORMATION

28. Which category represents the total combined income (include your own income) of ALL FAMILY MEMBERS age 14 and older in your household during 1991? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household.

Mark (X) only one box.

- 086**
- 1 Less than \$10,000
 - 2 \$ 10,000 – \$14,999
 - 3 \$ 15,000 – \$19,999
 - 4 \$ 20,000 – \$24,999
 - 5 \$ 25,000 – \$29,999
 - 6 \$ 30,000 – \$34,999
 - 7 \$ 35,000 – \$39,999
 - 8 \$ 40,000 – \$49,999
 - 9 \$ 50,000 – \$59,999
 - 10 \$ 60,000 – \$74,999
 - 11 \$ 75,000 – \$99,999
 - 12 \$100,000 or more

29. What is your current marital status?

- 087**
- 1 Married
 - 2 Widowed, divorced, or separated
 - 3 Never married

30. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

- 088** Number of children supported – Continue with question 31
- 0 None – SKIP to question 32a

31. What was the age of your youngest child on his/her last birthday? (If child is less than one year, please enter "0.")

- 089** Age of youngest child

32a. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

- 090**
- 1 Yes – Continue with question 32b
 - 2 No – SKIP to question 33

b. How many persons other than your spouse or children are dependent on you for more than half of their financial support?

- 091** Number of persons supported

33. Were you a Chapter 1 teacher (i.e., paid in full or in part by federal funds under Chapter 1 of the Elementary and Secondary Education Act) LAST SCHOOL YEAR (1990 – 91)?

- 092**
- 1 Yes
 - 2 No

Remarks

SECTION V – RESPONDENT INFORMATION

The survey you have completed may involve a brief follow-up at a later time in order to gain information on former teachers' movements in the labor force. The following information would assist us in contacting you if you move or change jobs.

34. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and the most convenient time to reach you.

093 Same as address label

Your name	<input checked="" type="checkbox"/> 094	Spouse's full name
Street address		
City	State	ZIP Code
Telephone number (Include area code) ()	In whose name is the telephone number listed? (Mark (X) only one.)	
Days times convenient to reach you	<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 My name <input type="checkbox"/> 3 Other – Specify _____	

35. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).

Name	<input checked="" type="checkbox"/> 095	Relationship to you
Street address		
City	State	ZIP Code
Telephone number (Include area code) ()	In whose name is the telephone number listed? (Mark (X) only one.)	
	<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 Name entered above <input type="checkbox"/> 3 Other – Specify _____	

Name	<input checked="" type="checkbox"/> 096	Relationship to you
Street address		
City	State	ZIP Code
Telephone number (Include area code) ()	In whose name is the telephone number listed? (Mark (X) only one.)	
	<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 Name entered above <input type="checkbox"/> 3 Other – Specify _____	

36. Not counting interruptions, how long did it take to complete this survey?

097 _____ Minutes

**THIS COMPLETES THE QUESTIONNAIRE.
 THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
 YOUR TIME AND EFFORT ARE APPRECIATED.**

APPENDIX B

QUESTIONNAIRE - CURRENT TEACHERS

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

TEACHER FOLLOW-UP SURVEY

Questionnaire for Current Teachers

1991-1992

This report is authorized by law (20 U.S.C. 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

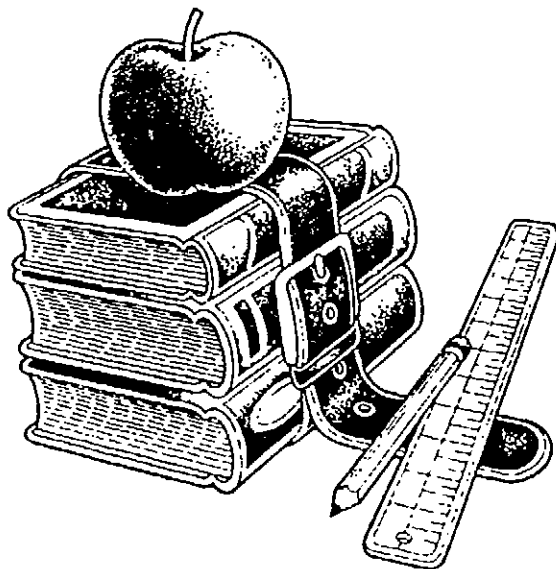
RETURN TO

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

Are you currently teaching — full-time, part-time, or as a long-term substitute — in grades K through 12?

(Please correct any error in name, address, and ZIP Code)

- 002** 1 Yes — *Please continue with this survey.*
- 2 No — **Stop now** and return this form to the Bureau of the Census in the enclosed envelope. You will be sent another form for teachers who have left their teaching positions.



THIS SURVEY HAS BEEN ENDORSED BY —

- American Association for Counseling and Development
- American Association of School Administrators
- American Federation of Teachers
- Bureau of Indian Affairs, Indian Education
- Council for American Private Education
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of Independent Schools
- National Association of Secondary School Principals
- National Catholic Educational Association
- National Education Association

003 3 **OFFICE USE ONLY**

Dear Schools and Staffing Survey Participant:

Thank you for your participation in last year's Schools and Staffing Survey, sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The information you provided will greatly enhance the Nation's knowledge about the teaching work force and its workplace conditions.

This year we are following up a sample of last year's teachers to determine how many have left the teaching profession and to collect information on factors related to teachers' decisions to remain in or to leave the profession. There is concern about teacher shortages and the availability of an adequate supply of highly qualified personnel. The Teacher Follow-up Survey will provide valuable information regarding teacher attrition.

The U.S. Bureau of the Census is conducting the Teacher Follow-up Survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual teacher participating in the survey.

The sampling of teachers (and former teachers) minimizes overall response burden. However, the value of each individual response is greatly increased because it represents other teachers (or former teachers). I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001**, in the preaddressed envelope enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,



EMERSON J. ELLIOTT
Acting Commissioner

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0621, Washington, DC 20503.

INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the questions are on the left side of the page and the answer categories or spaces for written answers are on the right. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later questions or to continue with the next question on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" space. Please include the item number.

If you have any questions, call the Bureau of the Census, toll free, at 1-800-221-1204.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

**Please keep count of the time you spend completing this questionnaire.
At the end of the survey, you are asked to record the amount of time spent.**

Remarks

SECTION 1 - EMPLOYMENT AND TEACHING STATUS

1. Of the following, which is your **MAIN** activity and which, if any, is your **OTHER** main activity? **MAIN** and **OTHER** main activity is defined in terms of the amount of time you spend on each during the normal work week. If your time is equally divided between two occupations or activities, e.g., you are retired but have returned part time to teaching, list either one as **MAIN** and the remaining one as **OTHER**.

In the appropriate boxes on the right, enter the number of your main and other main activity from the list below.

- 1 Teaching in an elementary or secondary school
- 2 Working in an elementary or secondary school with an assignment **OTHER THAN** teaching
- 3 Working in an occupation outside of elementary or secondary education
- 4 Student at a college or university
- 5 Caring for family members
- 6 Retired
- 7 Other - Please specify \downarrow

104

Main activity

105

Other main activity

106

Check here if your time is equally divided between your main and other main activity

SECTION I - EMPLOYMENT AND TEACHING STATUS - Continued

2. Which of the following categories describes your position as a school EMPLOYEE?

Mark (X) only one box.

- 107** 1 Full-time employee
 2 ¾ time or more, but less than full-time employee
 3 ½ time or more, but less than ¾ time employee
 4 ¼ time or more, but less than ½ time employee
 5 Less than ¼ time employee

3a. How much time do you work as a TEACHER at this school?

Mark (X) only one box.

- 108** 1 Full-time teacher
 2 ¾ time or more, but less than full-time teacher
 3 ½ time or more, but less than ¾ time teacher
 4 ¼ time or more, but less than ½ time teacher
 5 Less than ¼ time teacher

b. Which of the following categories best describes your teaching assignment?

Mark (X) only one box.

- 109** 1 Regular full-time or part-time teacher
 2 Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
 3 Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)

4. If you are a full-time school or district employee with less than a full-time teaching assignment, which of these best describes your other assignment at this school?

Mark (X) only one box.

- 110** 1 Administrator (e.g., principal, assistant principal, director, head)
 2 Counselor
 3 Librarian/media specialist
 4 Coach
 5 Other professional staff (e.g., department head, curriculum coordinator)
 6 Support staff (e.g., secretary, aide)
 7 Other - Describe 7
 8 Not applicable

TEACHING ASSIGNMENT FIELD CODES FOR QUESTIONS 5a and b

01 Prekindergarten	28 Home economics	Science	Special education
02 Kindergarten	16 Journalism	57 Biology/life science	67 Special education, general
03 General elementary	33 Mathematics	58 Chemistry	68 Emotionally disturbed
	35 Military science	59 Geology/earth science/space science	69 Mentally retarded
Special areas	37 Music	60 Physics	70 Speech/language impaired
86 American Indian studies (Native American)	39 Philosophy	61 General and all other science	71 Deaf and hard-of-hearing
10 Art	40 Physical education, health		72 Visually handicapped
12 Basic skills and remedial education	43 Reading	Vocational education	73 Orthopedically impaired
13 Bilingual education	44 Religion	05 Accounting	74 Mildly handicapped
17 Computer science	47 Social studies/social science	06 Agriculture	75 Severely handicapped
18 Dance	Foreign languages	14 Business, marketing	76 Specific learning disabilities
19 Drama/theater	51 French	27 Health occupations	77 Other special education
21 English/language arts	52 German	30 Industrial arts	
23 English as a second language	53 Latin	48 Trade and industry	84 All others
26 Gifted	54 Russian	50 Technical	
	55 Spanish	83 Other vocational education	
	56 Other foreign language		

5a. What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?

Enter your main teaching assignment field and the two-digit code from the list above. If your teaching schedule is divided equally between two fields, record either field as your main assignment for this item, mark box 1, and enter the code for the other field in question 5b.

111 _____
 Code Main assignment field

- 112** 1 Teaching assignment equally divided between two fields

b. Do you teach classes in OTHER fields at this school?

- 113** 1 Yes - In what field do you teach the second most classes?

Use the assignment field codes listed above. **114** _____
 Code

- 2 No

SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued

6a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

- 115** 1 Yes – Continue with b
2 No – SKIP to question 7a

b. What type of certification do you hold in this field?

Mark (X) only one box.

- 116** 1 Advanced professional certificate
2 Regular or standard state certification (the standard certification offered in your state)
3 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
4 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)

c. Was this certificate granted within the last 12 months?

- 117** 1 Yes
2 No

7a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

- 118** 1 Yes – Continue with b
2 No
3 Not applicable; I do not have another teaching assignment field. } SKIP to question 8

b. What type of certification do you hold in this field?

Mark (X) only one box.

- 119** 1 Advanced professional certificate
2 Regular or standard state certification (the standard certification offered in your state)
3 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
4 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)

c. Was this certificate granted within the last 12 months?

- 120** 1 Yes
2 No

8. In what grade levels are the students in your classes at THIS school?

Mark (X) all that apply.

- | | |
|---|--|
| 121 1 <input type="checkbox"/> Ungraded | 129 9 <input type="checkbox"/> 6th |
| 122 2 <input type="checkbox"/> Prekindergarten | 130 10 <input type="checkbox"/> 7th |
| 123 3 <input type="checkbox"/> Kindergarten | 131 11 <input type="checkbox"/> 8th |
| 124 4 <input type="checkbox"/> 1st | 132 12 <input type="checkbox"/> 9th |
| 125 5 <input type="checkbox"/> 2nd | 133 13 <input type="checkbox"/> 10th |
| 126 6 <input type="checkbox"/> 3rd | 134 14 <input type="checkbox"/> 11th |
| 127 7 <input type="checkbox"/> 4th | 135 15 <input type="checkbox"/> 12th |
| 128 8 <input type="checkbox"/> 5th | 136 16 <input type="checkbox"/> Postsecondary |

9. Which of the following best describes the community in which this school is located?

Mark (X) only one box.

- 137** 1 A rural or farming community
2 A small city or town of fewer than 50,000 people that is not a suburb of a larger city
3 A medium-sized city (50,000 to 100,000 people)
4 A suburb of a medium-sized city
5 A large city (100,000 to 500,000 people)
6 A suburb of a large city
7 A very large city (over 500,000 people)
8 A suburb of a very large city
9 A military base or station
10 An Indian reservation

SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued

10. Are you currently teaching in the SAME school as you were last year when you completed the Schools and Staffing Survey?

- 138** 1 Yes – SKIP to question 15 on page 8
 2 No – Continue with question 11

11. Are you currently teaching in the same state as you were last year when you completed the Schools and Staffing Survey?

- 139** 1 Yes
 2 No – In which state or country are you teaching now? 7

140

12. Which of the following best describes your move from last year's school to this year's school?

Mark (X) only one box.

- 141** 1 Moved from one public school to another public school in the SAME school district
 2 Moved from one public school district to another public school district
 3 Moved from a private school to a public school
 4 Moved from one private school to another private school
 5 Moved from a public school to a private school
- } SKIP to question 14
 } Continue with question 13

13. Is the private school in which you currently teach affiliated with the Roman Catholic Church or another religious organization, or is it non-religious? Mark (X) only one box.

- 142** 1 Religious – Roman Catholic
 2 Religious – Non-Roman Catholic
 3 Non-Religious

Remarks

SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued

POSSIBLE REASONS FOR LEAVING PREVIOUS SCHOOL

(Use codes to answer questions 14a, b, and c.)

- | | |
|--|---|
| <p>01 Family or personal move</p> <p>02 For better salary or benefits</p> <p>03 For a better teaching assignment (subject area or grade level)</p> | <p>04 School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)</p> <p>05 Dissatisfied with the previous school</p> |
|--|---|

14a. What was your main reason for leaving the school in which you taught last year?

Enter code from above.

143		Code	Main reason
-----	--	------	-------------

b. Did you have a second reason for leaving?

144	1 <input type="checkbox"/> Yes – What was your second reason? <i>(Enter code, then continue with question 14c.)</i> →	145		Code
	2 <input type="checkbox"/> No – <i>SKIP to question 14d</i>			

c. Did you have a third reason for leaving?

146	1 <input type="checkbox"/> Yes – What was your third reason? <i>(Enter code.)</i> →	147		Code
	2 <input type="checkbox"/> No			

14d. Did you enter code 05 for one of your reasons in question 14a, b, or c?

148	1 <input type="checkbox"/> Yes – <i>Continue with question 14e</i>
	2 <input type="checkbox"/> No – <i>SKIP to question 15</i>

POSSIBLE AREAS OF DISSATISFACTION

(Use codes to answer questions 14e, f, and g.)

- | | |
|---|--|
| <p>01 Poor opportunity for professional advancement</p> <p>02 Inadequate support from administration</p> <p>03 Unsafe working environment</p> <p>04 Lack of influence over school policies and practices</p> <p>05 Lack of control over own classroom</p> <p>06 Lack of community support for schools</p> <p>07 Intrusions on teaching time (i.e., not enough time working directly with teaching students)</p> | <p>08 Interference from others regarding what I taught (e.g., censorship, pressure to teach doctrines/theories I didn't support, etc.)</p> <p>09 Inadequate time to prepare lesson/teaching plans</p> <p>10 Lack of professional competence of colleagues</p> <p>11 Poor student motivation to learn</p> <p>12 Generally poor working conditions</p> <p>13 Class sizes too large</p> <p>14 Student discipline problems</p> <p>15 Poor salary</p> |
|---|--|

14e. What was your main area of dissatisfaction with teaching in your previous school?

Enter code from above.

149		Code	Main dissatisfaction
-----	--	------	----------------------

f. Did you have a second area of dissatisfaction?

150	1 <input type="checkbox"/> Yes – What was your second area? <i>(Enter code, then continue with question 14g.)</i> →	151		Code
	2 <input type="checkbox"/> No – <i>SKIP to question 15</i>			

g. Did you have a third area of dissatisfaction?

152	1 <input type="checkbox"/> Yes – What was your third area? <i>(Enter code.)</i> →	153		Code
	2 <input type="checkbox"/> No			

SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS

15. Have you earned any new degrees in the past 12 months? 164 1 Yes – Continue with question 16
2 No – SKIP to question 20

16. When did you earn this degree? 155 156 1 9
Month Year

17. What type of degree is it? 167 1 Associate degree
2 Bachelor's
3 Master's
4 Education specialist or professional diploma (at least one year beyond Master's level)
5 Doctorate (e.g., Ph.D., Ed.D.)
6 Professional (e.g., M.D., D.D.S., J.D., L.L.B.)
Mark (X) only one box.

MAJOR FIELD OF STUDY CODES FOR QUESTIONS 18 AND 22

EDUCATION

General education
01 Pre-elementary early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education

46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English literature, letters, speech, classics
26 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi-interdisciplinary studies

37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology
Foreign languages
51 French
62 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages
Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences
Social sciences
62 Economics
63 History
64 Political science and government
66 Sociology
66 Other social sciences
84 Other

18. What is the major field of study for your NEW degree? (Enter the field and two-digit code from the list above.) 168 _____
Code Major field

19. For what purpose did you earn this degree? 159 1 To increase salary
2 For professional development in current field
3 To teach in a different field than the one taught last year
4 For a nonteaching position in elementary or secondary education
5 For an occupation outside elementary or secondary education other than current job
6 Other – Specify _____
Mark (X) only one box.

20. Are you currently enrolled in a degree program? 160 1 No – SKIP to question 24
2 Yes, as a full-time student
3 Yes, as a part-time student } Continue with question 21
Mark (X) only one box.

SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS – Continued

21. What type of degree are you pursuing?

Mark (X) only one box.

161

- 1 Associate degree
- 2 Bachelor's
- 3 Master's
- 4 Education specialist or professional diploma (at least one year beyond Master's level)
- 5 Doctorate (e.g., Ph.D., Ed.D.)
- 6 Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

22. What is the major field of study for the degree you are pursuing?

(Enter the field and two-digit code from the list on page 8.)

162

--	--

Code

Major field

23. For what purpose are you pursuing this degree?

Mark (X) only one box.

163

- 1 To increase teacher salary
- 2 For professional development in current teaching field
- 3 To teach in another field
- 4 For a nonteaching position in elementary or secondary education
- 5 For an occupation outside elementary or secondary education
- 6 Other – Specify 7

24. How long do you plan to remain in teaching?

Mark (X) only one box.

164

- 1 As long as I am able
- 2 Until I am eligible for retirement
- 3 Will probably continue unless something better comes along
- 4 Definitely plan to leave teaching as soon as I can
- 5 Undecided at this time

} Continue with question 25

} SKIP to question 26

25. In how many years do you plan to retire from teaching?

165

_____ Years

26. What do you expect your MAIN activity will be during the NEXT SCHOOL YEAR (1992-93)?

Mark (X) only one box.

166

- 1 Teaching in this school
- 2 Teaching in another school in this school system
- 3 Teaching in another public school system
- 4 Teaching in a private school
- 5 Teaching in a preschool
- 6 Teaching at the postsecondary level
- 7 Working as a substitute teacher
- 8 Student at a college or university
- 9 Working in a nonteaching occupation in the field of education
- 10 Working in an occupation outside the field of education
- 11 Caring for family members
- 12 Unemployed and seeking work
- 13 Military service
- 14 Retired

SECTION III – YOUR OPINIONS

**POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE
TEACHERS TO REMAIN IN TEACHING**

(Use codes to answer questions 27a, b, and c.)

- | | |
|--|--|
| <ul style="list-style-type: none"> 01 Providing higher salaries or better fringe benefits 02 Improving opportunities for professional advancement 03 Dealing more effectively with student discipline and making schools safer 04 Giving teachers more authority in the school and in their own classrooms 05 Increasing standards for students' academic performance 06 Providing better resources and materials for classroom use 07 Decreasing class size 08 Giving special recognition and/or special assignments to excellent or outstanding teachers | <ul style="list-style-type: none"> 09 Reducing the paperwork burden on teachers 10 Providing more support for new teachers (e.g., mentor teacher programs) 11 Increasing parent involvement in the schools 12 Reducing teacher workload 13 Providing merit pay or other pay incentives to teachers 14 Providing teacher training in content areas and instructional methods 15 Providing tuition reimbursement for coursework required for certification or career advancement 16 Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options |
|--|--|

27a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?

Enter code from above.

167

Most effective step

Code

b. What would be the second most effective step?

Enter code from above.

168

Second step

Code

c. What would be the third most effective step?

Enter code from above.

169

Third step

Code

Remarks

SECTION III – YOUR OPINIONS – Continued

28. How satisfied are you with EACH of the following aspects of teaching? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with –

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
	(a)	(b)	(c)	(d)
(1) Salary	170 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(2) Opportunities for professional advancement	171 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(3) Recognition and support from administrators	172 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(4) Safety of school environment	173 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(5) Your influence over school policies and practices	174 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(6) Autonomy or control over your own classroom	175 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(7) Professional prestige	176 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(8) Benefits	177 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(9) Procedures for performance evaluation	178 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(10) Teaching load	179 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(11) Availability of resources and materials/equipment for your classroom	180 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(12) General work conditions	181 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(13) Job security	182 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(14) Professional caliber of colleagues	183 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(15) Intellectual challenge	184 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(16) Student motivation to learn	185 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(17) School learning environment	186 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(18) Student discipline and behavior	187 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(19) Class size	188 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(20) Support from parents	189 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(21) The esteem of society for the teaching profession	190 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
(22) Overall job satisfaction	191 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

SECTION IV – INCENTIVES AND COMPENSATION

29. The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1991 through the end of the 1991–92 school year.

Record earnings in whole dollars.

a. DURING THE SUMMER OF 1991, did you have any earnings from –

(1) Teaching summer school in this or any other school?

192 Yes – How much? → \$ **193** **.00**
 2 No

(2) Working in a nonteaching job in this or any other school?

194 Yes – How much? → \$ **195** **.00**
 2 No

(3) Working in any NONSCHOOL job?

196 Yes – How much? → \$ **197** **.00**
 2 No

b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic base year salary for teaching in this school?

198 \$ **.00** per year

(2) Do you, or will you, earn any additional compensation from your school for extracurricular or additional activities such as coaching, student activity sponsorship, or evening classes?

199 Yes – How much? → \$ **200** **.00**
 2 No

(3) Do you, or will you, earn additional compensation from working in any job outside the school system?

201 Yes – How much? → \$ **202** **.00**
 2 No – SKIP to question 29b(4)

(a) Which of these best describes this job outside the school system?

Mark (X) only one box.

203 1 Teaching or tutoring
 2 Nonteaching, but education related
 3 Not related to education

(4) Have you EARNED income from any other sources this year, e.g., a bonus, state supplement, etc.?

204 Yes – How much? → \$ **205** **.00**
 2 No

c. What will be your total EARNED income from all sources from the summer of 1991 through the end of this school year?

Your answer should equal the sum of your answers to questions 29a(1)–b(4).

206 \$ **.00**

30. Do you receive any income-in-kind in addition to or in lieu of your school salary?

Mark (X) all that apply.

207 1 Housing or housing expenses
208 2 Meals
209 3 Tuition for your children
210 4 Child care
211 5 College tuition for yourself
212 6 Car/transportation expenses
213 0 None of the above

SECTION V – BACKGROUND INFORMATION

31. Which category represents the total combined income (include your own income) of ALL FAMILY MEMBERS age 14 and older in your household during 1991? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household.

Mark (X) only one box.

- 214**
- 1 Less than \$10,000
 - 2 \$ 10,000 – \$14,999
 - 3 \$ 15,000 – \$19,999
 - 4 \$ 20,000 – \$24,999
 - 5 \$ 25,000 – \$29,999
 - 6 \$ 30,000 – \$34,999
 - 7 \$ 35,000 – \$39,999
 - 8 \$ 40,000 – \$49,999
 - 9 \$ 50,000 – \$59,999
 - 10 \$ 60,000 – \$74,999
 - 11 \$ 75,000 – \$99,999
 - 12 \$100,000 or more

32. What is your current marital status?

- 215**
- 1 Married
 - 2 Widowed, divorce, or separated
 - 3 Never married

33. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

- 216**
- Number of children supported – Continue with question 34
- 0 None – SKIP to question 35a

34. What was the age of your youngest child on his/her last birthday? (If child is less than one year, please enter "0.")

- 217**
- Age of youngest child

35a. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

- 218**
- 1 Yes – Continue with question 35b
 - 2 No – SKIP to question 36

b. How many persons other than your spouse or children are dependent on you for more than half of their financial support?

- 219**
- Number of persons supported

36. Were you a Chapter 1 teacher (i.e., paid in full or in part by federal funds under Chapter 1 of the Elementary and Secondary Education Act) LAST SCHOOL YEAR (1990 – 91)?

- 220**
- 1 Yes
 - 2 No

Remarks

SECTION VI – RESPONDENT INFORMATION

The survey you have completed may involve a brief follow-up at a later time in order to gain information on current teachers' movements in the labor force. The following information would assist us in contacting you if you move or change jobs.

37. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and the most convenient time to reach you.

221 Same as address label

Your name <input checked="" type="checkbox"/> 222		Spouse's full name	
Street address			
City		State	ZIP Code
Telephone number (Include area code) ()		In whose name is the telephone number listed? (Mark (X) only one.)	
Days/times convenient to reach you		<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 My name <input type="checkbox"/> 3 Other – Specify _____	

38. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).

Name <input checked="" type="checkbox"/> 223		Relationship to you	
Street address			
City		State	ZIP Code
Telephone number (Include area code) ()		In whose name is the telephone number listed? (Mark (X) only one.)	
		<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 Name entered above <input type="checkbox"/> 3 Other – Specify _____	
Name <input checked="" type="checkbox"/> 224		Relationship to you	
Street address			
City		State	ZIP Code
Telephone number (Include area code) ()		In whose name is the telephone number listed? (Mark (X) only one.)	
		<input type="checkbox"/> 1 No phone <input type="checkbox"/> 2 Name entered above <input type="checkbox"/> 3 Other – Specify _____	

39. Not counting interruptions, how long did it take to complete this survey?

225 _____ Minutes

**THIS COMPLETES THE QUESTIONNAIRE.
 THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
 YOUR TIME AND EFFORT ARE APPRECIATED.**

APPENDIX C

CROSSWALK FROM THE 1988-89 TFS TO 1991-92 TFS

88 VAR	91 VAR	LABEL
CNTLNUM	CTRL_NUM	TEACHER CONTROL NUMBER
ISR	ISR	INTERVIEW STATUS RECODE
STATUS	TSTATUS	TCHR STATUS: MOVER/LEAVER/STAYER
--	SCH_CTRL	9091 SASS SCHOOL CTRL #(FIRST 10 DIGITS CTRL_NUM)
--	NON_INT	NONINTERVIEW REASON
FINALWGT	FINWGT	FINAL WEIGHTS 4 IMPLIED DECIMAL PLACES
RWI, RW48	REPFWT1	REPLICATE WEIGHT 1 THRU REPLICATE
--	REPFWT48	WEIGHT48
--	TFS001	TEACHER NO LONGER AT THIS SCHOOL
TFS002	TFS002	ARE YOU CURRENTLY TEACHING FULL-TIME, PT
--	TFS003	FORM TYPE 1=TFS-2: FORMER / 3=TFS-3: CURRENT TCHR
***** FORMER TEACHER SURVEY *****		
TFS004	TFS004	WHAT IS YOUR 1988-89 MAIN OCCUPA STATUS?
TFS005	TFS005	WHAT IS YOUR MAIN 1988-89 SCHOOL ASSIGN
TFS006	TFS006	WHAT KIND OF BUSINESS OR INDUS IS THIS?
TFS007	TFS007	WHAT KIND OF WORK DO YOU DO?
TFS008	TFS008	HOW WOULD YOU CLASSIFY YOURSELF ON JOB?
TFS009	TFS009	WHICH CATEGORY DESCRIBES POS AS EMPLOYEE
TFS010	TFS010	HOW MUCH YOU EARN AT JOB BEFORE TAXES
TFS011	TFS011	PAYMENT INTERVAL
TFS012	TFS012	HOW LONG YOU PLAN TO REMAIN IN THIS JOB
TFS013	TFS013	IN HOW MANY YEARS DO YOU PLAN TO RETIRE?
TFS014	TFS014	YOU EXPECT YOUR MAIN ACT WILL BE NEXT YR
TFS015	TFS015	YOU EARNED ANY NEW DEGREES IN PAST YEAR
TFS016	TFS016	MONTH WHEN YOU EARNED THIS DEGREE?
TFS017	TFS017	YEAR WHEN YOU EARNED THIS DEGREE?
TFS018	TFS018	WHAT TYPE OF DEGREE IS IT?
TFS019	TFS019	WHAT IS MAJ FLD OF STUDY FOR NEW DEGREE
TFS020	TFS020	FOR WHAT PURPOSE DID YOU EARN THIS DEG
TFS021	TFS021	ARE YOU ENROLLED IN A DEGREE PROGRAM?
TFS022	TFS022	WHAT TYPE OF DEGREE ARE YOU PURSUING?
TFS023	TFS023	MAJ FLD OF STUDY FOR DEG ARE PURSUING?

TFS024	TFS024	PURPOSE YOU ARE PURSUING DEGREE?
TFS025	TFS025	DO YOU PLAN TO RETURN TO TEACHING?
TFS026	TFS026	HOW SOON MIGHT YOU RETURN TO TEACHING?
TFS027A	TFS027	AT WHICH LEVEL WOULD YOU TEACH? PRE-K
TFS027B	TFS028	AT WHICH LEVEL WOULD YOU TEACH? ELEM+K
TFS027C	TFS029	AT WHICH LEVEL WOULD YOU TEACH? JR/MID
TFS027D	TFS030	AT WHICH LEVEL WOULD YOU TEACH? HIGH
TFS027E	TFS031	AT WHICH LEVEL WOULD YOU TEACH? POSTSEC
TFS028	TFS032	DO YOU HAVE A "LIFETIME" TEACHING CERTIF
TFS029A	TFS033	CHANGE IN CERT STATUS? NO CHANGE
TFS029B	TFS034	CHANGE IN CERT STATUS? YES-CERT LAPSED
TFS029C	TFS035	CHANGE IN CERT STATUS? YES-UPGR TO REG
TFS029D	TFS036	CHANGE IN CERT STATUS? YES-DIFF FIELD
TFS029E	TFS037	CHANGE IN CERT STATUS? OTHER CHANGE
TFS030	TFS038	PLAN TO MAINTAIN/REINSTATE CERTIFICATE?
TFS031	TFS039	MAIN REASON FOR LEAVING TEACHING PROF
TFS032	TFS040	HAVE A 2ND REASON FOR LEAVING TCHG PROF
TFS033	TFS041	YOUR 2ND REASON FOR LEAVING TCHG PROF
TFS034	TFS042	HAVE A 3RD REASON FOR LEAVING TCHG PROF
TFS035	TFS043	YOUR 3RD REASON FOR LEAVING TCHG PROF
TFS036	TFS044	DISSATISFIED WITH TEACHING AS CAREER
TFS037	TFS045	YOUR MAIN AREA OF DISSATIS WITH TCHG
TFS038	TFS046	HAVE A SECOND AREA OF DISSATIS WITH TCHG
TFS039	TFS047	2ND AREA OF DISSATISFACTION WITH TCHG
TFS040	TFS048	HAVE A 3RD AREA OF DISSATIS WITH TCHG
TFS041	TFS049	THIRD AREA OF DISSATISFACTION WITH TCHG
TFS042	TFS050	EFFECTIVE STEPS SCH MIGHT TAKE TO RETAIN
TFS043	TFS051	2ND MOST EFFECTIVE STEP SCH MIGHT TAKE
TFS044	TFS052	3RD MOST EFFECTIVE STEP SCH MIGHT TAKE
TFS045	TFS053	IS YOUR MAIN OCCUPATIONAL STATUS WORKING
TFS046	TFS054	YOU RATE TCHNG REL TO CURR OCCUPAT-SALRY
TFS047	TFS055	OPPORTUNITIES FOR PROFESSIONAL ADVANCEM

TFS048	TFS056	RECOG AND SUPPORT FROM ADMINRS/MANAGERS
TFS049	TFS057	SAFETY OF ENVIRONMENT
TFS050	TFS058	INFLUENC OVER WORKPLACE POLICIES & PRACT
TFS051	TFS059	AUTONOMY OR CONTROL OVER YOUR OWN WORK
TFS052	TFS060	PROFESSIONAL PRESTIGE
TFS053	TFS061	BENEFITS
TFS054	TFS062	PROCEDURES FOR PERFORMANCE EVALUATION
TFS055	TFS063	MANAGEABILITY OF WORKLOAD
TFS056	TFS064	AVAILAB OF RESOURCES & MAT FOR DOING JOB
TFS057	TFS065	GENERAL WORK CONDITIONS
TFS058	TFS066	JOB SECURITY
TFS059	TFS067	PROFESSIONAL CALIBER OF COLLEAGUES
TFS060	TFS068	INTELLECTUAL CHALLENGE
TFS061	TFS069	OVERALL JOB SATISFACTION
TFS062	TFS070	HOW SATISFIED ARE YOU WITH SALARY
TFS064	TFS071	OPPORTUNITY FOR PROFESSIONAL ADVANCEMENT
TFS065	TFS072	SUPPORT/RECOG OF ADMINISTRATORS/ MANAGERS
TFS066	TFS073	SAFETY OF ENVIRONMENT
TFS067	TFS074	YOUR INFLUENCE OVER WORK POLICIES & PRAC
TFS068	TFS075	AUTONOMY OR CONTROL OVER YOUR OWN WORK
TFS070	TFS076	ESTEEM OF SOCIETY FOR YOUR PROFESSION
TFS063	TFS077	BENEFITS
TFS071	TFS078	PROCEDURES FOR EVALUATING PERFORMANCE
TFS072	TFS079	WORKLOAD
TFS073	TFS080	AVAIL OF RESOURCES & MATL/EQUIP FOR JOB
TFS074	TFS081	GENERAL WORKING CONDITIONS
TFS075	TFS082	JOB SECURITY
TFS069	TFS083	PROFESSIONAL CALIBER OF COLLEAGUES
TFS076	TFS084	INTELLECTUAL CHALLENGE
--	TFS085	OVERALL JOB SATISFACTION
TFS082	TFS086	TOTAL COMBINED INCOME OF ALL FAMILY MEM
TFS077	TFS087	WHAT IS YOUR CURRENT MARITAL STATUS?
TFS078	TFS088	HOW MANY CHILDREN ARE DEPENDENT ON YOU

TFS079	TFS089	AGE OF YOUR YOUNGEST CHILD
TFS080	TFS090	OTHER DEPENDENTS
TFS081	TFS091	HOW MANY PERSONS?
--	TFS092	WERE YOU A CHAPTER 1 TEACHER?
--	TFS097	# MINUTES TO COMPLETE SURVEY

***** CURRENT TEACHER SURVEY *****

TFS104	TFS104	WHICH IS YOUR CURRENT (1988-89) STATUS
TFS105	TFS105	SECONDARY STATUS
TFS106	TFS106	TIME EQUALLY DIV BET PRIM & SEC STATUS
TFS107	TFS107	YOUR POSITION AS A SCHOOL EMPLOYEE
TFS108	TFS108	YOUR POSITION AS A TEACHER AT SCHOOL
TFS109	TFS109	YOUR 1988-89 TEACHING ASSIGNMENT?
TFS110	TFS110	FT EMPLOYEE WITH LESS THAN FT TCHG ASGMT
TFS111	TFS111	YOUR CURRENT 1988-89 TEACHING ASSIGNMENT
TFS112	TFS112	TCHG SCHED EQUALLY DIV ACROSS TWO FIELDS
TFS113	TFS113	HAVE A SECONDARY TEACHING ASSIGNMENT FLD
TFS114	TFS114	FIELD YOU TEACH THE SECOND MOST CLASSES?
TFS115	TFS115	HAVE A TCHG CERT IN THIS ST IN PRIM FLD
TFS116	TFS116	TYPE OF CERTIFICATION IN PRIMARY FIELD
TFS117	TFS117	WAS THIS CERTIF GRANTED WITHIN LAST YEAR
TFS118	TFS118	CERTIFICATE IN THIS ST IN YOUR SEC ASGMT
TFS119	TFS119	TYPE OF CERTIFICATION IN YOUR SEC ASGMT
TFS120	TFS120	WAS THIS CERTIFICATE GRANTED LAST YEAR?
TFS130	TFS121	UNGRADED GRADES
TFS121A	TFS122	PRE-KINDERGARTEN
TFS121B	TFS123	KINDERGARTEN
TFS121C	TFS124	1ST GRADE
TFS121D	TFS125	2ND GRADE
TFS121E	TFS126	3RD GRADE
TFS121F	TFS127	4TH GRADE
TFS122A	TFS128	5TH GRADE
TFS122B	TFS129	6TH GRADE
TFS122C	TFS130	7TH GRADE
TFS123	TFS131	8TH GRADE
TFS124	TFS132	9TH GRADE
TFS125	TFS133	10TH GRADE

TFS126	TFS134	11TH GRADE
TFS127	TFS135	12TH GRADE
TFS128 ,TFS129	TFS136	13TH GRADE (91 - POSTSECONDARY) 14TH GRADE
TFS131	TFS137	COMMUNITY TYPE WHERE SCHOOL
TFS132	TFS138	TEACHING IN SAME SCHOOL AS LAST YEAR
TFS133	TFS139	CURRENTLY TEACHING IN SAME STATE
TFS134	TFS140	IN WHICH ST OR COUNTRY ARE YOU TEACHING
TFS135	TFS141	WHICH BEST DESCRIBES MOVE FROM LAST YR
TFS136	TFS142	AFFILIATION OF PRIVATE SCHOOL
TFS137	TFS143	YOUR MAIN REASON FOR LEAVING THE SCHOOL
TFS138	TFS144	HAVE A SECOND REASON FOR LEAVING SCHOOL
TFS139	TFS145	YOUR SECOND REASON FOR LEAVING SCHOOL
TFS140	TFS146	HAVE A THIRD REASON FOR LEAVING SCHOOL
TFS141	TFS147	YOUR 3RD REASON FOR LEAVING SCHOOL
TFS142	TFS148	DISSATISFIED WITH THE PREVIOUS SCHOOL
TFS143	TFS149	MAIN AREA OF DISSATIS WITH TCH PREV SCH
TFS144	TFS150	HAVE 2ND AREA OF DISSATIS TCHG PREV SCH
TFS145	TFS151	YOUR 2ND AREA OF DISSATIS TCHG PREV SCH
TFS146	TFS152	HAVE 3RD AREA OF DISSATIS TCHG PREV SCH
TFS147	TFS153	YOUR 3RD AREA OF DISSATIS TCHG PREV SCH
TFS148	TFS154	YOU EARNED ANY NEW DEGREES IN PAST YEAR?
TFS149	TFS155	WHEN DID YOU EARN THIS DEGREE?
TFS150	TFS156	YEAR IN WHICH YOU EARNED THIS DEGREE
TFS151	TFS157	WHAT TYPE OF DEGREE IS IT?
TFS152	TFS158	MAJOR FIELD OF STUDY FOR YOUR NEW DEGREE
TFS153	TFS159	WHAT PURPOSE DID YOU EARN THIS DEGREE?
TFS154	TFS160	CURRENTLY ENROLLED IN A DEGREE PROGRAM?
TFS155	TFS161	WHAT TYPE OF DEGREE ARE YOU PURSUING?
TFS156	TFS162	MAJOR FLD OF STUDY FOR DEG YOU ARE PURS
TFS157	TFS163	WHAT PURPOSE ARE YOU PURSUING THIS DEG
TFS158	TFS164	HOW LONG DO YOU PLAN TO REMAIN IN TCHG
TFS159	TFS165	YEARS YOU PLAN TO RETIRE FROM TEACHING
TFS160	TFS166	MAIN ACTIVITY DURING THE NEXT YEAR
TFS161	TFS167	EFFECTIVE STEP SCH MIGHT TAKE TO RETAIN
TFS162	TFS168	2ND MOST EFFECTIVE STEP SCH MIGHT TAKE
TFS163	TFS169	3RD MOST EFFECTIVE STEP SCH MIGHT TAKE

TFS164	TFS170	HOW SATISFIED ARE YOU WITH SALARY
TFS166	TFS171	OPPORTUNITY FOR PROF ADVANCEMENT
TFS167	TFS172	SUPPORT/RECOG OF ADMIN/MANAGERS
TFS168	TFS173	SAFETY OF SCHOOL ENVIRONMENT
TFS169	TFS174	INFLUENCE OVER SCHOOL POLICIES & PRAC
TFS170	TFS175	CONTROL OVER YOUR OWN CLASSROOM
--	TFS176	PROFESSIONAL PRESTIGE
TFS165	TFS177	BENEFITS
TFS173	TFS178	PROCEDURES FOR EVALUATING PERFORMANCE
TFS174	TFS179	TEACHING LOAD
TFS175	TFS180	AVAIL OF RESOUR & MATL/EQUIP FOR CLASSRM
TFS176	TFS181	GENERAL WORKING CONDITIONS
TFS177	TFS182	JOB SECURITY
TFS171	TFS183	PROFESSIONAL CALIBER OF COLLEAGUES
TFS178	TFS184	INTELLECTUAL CHALLENGE
TFS179	TFS185	STUDENT MOTIVATION TO LEARN
TFS180	TFS186	SCHOOL LEARNING ENVIRONMENT
TFS181	TFS187	STUDENT DISCIPLINE AND BEHAVIOR
TFS182	TFS188	CLASS SIZE
TFS183	TFS189	SUPPORT FROM PARENTS
TFS172	TFS190	ESTEEM OF SOCIETY FOR TCHG PROFESSION
--	TFS191	OVERALL JOB SATISFACTION
--	TFS192	EARNINGS FROM SUMMER SCHOOL?
TFS189	TFS193	HOW MUCH DID YOU EARN IN SUMMER SCH SAL
--	TFS194	EARNINGS FROM NONTCHING SUMMER SCHOOL?
TFS190	TFS195	HOW MUCH DID YOU EARN IN OTHER SCH COMP
--	TFS196	EARNINGS FROM NONSCHOOL SUMMER EMPLOY?
TFS191	TFS197	HOW MUCH DID YOU EARN IN NONSCH EMPLOY
TFS192	TFS198	ACADEMIC BASE YEAR SALARY FOR TEACHING
--	TFS199	EARNINGS FROM SCHOOL ADDITIONAL COMP?
TFS193	TFS200	HOW MUCH WILL YOU EARN IN ADDITIONAL COM
--	TFS201	EARNINGS FROM NONSCHOOL COMPENSATION?
TFS194	TFS202	HOW MUCH WILL YOU EARN FROM NONSCHOOL
--	TFS203	DESCRIBE JOB OUTSIDE SCHOOL SYSTEM

--	TFS204	EARNED INCOME FROM OTHER SOURCES?
--	TFS205	HOW MUCH WILL YOU EARN FROM OTHER SOURCES
TFS195	TFS206	TOTAL EARNED INCOME FROM MID-JUNE 1988
--	TFS207	INCOME-IN-KIND: HOUSING/HOUSING EXPENSES
--	TFS208	INCOME-IN-KIND: MEALS
--	TFS209	INCOME-IN-KIND: TUITION FOR YOUR CHILDREN
--	TFS210	INCOME-IN-KIND: CHILDCARE
--	TFS211	INCOME-IN-KIND: COLLEGE TUITION FOR SELF
--	TFS212	INCOME-IN-KIND: CAR/TRANSPORTATION EXPNS
--	TFS213	INCOME-IN-KIND: NONE OF ABOVE
TFS196	TFS214	TOTAL COMBINED INCOME FOR ALL FAMILY MEM
TFS184	TFS215	WHAT IS YOUR CURRENT MARITAL STATUS?
TFS185	TFS216	HOW MANY CHILDREN ARE DEPENDENT ON YOU
TFS186	TFS217	AGE OF YOUNGEST CHILD ON LAST BIRTHDAY
TFS187	TFS218	OTHER DEPENDENTS
TFS188	TFS219	HOW MANY PERSONS?
--	TFS220	WERE YOU A CHAPTER 1 TEACHER?
--	TFS225	# MINUTES TO COMPLETE SURVEY
--	TSCHNM	SCHOOL NAME
--	TADDRS	SCHOOL MAILING ADDRESS - STREET
--	TCITY	SCHOOL MAILING ADDRESS - CITY
--	TSTABB	SCHOOL MAILING ADDRESS - STATE ABBREVIATION
--	TZIP	SCHOOL MAILING ADDRESS - ZIP CODE
--	TPHONE	SCHOOL TELEPHONE NUMBER WITH AREA CODE
--	TDISTR	SCHOOL DISTRICT (LEA) CODE
TFIPS	TFIPS	FIPS STATE CODE
TCNTY	TCNTY	FIPS COUNTY CODE
--	TRO	CENSUS REGIONAL OFFICE CODE
TLSTDY	TLSTDY	LAST DAY OF 1987-1988 SCHOOL YEAR / 90-91 YR
--	TSCWGT	90-91 SASS SCHOOL BASIC WEIGHT
TSCSTR	TSCSTR	SCHOOL STRATUM CODE
--	MOS	TFS MEASURE OF SIZE
--	SASS_URB	SASS URBANICITY
--	ENRLRC	RECODED ENROLLMENT
--	TSUBJR	RECODED TEACHER SUBJECT
CNSREG	CNSREG	CENSUS REGION

AFFLRC	SAFFLER	RECODED AFFILIATION
--	ASSOCR	RECODED ASSOCIATION MEMBERSHIP
--	TAFFLER	1991 RECODED AFFILIATION(FOR TFS) FROM SCHOOL FILE
--	STRMSW	TFS START-WITH
--	STRMTE	TFS TAKE-EVERY
SSSIZE	SMPSIZ	SAMPLE SIZE FOR TFS STRATUM
SUSIZE	NUMTCH	TFS NUMBER OF TEACHERS IN STRATUM
CRTNTY	CERTFL	TFS CERTAINTY FLAG
STRCER	NCERTI	TFS # OF CERTAINTY 1 TEACH WITHIN STRATUM
--	BSCWGT	TFS BASIC WGT \ SAME ?????
TFSWGT		TFS WEIGHT /
ORDSEL	ORDSEL	TFS ORDER OF SELECTION WITHIN STRATUM
--	SASS_ISR	SASS ISR CODE
--	FTPUB	FULL-TIME PUBLIC SCHOOL TEACHER
--	PTPUB	PART-TIME PUBLIC SCHOOL TEACHER
--	FTPRV	FULL-TIME PRIVATE SCHOOL TEACHER
--	PTPRV	PART-TIME PRIVATE SCHOOL TEACHER
--	TCHASG	TEACHING ASSIGNMENT
--	TCNTLN	TEACHERS CONTROL NUMBER
--	TTCHNM	TEACHERS NAME
TSUBJ	TSUBJ	TEACHER SUBJECT CATEGORY
--	TCHTYP	TEACHER SAMPLE TYPE
TNEW	TNEWID	NEW TEACHER INDICATOR
--	RELGSO	RELIGIOUS ORIENTATION
--	SCHAFL	SCHOOL AFFILIATIONS: CODES FROM SASS SCHOOL QUEST.
--	ASSOCM	ASSOCIATION MEMBERSHIP
--	REDFAC	REDUCTION FACTOR
--	ADJWGT	TEACHER ADJUSTED BASIC WEIGHT(FOR REDUCTION)
--	TCHSTS	TEACHER OCCUPATIONAL STATUS CODE
--	SCHSTS	SCHOOL STATUS CODE
STRTM	STRTM	TFS STRATUM CODE
--	UNGRD	UNGRADED
--	PREKDG	PREKINDERGARTEN
--	KDG	KINDERGARTEN
--	G1	FIRST GRADE
--	G2	SECOND GRADE
--	G3	THIRD GRADE
--	G4	FOURTH GRADE
--	G5	FIFTH GRADE
--	G6	SIXTH GRADE
--	G7	SEVENTH GRADE

--	G8	EIGHTH GRADE
--	G9	NINTH GRADE
--	G10	TENTH GRADE
--	G11	ELEVENTH GRADE
--	G12	TWELFTH GRADE
--	P2NDRY	POSTSECONDARY
--	ENROLL	PUBLIC SCHOOL ENROLLMENT
--	ENRLKG	KINDERGARTEN ENROLLMENT
--	ENRL1	FIRST GRADE ENROLLMENT
--	ENRL2	SECOND GRADE ENROLLMENT
--	ENRL3	THIRD GRADE ENROLLMENT
--	ENRL4	FOURTH GRADE ENROLLMENT
--	ENRL5	FIFTH GRADE ENROLLMENT
--	ENRL6	SIXTH GRADE ENROLLMENT
--	ENRL7	SEVENTH GRADE ENROLLMENT
--	ENRL8	EIGHTH GRADE ENROLLMENT
--	ENRL9	NINTH GRADE ENROLLMENT
--	ENRL10	TENTH GRADE ENROLLMENT
--	ENRL11	ELEVENTH GRADE ENROLLMENT
--	ENRL12	TWELFTH GRADE ENROLLMENT
--	TAF	TEACHER ADJUSTMENT FACTOR
--	TWSNAF	TEACHER WITHIN-SCHOOL NONINTERVIEW ADJUSTMENT
--	NAF	TFS NONINTERVIEW ADJUSTMENT FACTOR
SECTOR	SCHSTAT	1=PUBLIC, 2=PRIVATE
--	FPSTATUS	FULL-TIME/PART-TIME STATUS FOR FORMER TEACHERS
--	MOVESTAY	MOVER/STAYER STATUS FOR CURRENT TEACHERS
--	FPTIME	FULL-TIME/PART-TIME STATUS FOR CURRENT TEACHERS
--	STEAEXP	YRS TEACHING EXPRNCE IN ALL SCHLS FOR CURR TCHRS
--	STEALEV	GRADE LEVEL OF STUDENTS TAUGHT
--	SHIGHDEG	HIGHEST DEGREE CODE FOR CURRENT TEACHERS
--	TMARITAL	MARITAL STATUS
--	TSTAT	SASS FULL-TIME/PART-TIME STATUS
--	F_TFS001	IMPUTATION FLAG FOR TFS001
--	F_TFS002	IMPUTATION FLAG FOR TFS002
--	F_TFS003	IMPUTATION FLAG FOR TFS003
--	F_TFS004	IMPUTATION FLAG FOR TFS004
--	F_TFS005	IMPUTATION FLAG FOR TFS005
--	F_TFS006	IMPUTATION FLAG FOR TFS006
--	F_TFS007	IMPUTATION FLAG FOR TFS007

--	F_TFS008	IMPUTATION FLAG FOR TFS008
--	F_TFS009	IMPUTATION FLAG FOR TFS009
--	F_TFS010	IMPUTATION FLAG FOR TFS010
--	F_TFS011	IMPUTATION FLAG FOR TFS011
--	F_TFS012	IMPUTATION FLAG FOR TFS012
--	F_TFS013	IMPUTATION FLAG FOR TFS013
--	F_TFS014	IMPUTATION FLAG FOR TFS014
--	F_TFS015	IMPUTATION FLAG FOR TFS015
--	F_TFS016	IMPUTATION FLAG FOR TFS016
--	F_TFS017	IMPUTATION FLAG FOR TFS017
--	F_TFS018	IMPUTATION FLAG FOR TFS018
--	F_TFS019	IMPUTATION FLAG FOR TFS019
--	F_TFS020	IMPUTATION FLAG FOR TFS020
--	F_TFS021	IMPUTATION FLAG FOR TFS021
--	F_TFS022	IMPUTATION FLAG FOR TFS022
--	F_TFS023	IMPUTATION FLAG FOR TFS023
--	F_TFS024	IMPUTATION FLAG FOR TFS024
--	F_TFS025	IMPUTATION FLAG FOR TFS025
--	F_TFS026	IMPUTATION FLAG FOR TFS026
--	F_TFS027	IMPUTATION FLAG FOR TFS027
--	F_TFS028	IMPUTATION FLAG FOR TFS028
--	F_TFS029	IMPUTATION FLAG FOR TFS029
--	F_TFS030	IMPUTATION FLAG FOR TFS030
--	F_TFS031	IMPUTATION FLAG FOR TFS031
--	F_TFS032	IMPUTATION FLAG FOR TFS032
--	F_TFS033	IMPUTATION FLAG FOR TFS033
--	F_TFS034	IMPUTATION FLAG FOR TFS034
--	F_TFS035	IMPUTATION FLAG FOR TFS035
--	F_TFS036	IMPUTATION FLAG FOR TFS036
--	F_TFS037	IMPUTATION FLAG FOR TFS037
--	F_TFS038	IMPUTATION FLAG FOR TFS038
--	F_TFS039	IMPUTATION FLAG FOR TFS039
--	F_TFS040	IMPUTATION FLAG FOR TFS040
--	F_TFS041	IMPUTATION FLAG FOR TFS041
--	F_TFS042	IMPUTATION FLAG FOR TFS042
--	F_TFS043	IMPUTATION FLAG FOR TFS043
--	F_TFS044	IMPUTATION FLAG FOR TFS044
--	F_TFS045	IMPUTATION FLAG FOR TFS045
--	F_TFS046	IMPUTATION FLAG FOR TFS046
--	F_TFS047	IMPUTATION FLAG FOR TFS047
--	F_TFS048	IMPUTATION FLAG FOR TFS048
--	F_TFS049	IMPUTATION FLAG FOR TFS049
--	F_TFS050	IMPUTATION FLAG FOR TFS050
--	F_TFS051	IMPUTATION FLAG FOR TFS051
--	F_TFS052	IMPUTATION FLAG FOR TFS052

--	F_TFS053	IMPUTATION FLAG FOR TFS053
--	F_TFS054	IMPUTATION FLAG FOR TFS054
--	F_TFS055	IMPUTATION FLAG FOR TFS055
--	F_TFS056	IMPUTATION FLAG FOR TFS056
--	F_TFS057	IMPUTATION FLAG FOR TFS057
--	F_TFS058	IMPUTATION FLAG FOR TFS058
--	F_TFS059	IMPUTATION FLAG FOR TFS059
--	F_TFS060	IMPUTATION FLAG FOR TFS060
--	F_TFS061	IMPUTATION FLAG FOR TFS061
--	F_TFS062	IMPUTATION FLAG FOR TFS062
--	F_TFS063	IMPUTATION FLAG FOR TFS063
--	F_TFS064	IMPUTATION FLAG FOR TFS064
--	F_TFS065	IMPUTATION FLAG FOR TFS065
--	F_TFS066	IMPUTATION FLAG FOR TFS066
--	F_TFS067	IMPUTATION FLAG FOR TFS067
--	F_TFS068	IMPUTATION FLAG FOR TFS068
--	F_TFS069	IMPUTATION FLAG FOR TFS069
--	F_TFS070	IMPUTATION FLAG FOR TFS070
--	F_TFS071	IMPUTATION FLAG FOR TFS071
--	F_TFS072	IMPUTATION FLAG FOR TFS072
--	F_TFS073	IMPUTATION FLAG FOR TFS073
--	F_TFS074	IMPUTATION FLAG FOR TFS074
--	F_TFS075	IMPUTATION FLAG FOR TFS075
--	F_TFS076	IMPUTATION FLAG FOR TFS076
--	F_TFS077	IMPUTATION FLAG FOR TFS077
--	F_TFS078	IMPUTATION FLAG FOR TFS078
--	F_TFS079	IMPUTATION FLAG FOR TFS079
--	F_TFS080	IMPUTATION FLAG FOR TFS080
--	F_TFS081	IMPUTATION FLAG FOR TFS081
--	F_TFS082	IMPUTATION FLAG FOR TFS082
--	F_TFS083	IMPUTATION FLAG FOR TFS083
--	F_TFS084	IMPUTATION FLAG FOR TFS084
--	F_TFS085	IMPUTATION FLAG FOR TFS085
--	F_TFS086	IMPUTATION FLAG FOR TFS086
--	F_TFS087	IMPUTATION FLAG FOR TFS087
--	F_TFS088	IMPUTATION FLAG FOR TFS088
--	F_TFS089	IMPUTATION FLAG FOR TFS089
--	F_TFS090	IMPUTATION FLAG FOR TFS090
--	F_TFS091	IMPUTATION FLAG FOR TFS091
--	F_TFS092	IMPUTATION FLAG FOR TFS092
--	F_TFS093	IMPUTATION FLAG FOR TFS093
--	F_TFS094	IMPUTATION FLAG FOR TFS094
--	F_TFS095	IMPUTATION FLAG FOR TFS095
--	F_TFS096	IMPUTATION FLAG FOR TFS096
--	F_TFS097	IMPUTATION FLAG FOR TFS097

--	F_TFS098	IMPUTATION FLAG FOR TFS098
--	F_TFS099	IMPUTATION FLAG FOR TFS099
--	F_TFS100	IMPUTATION FLAG FOR TFS100
--	F_TFS101	IMPUTATION FLAG FOR TFS101
--	F_TFS102	IMPUTATION FLAG FOR TFS102
--	F_TFS103	IMPUTATION FLAG FOR TFS103
--	F_TFS104	IMPUTATION FLAG FOR TFS104
--	F_TFS105	IMPUTATION FLAG FOR TFS105
--	F_TFS106	IMPUTATION FLAG FOR TFS106
--	F_TFS107	IMPUTATION FLAG FOR TFS107
--	F_TFS108	IMPUTATION FLAG FOR TFS108
--	F_TFS109	IMPUTATION FLAG FOR TFS109
--	F_TFS110	IMPUTATION FLAG FOR TFS110
--	F_TFS111	IMPUTATION FLAG FOR TFS111
--	F_TFS112	IMPUTATION FLAG FOR TFS112
--	F_TFS113	IMPUTATION FLAG FOR TFS113
--	F_TFS114	IMPUTATION FLAG FOR TFS114
--	F_TFS115	IMPUTATION FLAG FOR TFS115
--	F_TFS116	IMPUTATION FLAG FOR TFS116
--	F_TFS117	IMPUTATION FLAG FOR TFS117
--	F_TFS118	IMPUTATION FLAG FOR TFS118
--	F_TFS119	IMPUTATION FLAG FOR TFS119
--	F_TFS120	IMPUTATION FLAG FOR TFS120
--	F_TFS121	IMPUTATION FLAG FOR TFS121
--	F_TFS122	IMPUTATION FLAG FOR TFS122
--	F_TFS123	IMPUTATION FLAG FOR TFS123
--	F_TFS124	IMPUTATION FLAG FOR TFS124
--	F_TFS125	IMPUTATION FLAG FOR TFS125
--	F_TFS126	IMPUTATION FLAG FOR TFS126
--	F_TFS127	IMPUTATION FLAG FOR TFS127
--	F_TFS128	IMPUTATION FLAG FOR TFS128
--	F_TFS129	IMPUTATION FLAG FOR TFS129
--	F_TFS130	IMPUTATION FLAG FOR TFS130
--	F_TFS131	IMPUTATION FLAG FOR TFS131
--	F_TFS132	IMPUTATION FLAG FOR TFS132
--	F_TFS133	IMPUTATION FLAG FOR TFS133
--	F_TFS134	IMPUTATION FLAG FOR TFS134
--	F_TFS135	IMPUTATION FLAG FOR TFS135
--	F_TFS136	IMPUTATION FLAG FOR TFS136
--	F_TFS137	IMPUTATION FLAG FOR TFS137
--	F_TFS138	IMPUTATION FLAG FOR TFS138
--	F_TFS139	IMPUTATION FLAG FOR TFS139
--	F_TFS140	IMPUTATION FLAG FOR TFS140
--	F_TFS141	IMPUTATION FLAG FOR TFS141
--	F_TFS142	IMPUTATION FLAG FOR TFS142

--	F_TFS143	IMPUTATION FLAG FOR TFS143
--	F_TFS144	IMPUTATION FLAG FOR TFS144
--	F_TFS145	IMPUTATION FLAG FOR TFS145
--	F_TFS146	IMPUTATION FLAG FOR TFS146
--	F_TFS147	IMPUTATION FLAG FOR TFS147
--	F_TFS148	IMPUTATION FLAG FOR TFS148
--	F_TFS149	IMPUTATION FLAG FOR TFS149
--	F_TFS150	IMPUTATION FLAG FOR TFS150
--	F_TFS151	IMPUTATION FLAG FOR TFS151
--	F_TFS152	IMPUTATION FLAG FOR TFS152
--	F_TFS153	IMPUTATION FLAG FOR TFS153
--	F_TFS154	IMPUTATION FLAG FOR TFS154
--	F_TFS155	IMPUTATION FLAG FOR TFS155
--	F_TFS156	IMPUTATION FLAG FOR TFS156
--	F_TFS157	IMPUTATION FLAG FOR TFS157
--	F_TFS158	IMPUTATION FLAG FOR TFS158
--	F_TFS159	IMPUTATION FLAG FOR TFS159
--	F_TFS160	IMPUTATION FLAG FOR TFS160
--	F_TFS161	IMPUTATION FLAG FOR TFS161
--	F_TFS162	IMPUTATION FLAG FOR TFS162
--	F_TFS163	IMPUTATION FLAG FOR TFS163
--	F_TFS164	IMPUTATION FLAG FOR TFS164
--	F_TFS165	IMPUTATION FLAG FOR TFS165
--	F_TFS166	IMPUTATION FLAG FOR TFS166
--	F_TFS167	IMPUTATION FLAG FOR TFS167
--	F_TFS168	IMPUTATION FLAG FOR TFS168
--	F_TFS169	IMPUTATION FLAG FOR TFS169
--	F_TFS170	IMPUTATION FLAG FOR TFS170
--	F_TFS171	IMPUTATION FLAG FOR TFS171
--	F_TFS172	IMPUTATION FLAG FOR TFS172
--	F_TFS173	IMPUTATION FLAG FOR TFS173
--	F_TFS174	IMPUTATION FLAG FOR TFS174
--	F_TFS175	IMPUTATION FLAG FOR TFS175
--	F_TFS176	IMPUTATION FLAG FOR TFS176
--	F_TFS177	IMPUTATION FLAG FOR TFS177
--	F_TFS178	IMPUTATION FLAG FOR TFS178
--	F_TFS179	IMPUTATION FLAG FOR TFS179
--	F_TFS180	IMPUTATION FLAG FOR TFS180
--	F_TFS181	IMPUTATION FLAG FOR TFS181
--	F_TFS182	IMPUTATION FLAG FOR TFS182
--	F_TFS183	IMPUTATION FLAG FOR TFS183
--	F_TFS184	IMPUTATION FLAG FOR TFS184
--	F_TFS185	IMPUTATION FLAG FOR TFS185
--	F_TFS186	IMPUTATION FLAG FOR TFS186
--	F_TFS187	IMPUTATION FLAG FOR TFS187

--	F_TFS188	IMPUTATION FLAG FOR TFS188
--	F_TFS189	IMPUTATION FLAG FOR TFS189
--	F_TFS190	IMPUTATION FLAG FOR TFS190
--	F_TFS191	IMPUTATION FLAG FOR TFS191
--	F_TFS192	IMPUTATION FLAG FOR TFS192
--	F_TFS193	IMPUTATION FLAG FOR TFS193
--	F_TFS194	IMPUTATION FLAG FOR TFS194
--	F_TFS195	IMPUTATION FLAG FOR TFS195
--	F_TFS196	IMPUTATION FLAG FOR TFS196
--	F_TFS197	IMPUTATION FLAG FOR TFS197
--	F_TFS198	IMPUTATION FLAG FOR TFS198
--	F_TFS199	IMPUTATION FLAG FOR TFS199
--	F_TFS200	IMPUTATION FLAG FOR TFS200
--	F_TFS201	IMPUTATION FLAG FOR TFS201
--	F_TFS202	IMPUTATION FLAG FOR TFS202
--	F_TFS203	IMPUTATION FLAG FOR TFS203
--	F_TFS204	IMPUTATION FLAG FOR TFS204
--	F_TFS205	IMPUTATION FLAG FOR TFS205
--	F_TFS206	IMPUTATION FLAG FOR TFS206
--	F_TFS207	IMPUTATION FLAG FOR TFS207
--	F_TFS208	IMPUTATION FLAG FOR TFS208
--	F_TFS209	IMPUTATION FLAG FOR TFS209
--	F_TFS210	IMPUTATION FLAG FOR TFS210
--	F_TFS211	IMPUTATION FLAG FOR TFS211
--	F_TFS212	IMPUTATION FLAG FOR TFS212
--	F_TFS213	IMPUTATION FLAG FOR TFS213
--	F_TFS214	IMPUTATION FLAG FOR TFS214
--	F_TFS215	IMPUTATION FLAG FOR TFS215
--	F_TFS216	IMPUTATION FLAG FOR TFS216
--	F_TFS217	IMPUTATION FLAG FOR TFS217
--	F_TFS218	IMPUTATION FLAG FOR TFS218
--	F_TFS219	IMPUTATION FLAG FOR TFS219
--	F_TFS220	IMPUTATION FLAG FOR TFS220
--	F_TFS221	IMPUTATION FLAG FOR TFS221
--	F_TFS222	IMPUTATION FLAG FOR TFS222
--	F_TFS223	IMPUTATION FLAG FOR TFS223
--	F_TFS224	IMPUTATION FLAG FOR TFS224
--	F_TFS225	IMPUTATION FLAG FOR TFS225
TGRDLV		HIGHEST GRADE
PCTCHSAL		PERCENT CHANGE IN SALARY
TBIL		BILINGUAL/ESL TEACHER INDICATOR
TFILTP		FILE TYPE (TYPE OF SCHOOL)
SAVERD		SCHOOL ORDER OF SELECTION WITHIN STRATUM
TSTRTM		TEACHER STRATUM FOR SASS88

YRLY_SAL		YEARLY SALARY
TSC010	TSC011	PRIMARY ASSIGNMENT AT THIS SCHOOL
TSC011	--	CLASSIFICATION OF POSITION AS EMPLOYEE
TSC012	--	TEACHING ASSIGNMENT AT THIS SCHOOL
TSC013	TSC015	CHECKED ITEM A
TSC014	TSC014	OTHER ASSIGNMENT AT THIS SCHOOL
TSC015	TSC016	OTHER PRIMARY ACTIV OUTSIDE OF TEACHING
TSC016	TSC017	YR OF FIRST FULL-TIME TEACHING POSITION
TSC017	--	NEVER TAUGHT FULL-TIME
TSC018	TSC023	SCHOOL LEVEL TAUGHT- PREKINDERGARTEN
TSC019	TSC024	SCHOOL LEVEL TAUGHT- ELEMENTARY
TSC020	TSC025	SCHOOL LEVEL TAUGHT- MIDDLE/JUNIOR HIGH
TSC021	TSC026	SCHOOL LEVEL TAUGHT- SENIOR HIGH
TSC022	TSC027	SCHOOL LEVEL TAUGHT- POSTSECONDARY
TSC023	TSC031	YRS FULL-TIME TEACHING- PUBLIC SCHOOLS
TSC024	TSC032	YRS PART-TIME TEACHING- PUBLIC SCHOOLS
TSC025	TSC029	YRS FULL-TIME TEACHING- PRIVATE SCHOOLS
TSC026	TSC030	YRS PART-TIME TEACHING- PRIVATE SCHOOLS
TSC027	TSC033	BREAKS IN SERVICE OF ONE YR OR MORE
TSC028	TSC034	BREAKS DUE TO REDUCTION-IN-FORCE / LAY-OFF
TSC029	TSC035	#OF BREAKS DUE TO REDUCT-N-FORCE/ LAY-OFF
TSC030	TSC037	NUMBER OF CONSECUTIVE YEARS TEACHING
TSC031	TSC038	WHAT YEAR BEGIN TEACHING IN THIS SCH
TSC032,TSC034	TSC039	MAIN ACTIV BEFORE TEACHING IN THIS SCH
TSC033	--	STATE WHERE TAUGHT LAST YEAR
TSC035	TSC019	PREVIOUS OCCUPATION IN FIELD OF EDUC
TSC036	TSC020	KIND OF BUSINESS
TSC037	TSC021	KIND OF WORK
TSC038	TSC022	CLASSIFICATION AT THAT JOB
TSC039	TSC049	DEGREES EARNED- ASSOCIATE DEGREE
TSC040	TSC050	MAJOR FIELD CODE- ASSOCIATE DEGREE
TSC041	--	2ND MAJOR FIELD CODE- ASSOCIATE DEGREE
TSC042	TSC051	YEAR DEGREE RECEIVED- ASSOCIATE DEGREE
TSC043	TSC040	DEGREES EARNED- BACHELORS DEGREE
TSC044	TSC041	MAJOR FIELD CODE- BACHELORS DEGREE
TSC045	TSC044	2ND MAJOR FIELD CODE- BACHELORS DEGREE
TSC046	TSC042	YEAR DEGREE RECEIVED- BACHELORS DEGREE
TSC047	--	DEGREES EARNED- 2ND BACHELORS
TSC048	--	MAJOR FIELD CODE- 2ND BACHELORS
TSC049	--	2ND MAJOR FIELD CODE- 2ND BACHELORS

TSC050	--	YEAR DEGREE RECEIVED- 2ND BACHELORS
TSC051	TSC045	DEGREES EARNED- MASTERS DEGREE
TSC052	TSC046	MAJOR FIELD CODE- MASTERS DEGREE
TSC053	--	SECOND MAJOR FIELD CODE- MASTERS DEGREE
TSC054	TSC047	YEAR DEGREE RECEIVED- MASTERS DEGREE
TSC055	--	DEGREES EARNED- 2ND MASTERS
TSC056	--	MAJOR FIELD CODE- 2ND MASTERS
TSC057	--	SECOND MAJOR FIELD CODE- 2ND MASTERS
TSC058	--	YEAR DEGREE RECEIVED- 2ND MASTERS
TSC059	TSC052	DEGREES EARNED- EDUCATION SPEC/PROF DIPL
TSC060	TSC053	MAJOR FIELD CODE- EDUCAT SPEC/PROF DIPL
TSC061	--	2ND MAJOR FIELD CODE- EDUC SPEC/PROF DIP
TSC062	TSC054	YR DEGREE RECEIVED- EDUC SPEC/PROF DIPL
TSC063,TSC067	TSC055	DEGREES EARNED- DOCTORATE, 1ST PROFESSIONAL DEGREE
TSC064, TSC068	TSC056	MAJOR FIELD CODE- DOCTORATE, 1ST PROF DEGREE
TSC065	--	SECOND MAJOR FIELD CODE- DOCTORATE
TSC066,TSC070	TSC057	YEAR DEGREE RECEIVED- DOCTORATE, 1ST PROF DEGREE
TSC069	--	2ND MAJOR FIELD CODE- 1ST PROF DEGREE
TSC071	--	DEGREES EARNED- NO DEGREE/DIPLOMA
TSC073	--	NO BACHELORS DEGREE EARNED
TSC074	--	CITY AND STATE WHERE COLLEGE IS LOCATED
TSC075	TSC058	PRIMARY TEACHING ASSIGNMENT FIELD
TSC076	TSC059	TCHING SCHEDULE DIVIDED BETWEEN 2
FIELDS		
TSC077	TSC060	SOME CLASSES IN OTHER FIELDS
TSC078	TSC061	FIELD WHERE 2ND MOST CLASSES ARE TAUGHT
TSC079	TSC069	FIELD WHERE BEST QUALIFIED TO TEACH
TSC080	TSC070	FEEL QUALIFIED TO TEACH ANY OTHER FIELD
TSC081	TSC071	FIELD SECOND BEST QUALIFIED FOR
TSC082	TSC072	PRIMARY TEACHING ASGMT FIELD CHANGED
TSC083	TSC073	PREVIOUS PRIMARY ASSIGNMENT FIELD
TSC084	TSC074	YRS PRIM ASGMT FIELD REMAINED UNCHANGED
TSC085	--	PRIM ASGMT FIELD UNDERGRAD SEM COURSES
TSC086	--	PRIMARY ASGMT FIELD UNDERGRAD QT COURSES
TSC087	--	PRIMARY ASGMT FIELD GRAD SEM COURSES

TSC088	--	PRIMARY ASGMT FIELD GRAD QT COURSES
TSC089	--	NO SECONDARY ASSIGNMENT
TSC090	--	SECOND ASGMT FIELD UNDERGRAD SEM COURSES
TSC091	--	SECOND ASGMT FIELD UNDERGRAD QT COURSES
TSC092	--	SECONDARY ASGMT FIELD GRAD SEM COURSES
TSC093	--	SECONDARY ASGMT FIELD GRAD QT COURSES
TSC094	--	BEST QUALIFIED FLD SAME AS PRIM/SEC ASSN
TSC095	--	BEST QUALIFIED FLD UNDERGRAD SEM COURSES
TSC096	--	BEST QUALIFIED FLD UNDERGRAD QTR COURSES
TSC097	--	BEST QUALIFIED FIELD GRAD SEM COURSES
TSC098	--	BEST QUALIFIED FIELD GRAD QTR COURSES
TSC099	--	ASSIGNMENT INCLUDE SCIENCE/ COMPUTER/MATH
TSC100, TSC101	TSC078	# OF UNDERGRAD SEM COURSES- MATH # OF UNDERGRAD QTR COURSES- MATH
TSC102, TSC103	TSC079	# OF GRAD SEM COURSES- MATH # OF GRAD QTR COURSES- MATH
TSC104, TSC105	TSC081	# OF UNDERGRAD SEM COURSES- COMPUTER SCI, # OF UNDERGRAD QTR COURSES- COMPUTER SCI
TSC106, TSC107	TSC082	# OF GRAD SEM COURSES- COMPUTER SCI # OF GRAD QTR COURSES- COMPUTER SCI
TSC108, TSC109	TSC084	# OF UNDERGRAD SEM COURSES- BIOLOGY # OF UNDERGRAD QTR COURSES- BIOLOGY
TSC110, TSC111	TSC085	# OF GRAD SEM COURSES- BIOLOGY # OF GRAD QTR COURSES- BIOLOGY
TSC112, TSC113	TSC087	# OF UNDERGRAD SEM COURSES- CHEMISTRY # OF UNDERGRAD QTR COURSES- CHEMISTRY
TSC114, TSC115	TSC088	# OF GRAD SEM COURSES- CHEMISTRY # OF GRAD QTR COURSES- CHEMISTRY
TSC116, TSC117	TSC090	# OF UNDERGRAD SEM COURSES- PHYSICS # OF UNDERGRAD QTR COURSES- PHYSICS
TSC118, TSC119	TSC091	# OF GRAD SEM COURSES- PHYSICS # OF GRAD QTR COURSES- PHYSICS
TSC120, TSC121	TSC093	# OF UNDERGRAD SEM COURSES- EARTH SCI # OF UNDERGRAD QTR COURSES- EARTH SCI
TSC122, TSC123	TSC094	# OF GRAD SEM COURSES- EARTH SCI # OF GRAD QTR COURSES- EARTH SCI

TSC124, TSC125	TSC096	# OF UNDERGRAD SEM COURSES- NATURAL SCI, # OF UNDERGRAD QTR COURSES- NATURAL SCI
TSC126, TSC127	TSC097	# OF GRAD SEM COURSES- NATURAL SCI # OF GRAD QTR COURSES- NATURAL SCI
TSC128	TSC098	INSERVICE/COL COURSE TAKEN IN LAST 2 YRS
TSC129	--	INSERVICE/COLLEGE COURSE ASSIGNMENT CODE
TSC130	TSC100	MAJOR PURPOSE FOR TAKING THIS TRAINING
TSC131	TSC101	PRIMARY ASGMT FIELD- STATE CERTIFICATE
TSC132	TSC102	PRIM ASGMT FIELD- CODE FOR CERTIFICATION
TSC133	TSC103	PRIMARY ASSIGNMENT FIELD-YEAR CERTIFIED
TSC134	--	SECONDARY ASGMT FIELD- STATE CERTIFICATE
TSC135	--	SEC ASGMT FIELD- CODE FOR CERTIFICATION
TSC136	--	SECONDARY ASSIGNMENT FIELD- YR CERTIFIED
TSC137	--	BEST QUALIFIED FIELD-STATE CERTIFICATE
TSC138	--	BEST QUALIFIED FIELD-CODE FOR CERTIFICA
TSC139	--	BEST QUALIFIED FIELD-YEAR CERTIFIED
TSC140	TSC113	GRADE LEVEL OF STUDENTS- PREKINDERGARTEN
TSC141	TSC114	GRADE LEVEL OF STUDENTS- KINDERGARTEN
TSC142	TSC115	GRADE LEVEL OF STUDENTS- 1ST GRADE
TSC143	TSC116	GRADE LEVEL OF STUDENTS- 2ND GRADE
TSC144	TSC117	GRADE LEVEL OF STUDENTS- 3RD GRADE
TSC145	TSC118	GRADE LEVEL OF STUDENTS- 4TH GRADE
TSC146	TSC119	GRADE LEVEL OF STUDENTS- 5TH GRADE
TSC147	TSC120	GRADE LEVEL OF STUDENTS- 6TH GRADE
TSC148	TSC121	GRADE LEVEL OF STUDENTS- 7TH GRADE
TSC149	TSC122	GRADE LEVEL OF STUDENTS- 8TH GRADE
TSC150	TSC123	GRADE LEVEL OF STUDENTS- 9TH GRADE
TSC151	TSC124	GRADE LEVEL OF STUDENTS- 10TH GRADE
TSC152	TSC125	GRADE LEVEL OF STUDENTS- 11TH GRADE
TSC153	TSC126	GRADE LEVEL OF STUDENTS- 12TH GRADE
TSC154, TSC155	TSC127	GRADE LEVEL OF STUDENTS- 13TH GRADE\ 91-POSTSECND, 14TH GRADE
TSC156	TSC112	GRADE LEVEL OF STUDENTS- UNGRADED
TSC157	TSC128	DESCRIPTION OF CLASS ORGANIZATION
TSC158	TSC129	ENROLLMENT OF CLASS TAUGHT IN RECENT WK
TSC159	TSC130	HRS SPENT TEACHING- ENGLISH/LANG ARTS
TSC160	TSC131	HRS SPENT TEACHING- ARITHMETIC/MATH
TSC161	TSC132	HRS SPENT TEACHING- SOCIAL SCIENCE/HIST

TSC162	TSC133	HRS SPENT TEACHING- SCIENCE
TSC163	TSC134	HOMEWORK ASSIGNED MOST RECENT WEEK
TSC164	TSC135	ACHIEVE LEVEL OF STUDENTS REL TO OTHERS
TSC165	--	SCHOOL DAY IS NOT ORGANIZED BY CLASS PER
TSC166	TSC137	SUBJ MATTER CODE- CLASS PERIOD 1
TSC167	TSC138	PERIODS PER WEEK- CLASS PERIOD 1
TSC168	TSC139	GRADE LEVEL- CLASS PERIOD 1
TSC169	TSC140	STUDENT ENROLLMENT- CLASS PERIOD 1
TSC170	--	HOMEWORK ASSIGNED- CLASS PERIOD 1
--	TSC141	# MALES IN CLASS- CLASS PERIOD 1
--	TSC142	# MINORITIES IN CLASS- CLASS PERIOD 1
TSC171	TSC143	CLASS ACHIEVEMENT CODE- CLASS PERIOD 1
TSC172	TSC144	COURSE LEVEL CODE- CLASS PERIOD 1
TSC173	TSC145	SUBJ MATTER CODE- CLASS PERIOD 2
TSC174	TSC146	PERIODS PER WEEK- CLASS PERIOD 2
TSC175	TSC147	GRADE LEVEL- CLASS PERIOD 2
TSC176	TSC148	STUDENT ENROLLMENT- CLASS PERIOD 2
TSC177	--	HOMEWORK ASSIGNED- CLASS PERIOD 2
--	TSC149	# MALES IN CLASS- CLASS PERIOD 2
--	TSC150	# MINORITIES IN CLASS- CLASS PERIOD 2
TSC178	TSC151	CLASS ACHIEVEMENT CODE- CLASS PERIOD 2
TSC179	TSC152	COURSE LEVEL CODE- CLASS PERIOD 2
TSC180	TSC153	SUBJ MATTER CODE- CLASS PERIOD 3
TSC181	TSC154	PERIODS PER WEEK- CLASS PERIOD 3
TSC182	TSC155	GRADE LEVEL- CLASS PERIOD 3
TSC183	TSC156	STUDENT ENROLLMENT- CLASS PERIOD 3
TSC184	--	HOMEWORK ASSIGNED- CLASS PERIOD 3
--	TSC157	# MALES IN CLASS- CLASS PERIOD 3
--	TSC158	# MINORITIES IN CLASS- CLASS PERIOD 3
TSC185	TSC159	CLASS ACHIEVEMENT CODE- CLASS PERIOD 3
TSC186	TSC160	COURSE LEVEL CODE- CLASS PERIOD 3
TSC187	TSC161	SUBJ MATTER CODE- CLASS PERIOD 4
TSC188	TSC162	PERIODS PER WEEK- CLASS PERIOD 4
TSC189	TSC163	GRADE LEVEL- CLASS PERIOD 4
TSC190	TSC164	STUDENT ENROLLMENT- CLASS PERIOD 4
TSC191	--	HOMEWORK ASSIGNED- CLASS PERIOD 4
--	TSC165	# MALES IN CLASS- CLASS PERIOD 4
--	TSC166	# MINORITIES IN CLASS- CLASS PERIOD 4
TSC192	TSC167	CLASS ACHIEVEMENT CODE- CLASS PERIOD 4
TSC193	TSC168	COURSE LEVEL CODE- CLASS PERIOD 4
TSC194	TSC169	SUBJ MATTER CODE- CLASS PERIOD 5
TSC195	TSC170	PERIODS PER WEEK- CLASS PERIOD 5
TSC196	TSC171	GRADE LEVEL- CLASS PERIOD 5

TSC197	TSC172	STUDENT ENROLLMENT- CLASS PERIOD 5
TSC198	--	HOMEWORK ASSIGNED- CLASS PERIOD 5
--	TSC173	# MALES IN CLASS- CLASS PERIOD 5
--	TSC174	# MINORITIES IN CLASS- CLASS PERIOD 5
TSC199	TSC175	CLASS ACHIEVEMENT CODE- CLASS PERIOD 5
TSC200	TSC176	COURSE LEVEL CODE- CLASS PERIOD 5
TSC201	TSC177	SUBJ MATTER CODE- CLASS PERIOD 6
TSC202	TSC178	PERIODS PER WEEK- CLASS PERIOD 6
TSC203	TSC179	GRADE LEVEL- CLASS PERIOD 6
TSC204	TSC180	STUDENT ENROLLMENT- CLASS PERIOD 6
TSC205	--	HOMEWORK ASSIGNED- CLASS PERIOD 6
--	TSC181	# MALES IN CLASS- CLASS PERIOD 6
--	TSC182	# MINORITIES IN CLASS- CLASS PERIOD 6
TSC206	TSC183	CLASS ACHIEVEMENT CODE- CLASS PERIOD 6
TSC207	TSC184	COURSE LEVEL CODE- CLASS PERIOD 6
TSC208	TSC185	SUBJ MATTER CODE- CLASS PERIOD 7
TSC209	TSC186	PERIODS PER WEEK- CLASS PERIOD 7
TSC210	TSC187	GRADE LEVEL- CLASS PERIOD 7
TSC211	TSC188	STUDENT ENROLLMENT- CLASS PERIOD 7
TSC212	--	HOMEWORK ASSIGNED- CLASS PERIOD 7
--	TSC189	# MALES IN CLASS- CLASS PERIOD 7
--	TSC190	# MINORITIES IN CLASS- CLASS PERIOD 7
TSC213	TSC191	CLASS ACHIEVEMENT CODE- CLASS PERIOD 7
TSC214	TSC192	COURSE LEVEL CODE- CLASS PERIOD 7
TSC215	TSC193	SUBJ MATTER CODE- CLASS PERIOD 8
TSC216	TSC194	PERIODS PER WEEK- CLASS PERIOD 8
TSC217	TSC195	GRADE LEVEL- CLASS PERIOD 8
TSC218	TSC196	STUDENT ENROLLMENT- CLASS PERIOD 8
TSC219	--	HOMEWORK ASSIGNED- CLASS PERIOD 8
--	TSC197	# MALES IN CLASS- CLASS PERIOD 8
--	TSC198	# MINORITIES IN CLASS- CLASS PERIOD 8
TSC220	TSC199	CLASS ACHIEVEMENT CODE- CLASS PERIOD 8
TSC221	TSC200	COURSE LEVEL CODE- CLASS PERIOD 8
TSC222	TSC201	SUBJ MATTER CODE- CLASS PERIOD 9
TSC223	TSC202	PERIODS PER WEEK- CLASS PERIOD 9
TSC224	TSC203	GRADE LEVEL- CLASS PERIOD 9
TSC225	TSC204	STUDENT ENROLLMENT- CLASS PERIOD 9
TSC226	--	HOMEWORK ASSIGNED- CLASS PERIOD 9
--	TSC205	# MALES IN CLASS- CLASS PERIOD 9
--	TSC206	# MINORITIES IN CLASS- CLASS PERIOD 9
TSC227	TSC207	CLASS ACHIEVEMENT CODE- CLASS PERIOD 9
TSC228	TSC208	COURSE LEVEL CODE- CLASS PERIOD 9
--	TSC209	SUBJ MATTER CODE- CLASS PERIOD 10
--	TSC210	PERIODS PER WEEK- CLASS PERIOD 10
--	TSC211	GRADE LEVEL- CLASS PERIOD 10

--	TSC212	STUDENT ENROLLMENT- CLASS PERIOD 10
--	TSC213	# MALES IN CLASS- CLASS PERIOD 10
--	TSC214	# MINORITIES IN CLASS- CLASS PERIOD 10
--	TSC215	CLASS ACHIEVEMENT CODE- CLASS PERIOD 10
--	TSC216	COURSE LEVEL CODE- CLASS PERIOD 10
TSC229	--	HOURS SPENT- CLASSROOM TEACHING
TSC230	--	HOURS SPENT- PREPARATION
TSC231	--	HOURS SPENT- NONTEACHING DUTIES
TSC232	--	HRS SPENT-OTHER ASSIGNED RESPONSIBILITIES
TSC233	--	HOURS SPENT- ABSENT FROM SCHOOL
TSC234	--	TOTAL SCHOOL HOURS
TSC235	--	AFTER SCHOOL HRS SPENT- SCH-RELATED ACT
TSC236	--	AFTER SCHOOL HRS- NONSCHOOL-RELATED ACT
TSC237	--	TOTAL AFTER SCHOOL HOURS
TSC238	--	TEACHERS ARE EVALUATED FAIRLY
TSC239	--	PRIN LETS STAFF KNOW WHAT IS EXPECTED
TSC240	--	ADMINS BEHAVIOR IS SUPPORTIVE AND ENCOUR
TSC241	--	I AM SATISFIED WITH MY TEACHING SALARY
TSC242	TSC226	MISBEHAVIOR IN SCH INTERFERES W/MY TEACH
TSC243	--	TCHRS PARTICIPATE IN IMPORTANT DECISIONS
TSC244	--	RECEIVE PARENTAL SUPPORT FOR WORK
TSC245	--	NECESSARY MATERIALS ARE AVAILABLE
TSC246	--	PRIN DOES POOR JOB OF GETTING RESOURCES
TSC247	--	ROUTINE DUTIES/PAPERWORK INTERFERE W/TCH
TSC248	TSC227	MY PRINCIPAL ENFORCES RULES FOR CONDUCT
TSC249	--	PRIN TALKS W/ ME ABOUT INSTR PRACTICES
TSC250	TSC228	RULES FOR STU BEHAVIOR ENFORCED BY ALL T
TSC251	--	COLLEAGUES SHARE MY BELIEF/VALUE OF SCH
TSC252	--	PRIN KNOWS SCHOOL GOALS & COMMUNICATES
TSC253	--	THERE IS GREAT COOPERATION AMONG STAFF
TSC254	--	STAFF MEMBERS RECOGN FOR JOB WELL DONE
TSC255	--	FOLLOW RULES THAT CONFLICT W/MY JUDGEMNT
TSC256	--	I AM SATISFIED WITH MY CLASS SIZES

TSC257	--	MAKE EFFORT TO COORDINATE COURSE CONTENT
TSC258	--	GOALS/PRIORITIES FOR SCHOOL ARE CLEAR
TSC259	--	STU TARDINESS/CLASS CUT INTERFERE W/TCHG
TSC260	--	ITS WASTE OF TIME TO DO MY BEST AS TCHR
TSC261	TSC236	WOULD YOU BECOME A TEACHER AGAIN
TSC262	TSC254	DEG OF PROBLEM- STUDENT TARDINESS
TSC263	TSC255	DEG OF PROBLEM- STUDENT ABSENTEEISM
TSC264	TSC256	DEG OF PROBLEM- TEACHER ABSENTEEISM
TSC265	TSC257	DEG OF PROBLEM- STUDENTS CUTTING CLASS
TSC266	TSC258	DEG OF PROBLEM- PHYSICAL CONFLICT AMONG
TSC267	TSC259	DEG OF PROBLEM- ROBBERY OR THEFT
TSC268	TSC260	DEG OF PROBLEM- VANDALISM OF SCH PROP
TSC269	TSC261	DEG OF PROBLEM- STUDENT PREGNANCY
TSC270	TSC262	DEG OF PROBLEM- STUDENT USE OF ALCOHOL
TSC271	TSC263	DEG OF PROBLEM- STUDENT DRUG ABUSE
TSC272	TSC264	DEG OF PROBLEM- STUDENT POSS OF WEAPO
TSC273	TSC265	DEG OF PROBLEM- PHYSICAL ABUSE OF TCHRS
TSC274	TSC266	DEG OF PROBLEM- VERBAL ABUSE OF TEACHERS
TSC275	TSC244	TCHR INFLUENCE- DETERMINING DISCIPLINE
TSC276	TSC245	TCHR INFLUENCE- CONTENT OF INSERVICE PROG
TSC277	TSC246	TCHR INFLUENCE- GROUP IN CLASSES BY ABILI
TSC278	TSC247	TCHR INFLUENCE- ESTABLISHING CURRICULUM
TSC279	TSC248	TCHR CTRL W/IN CLASS- TEXT/AIDES
TSC280	TSC249	TCHR CTRL W/IN CLASS- CONTENT & TOPICS
TSC281	TSC250	TCHR CTRL W/IN CLASS- TEACHING TECHNIQUES
TSC282	TSC252	TCHR CTRL W/IN CLASS- DISCIPLINING STU
TSC283	TSC253	TCHR CTRL W/IN CLASS- AMT OF HOMEWORK
TSC284	--	HELPED IMPROVE TEACHING- PRIN/SCHOOL HEAD
TSC285	--	HELPED IMPROVE TEACHING- DEPT CHAIR
TSC286	--	HELPED IMPROVE TEACHING- OTHER SCH ADMIN
TSC287	--	HELPED IMPROVE TEACHING- OTHER TEACHERS
TSC288	TSC276	LENGTH OF CONTINUED TEACHING
TSC289	TSC277	YEARS UNTIL PLANNED RETIREMENT
TSC290	TSC278	MAIN ACTIV DURING THE PREV 86-87 SCH YR

1991-92 Teacher Followup Survey
Data File User's Manual

TSC291	TSC279	MAIN ACTIV DURING THE NEXT 88-89 SCH YR
TSC292	--	FAVOR OR OPPOSE- PAY FOR MASTER/MENTOR T
TSC293	TSC280	INCENTIVE RECD- PAY FOR MASTER/MENTOR T
TSC294	--	FAVOR OR OPPOSE- ADD PAY FOR SHTG FIELD
TSC295	TSC281	INCENTIVE RECD- ADD PAY FOR SHTG FIELD
TSC296	--	FAVOR OR OPPOSE- ADD PAY FOR LOCATION
TSC297	TSC282	INCENTIVE RECEIVED- ADD PAY FOR LOCATION
TSC298	--	FAVOR OR OPPOSE- PAY INCREASES OF LADDER
TSC299	TSC283	INCENTIVE RECD- PAY INCREASES OF LADDER
TSC300	--	FAVOR OR OPPOSE- MERIT PAY FOR TCH PERF
TSC301	TSC284	INCENTIVE RECD- MERIT PAY FOR TCHR PERF
TSC302	--	FAVOR OR OPPOSE-SCHWIDE BONUS FOR ALL T
TSC303	TSC285	INCENTIVE RECD-SCHWIDE BONUS FOR ALL TCH
TSC304	TSC287	SUMMER 87 INCOME- SUMMER SCHOOL SALARY
TSC305	TSC289	SUMMER 87 INCOME-OTHER SCH COMP FOR WOR
TSC306	TSC291	SUMMER 87 INCOME- NONSCHOOL COMPENSATION
TSC307	TSC292	ACADEMIC BASE YR SALARY FOR 87-88 SCH YR
TSC308	TSC294	ADDITIONAL COMP DURING 87-88 SCH YR
TSC309	TSC296	ADDNL NON-SCH COMP DURING 87-88 SCH YR
TSC310	TSC300	TOTAL INCOME FROM JUNE 1987 TO JUNE 1988
TSC311	HOUSEXPS	INCOME-IN-KIND RECD- HOUSING OR HOUSING
TSC312	MEALS	INCOME-IN-KIND RECD- MEALS
TSC313	TUITION	INCOME-IN-KIND RECD- TUITION FOR CHILDREN
TSC314	CHILDCARE	INCOME-IN-KIND RECD- CHILD CARE
TSC315	COLLEGE	INCOME-IN-KIND RECD- COL TUITION FOR SELF
TSC316	TRANSPT	INCOME-IN-KIND RECD- CAR/TRANS EXPENSE
TSC317	NONE	INCOME-IN-KIND RECD- NONE OF THE ABOVE
TSC318	FAMILYINC	TOTAL COMB INCOME CATEGORY FOR FAMILY
TSC319	SEX	ARE YOU MALE OR FEMALE
TSC320	RACE	WHAT IS YOUR RACE
TSC321	HISPANIC	ARE YOU OF HISPANIC ORIGIN
TSC322	BIRTHYR	YEAR OF BIRTH

TSC323	MARITAL	CURRENT MARITAL STATUS
TSC324	DEPCHLDN	# OF CHILDREN DEPENDENT FOR HALF SUPPORT
TSC325	AGEYOUNG	AGE OF YOUNGEST CHILD
TSC326	OTHERDEP	PERSONS DEPENDENT FOR HALF SUPPORT
TSC327	DEPCOUNT	# OF PERSONS DEPENDENT FOR HALF SUPPORT

APPENDIX D

INDUSTRY CODES

Appendix D
1980 Census of Population Industry Classifications

The 3 digit number in the left margin is the code symbol for the occupation category. The number in parentheses to the right of the description is the SIC definition.

AGRICULTURE, FORESTRY, AND FISHERIES

- 010 Agricultural production, crops (01)
- 011 Agricultural production, livestock (02)
- 020 Agricultural services, except horticultural (07, except 078)
- 021 Horticultural services (078)
- 030 Forestry (08)
- 031 Fishing hunting, and trapping (09)

MINING

- 040 Metal mining (10)
- 041 Coal mining (11, 12)
- 042 Crude petroleum and natural gas extraction (13)
- 050 Nonmetallic mining and quarrying, except fuel (14)
- 060 Construction (15, 16, 17)

MANUFACTURING

NONDURABLE GOODS

FOOD AND KINDRED PRODUCTS

- 100 Meat products (201)
- 101 Dairy products (202)
- 102 Canned and preserved fruits and vegetables (203)
- 110 Grain mill products (204)
- 111 Bakery products (205)
- 112 Sugar and confectionery products (206)
- 120 Beverage industries (208)
- 121 Miscellaneous food preparations and kindred products (207,209)
- 122 Not specified food industries
- 130 Tobacco manufactures (21)

TEXTILE MILL PRODUCTS

- 132 Knitting mills (225)
- 140 Dyeing and finishing textiles, except wool and knit goods (226)
- 141 Floor coverings, except hard surface (227)

- 142 Yarn, thread, and fabric mills (228,221-224)
- 150 Miscellaneous textile mill products (229)

APPAREL AND OTHER FINISHED TEXTILE PRODUCTS

- 151 Apparel and accessories, except knit (231-238)
- 152 Miscellaneous fabricated textile products (239)

PAPER AND ALLIED PRODUCTS

- 160 Pulp, paper, and paperboard mill (261-263,266)
- 161 Miscellaneous paper and pulp products (264)
- 162 Paperboard containers and boxes (265)

PRINTING, PUBLISHING, AND ALLIED INDUSTRIES

- 171 Newspaper publishing and printing (271)
- 172 Printing, publishing, and allied industries, except newspapers (272-279)

CHEMICALS AND ALLIED PRODUCTS

- 180 Plastics, synthetics, and resins (282)
- 181 Drugs (283)
- 182 Soaps and cosmetics (284)
- 190 Paints, varnishes, and related products (285)
- 191 Agricultural chemicals (287)
- 192 Industrial and miscellaneous chemicals (281,286,289)

PETROLEUM AND COAL PRODUCTS

- 200 Petroleum refining (291)
- 201 Miscellaneous petroleum and coal products (295,299)

RUBBER AND MISCELLANEOUS PLASTICS PRODUCTS

- 210 Tires and inner tubes (301)
- 211 Other rubber products, and plastics footwear and belting (302-304, 306)
- 212 Miscellaneous plastics products (307)

LEATHER AND LEATHER PRODUCTS

- 220 Leather tanning and finishing (311)
- 221 Footwear, except rubber and plastic (313,314)
- 222 Leather products, except footwear (315-317, 319)

DURABLE GOODS

LUMBER AND WOOD PRODUCTS, EXCEPT FURNITURE

- 230 Logging (241)
- 231 Sawmills, planing mills, and millwork (242, 243)
- 232 Wood buildings and mobile homes (245)
- 241 Miscellaneous wood products (244,249)
- 242 Furniture and fixtures (25)

STONE, CLAY, GLASS, AND CONCRETE PRODUCTS

- 250 Glass and glass products (321-323)
- 251 Cement, concrete, gypsum, and plaster products (324,327)
- 252 Structural clay products (325)
- 261 Pottery and related products (326)
- 262 Miscellaneous nonmetallic mineral and stone products (328,329)

METAL INDUSTRIES

- 270 Blast furnaces, steelworks, rolling and finishing mills(331)
- 271 Iron and steel foundries (332)
- 272 Primary aluminum industries (3334, pt 334, 3353-55,3361)
- 280 Other primary metal industries (3331-3333, 3339, 334, 3351, 3356, 3357, 3362, 3369, 339)
- 281 Cutlery, hand tools, and other hardware (342)
- 282 Fabricated structural metal products (344)
- 290 Screw machine products (345)

- 291 Metal forgings and stampings (346)
- 292 Ordinance (348)
- 300 Miscellaneous fabricated metal products (341,343,349)
- 301 Not specified metal industries

MACHINERY, EXCEPT ELECTRICAL

- 310 Engines and turbines (351)
- 311 Farm machinery and equipment (352)
- 312 Construction and material handling machines (353)
- 320 Metal working machinery (354)
- 321 Office and accounting machines (357, except 3573)
- 322 Electronic computing equipment (3573)
- 331 Machinery, except electrical, N.E.C. (355, 356, 359)
- 332 Not specified machinery

ELECTRICAL MACHINERY, EQUIPMENT, AND SUPPLIES

- 340 Household appliances (363)
- 341 Radio, tv. And communication equipment (365, 366)
- 342 Electrical machinery, equipment, and supplies, N.E.C. (361, 362, 364, 367, 369)
- 350 Not specified electrical machinery, equipment, and supplies

TRANSPORTATION EQUIPMENT

- 351 Motor vehicles and motor vehicle equipment (371)
- 352 Aircraft and parts (372)
- 360 Ship yard boat building and repairing (373)
- 361 Railroad locomotives and equipment (374)
- 362 Guided missiles, space vehicles, and parts (376)
- 370 Cycles and miscellaneous transportation equipment (379)

PROFESSIONAL AND PHOTOGRAPHIC EQUIPMENT, AND WATCHES

- 371 Scientific and controlling instruments (381,382)
- 372 Optical and health services supplies (383, 384, 385)
- 380 Photographic equipment and supplies(386)
- 381 Watches, clocks, and clockwork operated devices
- 382 Not specified professional equipment
- 390 Toys, amusement, and sporting goods (394)
- 391 Miscellaneous manufacturing industries (39 Exc 394)
- 392 Not specified manufacturing industries

TRANSPORTATION, COMMUNICATIONS, AND OTHER PUBLIC UTILITIES

TRANSPORTATION

- 400 Railroads (40)
- 401 Bus service and urban transit (41, except 412)
- 402 Taxicab service (412)
- 410 Trucking service (421, 423)
- 411 Warehousing and storage (422)
- 412 U.S. Postal service (43)
- 420 Water transportation (44)
- 421 Air transportation (45)
- 422 Pipe lines, except natural gas (46)
- 432 Services incidental to transportation (47)

COMMUNICATIONS

- 440 Radio and television broadcasting (483)
- 441 Telephone (wire and radio) (481)
- 442 Telegraph and miscellaneous communication services (482, 489)

UTILITIES AND SANITARY SERVICES

- 460 Electric light and power (491)
- 461 Gas and steam supply systems (492, 496)
- 462 Electric and gas, and other combination (493)
- 470 Water supply and irrigation (494, 497)
- 471 Sanitary services (495)
- 472 Not specified utilities

WHOLESALE TRADE

DURABLE GOODS

- 500 Motor vehicles and equipment (501)
- 501 Furniture and home furnishings (502)
- 502 Lumber and construction materials (503)
- 510 Sporting goods, toys, and hobby goods (504)
- 511 Metals and minerals, except petroleum (505)
- 512 Electrical goods (506)
- 521 Hardware, plumbing and heating supplies (507)
- 522 Not specified electrical and hardware products
- 530 Machinery, equipment, and supplies (508)
- 531 Scrap and waste materials (5093)
- 532 Miscellaneous wholesale, durable goods (5094, 5099)

NONDURABLE GOODS

- 540 Paper and paper products (511)
- 541 Drugs, chemicals, and allied products (512, 516)
- 542 Apparel, fabrics, and notions (513)
- 550 Groceries and related products (514)
- 551 Farm-product raw materials (515)
- 552 Petroleum products (517)
- 560 Alcoholic beverages (518)
- 561 Farm supplies (5191)
- 562 Miscellaneous wholesale, nondurable goods (5194, 5198, 5199)
- 571 Not specified wholesale trade

RETAIL TRADE

- 580 Lumber and building material retailing (521,523)
- 581 Hardware stores (525)
- 582 Retail nurseries and garden stores (526)
- 590 Mobile home dealers (527)
- 591 Department stores (531)
- 592 Variety stores (533)
- 600 Miscellaneous general merchandise stores (539)
- 601 Grocery stores (541)
- 602 Dairy products stores (545)
- 610 Retail bakeries (546)
- 611 Food stores, N.E.C. (542,543,544,549)
- 612 Motor vehicle dealers (551,552)
- 620 Auto and home supply stores (553)
- 621 Gasoline service stations (554)
- 622 Miscellaneous vehicle dealers (555,556,557,559)
- 630 Apparel and accessory stores, except shoe (56, except 566)
- 631 Shoe stores (566)
- 632 Furniture and home furnishings stores (571)
- 640 Household appliances, tv, and radio stores (572,573)
- 641 Eating and drinking places (58)
- 642 Drug stores (591)
- 650 Liquor stores (592)
- 651 Sporting goods, bicycles, and hobby stores (5941,5945,5946)
- 652 Book and stationery stores (5942,5943)
- 660 Jewelry stores (5944)
- 661 Sewing, needlework, and piece goods stores (5949)
- 662 Mail order houses (5961)
- 670 Vending machine operators (5962)
- 671 Direct selling establishments (5963)
- 672 Fuel and ice dealers (598)
- 681 Retail florists (5992)
- 682 Miscellaneous retail stores (593,5947,5948,5993,5994,5999)
- 691 Not specified retail trade

FINANCE, INSURANCE, AND REAL ESTATE

- 700 Banking (60)
- 701 Saving and loan associations (612)
- 702 Credit agencies, N.E.C. (61, Except 612)
- 710 Security, commodity brokerage, and investment companies (62,67)
- 711 Insurance (63,64)
- 712 Real estate, including real estate-insurance-law offices (65,66)

BUSINESS AND REPAIR SERVICES

- 721 Advertising (731)
- 722 Services to dwellings and other buildings (734)
- 730 Commercial research, development, and testing labs (7391,7397)
- 731 Personnel supply services (736)
- 732 Business management and consulting services (7392)
- 740 Computer and data processing services (737)
- 741 Detective and protective services (7393)
- 742 Business services, N.E.C. (732,733,735,7394,7395,7396,7399)
- 750 Automotive services, except repair (751,752,754)
- 751 Automotive repair shops (753)

- 752 Electrical repair shops (762,7694)
- 760 Miscellaneous repair services (763,764,7692,7699)

PERSONAL SERVICES

- 761 Private households (88)
- 762 Hotels and motels (701)
- 770 Lodging places, except hotels and motels (702,703,704)
- 771 Laundry, cleaning, and garment services (721)
- 772 Beauty shops (723)
- 780 Barber shops (724)
- 781 Funeral service and crematories (726)
- 782 Shoe repair shops (725)
- 790 Dressmaking shops (Pt 729)
- 791 Miscellaneous personal services (722, Pt 729)

ENTERTAINMENT AND RECREATION SERVICES

- 800 Theaters and motion pictures (78,792)
- 801 Bowling alleys, billiard and pool parlors (793)
- 802 Miscellaneous entertainment and recreation services (791,794,799)

PROFESSIONAL AND RELATED SERVICES

- 812 Offices of physicians (801,803)
- 820 Offices of dentists (802)
- 821 Offices of chiropractors (8041)
- 822 Offices of optometrists (8042)
- 830 Offices of health practitioners, N E C. (8049)
- 831 Hospitals (806)
- 832 Nursing and personal care facilities (805)
- 840 Health services, N.E.C. (807,808,809)

- 841 Legal services (81)
- 842 Elementary and secondary schools (821)
- 850 Colleges and universities (822)
- 851 Business, trade, and vocational schools (824)
- 852 Libraries (823)
- 860 Educational services, N.E.C. (829)
- 861 Job training and vocational rehabilitation services (833)
- 862 Child day care services (835)
- 870 Residential care facilities, without nursing (836)
- 871 Social services, N.E.C. (832,839)
- 872 Museums, art galleries, and zoos (84)
- 880 Religious organizations (866)
- 881 Membership organizations (861-865,869)
- 882 Engineering, architectural, and surveying services (891)
- 890 Accounting, auditing, and bookkeeping services (893)
- 891 Noncommercial educational and scientific research (892)
- 892 Miscellaneous professional and related services (899)

PUBLIC ADMINISTRATION

- 900 Executive and legislative offices (911-913)
- 901 General government, N.E.C. (919)
- 910 Justice, public order, and safety (92)
- 921 Public finance, taxation, and monetary policy (93)
- 922 Administration of human resources programs (94)
- 930 Administration of environmental quality and housing programs (95)
- 931 Administration of economic programs (96)
- 932 National security and international affairs (97)
- 991 Last job Armed Forces
- 992 Last worked in 1974 or earlier

1980 CENSUS OF POPULATION OCCUPATIONAL CLASSIFICATIONS

MANAGERIAL AND PROFESSIONAL SPECIALTY OCCUPATIONS

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS

- 003 Legislators (112)
- 004 Chief executives and general administrators, public administration (111)
- 005 Administrators and officials, public administration (pt 113 and 119, except 1136)
- 006 Administrators, protective services (pt 113)
- 007 Financial managers (122)
- 008 Personnel and labor relations managers (123)
- 009 Purchasing managers (124)

- 013 Managers, marketing, advertising, and public relations (125)
- 014 Administrators, education and related fields (128)
- 015 Managers, medicine and health (131)
- 016 Managers, properties and real estate (1353)
- 017 Postmasters and mail superintendents (1344)
- 018 Funeral directors (Pt 1359)
- 019 Managers and administrators, N.E.C. (1136,121,126,127, 132-139, Except 1344, 1353, Pt 1359)

MANAGEMENT RELATED OCCUPATIONS

- 023 Accountants and auditors (1412)
- 024 Underwriters (Pt 1419)
- 025 Other financial officers (Pt 1419)
- 026 Management analysts (142)
- 027 Personnel, training, and labor relations specialists (143)
- 028 Purchasing agents and buyers, farm products (Pt 144)
- 029 Buyers, wholesale and retail trade, except farm products (432)
- 033 Purchasing agents and buyers, N.E.C. (Pt 144)
- 034 Business and promotion agents (145)
- 035 Construction inspectors (1171, 618)
- 036 Inspectors and compliance officers, Exc. construction (1172,147)
- 037 Management related occupation, N.E.C. (149)

PROFESSIONAL SPECIALTY OCCUPATIONS

- 043 Architects (15)

ENGINEERS, SURVEYORS AND MAPPING SCIENTISTS

- 044 Aerospace engineers (1622)
- 045 Metallurgical and materials engineers (1623)
- 046 Mining engineers (1624)
- 047 Petroleum engineers (1625)
- 048 Chemical engineers (1626)
- 049 Nuclear engineers (1627)
- 053 Civil engineers (1628)
- 054 Agricultural engineers (1632)
- 055 Electrical and electronic engineers (1633,1636)
- 056 Industrial engineers (1634)
- 057 Mechanical engineers (1635)
- 058 Marine engineers and naval architects (1637)
- 059 Engineers, N E.C. (1639)
- 063 Surveyors and mapping scientists (1642)

MATHEMATICAL AND COMPUTER SCIENTISTS

- 064 Computer systems analysts and scientists (171)
- 065 Operations and systems researchers and analysts (172)
- 066 Actuaries (1732)
- 067 Statisticians (1733)
- 068 Mathematical scientists, N.E.C. (1739)

NATURAL SCIENTISTS

- 069 Physicists and astronomers (1842,1843)
- 073 Chemists, except biochemists (1845)
- 074 Atmospheric and space scientists (1846)
- 075 Geologists and geodesists (1847)
- 076 Physical scientists, N.E.C. (1849)
- 077 Agricultural and food scientists (1853)
- 078 Biological and life scientists (1854,1859)
- 079 Forestry and conservation scientists (1852)
- 083 Medical scientists (1855)

HEALTH DIAGNOSING OCCUPATIONS

- 084 Physicians (261)
- 085 Dentists (262)
- 086 Veterinarians (27)
- 087 Optometrists (281)
- 088 Podiatrists (283)
- 089 Health diagnosing practitioners, N.E.C. (289)

HEALTH ASSESSMENT AND TREATING OCCUPATIONS

- 095 Registered nurses (29)
- 096 Pharmacists (301)
- 097 Dietitians (302)

THERAPISTS

- 098 Inhalation therapists (Pt 303)
- 099 Occupational therapists (Pt 303)
- 103 Physical therapists (Pt 303)
- 104 Speech therapists (Pt 303)
- 105 Therapists, N.E.C. (Pt 303)
- 106 Physicians' assistants (304)

TEACHERS, POSTSECONDARY

- 113 Earth, environmental, and marine science teachers (2212)
- 114 Biological science teachers (2213)
- 115 Chemistry teachers (2214)
- 116 Physics teachers (2215)
- 117 Natural science teachers, N.E.C. (2216)
- 118 Psychology teachers (2217)
- 119 Economics teachers (2218)
- 123 History teachers (2222)
- 124 Political science teachers (2223)
- 125 Sociology teachers (2224)
- 126 Social science teachers, N.E.C. (2225)
- 127 Engineering teachers (2226)
- 128 Mathematical science teachers (2227)
- 129 Computer science teachers (2228)
- 133 Medical science teachers (Pt 2232)
- 134 Health specialties teachers (Pt 2232)
- 135 Business, commerce, and marketing teachers (2233)
- 136 Agriculture and forestry teachers (2234)
- 137 Art, drama, and music teachers (2235)
- 138 Physical education teachers (2236)
- 139 Education teachers (2237)
- 143 English teachers (2238)
- 144 Foreign language teachers (2242)
- 145 Law teachers (2243)
- 146 Social work teachers (2244)
- 147 Theology teachers (2245)
- 148 Trade and industrial teachers (2246)
- 149 Home economics teachers (Pt 2249)
- 153 Teachers, postsecondary, N.E.C. (Pt 2249)
- 154 Postsecondary teachers, subject not specified

TEACHERS, EXCEPT POSTSECONDARY

- 155 Teachers, prekindergarten and kindergarten (231)
- 156 Teachers, elementary school (232)
- 157 Teachers, secondary school (233)
- 158 Teachers, special education (235)
- 159 Teachers, N.E.C. (234,239)
- 163 Counselors, educational and vocational (24)

LIBRARIANS, ARCHIVISTS, AND CURATORS

- 164 Librarians (251)
- 165 Archivists and curators (252)

SOCIAL SCIENTISTS AND URBAN PLANNERS

- 166 Economists (1912)
- 167 Psychologists (1915)
- 168 Sociologists (1916) & Sociologists (1916)
- 169 Social scientists, N.E.C. (1913,1914,1919)
- 173 Urban planners (192)

SOCIAL, RECREATION, AND RELIGIOUS WORKERS

- 174 Social workers (2032)
- 175 Recreation workers (2033)
- 176 Clergy (2042)
- 177 Religious workers, N.E.C. (2049)

LAWYERS AND JUDGES

- 178 Lawyers (211)
- 179 Judges (212)

WRITERS, ARTISTS, ENTERTAINERS, AND ATHLETES

- 183 Authors (Pt 321)
- 184 Technical writers (Pt 321)
- 185 Designers (322)
- 186 Musicians and composers (323)
- 187 Actors and directors (324)
- 188 Painters, sculptors, craft-artists, and artist printmakers (325, Pt 7263)
- 189 Photographers (326)
- 193 Dancers (327)
- 194 Artists, performers, and related workers, N.E.C. (328, 329)
- 195 Editors and reporters (331)
- 197 Public relations specialists (332)
- 198 Announcers (333)
- 199 Athletes (34)

TECHNICAL, SALES, AND ADMINISTRATIVE SUPPORT OCCUPATIONS

TECHNICIANS AND RELATED SUPPORT OCCUPATIONS

HEALTH TECHNOLOGISTS AND TECHNICIANS

- 203 Clinical laboratory technologists and technicians (362)
- 204 Dental hygienists (363)
- 205 Health record technologists and technicians (364)
- 206 Radiologic technicians (365)

- 207 Licensed practical nurses (366)
- 208 Health technologists and technicians, N.E.C. (369)

TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH

ENGINEERING AND RELATED TECHNOLOGISTS AND TECHNICIANS

- 213 Electrical and electronic technicians (3711)
- 214 Industrial engineering technicians (3712)
- 215 Mechanical engineering technicians (3713)
- 216 Engineering technicians, N.E.C. (3719)
- 217 Drafting occupations (3721)
- 218 Surveying and mapping technicians (3722)

SCIENCE TECHNICIANS

- 223 Biological technicians (382)
- 224 Chemical technicians (3831)
- 225 Science technicians, N.E.C. (3832,3833,384,389)

TECHNICIANS, EXCEPT HEALTH, ENGINEERING, AND SCIENCE

- 226 Airplane pilots and navigators (645)
- 227 Air traffic controllers (391)
- 228 Broadcast equipment operators (392)
- 229 Computer programmers (3931,3932)
- 233 Tool programmers, numerical control (3934)
- 234 Legal assistants (396)
- 235 Technicians, N.E.C. (399)

SALES OCCUPATIONS

- 243 Supervisors and proprietors, sales occupations (40, Pt 4518)

SALES OCCUPATIONS, BUSINESS GOODS AND SERVICES

- 253 Insurance sales occupations (4222)
- 254 Real estate sales occupations (4223)
- 255 Securities and financial services sales occupations (4224)
- 256 Advertising and related sales occupations (4253)
- 257 Sales occupations, other business services (4252)
- 258 Sales engineers (pt 16)
- 259 Sales representatives, mining, manufacturing, and wholesale (412, 143)

SALES OCCUPATIONS, PERSONAL GOODS AND SERVICES

- 263 Sales workers, motor vehicles and boats (4142,4144)
- 264 Sales workers, apparel (Pt 4146)
- 265 Sales workers, shoes (Pt 4146)
- 266 Sales workers, furniture and home furnishings (4148)
- 267 Sales workers, radio, television, hi-fi, and appliances (4143, 4152)
- 268 Sales workers, hardware and building supplies (4153)
- 269 Sales workers, parts (4167)
- 274 Sales workers, other commodities (4145,4147,4154,4156,4159, Pt 4162, 4169, 4259, 4665)
- 275 Sales counter clerks (Pt 4162)
- 276 Cashiers (4683)
- 277 Street and door-to-door sales workers (4163)
- 278 News vendors (4165)

SALES RELATED OCCUPATIONS

- 283 Demonstrators, promoters and models, sales (435)
- 284 Auctioneers (Pt 439)
- 285 Sales support occupations, N.E.C.(434,436,Pt439)

ADMINISTRATIVE SUPPORT OCCUPATIONS, INCLUDING CLERICAL

SUPERVISORS, ADMINISTRATIVE SUPPORT OCCUPATIONS

- 303 Supervisors, general office (4511-4514,4516,Pt 4518,4519,4529,4537)
- 304 Supervisors, computer equipment operators (4535)
- 305 Supervisors, financial records processing (4521,4536)
- 306 Chief communications operators (4515)
- 307 Supervisors, distribution, scheduling, and adjusting clerks (4522-4528)

COMPUTER EQUIPMENT OPERATORS

- 308 Computer operators (4852)
- 309 Peripheral equipment operators (4853)

SECRETARIES, STENOGRAPHERS, AND TYPISTS

- 313 Secretaries (4612)
- 314 Stenographers (4613)
- 315 Typists (4622)

INFORMATION CLERKS

- 316 Interviewers (4642)
- 317 Hotel clerks (4643)
- 318 Transportation ticket and reservation agents (4644)
- 319 Receptionists (4645)
- 323 Information clerks, N.E.C. (4649)

RECORDS PROCESSING OCCUPATIONS, EXCEPT FINANCIAL

- 325 Classified-ad clerks (4662)
- 326 Correspondence clerks (4663)
- 327 Order clerks (4664)
- 328 Personnel clerks, except payroll and timekeeping (4692)
- 329 Library clerks (4694)
- 335 File clerks(4696)
- 336 Records clerks (4693, 4699)

FINANCIAL RECORDS PROCESSING OCCUPATIONS

- 337 Bookkeepers, accounting, and auditing clerks (4712)
- 338 Payroll and timekeeping clerks (4713)
- 339 Billing clerks (4715)
- 343 Cost and rate clerks (4716)
- 344 Billing, posting, and calculating machine operators (486)

DUPLICATING, MAIL AND OTHER OFFICE MACHINE OPERATORS

- 345 Duplicating machine operators (4872)
- 346 Mail preparing and paper handling machine operators (4873)
- 347 Office machine operators, N.E.C. (4879)

COMMUNICATIONS EQUIPMENT OPERATORS

- 348 Telephone operators (4652)
- 349 Telegraphers (4623)
- 353 Communications equipment operators, N.E.C. (4659)

MAIL AND MESSAGE DISTRIBUTING OCCUPATIONS

- 354 Postal clerks, Exc. mail carriers (4723)
- 355 Mail carriers, postal service (4733)
- 356 Mail clerks, Exc. postal service (4722)
- 357 Messengers (4732)

MATERIAL RECORDING, SCHEDULING, AND DISTRIBUTING CLERKS, N.E.C

- 359 Dispatchers (4741)
- 363 Production coordinators (4742)
- 364 Traffic, shipping, and receiving clerks (4743)
- 365 Stock and inventory clerks (4744)
- 366 Meter readers (4745)
- 368 Weighers, measurers, and checkers (4746)
- 369 Samplers (4747)
- 373 Expeditors (4748)
- 374 Material recording, scheduling, and distributing clerks, N.E.C. (4749)

ADJUSTERS AND INVESTIGATORS

- 375 Insurance adjusters, examiners, and investigators (4782)
- 376 Investigators and adjusters, except insurance (4783)
- 377 Eligibility clerks, social welfare (4784)
- 378 Bill and account collectors (4786)

MISCELLANEOUS ADMINISTRATIVE SUPPORT OCCUPATIONS

- 379 General office clerks (4632)
- 383 Bank tellers (4682)
- 384 Proofreaders (4792)
- 385 Data-entry keyers (4624)
- 386 Statistical clerks (4717)
- 387 Teachers' aides (4695)
- 389 Administrative support occupations, N.E.C. (4787,4799)

SERVICE OCCUPATIONS

PRIVATE HOUSEHOLD OCCUPATIONS

- 403 Launderers and ironers (533)
- 404 Cooks, private household (534)
- 405 Housekeepers and butlers (535)
- 406 Child care workers, private household (536)
- 407 Private household cleaners and servants (532,537,539)

PROTECTIVE SERVICE OCCUPATIONS

SUPERVISORS, PROTECTIVE SERVICE OCCUPATIONS

- 413 Supervisors, firefighting and fire prevention occupations (5011)
- 414 Supervisors, police and detectives (5012)
- 415 Supervisors, guards (5013)

FIREFIGHTING AND FIRE PREVENTION OCCUPATIONS

- 416 Fire inspection and fire prevention occupations (5112)
- 417 Firefighting occupations (4113)

POLICE AND DETECTIVES

- 418 Police and detectives, public service (5122)
- 423 Sheriffs, bailiffs, and other law enforcement officers (5124)
- 424 Correctional institution officers (5133)
- 425 Crossing guards (4132)
- 426 Guards and police, Exc. public service (5134)
- 427 Protective service occupation, N.E.C. (5139)

SERVICE OCCUPATIONS, EXCEPT PROTECTIVE AND PRIVATE HOUSEHOLD

FOOD PREPARATION AND SERVICE OCCUPATIONS

- 433 Supervisors, food preparation and service occupations (5021)
- 434 Bartenders (5212)
- 435 Waiters and waitresses (5213)
- 436 Cooks, except short order (5214)
- 437 Short-order cooks (5215)
- 438 Food counter, fountain and related occupations (5216)
- 439 Kitchen workers, food preparation (5217)
- 443 Waiters'/waitresses' assistants (5218)
- 444 Miscellaneous food preparation occupations (5219)

HEALTH SERVICE OCCUPATIONS

- 445 Dental assistants (5232)
- 446 Health aides, except nursing (5233)
- 447 Nursing aides, orderlies, and attendants (5236)

CLEANING AND BUILDING SERVICE OCCUPATIONS, EXCEPT PRIVATE HOUSEHOLD

- 448 Supervisors, cleaning and building service workers (5024)
- 449 Maids and housemen (5242, 5249)
- 453 Janitors and cleaners (5244)

- 454 Elevator operators (5245)
- 455 Pest control occupations (5246)

PERSONAL SERVICE OCCUPATIONS

- 456 Supervisors, personal service occupations (5025)
- 457 Barbers (5251)
- 458 Hairdressers and cosmetologists (5252)
- 459 Attendants, amusement and recreation facilities (5253)
- 463 Guides (5254)
- 464 Ushers (5255)
- 465 Public transportation attendants (5256)
- 466 Baggage porters and bellhops (5258)
- 467 Welfare service aides (5262)
- 468 Child care workers, except private household (5263)
- 469 Personal service occupations, N.E.C. (5257, 5269)

FARMING, FORESTRY, AND FISHING OCCUPATIONS

FARM OPERATORS AND MANAGERS

- 473 Farmers, except horticultural (5512-5514)
- 474 Horticultural specialty farmers (5515)
- 475 Managers, farms, except horticultural (5522-5524)
- 476 Managers, horticultural specialty farms (5525)

OTHER AGRICULTURAL AND RELATED OCCUPATIONS

FARM OCCUPATIONS, EXCEPT MANAGERIAL

- 477 Supervisors, farm workers (5611)
- 479 Farm workers (5612-5617)

- 483 Marine life cultivation workers (5618)
- 484 Nursery workers (5619)

RELATED AGRICULTURAL OCCUPATIONS

- 485 Supervisors, related agricultural occupations (5621)
- 486 Groundskeepers and gardeners, except farm (5622)
- 487 Animal caretakers, except farm (5624)
- 488 Graders and sorters, agricultural products (5625)
- 489 Inspectors, agricultural products (5627)

FORESTRY AND LOGGING OCCUPATIONS

- 494 Supervisors, forestry and logging workers (571)
- 495 Forestry workers, except logging (572)
- 496 Timber cutting and logging occupations (573,579)

FISHERS, HUNTERS, AND TRAPPERS

- 497 Captains and other officers, fishing vessels (582)
- 498 Fishers (583)
- 499 Hunters and trappers (584)

PRECISION PRODUCTION, CRAFT, AND REPAIR OCCUPATIONS

MECHANICS AND REPAIRERS

- 503 Supervisors, mechanics and repairers (66)

MECHANICS AND REPAIRERS, EXCEPT SUPERVISORS

VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS

- 505 Automobile mechanics (6711)
- 506 Automobile mechanic apprentices (pt 6711)
- 507 Bus, truck, and stationary engine mechanics (6712)
- 508 Aircraft engine mechanics (6713)
- 509 Small engine repairers (6714)
- 514 Automobile body and related repairers (6715)
- 515 Aircraft mechanics, Exc engine (6716)
- 516 Heavy equipment mechanics (6717)
- 517 Farm equipment mechanics (6718)
- 518 Industrial machinery repairers (673)
- 519 Machinery maintenance occupations (674)

ELECTRICAL AND ELECTRONIC EQUIPMENT REPAIRERS

- 523 Electronic repairers, communications and industrial equipment (6751,6753,6755)
- 525 Data processing equipment repairers (6754)
- 526 Household appliance and power tool repairers (6756)
- 527 Telephone line installers and repairers (6757)
- 529 Telephone installers and repairers (6758)
- 533 Miscellaneous electrical and electronic equipment repairers (6752,6759)
- 534 Heating, air conditioning, and refrigeration mechanics (676)

MISCELLANEOUS MECHANICS AND REPAIRERS

- 535 Camera, watch, and musical instrument repairers (6771,6772)
- 536 Locksmiths and safe repairers (6773)
- 538 Office machine repairers (6774)
- 539 Mechanical controls and valve repairers (6775)
- 543 Elevator installers and repairers (6776)
- 544 Millwrights (6778)

- 547 Specified mechanics and repairers, N.E.C. (6777,6779)
- 549 Not specified mechanics and repairers

CONSTRUCTION TRADES

SUPERVISORS, CONSTRUCTION OCCUPATIONS

- 553 Supervisors brickmasons, stonemasons, and tile setters (6012)
- 554 Supervisors, carpenters and related workers (6013)
- 555 Supervisors, electricians and power transmission installers (6014)
- 556 Supervisors, painters, paperhangers, and plasterers (6015)
- 557 Supervisors, plumbers, pipefitters, and steamfitters (6016)
- 558 Supervisors, N.E.C (6011,6018)

CONSTRUCTION TRADES, EXCEPT SUPERVISORS

- 563 Brickmasons and stonemasons (6112,6113)
- 564 Brickmason and stonemason apprentices (Pt 6112-6113)
- 565 Tile setters, hard and soft (6114, Pt 6162)
- 566 Carpet installers (Pt 6162)
- 567 Carpenters (6122)
- 569 Carpenter apprentices (Pt 6122)
- 573 Drywall installers (6124)
- 575 Electricians (6132)
- 576 Electrician apprentices (Pt 6132)
- 577 Electrical power installers and repairers (6133)

- 579 Painters, construction and maintenance (6142)
- 583 Paperhangers (6143)
- 584 Plasterers (6144)
- 585 Plumbers, pipefitters, and steamfitters (6150)
- 587 Plumber, pipefitter, and steamfitter apprentices (Pt 6150)
- 588 Concrete and terrazzo finishers (6163)
- 589 Glaziers (6164)
- 593 Insulation workers (6165)
- 594 Paving, surfacing, and tamping equipment operators (6166)
- 595 Roofers (6168)
- 596 Sheetmetal duct installers (6172)
- 597 Structural metal workers (6173)
- 598 Drillers, earth (6174)
- 599 Construction trades, N.E.C. (6167,6175,6176,6179)

EXTRACTIVE OCCUPATIONS

- 613 Supervisors, extractive occupations (602)
- 614 Drillers, oil well (622)
- 615 Explosives workers (623)
- 616 Mining machine operators (624)
- 617 Mining occupations, N.E.C. (626)

PRECISION PRODUCTION OCCUPATIONS

- 633 Supervisors, production occupations (Pt 711,712)

PRECISION METAL WORKING OCCUPATIONS

- 634 Tool and die makers (7211)
- 635 Tool and die maker apprentices (Pt 7211)
- 636 Precision assemblers, metal (7212)
- 637 Machinists (7213)
- 639 Machinist apprentices (Pt 7213)
- 643 Boilermakers (7214)
- 644 Precision grinders, fitters, and tool sharpeners
- 645 Patternmakers and model makers, metal (7217)
- 646 Lay-out workers (7221)
- 647 Precious stones and metals workers (jewelers) (7222,7266)
- 649 Engravers, metal (7223)
- 653 Sheet metal workers (7224)
- 654 Sheet metal worker apprentices (Pt 7224)
- 655 Miscellaneous precision metal workers (7229)

PRECISION WOODWORKING OCCUPATIONS

- 656 Pattern makers and model makers, wood (7231)
- 657 Cabinet makers and bench carpenters (7232)
- 658 Furniture and wood finishers (Pt 7234, Pt 7756)
- 659 Miscellaneous precision woodworkers (Pt 7234, 7239)

PRECISION TEXTILE, APPAREL, AND FURNISHINGS MACHINE WORKERS

- 666 Dressmakers (7251, Pt 7752)
- 667 Tailors (7252)
- 668 Upholsterers (7253)
- 669 Shoe repairers (7254)
- 673 Apparel and fabric patternmakers (Pt 7259)
- 674 Miscellaneous precision apparel and fabric workers (Pt 7259, Pt 7752)

PRECISION WORKERS, ASSORTED MATERIALS

- 675 Hand molders and shapers, except jewelers (7261)
- 676 Patternmakers, lay-out workers, and cutters (7262)
- 677 Optical goods workers (7264, Pt 7677)
- 678 Dental laboratory and medical appliance technicians (7265)
- 679 Bookbinders (Pt 7249, Pt 7449)
- 683 Electrical and electronic equipment assemblers (7267)
- 684 Miscellaneous precision workers, N E C (7269)

PRECISION FOOD PRODUCTION OCCUPATIONS

- 686 Butchers and meat cutters (7271)
- 687 Bakers (7272)
- 688 Food batchmakers (7273,7279)

PRECISION INSPECTORS, TESTERS, AND RELATED WORKERS

- 689 Inspectors, testers, and graders (7281)
- 693 Adjusters and calibrators (7282)

PLANT AND SYSTEM OPERATORS

- 694 Water and sewage treatment plant operators (791)
- 695 Power plant operators (Pt 793)
- 696 Stationary engineers (Pt 793,7668)
- 699 Miscellaneous plant and system operators (792,794,795,796)

OPERATORS, FABRICATORS, AND LABORERS

MACHINE OPERATORS, ASSEMBLERS, AND INSPECTORS

MACHINE OPERATORS AND TENDERS, EXCEPT PRECISION

METALWORKING AND PLASTIC WORKING MACHINE OPERATORS

- 703 Lathe and turning machine set-up operators (7312)
- 704 Lathe and turning machine operators (7512)
- 705 Milling and planing machine operators (7313,7513)
- 706 Punching and stamping press machine operators (7314,7317,7514,7517)
- 707 Rolling machine operators (7316,7516)
- 708 Drilling and boring machine operators (7318,7518)
- 709 Grinding, abrading, buffing, and polishing machine operators (7322,7324,7522)
- 713 Forging machine operators (7319,7519)
- 714 Numerical control machine operators (7326)
- 715 Miscellaneous metal, plastic, stone, and glass working machine operators (7329,7529)
- 717 Fabricating machine operators, N.E.C. (7339,7539)

METAL AND PLASTIC PROCESSING MACHINE OPERATORS

- 719 Molding and casting machine operators (7315,7342,7515,7542)
- 723 Metal plating machine operators (7343,7543)
- 724 Heat treating equipment operators (7344,7544)
- 725 Miscellaneous metal and plastic processing machine operators (7349,7549)

WOODWORKING MACHINE OPERATORS

- 726 Woodlathe, routing, and planing machine operators (7431,7432,7631,7632)
- 727 Sawing machine operators (7433,7633)
- 728 Shaping and joining machine operators (7435,7635)
- 729 Nailing and tacking machine operators (7636)
- 733 Miscellaneous woodworking machine operators (7434, 7439,7634,7639)

PRINTING MACHINE OPERATORS

- 734 Printing machine operators (7443,7643)
- 735 Photoengravers and lithographers (7242,7444,7644)
- 736 Typesetters and compositors (7241,7442,7642)
- 737 Miscellaneous printing machine operators (Pt 7249, Pt7449,7649)

TEXTILE, APPAREL, AND FURNISHINGS MACHINE OPERATORS

- 738 Winding and twisting machine operators (7451,7651)
- 739 Knitting, looping, taping, and weaving machine operators (7452,7652)
- 743 Textile cutting machine operators (7654)
- 744 Textile sewing machine operators (7655, Pt 7656)
- 745 Shoe machine operators (Pt 7656, Pt 7659)
- 747 Pressing machine operators (7657)
- 748 Laundering and dry cleaning machine operators (7255,7658)
- 749 Miscellaneous textile machine operators (7453,7653, Pt 7659)

MACHINE OPERATORS, ASSORTED MATERIALS

- 753 Cementing and gluing machine operators (7661)
- 754 Packaging and filling machine operators (7462, 7662)
- 755 Extruding and forming machine operators (7463,7663)
- 756 Mixing and blending machine operators (7664)
- 757 Separating, filtering, and clarifying machine operators (7476,7666,7676)
- 758 Compressing and compacting machine operators (7467,7667)
- 759 Painting and paint spraying machine operators (7669)
- 763 Roasting and baking machine operators, food (7472,7672)
- 764 Washing, cleaning, and pickling machine operators (7673)
- 765 Folding machine operators (7474,7674)
- 766 Furnace, kiln, and oven operators, Exc food (7668,7671,7675)
- 768 Crushing and grinding machine operators (7477, Pt 7677)
- 769 Slicing and cutting machine operators (7478,7678)
- 773 Motion picture projectionists (Pt 7679)
- 774 Photographic process machine operators (Pt 7263, Pt 7679)
- 777 Miscellaneous machine operators N.E.C. (7479, 7665, Pt 7679)
- 779 Machine operators, not specified

FABRICATORS, ASSEMBLERS, AND HAND WORKING OCCUPATIONS

- 783 Welders and cutters (7332,7532,7714)
- 784 Solderers and brazers (7333,7533,7717)
- 785 Assemblers (772,774)
- 786 Handcutting and trimming occupations (7753)
- 787 Hand molding, casting, and forming occupations (7754,7755)
- 789 Hand painting, coating, and decorating occupations (Pt 7756)
- 793 Hand engraving and printing occupations (7757)
- 794 Hand grinding and polishing occupations (7758)
- 795 Miscellaneous hand working occupations (7759)

PRODUCTION INSPECTORS, TESTERS, SAMPLERS, AND WEIGHERS

- 796 Production inspectors, checkers, and examiners (782,786,787)
- 797 Production testers (783)
- 798 Production samplers and weighers (784)
- 799 Graders and sorters, except agricultural (785)

TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS

MOTOR VEHICLE OPERATORS

- 803 Supervisors, motor vehicle operators (6311)
- 804 Truck drivers, heavy (6412,6413)
- 805 Truck drivers, light (6414)
- 806 Driver-sales workers (433)
- 808 Bus drivers (6415)
- 809 Taxi cab drivers and chauffeurs (6416)
- 813 Parking lot attendants (6417)
- 814 Motor transportation occupations N.E.C. (6419)

TRANSPORTATION OCCUPATIONS, EXCEPT MOTOR VEHICLES

RAIL TRANSPORTATION OCCUPATIONS

- 823 Railroad conductors and yardmasters (6313)
- 824 Locomotive operating occupations (6432)
- 825 Railroad brake, signal, and switch operators (6433)
- 826 Rail vehicle operators, N.E.C. (6439)

WATER TRANSPORTATION OCCUPATIONS

- 828 Ship captains and mates, except fishing boats (6441,6442)
- 829 Sailors and deckhands (6443)
- 833 Marine engineers (6444)
- 834 Bridge, lock, and lighthouse tenders (6445)

MATERIAL MOVING EQUIPMENT OPERATORS

- 843 Supervisors, material moving equipment operators (632)
- 844 Operating engineers (6512)
- 845 Longshore equipment operators (6513)
- 848 Hoist and winch operators (6514)
- 849 Crane and tower operators (6515)
- 853 Excavating and loading machine operators (6516)
- 855 Grader, dozer, and scraper operators (6517)

- 856 Industrial truck and tractor equipment operators (6519, Pt659)
- 859 Miscellaneous material moving equipment operators(6519,Pt659)

HANDLERS, EQUIPMENT CLEANERS, HELPERS, AND LABORERS N.E.C. (PT 711)

- 863 Supervisors, handlers, equip. cleaners and laborers, N.E.C.(Pt711)
- 864 Helpers, mechanics and repairers (679)

HELPERS, CONSTRUCTION AND EXTRACTIVE OCCUPATIONS

- 865 Helpers, construction trades (6191-6195,6198)
- 866 Helpers, surveyor (6196)
- 867 Helpers, extractive occupations (629)
- 869 Construction laborers (81)
- 873 Production helpers (769, 779)

FREIGHT, STOCK, AND MATERIAL MOVERS

- 875 Garbage collectors (822)
- 876 Stevedores (823)
- 877 Stock handlers and baggers (824)
- 878 Machine feeders and offbearers (825)
- 883 Freight, stock, and material movers, hand, N.E.C (649,826)
- 885 Garage and service station related occupations (672)
- 887 Vehicle washers and equipment cleaners (83)
- 888 Hand packers and packagers (841)
- 889 Laborers, except construction (842,846, Pt 659)
- 905 Last job Armed Forces
- 909 Last worked in 1974 or earlier

APPENDIX E

CODEBOOK WITH FREQUENCY COUNTS

/1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 QUESTIONNAIRE IDENTIFICATION

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
CNTLNUM			1-14	Teacher Control Number		
				char 1 0		
				char 2-3 FIPS State Code		
				char 4 1 = Public Schools	4760	0
				3 = Bureau of Indian Affairs Schools (BIA)	0	0
				4 = Catholic School	0	817
				5 = OTHER Private Schools	0	970
				6 = Area Search Frame Schools	0	184
				8 = Split Schools	1	1
				char 5-7 LEA Number		
				Census assigned, simple sequential assignment for Public. For Private schools it is identical to School Number.		
				char 8-10 School Number		
				Assigned within LEA for public schools Assigned within State for private schools Range for Overlap Schools 001-499 Range for Non Overlap Schools 501-999		
				char 11-13 Teacher Number		
			Assigned sequentially within school starting with 001			
			char 14 Check Digit			
TSTATUS			15-15	Teacher Status Code		
				1 = Stayers	2233	1110
				2 = Movers	1069	359
				3 = Leavers	1459	503
SCH_CTRL			16-25	1990-1991 SASS School Control Number (First ten digits of the teacher control number)		
SURVEY			26-26	Survey Form Number		
				4 = Public (4A) School Teacher Questionnaire	4761	--
				8 = Private (4B) School Teacher Questionnaire	--	1972
REGION			27-27	Region Code		
				1 = Northeast	679	495
				CT 0.		
				ME 23		
				MA 25		
				NH 33		
				NJ 34		
				NY 36		
				PA 42		
				RI 44		
				VT 50		
				2 = Midwest	1188	567
				IL 17		
				IN 18		
				IA 19		
				KS 20		
				MI 26		
				MN 27		
				MO 29		
				NE 31		
				ND 38		
				OH 39		
				SD 46		
				WI 55		
				3 = South	1776	559
				AL 01		
				AR 05		
				DE 10		
				DC 11		
				FL 12		
				GA 13		
				KY 21		
				LA 22		
				MD 24		
				MS 28		
				NC 37		
				OK 40		
			SC 45			
			TN 47			
			TX 48			
			VA 51			
			WV 54			

BEST COPY AVAILABLE

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
QUESTIONNAIRE IDENTIFICATION

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
				4 = West			1118	351
				AK 02				
				AZ 04				
				CA 06				
				CO 08				
				HI 15				
				ID 16				
				MT 30				
				NV 32				
				NM 35				
				OR 41				
				UT 49				
				WA 53				
				WY 56				
STATE			28-29	FIPS State Code for Physical Location of School				
				01 = Alabama			104	21
				02 = Alaska			51	3
				04 = Arizona			85	12
				05 = Arkansas			78	8
				06 = California			301	216
				08 = Colorado			77	27
				09 = Connecticut			49	36
				10 = Delaware			45	12
				11 = District of Columbia			13	15
				12 = Florida			157	89
				13 = Georgia			118	48
				15 = Hawaii			58	23
				16 = Idaho			81	5
				17 = Illinois			178	151
				18 = Indiana			103	38
				19 = Iowa			86	24
				20 = Kansas			65	11
				21 = Kentucky			79	16
				22 = Louisiana			116	45
				23 = Maine			53	5
				24 = Maryland			52	55
				25 = Massachusetts			98	66
				26 = Michigan			108	52
				27 = Minnesota			95	70
				28 = Mississippi			74	26
				29 = Missouri			111	39
				30 = Montana			73	6
				31 = Nebraska			72	17
				32 = Nevada			46	6
				33 = New Hampshire			26	10
				34 = New Jersey			92	77
				35 = New Mexico			75	11
				36 = New York			181	151
				37 = North Carolina			129	26
				38 = North Dakota			72	6
				39 = Ohio			129	79
				40 = Oklahoma			119	7
				41 = Oregon			75	11
				42 = Pennsylvania			145	138
				44 = Rhode Island			15	8
				45 = South Carolina			70	25
				46 = South Dakota			75	8
				47 = Tennessee			82	29
				48 = Texas			362	93
				49 = Utah			74	6
				50 = Vermont			20	4
				51 = Virginia			129	39
				53 = Washington			83	25
				54 = West Virginia			49	5
				55 = Wisconsin			94	72
				56 = Wyoming			39	0
AFFIL			30-30	3-Level Religious Affiliation Code			--	770
				1 = Catholic			--	708
				2 = Other Religious			--	323
				3 = Non-sectarian			--	

Variable Name	Source Code		Location Description	Unweighted Frequencies	
	Public	Private		Public	Private
TPOLOGY			31-31 Private School Orientation		
			1 = Catholic - Parochial	--	405
			2 = Catholic - Diocesan	--	232
			3 = Catholic - Private	--	133
			4 = Other religious - Conservative Christian	--	203
			5 = Other religious - Affiliated	--	381
			6 = Other religious - Unaffiliated	--	124
			7 = Non-sectarian - Regular	--	189
			8 = Non-sectarian - Special emphasis	--	82
			9 = Non-sectarian - Special education	--	52

1991-92 TFS
SCHOOL TEACHER QUESTIONNAIRE
CODEBOOK (RESTRICTED USE VERSION)
FINAL WEIGHT AND REPLICATE WEIGHTS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
FINWGT			32-40	The final weight for each teacher. This weight is the inverse of the probability of selection that has been adjusted for unusual circumstance affecting its probability of selection, for nonresponse, and for differences between the sample estimates and the known universe totals.		
REPFWT1- REPFWT4B			41-472	Replicate weights for balanced repeated replication (BRR) variance estimation. These weights may be used as input into variance estimation software which uses the BRR estimation method. Rounded to 4 significant decimal places. Maximum number of digits is 4, including the decimal point.		

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS001	SC001	SC001	473-473	If the teacher named on the label is no longer teaching at this school, please mark the appropriate box below and return this questionnaire to the Bureau of the Census in the enclosed envelope. 1 = Unable to contact respondent 2 = Refusal 3 = Deceased 4 = Moved outside U.S. 5 = Other Blank = Not applicable	0 0 0 0 0 0	0 0 0 0 0 0
					4761	1972
TFS002	SC002	SC002	474-474	Are you still teaching full-time, part-time, or as a long-term substitute in any of grades kindergarten through 12? (The respondent fills out the appropriate questionnaire based on their response to this question). 1 = Yes 2 = No	3302 1459	1469 503
TFS003	SC003	SC003	475-475	Form Type 1 = Form TFS-2 (Questionnaire for Former Teachers) 2 = Form TFS-4 (Telephone Questionnaire) 3 = Form TFS-3 (Questionnaire for Current Teachers)	795 2288 1678	209 1015 748
FORMER TEACHER QUESTIONNAIRE						
TFS004	SC004	SC004	476-476	1. What is your MAIN OCCUPATIONAL status? 1 = Working in an elementary or secondary school with an Assignment OTHER THAN teaching - continue with question 2 2 = Working in an occupation outside of elementary or secondary education - skip to question 3 3 = Student at a college or university - skip to question 8 4 = Caring for family members - skip to Item 8 5 = Retired - skip to question 8 6 = Disabled - skip to question 8 7 = Other - skip to question 8	209 267 101 167 548 19 148	38 158 66 124 43 4 70
TFS005	SC005	SC005	477-477	2. What is your MAIN school assignment? 1 = Administrator (e.g., principal, assistant principal, director head) - skip to question 4 2 = Nonteaching specialist (e.g., counselor, librarian) - skip to question 4 3 = Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher) - skip to question 4 4 = Support staff (e.g., secretary, aide) - skip to question 4 5 = Coach - skip to question 4 6 = Other - skip to question 4 Blank = Not applicable	113 47 16 9 1 23 4552	16 5 2 5 0 10 1934
TFS006	SC006	SC006	478-480	3b. What kind of business or industry is this? 1980 Industry Codes (see Appendix D)		
TFS007	SC007	SC007	481-483	3c. What kind of work do you do? 1980 Occupational Codes (see Appendix D)		
TFS008	SC008	SC008	484-484	3e. How would you classify yourself on this job? 1 = An employee of a PRIVATE company, business, or individual for wages, salary, or commission 2 = A FEDERAL government employee 3 = A STATE government employee 4 = A LOCAL government employee 5 = SELF-EMPLOYED in your own business, professional practice, or farm 6 = Working WITHOUT PAY in a family business or farm 7 = Working WITHOUT PAY in a volunteer job Blank = Not Applicable	163 5 31 16 51 1 0 4494	113 0 9 6 29 0 1 1814
TFS009	SC009	SC009	485-485	4. Which of these best describes your position as an EMPLOYEE? 1 = Full-time employee 2 = 3/4 time or more, but less than full-time employee 3 = 1/2 time or more, but less than 3/4 time employee 4 = 1/4 time or more, but less than 1/2 time employee 5 = Less than 1/4 time employee Blank = Not Applicable	391 18 37 18 12 4285	133 23 30 5 5 1776

BEST COPY AVAILABLE

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS010	SC010	SC010	486-493	5. Altogether, how much do you usually earn at this job before taxes? Earnings expressed in dollars or dollars and cents		
				Minimum Value	0	0
				Maximum Value	80000	65000
				Mean	20168.59	11504.91
				Standard Deviation	18240.68	13692.84
TFS011	SC011	SC011	494-494	5. Interval		
				1 = Hour	61	35
				2 = Day	7	3
				3 = Week	23	12
				4 = Biweekly	9	6
				5 = Month	72	30
				6 = Year	295	101
				7 = Other	9	9
				Blank = Not Applicable	4285	1776
TFS012	SC012	SC012	495-495	6. How long do you plan to remain in this job?		
				1 = As long as I am able - continue with question 7	160	71
				2 = Until I am eligible for retirement - continue with question 7	89	8
				3 = Will probably continue unless something better comes along - skip to question 8	93	45
				4 = Definitely plan to leave as soon as I can - skip to question 8	45	26
				5 = Undecided at this time - skip to question 8	89	46
				Blank = Not Applicable	4285	1776
TFS013	SC013	SC013	496-497	7. In how many years do you plan to retire?		
				Minimum Value	0	1
				Maximum Value	40	50
				Mean	17.48193	22.24051
				Standard Deviation	9.952745	11.27763
TFS014	SC014	SC014	498-499	8. What do you expect your MAIN activity will be NEXT SCHOOL YEAR (1992-93)?		
				1 = Teaching any of grades K-12	189	72
				2 = Teaching at the prekindergarten or postsecondary level	34	21
				3 = Student at a college or university	58	52
				4 = Working in a nonteaching occupation in the field of education	221	44
				5 = Working in an occupation outside the field of education	210	104
				6 = Caring for family members	117	94
				7 = Unemployed and seeking work	16	17
				8 = Military service	0	1
				9 = Retired	503	34
				10 = Other	111	64
TFS015	SC015	SC015	500-500	9. Have you earned any new degrees in the past 12 months?		
				1 = Yes - continue with question 10	55	14
				2 = No - skip to question 14	1404	489
TFS016	SC016	SC016	501-502	10. When did you earn this degree?		
				1 = January	4	1
				2 = February	0	1
				3 = March	2	0
				4 = April	0	1
				5 = May	7	2
				6 = June	11	2
				7 = July	5	0
				8 = August	15	2
				9 = September	1	0
				10 = October	1	0
				11 = November	2	0
				12 = December	7	5
				Blank = Not Applicable	4706	1958
TFS017	SC017	SC017	503-504	When did you earn this degree?		
				91 = Year 1991	39	11
				92 = Year 1992	16	3
				Blank = Not Applicable	4706	1958

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS018	SC018	SC018	505-505	11. What type of degree is it?		
				1 = Associate degree	1	0
				2 = Bachelor's	4	1
				3 = Master's	28	12
				4 = Education specialist or professional diploma (at least one year beyond Master's level)	17	0
				5 = Doctorate (Ph.D., Ed.D.)	2	1
				6 = Professional (M.D., D.D.S., J.D., L.L.B.)	3	0
				Blank = Not Applicable	4706	1958
TFS019	SC019	SC019	506-507	12. What is the major field of study for your NEW degree?		
				EDUCATION		
				General education		
				01 = Pre-elementary/early childhood education	0	2
				03 = Elementary education	3	1
				04 = Secondary education	1	0
				Subject area education		
				07 = Agricultural education	0	0
				11 = Art education	0	0
				13 = Bilingual education	0	0
				15 = Business, commerce, and distributive education	0	0
				89 = Crosscultural education	0	0
				22 = English education	0	0
				23 = English as a second language	0	0
				24 = Foreign languages education	0	0
				29 = Home economics education	0	0
				88 = Indian education (Native American)	0	0
				30 = Industrial arts, vocational and technical, trade and industry education	2	0
				34 = Mathematics education	0	0
				38 = Music education	0	1
				40 = Physical education/health education	1	0
				43 = Reading education	1	0
				45 = Religious education	0	0
				46 = Science education	0	0
				48 = Social studies/social sciences	0	0
				Special education		
				67 = Special education, general	2	0
				68 = Emotionally disturbed	0	0
				69 = Mentally retarded	0	0
				70 = Speech/language impaired	0	0
				71 = Deaf and hard-of-hearing	0	0
				72 = Visually handicapped	0	0
				73 = Orthopedically impaired	0	0
				74 = Mildly handicapped	0	0
				75 = Severely handicapped	0	0
				76 = Specific learning disabilities	0	0
				77 = Other special education	2	0
				Other education		
				78 = Curriculum and instruction	2	0
				79 = Educational administration	23	1
				80 = Educational psychology	0	1
				81 = Counseling and guidance	7	1
				82 = Other education	2	0
				GENERAL		
				06 = Agriculture and natural resources	0	0
				86 = American Indian studies (Native American)	0	0
				87 = Other area and ethnic studies	0	0
				08 = Architecture and environmental design	0	0
				10 = Art, fine and applied	1	0
				14 = Business and management	0	1
				16 = Communications and journalism	0	0
				17 = Computer and information sciences	0	0
				19 = Drama, theater	0	0
				20 = Engineering	0	0
				21 = English (literature, letters, speech, classics)	0	0
				25 = General studies	0	0
				27 = Health professions and occupations	2	0
				28 = Home economics	1	0
				85 = Humanities	0	0
				31 = Law	1	0

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				32 = Library science	0	0
				33 = Mathematics	1	0
				35 = Military Science	0	0
				36 = Multi/interdisciplinary studies	0	0
				37 = Music	0	0
				39 = Philosophy	0	1
				41 = Psychology	0	0
				42 = Public affairs and services	0	0
				44 = Religion, theology	0	1
				Foreign languages		
				51 = French	0	0
				52 = German	0	0
				53 = Latin	0	0
				54 = Russian	0	0
				55 = Spanish	0	0
				56 = Other foreign languages	0	0
				Natural sciences		
				57 = Biology/life science	0	0
				58 = Chemistry	0	0
				59 = Geology/earth science	0	1
				60 = Physics	0	0
				61 = Other natural sciences	0	0
				Social sciences		
				62 = Economics	0	0
				63 = History	0	1
				64 = Political science and government	0	0
				65 = Sociology	0	1
				66 = Other social sciences	0	0
				84 = Other	3	1
				Blank = Not Applicable	4706	1958
TFS020	SC020	SC020	508-508	13. For what purpose did you earn this degree?		
				1 = To increase salary	9	0
				2 = For professional development in current field	16	7
				3 = To teach in a different field than the one taught last year	3	0
				4 = For a nonteaching position in elementary or secondary education	21	1
				5 = For an occupation outside elementary or secondary education other than current job	4	3
				6 = Other	2	3
				Blank = Not Applicable	4706	1958
TFS021	SC021	SC021	509-509	14. Are you currently enrolled in a degree program?		
				1 = No - skip to question 18	1264	404
				2 = Yes, as a full-time student - continue with question 15	90	62
				3 = Yes, as a part-time student - continue with question 15	105	37
TFS022	SC022	SC022	510-510	15. What type of degree are you pursuing?		
				1 = Associate degree	2	4
				2 = Bachelor's	9	11
				3 = Master's	127	62
				4 = Education specialist or professional diploma (at least one year beyond Master's level)	23	2
				5 = Doctorate (Ph.D., Ed.D.)	29	16
				6 = Professional (M.D., D.D.S., J.D., L.L.B.)	5	4
				Blank = Not Applicable	4566	1873
TFS023	SC023	SC023	511-512	16. What is the major field of study for the degree you are pursuing?		
				EDUCATION		
				General education		
				01 = Pre-elementary/early childhood education	1	1
				03 = Elementary education	12	4
				04 = Secondary education	5	2
				Subject area education		
				07 = Agricultural education	1	0
				11 = Art education	0	0
				13 = Bilingual education	2	0
				15 = Business, commerce, and distributive education	0	0
				89 = Crosscultural education	0	0
				22 = English education	2	2

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
23				= English as a second language	2	1
24				= Foreign languages education	1	1
29				= Home economics education	0	0
88				= Indian education (Native American)	0	0
30				= Industrial arts, vocational and technical, trade and industry education	1	0
34				= Mathematics education	4	1
38				= Music education	3	1
40				= Physical education/health education	3	1
43				= Reading education	2	3
45				= Religious education	0	2
46				= Science education	1	1
48				= Social studies/social sciences	1	3
Special education						
67				= Special education, general	7	3
68				= Emotionally disturbed	1	1
69				= Mentally retarded	0	0
70				= Speech/language impaired	3	0
71				= Deaf and hard-of-hearing	1	0
72				= Visually handicapped	0	0
73				= Orthopedically impaired	0	0
74				= Mildly handicapped	0	1
75				= Severely handicapped	0	0
76				= Specific learning disabilities	2	2
77				= Other special education	4	0
Other education						
78				= Curriculum and instruction	13	1
79				= Educational administration	30	7
80				= Educational psychology	2	0
81				= Counseling and guidance	22	7
82				= Other education	3	6
GENERAL						
06				= Agriculture and natural resources	0	0
86				= American Indian studies (Native American)	0	0
87				= Other area and ethnic studies	1	0
08				= Architecture and environmental design	1	0
10				= Art, fine and applied	3	1
14				= Business and management	5	2
16				= Communications and journalism	0	0
17				= Computer and information sciences	1	1
19				= Drama, theater	0	0
20				= Engineering	3	0
21				= English (literature, letters, speech, classics)	1	1
25				= General studies	0	0
27				= Health professions and occupations	6	7
28				= Home economics	1	0
85				= Humanities	2	0
31				= Law	3	2
32				= Library science	4	0
33				= Mathematics	1	1
35				= Military Science	0	0
36				= Multi/interdisciplinary studies	0	0
37				= Music	3	2
39				= Philosophy	1	1
41				= Psychology	3	2
42				= Public affairs and services	0	0
44				= Religion, theology	1	9
Foreign languages						
51				= French	0	1
52				= German	0	0
53				= Latin	0	0
54				= Russian	0	0
55				= Spanish	4	0
56				= Other foreign languages	0	0
Natural sciences						
57				= Biology/life science	2	3
58				= Chemistry	0	0
59				= Geology/earth science	0	2
60				= Physics	1	0
61				= Other natural sciences	0	3

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				Social sciences		
				62 = Economics	0	1
				63 = History	2	1
				64 = Political science and government	1	0
				65 = Sociology	2	3
				66 = Other social sciences	0	0
				84 = Other	12	4
				Blank = Not Applicable	4566	1873
TFS024	SC024	SC024	513-513	17. For what purpose are you pursuing this degree?		
				1 = To increase current salary	22	8
				2 = For professional development in current field	90	34
				3 = To teach in a different field than the one taught last year	10	10
				4 = For a nonteaching position in elementary or secondary education	24	6
				5 = For an occupation outside elementary or secondary education other than current job	36	17
				6 = Other	13	24
				Blank = Not Applicable	4566	1873
TFS025	SC025	SC025	514-514	18. Do you plan to return to teaching?		
				1 = Yes - continue with question 19	373	189
				2 = No - skip to question 21a	847	174
				3 = Undecided - continue with question 19	239	140
TFS026	SC026	SC026	515-515	19. How soon might you return to teaching?		
				1 = Later this school year	39	20
				2 = Next year	229	92
				3 = Within five years	159	99
				4 = More than five years from now	44	24
				5 = Undecided	141	94
				Blank = Not Applicable	4149	1643
TFS027	SC027	SC027	516-516	20. At which level would you teach?		
				1 = Prekindergarten	19	18
				Blank = Not Applicable	4742	1954
TFS028	SC028	SC028	517-517	1 = Elementary	252	189
				Blank = Not Applicable	4509	1783
TFS029	SC029	SC029	518-518	1 = Junior high/middle school	176	87
				Blank = Not Applicable	4585	1885
TFS030	SC030	SC030	519-519	1 = Senior high	258	89
				Blank = Not Applicable	4503	1883
TFS031	SC031	SC031	520-520	1 = Postsecondary	102	62
				Blank = Not Applicable	4659	1910
TFS032	SC032	SC032	521-521	21a. Do you have a "lifetime" teaching certificate?		
				1 = Yes - skip to question 23a	624	147
				2 = No - continue with question 21b	835	356
TFS033	SC033	SC033	522-522	b. Has there been a change in your teacher certification status since last year?		
				1 = No change	720	312
				Blank = Not Applicable	4041	1660
TFS034	SC034	SC034	523-523	1 = Yes - Certification has lapsed	36	22
				Blank = Not Applicable	4725	1950
TFS035	SC035	SC035	524-524	1 = Yes - Certification has been upgraded from temporary or emergency to a regular certificate	22	1
				Blank = Not Applicable	4739	1971
TFS036	SC036	SC036	525-525	1 = Yes - Certified in a different field	25	2
				Blank = Not Applicable	4736	1970
TFS037	SC037	SC037	526-526	1 = Other change	32	19
				Blank = Not Applicable	4729	1953

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS038	SC038	SC038	527-527	22. Do you plan to maintain or reinstate your teaching certificate? 1 = Yes 2 = No 3 = Undecided Blank = Not Applicable	494 241 100 3926	161 131 64 1616
TFS039	SC039	SC039	528-529	23a. What was your main reason for leaving the teaching profession? 01 = Family or personal move 02 = Pregnancy/child rearing 03 = Health 04 = To retire 05 = To pursue another career 06 = For better salary or benefits 07 = To take courses to improve career opportunities 08 = To take courses to improve career opportunities outside the field of education 09 = School staffing action (reduction-in-force, lay-off, school closing, school reorganization, reassignment) 10 = To take a sabbatical or other break from teaching 11 = Dissatisfied with teaching as a career 12 = Other family or personal reason	98 122 37 523 150 77 91 23 93 52 101 92	68 73 16 41 77 31 39 18 55 12 27 46
TFS040	SC040	SC040	530-530	b. Did you have a second reason for leaving? 1 = Yes 2 = No - skip to question 23d	584 875	169 334
TFS041	SC041	SC041	531-532	b. What was your second reason? 01 = Family or personal move 02 = Pregnancy/child rearing 03 = Health 04 = To retire 05 = To pursue another career 06 = For better salary or benefits 07 = To take courses to improve career opportunities 08 = To take courses to improve career opportunities outside the field of education 09 = School staffing action (reduction-in-force, lay-off, school closing, school reorganization, reassignment) 10 = To take a sabbatical or other break from teaching 11 = Dissatisfied with teaching as a career 12 = Other family or personal reason Blank = Not Applicable	43 9 35 26 70 71 22 19 31 29 151 78 4177	13 11 5 2 21 19 11 9 12 15 24 27 1803
TFS042	SC042	SC042	533-533	c. Did you have a third reason for leaving? 1 = Yes 2 = No Blank = Not Applicable	199 385 4177	55 114 1803
TFS043	SC043	SC043	534-535	c. What was your third reason? 01 = Family or personal move 02 = Pregnancy/child rearing 03 = Health 04 = To retire 05 = To pursue another career 06 = For better salary or benefits 07 = To take courses to improve career opportunities 08 = To take courses to improve career opportunities outside the field of education 09 = School staffing action (reduction-in-force, lay-off, school closing, school reorganization, reassignment) 10 = To take a sabbatical or other break from teaching 11 = Dissatisfied with teaching as a career 12 = Other family or personal reason Blank = Not Applicable	5 3 16 3 26 27 8 7 7 7 62 28 4562	3 2 3 0 2 10 3 4 1 2 12 13 1917
TFS044	SC044	SC044	536-536	d. Did you enter code 11 for one of your reasons in question 23a, b, or c? 1 = Yes - continue with question 23e 2 = No - skip to question 24a	314 1145	63 440

BEST COPY AVAILABLE

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS045	SC045	SC045	537-538	e. What was your main area of dissatisfaction with the teaching profession? 01 = Poor opportunity for professional advancement 02 = Inadequate support from administration 03 = Unsafe working environment 04 = Lack of influence over school policies and practices 05 = Lack of control over own classroom 06 = Lack of community support for schools 07 = Intrusions on teaching time (not enough time working directly with teaching students) 08 = Interference from others regarding what I taught (censorship, pressure to teach doctrines/theories I didn't support, etc.) 09 = Inadequate time to prepare lesson/teaching plans 10 = Lack of professional competence of colleagues 11 = Poor student motivation to learn 12 = Generally poor working conditions 13 = Class sizes too large 14 = Student discipline problems 15 = Poor salary Blank = Not Applicable	21 74 3 21 7 8 20 13 18 4 62 8 14 30 11 4447	2 13 0 4 2 0 2 3 6 2 10 2 2 5 10 1909
TFS046	SC046	SC046	539-539	f. Did you have a second area of dissatisfaction? 1 = Yes 2 = No - skip to question 24a Blank = Not Applicable	287 27 4447	57 6 1909
TFS047	SC047	SC047	540-541	f. What was your second area? 01 = Poor opportunity for professional advancement 02 = Inadequate support from administration 03 = Unsafe working environment 04 = Lack of influence over school policies and practices 05 = Lack of control over own classroom 06 = Lack of community support for schools 07 = Intrusions on teaching time (not enough time working directly with teaching students) 08 = Interference from others regarding what I taught (censorship, pressure to teach doctrines/theories I didn't support, etc.) 09 = Inadequate time to prepare lesson/teaching plans 10 = Lack of professional competence of colleagues 11 = Poor student motivation to learn 12 = Generally poor working conditions 13 = Class sizes too large 14 = Student discipline problems 15 = Poor salary Blank = Not Applicable	12 31 6 21 13 8 17 8 18 11 55 8 18 48 13 4474	4 9 0 2 1 0 1 2 7 1 5 4 4 7 10 1915
TFS048	SC048	SC048	542-542	g. Did you have a third area of dissatisfaction? 1 = Yes 2 = No Blank = Not Applicable	238 49 4474	41 16 1915
TFS049	SC049	SC049	543-544	g. What was your third area? 01 = Poor opportunity for professional advancement 02 = Inadequate support from administration 03 = Unsafe working environment 04 = Lack of influence over school policies and practices 05 = Lack of control over own classroom 06 = Lack of community support for schools 07 = Intrusions on teaching time (not enough time working directly with teaching students) 08 = Interference from others regarding what I taught (censorship, pressure to teach doctrines/theories I didn't support, etc.) 09 = Inadequate time to prepare lesson/teaching plans 10 = Lack of professional competence of colleagues 11 = Poor student motivation to learn 12 = Generally poor working conditions 13 = Class sizes too large 14 = Student discipline problems 15 = Poor salary Blank = Not Applicable	5 23 3 20 3 12 18 6 12 15 25 17 16 34 29 4523	4 6 0 0 2 2 3 2 5 4 3 0 3 4 3 1931



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS050	SC050	SC050	545-546	24a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?		
				01 = Providing higher salaries or better fringe benefits	551	197
				02 = Improving opportunities for professional advancement	50	20
				03 = Dealing more effectively with student discipline and making schools safer	206	80
				04 = Giving teachers more authority in the school and in their own classrooms	165	40
				05 = Increasing standards for students' academic performance	56	20
				06 = Providing better resources and materials for classroom use	22	14
				07 = Decreasing class size	137	30
				08 = Giving special recognition and/or special assignments to excellent or outstanding teachers	31	8
				09 = Reducing the paperwork burden on teachers	58	12
				10 = Providing more support for new teachers (e.g., mentor teacher programs)	40	14
				11 = Increasing parent involvement in the schools	55	19
				12 = Reducing teacher workload	48	18
				13 = Providing merit pay or other pay incentives to teachers	13	9
				14 = Providing teacher training in content areas and instructional methods	6	10
				15 = Providing tuition reimbursement for coursework required for certification or career advancement	9	8
				16 = Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options	12	4
TFS051	SC051	SC051	547-548	b. What would be the second most effective step?		
				01 = Providing higher salaries or better fringe benefits	157	50
				02 = Improving opportunities for professional advancement	85	36
				03 = Dealing more effectively with student discipline and making schools safer	241	65
				04 = Giving teachers more authority in the school and in their own classrooms	162	48
				05 = Increasing standards for students' academic performance	100	35
				06 = Providing better resources and materials for classroom use	54	27
				07 = Decreasing class size	193	52
				08 = Giving special recognition and/or special assignments to excellent or outstanding teachers	40	17
				09 = Reducing the paperwork burden on teachers	136	33
				10 = Providing more support for new teachers (e.g., mentor teacher programs)	30	23
				11 = Increasing parent involvement in the schools	67	35
				12 = Reducing teacher workload	68	27
				13 = Providing merit pay or other pay incentives to teachers	47	16
				14 = Providing teacher training in content areas and instructional methods	26	15
				15 = Providing tuition reimbursement for coursework required for certification or career advancement	36	17
				16 = Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options	17	7
TFS052	SC052	SC052	549-550	c. What would be the third most effective step?		
				01 = Providing higher salaries or better fringe benefits	194	44
				02 = Improving opportunities for professional advancement	47	11
				03 = Dealing more effectively with student discipline and making schools safer	143	47
				04 = Giving teachers more authority in the school and in their own classrooms	113	30
				05 = Increasing standards for students' academic performance	79	25
				06 = Providing better resources and materials for classroom use	89	46
				07 = Decreasing class size	139	48
				08 = Giving special recognition and/or special assignments to excellent or outstanding teachers	51	15
				09 = Reducing the paperwork burden on teachers	164	42
				10 = Providing more support for new teachers (e.g., mentor teacher programs)	56	30
				11 = Increasing parent involvement in the schools	116	46
				12 = Reducing teacher workload	93	33
				13 = Providing merit pay or other pay incentives to teachers	53	29
				14 = Providing teacher training in content areas and instructional methods	29	9
				15 = Providing tuition reimbursement for coursework required for certification or career advancement	63	34
				16 = Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options	31	14

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS053	SC053	SC053	551-551	25. Is your MAIN occupational status "working" (i.e., box 1 or 2 marked in question 1)?		
				1 = Yes - continue with question 266	476	196
				2 = No - skip to question 287	983	307
TFS054	SC054	SC054	552-552	26. How would you rate teaching relative to your current MAIN occupation in terms of EACH of the following aspects? Please indicate (a) Better in teaching (b) Better in current position, or (c) No difference.		
				Salary		
				1 = Better in teaching	128	60
TFS055	SC055	SC055	553-553	Opportunities for professional advancement		
				1 = Better in teaching	74	39
				2 = Better in current position	287	103
TFS056	SC056	SC056	554-554	Recognition and support from administrators/managers		
				1 = Better in teaching	70	36
				2 = Better in current position	272	97
TSC057	SC057	SC057	555-555	Safety of environment		
				1 = Better in teaching	85	26
				2 = Better in current position	175	51
TFS058	SC058	SC058	556-556	Influence over workplace policies and practices		
				1 = Better in teaching	61	38
				2 = Better in current position	327	106
TFS059	SC059	SC059	557-557	Autonomy or control over your own work		
				1 = Better in teaching	79	32
				2 = Better in current position	315	122
TFS060	SC060	SC060	558-558	Professional prestige		
				1 = Better in teaching	99	64
				2 = Better in current position	284	82
TFS061	SC061	SC061	559-559	Benefits		
				1 = Better in teaching	145	48
				2 = Better in current position	143	81
TFS062	SC062	SC062	560-560	Procedures for performance evaluation		
				1 = Better in teaching	103	51
				2 = Better in current position	157	65
TFS063	SC063	SC063	561-561	Manageability of workload		
				1 = Better in teaching	101	37
				2 = Better in current position	273	113
TFS064	SC064	SC064	562-562	Availability of resources and materials for doing job		
				1 = Better in teaching	60	32
				2 = Better in current position	246	79

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
TFS065	SC065	SC065	563-563	General work conditions 1 = Better in teaching 2 = Better in current position 3 = No difference Blank = Not Applicable			55 267 154 4285	25 100 71 1776
TFS066	SC066	SC066	564-564	Job Security 1 = Better in teaching 2 = Better in current position 3 = No difference Blank = Not Applicable			198 124 154 4285	41 66 89 1776
TFS067	SC067	SC067	565-565	Professional caliber of colleagues 1 = Better in teaching 2 = Better in current position 3 = No difference Blank = Not Applicable			100 180 196 4285	61 59 76 1776
TFS068	SC068	SC068	566-566	Intellectual challenge 1 = Better in teaching 2 = Better in current position 3 = No difference Blank = Not Applicable			109 249 118 4285	80 64 52 1776
TFS069	SC069	SC069	567-567	Overall job satisfaction 1 = Better in teaching 2 = Better in current position 3 = No difference Blank = Not Applicable			80 296 100 4285	42 103 51 1776
27. How satisfied are you with EACH of the following aspects of your CURRENT job? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with-								
TFS070	SC070	SC070	568-568	Salary 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable			92 256 93 35 4285	30 110 39 17 1776
TFS071	SC071	SC071	569-569	Opportunities for professional advancement 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable			140 248 68 20 4285	56 94 26 20 1776
TFS072	SC072	SC072	570-570	Recognition and support from administrators/managers 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable			211 207 43 15 4285	79 84 24 9 1776
TFS073	SC073	SC073	571-571	Safety of environment 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable			239 204 30 3 4285	113 72 9 2 1776
TFS074	SC074	SC074	572-572	Influence over workplace policies and practices 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable			182 228 56 10 4285	68 96 22 10 1776
TFS075	SC075	SC075	573-573	Autonomy or control over your own work 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable			242 196 30 8 4285	109 68 11 8 1776

176

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Public	Code Private	Location	Description	Unweighted Frequencies	
					Public	Private
TFS076	SC076	SC076	574-574	Professional prestige 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	199 209 53 15 4285	69 87 27 13 1776
TFS077	SC077	SC077	575-575	Benefit 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	133 201 103 39 4285	57 75 34 30 1776
TFS078	SC078	SC078	576-576	Procedures for performance evaluation 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	133 278 57 8 4285	57 103 26 10 1776
TFS079	SC079	SC079	577-577	Manageability of work 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	178 236 55 7 4285	97 79 15 5 1776
TFS080	SC080	SC080	578-578	Availability of resources and materials for doing job 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	180 229 59 8 4285	81 97 14 4 1776
TFS081	SC081	SC081	579-579	General work conditions 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	231 214 28 3 4285	102 82 10 2 1776
TFS082	SC082	SC082	580-580	Job Security 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	147 225 77 27 4285	74 91 24 7 1776
TFS083	SC083	SC083	581-581	Professional caliber of colleagues 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	223 202 37 14 4285	84 84 18 10 1776
TFS084	SC084	SC084	582-582	Intellectual challenge 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	245 174 41 16 4285	69 83 24 20 1776
TFS085	SC085	SC085	583-583	Overall job satisfaction 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied Blank = Not Applicable	231 207 32 6 4285	89 85 14 8 1776



Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
TFS086	SC086	SC086	584-585	28. Which category represents the total combined income (include your own income) of ALL FAMILY MEMBERS age 14 and older in your household during 1991? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household. 1 = Less than \$10,000 2 = \$10,000 - \$14,999 3 = \$15,000 - \$19,999 4 = \$20,000 - \$24,999 5 = \$25,000 - \$29,999 6 = \$30,000 - \$34,999 7 = \$35,000 - \$39,999 8 = \$40,000 - \$49,999 9 = \$50,000 - \$59,999 10 = \$60,000 - \$74,999 11 = \$75,000 - \$99,999 12 = \$100,000 or more				
							16	29
							16	35
							70	43
							108	53
							135	61
							125	49
							144	44
							235	53
							210	49
							205	43
							123	27
							72	17
TFS087	SC087	SC087	586-586	29. What is your current marital status? 1 = Married 2 = Widowed, divorced, or separated 3 = Never married			1135	357
							162	29
							162	117
TFS088	SC088	SC088	587-587	30. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support? Blank = None - skip to question 32a Minimum Value Maximum Value Mean Standard Deviation			3302	1469
							0	0
							7	5
							0.789582	1.001988
							1.062647	1.169838
TFS089	SC089	SC089	588-589	31. What was the age of your youngest child on his/her last birthday? Minimum Value Maximum Value Mean Standard Deviation			0	0
							38	37
							9.513889	6.830116
							8.278188	6.825773
TFS090	SC090	SC090	590-590	32a. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support? 1 = Yes - continue with question 32b 2 = No - skip to question 33			47	13
							1412	490
TFS091	SC091	SC091	591-591	32b. How many persons other than your spouse or children are dependent on you for more than half of their financial support? 0 = 1 = 2 = 3 = 4 = 5 = 6 = 7 = Blank = Not Applicable			0	0
							41	8
							5	3
							1	1
							0	0
							0	0
							0	0
							0	1
							4714	1959
TFS092	SC092	SC092	592-592	33. Were you a Chapter 1 teacher (i.e., paid in full or in part by federal funds under Chapter 1 of the Elementary and Secondary Education Act) LAST SCHOOL YEAR (1990-91)? 1 = Yes 2 = No			82	13
							1377	490
TFS097	SC097	SC097	593-594	36. Not counting interruptions, how long did it take to complete this survey? Minimum Value Maximum Value Mean Standard Deviation			3	3
							93	60
							17.33503	16.7234
							8.683447	7.694049

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
CURRENT TEACHER QUESTIONNAIRE						
TFS104	SC104	SC104	595-595	1. Of the following, which is your MAIN activity and which, if any, is your OTHER main activity? MAIN and OTHER main activity is defined in terms of the amount of time you spend on each during the normal work week. If your time is equally divided between two occupations or activities, e.g., you are retired but have returned part time to teaching, list either one as MAIN and the remaining one as OTHER. 1 = Teaching in an elementary or secondary school 2 = Working in an elementary or secondary school with an assignment OTHER THAN teaching 3 = Working in an occupation outside of elementary or secondary education 4 = Student at a college or university 5 = Caring for family members 6 = Retired 7 = Other	3208	1385
TFS105	SC105	SC105	596-596	1. Other main activity 1 = Teaching in an elementary or secondary school 2 = Working in an elementary or secondary school with an assignment OTHER THAN teaching 3 = Working in an occupation outside of elementary or secondary education 4 = Student at a college or university 5 = Caring for family members 6 = Retired 7 = Other Blank = Not Applicable	42 136 111 131 628 7 118 3588	47 85 60 57 279 8 70 1366
TFS106	SC106	SC106	597-597	1. Check here if your time is equally divided between your main and other main activity. 1 = Time equally divided Blank = Not Applicable	198 4563	113 1859
TFS107	SC107	SC107	598-598	2. Which of the following categories describes your position as a school EMPLOYEE? 1 = Full-time employee 2 = 3/4 time or more, but less than full-time employee 3 = 1/2 time or more, but less than 3/4 time employee 4 = 1/4 time or more, but less than 1/2 time employee 5 = Less than 1/4 time employee	3121 42 93 31 15	1281 44 85 38 21
TFS108	SC108	SC108	599-599	3a. How much time do you work as a TEACHER at this school? 1 = Full-time employee 2 = 3/4 time or more, but less than full-time employee 3 = 1/2 time or more, but less than 3/4 time employee 4 = 1/4 time or more, but less than 1/2 time employee 5 = Less than 1/4 time employee	3065 52 114 44 27	1232 55 98 51 33
TFS109	SC109	SC109	600-600	3b. Which of the following categories best describes your teaching assignment? 1 = Regular full-time or part-time teacher 2 = Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school) 3 = Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)	3084 184 34	1423 32 14
TFS110	SC110	SC110	601-601	4. If you are a full-time school or district employee with less than a full-time teaching assignment, which of these best describes your assignment at this school? 1 = Administrator (e.g., principal, assistant principal, director, head) 2 = Counselor 3 = Librarian/media specialist 4 = Coach 5 = Other professional staff (e.g., department head, curriculum coordinator) 6 = Support staff (e.g., secretary, aide) 7 = Other 8 = Not applicable	16 6 4 9 11 6 12 3238	23 5 7 5 11 6 23 1389

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS111	SC111	SC111	602-603	5a. What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?		
				01 = Prekindergarten	23	20
				02 = Kindergarten	145	84
				03 = General elementary	945	517
				Special areas		
				86 = American Indian studies (Native American)	1	0
				10 = Art	74	32
				12 = Basic skills and remedial education	13	2
				13 = Bilingual education	14	0
				17 = Computer science	26	14
				18 = Dance	2	1
				19 = Drama/theater	5	1
				21 = English/language arts	231	136
				23 = English as a second language	28	8
				26 = Gifted	19	0
				28 = Home economics	46	8
				16 = Journalism	2	0
				33 = Mathematics	232	127
				35 = Military science	7	0
				37 = Music	175	51
				39 = Philosophy	0	0
				40 = Physical education, health	190	55
				43 = Reading	71	16
				44 = Religion	0	50
				47 = Social studies/social science	167	81
				Foreign languages		
				51 = French	23	16
				52 = German	8	1
				53 = Latin	5	5
				54 = Russian	1	0
				55 = Spanish	47	30
				56 = Other foreign language	5	7
				Science		
				57 = Biology/life science	58	27
				58 = Chemistry	21	18
				59 = Geology/earth science/space science	20	9
				60 = Physics	8	11
				61 = General and all other science	85	42
				Vocational education		
				05 = Accounting	3	4
				06 = Agriculture	13	2
				14 = Business, marketing	50	6
				27 = Health occupations	2	0
				30 = Industrial arts	30	3
				49 = Trade and industry	17	1
				50 = Technical	5	0
				83 = Other vocational education	25	1
				Special education		
				67 = Special education, general	131	10
				68 = Emotionally disturbed	42	10
				69 = Mentally retarded	42	1
				70 = Speech/language impaired	38	1
				71 = Deaf and hard-of-hearing	12	2
				72 = Visually handicapped	3	0
				73 = Orthopedically impaired	5	1
				74 = Mildly handicapped	7	1
				75 = Severely handicapped	15	4
				76 = Specific learning disabilities	103	19
				77 = Other special education	20	6
				84 = All others	42	28
TFS112	SC112	SC112	604-604	1 = Teaching assignment equally divided between two fields	109	78
				Blank = Not Applicable	4652	1894
TFS113	SC113	SC113	605-605	5b. Do you teach classes in OTHER fields at this school?		
				1 = Yes	608	402
				2 = No	2694	1067

BEST COPY AVAILABLE

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS114	SC114	SC114	606-607	5b. In what field do you teach the second most classes?		
				01 = Prekindergarten	5	3
				02 = Kindergarten	1	5
				03 = General elementary	13	10
				Special areas		
				86 = American Indian studies (Native American)	2	0
				10 = Art	9	12
				12 = Basic skills and remedial education	6	2
				13 = Bilingual education	7	0
				17 = Computer science	22	18
				18 = Dance	3	1
				19 = Drama/theater	14	7
				21 = English/language arts	59	34
				23 = English as a second language	12	1
				26 = Gifted	13	1
				28 = Home economics	0	3
				16 = Journalism	13	7
				33 = Mathematics	55	38
				35 = Military science	0	0
				37 = Music	7	10
				39 = Philosophy	1	0
				40 = Physical education, health	51	22
				43 = Reading	32	29
				44 = Religion	1	41
				47 = Social studies/social science	48	45
				Foreign languages		
				51 = French	8	3
				52 = German	4	0
				53 = Latin	1	3
				54 = Russian	1	0
				55 = Spanish	14	8
				56 = Other foreign language	2	4
				Science		
				57 = Biology/life science	11	12
				58 = Chemistry	10	9
				59 = Geology/earth science/space science	12	4
				60 = Physics	8	9
				61 = General and all other science	47	28
				Vocational education		
				05 = Accounting	7	1
				06 = Agriculture	0	0
				14 = Business, marketing	9	2
				27 = Health occupations	2	1
				30 = Industrial arts	3	1
				49 = Trade and industry	1	0
				50 = Technical	1	2
				83 = Other vocational education	11	4
				Special education		
				67 = Special education, general	16	4
				68 = Emotionally disturbed	9	0
				69 = Mentally retarded	4	0
				70 = Speech/language impaired	1	3
				71 = Deaf and hard-of-hearing	1	0
				72 = Visually handicapped	0	0
				73 = Orthopedically impaired	1	0
				74 = Mildly handicapped	6	0
				75 = Severely handicapped	1	1
				76 = Specific learning disabilities	10	1
				77 = Other special education	4	0
				84 = All others	29	13
				Blank = Not Applicable	4153	1570
TFS115	SC115	SC115	608-608	6a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?		
				1 = Yes - continue with b	3170	991
				2 = No - skip to question 7a	132	478

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS116	SC116	SC116	609-609	6b. What type of certification do you hold in this field? 1 = Advanced professional certificate 2 = Regular or standard state certification (the standard certification offered in your state) 3 = Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 4 = Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained) Blank = Not Applicable	450 2443 120 157 1591	104 775 26 86 981
TFS117	SC117	SC117	610-610	6c. Was this certificate granted within the last 12 months? 1 = Yes 2 = No Blank = Not Applicable	477 2693 1591	152 839 981
TFS118	SC118	SC118	611-611	7a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school? 1 = Yes - continue with b 2 = No - skip to question 8 3 = Not applicable; I do not have another teaching field - skip to question 8	403 205 2694	142 260 1067
TFS119	SC119	SC119	612-612	7b. What type of certification do you hold in this field? 1 = Advanced professional certificate 2 = Regular or standard state certification (the standard certification offered in your state) 3 = Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 4 = Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained) Blank = Not Applicable	49 323 12 19 4358	18 107 2 15 1830
TFS120	SC120	SC120	613-613	7c. Was this certificate granted within the last 12 months? 1 = Yes 2 = No Blank = Not Applicable	73 330 4358	20 122 1830
TFS121	SC121	SC121	614-614	8. In what grade levels are the students in your classes at THIS school? 1 = Ungraded Blank = Not Applicable	56 4705	24 1948
TFS122	SC122	SC122	615-615	1 = Prekindergarten Blank = Not Applicable	98 4663	57 1915
TFS123	SC123	SC123	616-616	1 = Kindergarten Blank = Not Applicable	504 4257	325 1737
TFS124	SC124	SC124	617-617	1 = 1st Blank = Not Applicable	670 4091	297 1675
TFS125	SC125	SC125	618-618	1 = 2nd Blank = Not Applicable	690 4071	300 1672
TFS126	SC126	SC126	619-619	1 = 3rd Blank = Not Applicable	691 4070	297 1675
TFS127	SC127	SC127	620-620	1 = 4th Blank = Not Applicable	697 4064	297 1675
TFS128	SC128	SC128	621-621	1 = 5th Blank = Not Applicable	706 4055	351 1621
TFS129	SC129	SC129	622-622	1 = 6th Blank = Not Applicable	679 4082	395 1577
TFS130	SC130	SC130	623-623	1 = 7th Blank = Not Applicable	696 4065	416 1556
TFS131	SC131	SC131	624-624	1 = 8th Blank = Not Applicable	709 4052	403 1569
TFS132	SC132	SC132	625-625	1 = 9th Blank = Not Applicable	910 3851	352 1620

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS133	SC133	SC133	626-626	1 = 10th Blank = Not Applicable	922 3839	364 1608
TFS134	SC134	SC134	627-627	1 = 11th Blank = Not Applicable	924 3837	370 1602
TFS135	SC135	SC135	628-628	1 = 12th Blank = Not Applicable	908 3853	369 1603
TFS136	SC136	SC136	629-629	1 = Postsecondary Blank = Not Applicable	22 4739	11 1961
TFS137	SC137	SC137	630-631	9. Which of the following best describes the community in which this school is located? 1 = A rural or farming community 2 = A small city or town of fewer than 50,000 people that is not a suburb of a larger city 3 = A medium-sized city (50,000 to 100,000 people) 4 = A suburb of a medium-sized city 5 = A large city (100,000 to 500,000 people) 6 = A suburb of a large city 7 = A very large city (over 500,000 people) 8 = A suburb of a very large city 9 = A military base or station 10 = An Indian reservation	864 881 394 133 328 250 223 202 8 19	173 289 196 85 225 157 192 147 4 1
TFS138	SC138	SC138	632-632	10. Are you currently teaching in the SAME school as you were last year when you completed the Schools and Staffing Survey? 1 = Yes - skip to question 15 2 = No - continue with question 11	2233 1069	1110 359
TFS139	SC139	SC139	633-633	11. Are you currently teaching in the same state as you were last year when you completed the Schools and Staffing Survey? 1 = Yes 2 = No Blank = Not Applicable	254 123 3692	105 1613
TFS140	SC140	SC140	634-635	11. In which state or country are you teaching now? 01 = Alabama 02 = Alaska 04 = Arizona 05 = Arkansas 06 = California 08 = Colorado 09 = Connecticut 10 = Delaware 11 = District of Columbia 12 = Florida 13 = Georgia 15 = Hawaii 16 = Idaho 17 = Illinois 18 = Indiana 19 = Iowa 20 = Kansas 21 = Kentucky 22 = Louisiana 23 = Maine 24 = Maryland 25 = Massachusetts 26 = Michigan 27 = Minnesota 28 = Mississippi 29 = Missouri 30 = Montana 31 = Nebraska 32 = Nevada 33 = New Hampshire 34 = New Jersey 35 = New Mexico 36 = New York 37 = North Carolina 38 = North Dakota 39 = Ohio 40 = Oklahoma 41 = Oregon 42 = Pennsylvania 44 = Rhode Island	2 2 5 5 3 6 0 0 0 5 2 1 2 3 5 1 2 1 4 1 2 0 1 2 0 1 1 2 3 1 1 5 1 1 3 2 2 3 3 3 1 0	1 0 2 0 7 0 0 1 0 2 4 2 1 5 0 1 2 1 2 5 4 2 2 3 1 0 1 3 3 0 3 3 3 3 3 3 0

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				45 = South Carolina	1	0
				46 = South Dakota	1	1
				47 = Tennessee	1	3
				48 = Texas	10	3
				49 = Utah	3	1
				50 = Vermont	0	0
				51 = Virginia	4	5
				53 = Washington	7	5
				54 = West Virginia	0	0
				55 = Wisconsin	4	7
				56 = Wyoming	2	0
				Blank = Not Applicable	4638	1867
TFS141	SC141	SC141	636-636	12. Which of the following best describes your move from last year's school to this year's school? 1 = Moved from one public school to another public school in the SAME district - skip to question 14	534	1
				2 = Moved from one public school district to another public school district - skip to question 14	484	6
				3 = Moved from a private school to a public school - skip to question 14	2	145
				4 = Moved from one private school to another private school - continue with question 13	1	206
				5 = Moved from a public school to a private school - continue with question 13	48	1
				Blank = Not Applicable	3692	1613
TFS142	SC142	SC142	637-637	13. Is the private school in which you currently teach affiliated with the Roman Catholic Church or another religious organization, or is it nonreligious? 1 = Religious - Roman Catholic	13	63
				2 = Religious - Non-Roman Catholic	12	101
				3 = Non-Religious	24	43
				Blank = Not Applicable	4712	1765
TFS143	SC143	SC143	638-638	14a. What was your main reason for leaving the school in which you taught last year? 01 = Family or personal move	309	122
				02 = For better salary or benefits	87	101
				03 = For a better teaching assignment (subject area or grade level)	204	38
				04 = School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)	374	65
				05 = Dissatisfied with the previous school	95	33
				Blank = Not Applicable	3692	1613
TFS144	SC144	SC144	639-639	14b. Did you have a second reason for leaving? 1 = Yes	303	134
				2 = No - skip to question 14d	766	225
				Blank = Not Applicable	3692	1613
TFS145	SC145	SC145	640-640	What was your second reason? 01 = Family or personal move	69	19
				02 = For better salary or benefits	64	32
				03 = For a better teaching assignment (subject area or grade level)	80	36
				04 = School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)	18	12
				05 = Dissatisfied with the previous school	72	35
				Blank = Not Applicable	4458	1838
TFS146	SC146	SC146	641-641	14c. Did you have a third reason for leaving? 1 = Yes	83	32
				2 = No	220	102
				Blank = Not Applicable	4458	1838
TFS147	SC147	SC147	642-642	What was your third reason? 01 = Family or personal move	19	4
				02 = For better salary or benefits	14	5
				03 = For a better teaching assignment (subject area or grade level)	22	11
				04 = School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)	0	3
				05 = Dissatisfied with the previous school	28	9
				Blank = Not Applicable	4678	1940

BEST COPY AVAILABLE

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS148	SC148	SC148	643-643	14d. Did you enter code 05 for one of your reasons in question 14a, b, or c? 1 = Yes - continue with question 14e 2 = No - skip to question 15	195 874	77 282
TFS149	SC149	SC149	644-645	14e. What was your main area of dissatisfaction with teaching in your previous school? 01 = Poor opportunity for professional advancement 02 = Inadequate support from administration 03 = Unsafe working environment 04 = Lack of influence over school policies and practices 05 = Lack of control over own classroom 06 = Lack of community support for schools 07 = Intrusions on teaching time (i.e., not enough time working directly with teaching students) 08 = Interference from others regarding what I taught (e.g., censorship, pressure to teach doctrines/theories I didn't support, etc.) 09 = Inadequate time to prepare lesson/teaching plan 10 = Lack of professional competence of colleagues 11 = Poor student motivation to learn 12 = Generally poor working conditions 13 = Class sizes too large 14 = Student discipline problems 15 = Poor salary Blank = Not Applicable	8 87 9 6 6 10 3 4 5 16 12 9 6 11 3 4566	8 37 1 4 2 1 0 4 0 4 2 6 0 1 7 1895
TFS150	SC150	SC150	646-646	14f. Did you have a second area of dissatisfaction? 1 = Yes 2 = No - skip to question Blank = Not Applicable	154 41 4566	58 19 1895
TFS151	SC151	SC151	647-648	What was your second area? 01 = Poor opportunity for professional advancement 02 = Inadequate support from administration 03 = Unsafe working environment 04 = Lack of influence over school policies and practices 05 = Lack of control over own classroom 06 = Lack of community support for schools 07 = Intrusions on teaching time (i.e., not enough time working directly with teaching students) 08 = Interference from others regarding what I taught (e.g., censorship, pressure to teach doctrines/theories I didn't support, etc.) 09 = Inadequate time to prepare lesson/teaching plans 10 = Lack of professional competence of colleagues 11 = Poor student motivation to learn 12 = Generally poor working conditions 13 = Class sizes too large 14 = Student discipline problems 15 = Poor salary Blank = Not Applicable	9 22 8 12 5 14 9 7 4 12 18 7 7 17 3 4607	8 10 0 7 0 1 2 3 1 6 1 3 2 5 9 1914
TFS152	SC152	SC152	649-649	14g. Did you have a third area of dissatisfaction? 1 = Yes 2 = No Blank = Not Applicable	114 40 4607	42 16 1914
TFS153	SC153	SC153	650-651	What was your third area? 01 = Poor opportunity for professional advancement 02 = Inadequate support from administration 03 = Unsafe working environment 04 = Lack of influence over school policies and practices 05 = Lack of control over own classroom 06 = Lack of community support for schools 07 = Intrusions on teaching time (i.e., not enough time working directly with teaching students) 08 = Interference from others regarding what I taught (e.g., censorship, pressure to teach doctrines/theories I didn't support, etc.) 09 = Inadequate time to prepare lesson/teaching plans 10 = Lack of professional competence of colleagues 11 = Poor student motivation to learn 12 = Generally poor working conditions 13 = Class sizes too large 14 = Student discipline problems 15 = Poor salary Blank = Not Applicable	9 11 3 9 4 9 5 4 9 2 13 9 4 18 5 4607	8 3 2 3 1 0 2 3 2 4 1 4 1 3 5 1914

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS154	SC154	SC154	652-652	15. Have you earned any new degrees in the past 12 months? 1 = Yes - continue with question 16 2 = No - skip to question 20	127	41
					3175	1428
TFS155	SC155	SC155	653-654	16. When did you earn this degree? 1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December Blank = Not Applicable	9 2 1 5 31 13 11 30 5 2 0 18	2 1 1 1 12 4 0 7 0 2 0 11
					4634	1931
TFS156	SC156	SC156	655-656	When did you earn this degree? 91 = Year 1991 92 = Year 1992 Blank = Not Applicable	94 33	36 5
					4634	1931
TFS157	SC157	SC157	657-657	17. What type of degree is it? 1 = Associate degree 2 = Bachelor's 3 = Master's 4 = Education specialist or professional diploma (at least one year beyond Master's level) 5 = Doctorate (e.g., Ph.D., Ed.D.) 6 = Professional (e.g., M.D., D.D.S., J.D., L.L.B.) Blank = Not Applicable	4 16 91 14 1 1	0 5 31 5 0 0
					4634	1931
TFS158	SC158	SC158	658-659	What is the major field of study for your NEW degree? EDUCATION General Education 01 = Pre-elementary/early childhood education 03 = Elementary education 04 = Secondary education Subject area education 07 = Agricultural education 11 = Art education 13 = Bilingual education 15 = Business, commerce, and distributive education 22 = Crosscultural education 29 = English education 23 = English as a second language 24 = Foreign languages education 29 = Home economics education 88 = Indian education (Native American) 30 = Industrial arts, vocational and technical, trade and industry education 34 = Mathematics education 38 = Music education 40 = Physical education/health education 43 = Reading education 45 = Religious education 46 = Science education 48 = Social studies/social sciences education Special Education 67 = Special education, general 68 = Emotionally disturbed 69 = Mentally retarded 70 = Speech/language impaired 71 = Deaf and hard-of-hearing 72 = Visually handicapped 73 = Orthopedically impaired 74 = Mildly handicapped 75 = Severely handicapped 76 = Specific learning disabilities 77 = Other special education	1 23 7 1 0 1 0 0 1 6 0 0 0 0 0 0 0 4 3 2 12 0 1 5 10 4 1 0 0 0 0 1 1 7 2	5 1 3 0 1 0 0 0 1 1 0 0 0 0 0 0 1 1 0

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				Other education		
				78 = Curriculum and instruction	2	4
				79 = Educational administration	14	6
				80 = Educational psychology	1	1
				81 = Counseling and guidance	5	1
				82 = Other education	1	1
				GENERAL		
				06 = Agriculture and natural resources	1	0
				86 = American Indian studies (Native American)	0	0
				87 = Other area and ethnic studies	0	0
				08 = Architecture and environmental design	0	0
				10 = Art, fine and applied	1	0
				14 = Business and management	0	0
				16 = Communications and journalism	0	0
				17 = Computer and information sciences	2	0
				19 = Drama, theater	0	0
				20 = Engineering	0	0
				21 = English (literature, letters, speech, classics)	0	0
				25 = General studies	0	0
				27 = Health professions and occupations	0	0
				28 = Home economics	0	0
				85 = Humanities	0	1
				31 = Law	0	0
				32 = Library science	0	0
				33 = Mathematics	0	0
				35 = Military science	0	0
				36 = Multi/interdisciplinary studies	1	0
				37 = Music	2	1
				39 = Philosophy	0	0
				41 = Psychology	1	4
				42 = Public affairs and services	0	0
				44 = Religion, theology	0	1
				Foreign languages		
				51 = French	0	0
				52 = German	0	0
				53 = Latin	0	0
				54 = Russian	0	0
				55 = Spanish	1	1
				56 = Other foreign languages	0	0
				Natural sciences		
				57 = Biology/life science	0	0
				58 = Chemistry	0	1
				59 = Geology/earth science	0	0
				60 = Physics	0	0
				61 = Other natural sciences	1	0
				Social sciences		
				62 = Economics	0	0
				63 = History	0	0
				64 = Political science and government	0	0
				65 = Sociology	0	0
				66 = Other social sciences	0	0
				84 = Other	0	2
				Blank = Not Applicable	4634	1931
TFS159	SC159	SC159	660-660	19. For what purpose did you earn this degree?		
				1 = To increase salary	50	9
				2 = For professional development in current field	56	20
				3 = To teach in a different field than the one taught last year	5	1
				4 = For a nonteaching position in elementary or secondary education	3	2
				5 = For an occupation outside elementary or secondary education other than current job	1	4
				6 = Other	12	5
TFS160	SC160	SC160	661-661	20. Are you currently enrolled in a degree program?		
				1 = No - skip to question 24	2677	1214
				2 = Yes, as a full-time student - continue with question 21	58	30
				3 = Yes, as a part-time student - continue with question 21	567	225

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS161	SC161	SC161	662-662	21. What type of degree are you pursuing?		
				1 = Associate degree	6	3
				2 = Bachelor's	19	24
				3 = Master's	489	194
				4 = Education specialist or professional diploma (at least one year beyond Master's level)	89	18
				5 = Doctorate (e.g., Ph.D., Ed.D.)	20	12
				6 = Professional (e.g., M.D., D.D.S., J.D., L.L.B.)	2	4
				Blank = Not Applicable	4136	1717
TFS162	SC162	SC162	663-664	22. What is the major field of study for the degree you are pursuing?		
				EDUCATION		
				General Education		
				01 = Pre-elementary/early childhood education	13	8
				03 = Elementary education	90	47
				04 = Secondary education	14	10
				Subject area education		
				07 = Agricultural education	0	1
				11 = Art education	6	4
				13 = Bilingual education	2	0
				15 = Business, commerce, and distributive education	4	2
				89 = Crosscultural education	0	0
				22 = English education	0	0
				23 = English as a second language	10	1
				24 = Foreign languages education	2	2
				29 = Home economics education	2	0
				88 = Indian education (Native American)	0	0
				30 = Industrial arts, vocational and technical, trade and industry education	7	0
				34 = Mathematics education	11	4
				38 = Music education	11	4
				40 = Physical education/health education	18	3
				43 = Reading education	34	15
				45 = Religious education	2	3
				46 = Science education	13	2
				48 = Social studies/social sciences education	8	3
				Special Education		
				67 = Special education, general	40	7
				68 = Emotionally disturbed	7	1
				69 = Mentally retarded	2	0
				70 = Speech/language impaired	4	0
				71 = Deaf and hard-of-hearing	2	0
				72 = Visually handicapped	0	0
				73 = Orthopedically impaired	0	0
				74 = Mildly handicapped	3	0
				75 = Severely handicapped	3	1
				76 = Specific learning disabilities	19	4
				77 = Other special education	11	2
				Other education		
				78 = Curriculum and instruction	28	13
				79 = Educational administration	97	25
				80 = Educational psychology	10	6
				81 = Counseling and guidance	24	12
				82 = Other education	16	8
				GENERAL		
				06 = Agriculture and natural resources	1	1
				86 = American Indian studies (Native American)	0	0
				87 = Other area and ethnic studies	2	0
				08 = Architecture and environmental design	0	0
				10 = Art, fine and applied	5	1
				14 = Business and management	2	0
				16 = Communications and journalism	1	0
				17 = Computer and information sciences	6	4
				19 = Drama, theater	0	0
				20 = Engineering	0	0
				21 = English (literature, letters, speech, classics)	12	7
				25 = General studies	6	5
				27 = Health professions and occupations	3	2
				28 = Home economics	4	0
				85 = Humanities	1	1

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				31 = Law	0	0
				32 = Library science	3	1
				33 = Mathematics	9	4
				35 = Military science	0	0
				36 = Multi/interdisciplinary studies	1	0
				37 = Music	11	2
				39 = Philosophy	0	0
				41 = Psychology	4	8
				42 = Public affairs and services	0	1
				44 = Religion, theology	0	6
				Foreign languages		
				51 = French	3	1
				52 = German	0	0
				53 = Latin	0	0
				54 = Russian	0	0
				55 = Spanish	1	4
				56 = Other foreign languages	0	0
				Natural sciences		
				57 = Biology/life science	1	2
				58 = Chemistry	0	1
				59 = Geology/earth science	1	2
				60 = Physics	1	0
				61 = Other natural sciences	1	1
				Social sciences		
				62 = Economics	0	0
				63 = History	6	2
				64 = Political science and government	0	0
				65 = Sociology	1	0
				66 = Other social sciences	0	0
				84 = Other	26	11
				Blank = Not Applicable	4136	1717
TFS163	SC163	SC163	665-665	23. For what purpose are you pursuing this degree?		
				1 = To increase teacher salary	150	41
				2 = For professional development in current teaching field	290	143
				3 = To teach in another field	39	12
				4 = For a nonteaching position in elementary or secondary education	65	17
				5 = For an occupation outside elementary or secondary education	23	14
				6 = Other	58	28
				Blank = Not Applicable	4136	1717
TFS164	SC164	SC164	666-666	24. How long do you plan to remain in teaching?		
				1 = As long as I am able - continue with question 25	1153	769
				2 = Until I am eligible for retirement - continue with question 25	1276	271
				3 = Will probably continue unless something better comes along - continue with question 26	330	122
				4 = Definitely plan to leave teaching as soon as I can - skip to question 26	95	60
				5 = Undecided at this time - skip to question 26	448	247
TFS165	SC165	SC165	667-668	25. In how many years do you plan to retire from teaching?		
				Minimum Value	0	1
				Maximum Value	60	55
				Mean	18.56484	20.91731
				Standard Deviation	9.375452	9.897691
TFS166	SC166	SC166	669-670	26. What do you expect your MAIN activity will be during the NEXT SCHOOL YEAR (1992-93)		
				1 = Teaching in this school	2870	1193
				2 = Teaching in another school in this school system	155	32
				3 = Teaching in another public school system	98	52
				4 = Teaching in a private school	9	55
				5 = Teaching in a preschool	2	2
				6 = Teaching at the postsecondary level	5	6
				7 = Working as a substitute teacher	18	13
				8 = Student at a college or university	23	24
				9 = Working in a nonteaching occupation in the field of education	35	24
				10 = Working in an occupation outside the field of education	25	30
				11 = Caring for family members	25	26
				12 = Unemployed and seeking work	13	9

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				13 = Military service	0	0
				14 = Retired	24	3
TFS167	SC167	SC167	671-672	27a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?		
				01 = Providing higher salaries or better fringe benefits	1764	809
				02 = Improving opportunities for professional advancement	89	45
				03 = Dealing more effectively with student discipline and making schools safer	332	131
				04 = Giving teachers more authority in the school and in their own classrooms	211	79
				05 = Increasing standards for students' academic performance	61	56
				06 = Providing better resources and materials for classroom use	68	30
				07 = Decreasing class size	340	92
				08 = Giving special recognition and/or special assignments to excellent or outstanding teachers	41	19
				09 = Reducing the paperwork burden on teachers	92	29
				10 = Providing more support for new teachers (e.g., mentor teacher programs)	32	30
				11 = Increasing parent involvement in the schools	80	38
				12 = Reducing teacher workload	79	43
				13 = Providing merit pay or other pay incentives to teachers	37	23
				14 = Providing teacher training in content areas and instructional methods	25	17
				15 = Providing tuition reimbursement for coursework required for certification or career advancement	40	24
				16 = Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options	11	4
TFS168	SC168	SC168	673-674	27b. What would be the second most effective step?		
				01 = Providing higher salaries or better fringe benefits	408	150
				02 = Improving opportunities for professional advancement	209	105
				03 = Dealing more effectively with student discipline and making schools safer	493	171
				04 = Giving teachers more authority in the school and in their own classrooms	308	102
				05 = Increasing standards for students' academic performance	119	71
				06 = Providing better resources and materials for classroom use	231	107
				07 = Decreasing class size	532	187
				08 = Giving special recognition and/or special assignments to excellent or outstanding teachers	61	56
				09 = Reducing the paperwork burden on teachers	246	84
				10 = Providing more support for new teachers (e.g., mentor teacher programs)	52	49
				11 = Increasing parent involvement in the schools	159	88
				12 = Reducing teacher workload	143	89
				13 = Providing merit pay or other pay incentives to teachers	115	64
				14 = Providing teacher training in content areas and instructional methods	50	32
				15 = Providing tuition reimbursement for coursework required for certification or career advancement	139	90
				16 = Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options	37	24
TFS169	SC169	SC169	675-676	27c. What would be the third most effective step?		
				01 = Providing higher salaries or better fringe benefits	321	130
				02 = Improving opportunities for professional advancement	152	73
				03 = Dealing more effectively with student discipline and making schools safer	344	115
				04 = Giving teachers more authority in the school and in their own classrooms	237	92
				05 = Increasing standards for students' academic performance	145	66
				06 = Providing better resources and materials for classroom use	281	117
				07 = Decreasing class size	391	177
				08 = Giving special recognition and/or special assignments to excellent or outstanding teachers	80	59
				09 = Reducing the paperwork burden on teachers	331	97
				10 = Providing more support for new teachers (e.g., mentor teacher programs)	87	62
				11 = Increasing parent involvement in the schools	265	96
				12 = Reducing teacher workload	182	105
				13 = Providing merit pay or other pay incentives to teachers	119	78
				14 = Providing teacher training in content areas and instructional methods	72	46

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				15 = Providing tuition reimbursement for coursework required for certification or career advancement	191	112
				16 = Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options	104	44
				28. How satisfied are you with EACH of the following aspects of teaching? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with -		
TFS170	SC170	SC170	677-677	Salary		
				1 = Very satisfied	272	125
				2 = Somewhat satisfied	1654	582
				3 = Somewhat dissatisfied	929	435
				4 = Very dissatisfied	447	327
TFS171	SC171	SC171	678-678	Opportunities for professional advancement		
				1 = Very satisfied	421	253
				2 = Somewhat satisfied	1762	711
				3 = Somewhat dissatisfied	870	381
				4 = Very dissatisfied	249	124
TFS172	SC172	SC172	679-679	Recognition and support from administrators		
				1 = Very satisfied	702	553
				2 = Somewhat satisfied	1353	569
				3 = Somewhat dissatisfied	828	237
				4 = Very dissatisfied	419	110
TFS173	SC173	SC173	680-680	Safety of school environment		
				1 = Very satisfied	1089	899
				2 = Somewhat satisfied	1499	421
				3 = Somewhat dissatisfied	559	119
				4 = Very dissatisfied	155	30
TFS174	SC174	SC174	681-681	Your influence over school policies and practices		
				1 = Very satisfied	332	345
				2 = Somewhat satisfied	1451	697
				3 = Somewhat dissatisfied	1081	303
				4 = Very dissatisfied	438	124
TFS175	SC175	SC175	682-682	Autonomy or control over your own classroom		
				1 = Very satisfied	1573	998
				2 = Somewhat satisfied	1344	397
				3 = Somewhat dissatisfied	306	59
				4 = Very dissatisfied	79	15
TFS176	SC176	SC176	683-683	Professional prestige		
				1 = Very satisfied	428	390
				2 = Somewhat satisfied	1487	670
				3 = Somewhat dissatisfied	954	313
				4 = Very dissatisfied	433	96
TFS177	SC177	SC177	684-684	Benefits		
				1 = Very satisfied	548	203
				2 = Somewhat satisfied	1575	552
				3 = Somewhat dissatisfied	788	428
				4 = Very dissatisfied	391	286
TFS178	SC178	SC178	685-685	Procedures for performance evaluation		
				1 = Very satisfied	529	339
				2 = Somewhat satisfied	1736	746
				3 = Somewhat dissatisfied	706	284
				4 = Very dissatisfied	331	100
TFS179	SC179	SC179	686-686	Teaching load		
				1 = Very satisfied	551	417
				2 = Somewhat satisfied	1521	655
				3 = Somewhat dissatisfied	862	294
				4 = Very dissatisfied	368	103
TFS180	SC180	SC180	687-687	Availability of resources and materials/equipment for your classroom		
				1 = Very satisfied	546	308
				2 = Somewhat satisfied	1318	594
				3 = Somewhat dissatisfied	957	403
				4 = Very dissatisfied	481	164

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
TFS181	SC181	SC181	688-688	General work conditions 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			766 1827 569 140	585 695 164 25
TFS182	SC182	SC182	689-689	Job security 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			1094 1584 390 234	570 611 183 105
TFS183	SC183	SC183	690-690	Professional caliber of colleagues 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			1240 1581 412 69	728 580 136 25
TFS184	SC184	SC184	691-691	Intellectual challenge 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			1090 1775 349 88	641 686 121 21
TFS185	SC185	SC185	692-692	Student motivation to learn 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			300 1157 1156 689	391 642 321 115
TFS186	SC186	SC186	693-693	School learning environment 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			592 1757 792 161	557 698 183 31
TFS187	SC187	SC187	694-694	Student discipline and behavior 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			356 1278 1143 525	474 656 242 97
TFS188	SC188	SC188	695-695	Class size 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			615 1219 900 568	654 512 227 76
TFS189	SC189	SC189	696-696	Support from parents 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			350 1196 1180 576	550 589 248 82
TFS190	SC190	SC190	697-697	The esteem of society for the teaching profession 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			98 820 1373 1011	134 471 533 331
TFS191	SC191	SC191	698-698	Overall job satisfaction 1 = Very satisfied 2 = Somewhat satisfied 3 = Somewhat dissatisfied 4 = Very dissatisfied			712 2004 501 85	511 798 133 27
29. The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1991 through the end of the 1991-92 school year.								
TFS192	SC192	SC192	699-699	29a. DURING THE SUMMER of 1991, did you have any earnings from - Teaching summer school in this or any other school? 1 = Yes 2 = No			379 2923	178 1291



1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TFS193	SC193	SC193	700-704	How much? Minimum Value	32	75
				Maximum Value	16211	20000
				Mean	2040.298	2135.388
				Standard Deviation	1862.858	2435.314
TFS194	SC194	SC194	705-705	Working in a nonteaching job in this or any other school? 1 = Yes	179	94
				2 = No	3123	1375
TFS195	SC195	SC195	706-710	How much? Minimum Value	33	2
				Maximum Value	15000	7000
				Mean	1673.022	1645.34
				Standard Deviation	2063.469	1563.38
TFS196	SC196	SC196	711-711	Working in any NONSCHOOL job? 1 = Yes	595	306
				2 = No	2707	1163
TFS197	SC197	SC197	712-716	How much? Minimum Value	40	50
				Maximum Value	50000	35000
				Mean	2557.247	2389.912
				Standard Deviation	4120.462	3511.968
TFS198	SC198	SC198	717-721	29b. DURING THE CURRENT SCHOOL YEAR - What is your academic base year salary for teaching in this school? Minimum Value	2391	0
				Maximum Value	74545	62000
				Mean	28123.92	19506.27
				Standard Deviation	9623.907	8444.614
TFS199	SC199	SC199	722-722	Do you, or will you, earn any additional compensation from your school for extracurricular or additional activities such as coaching, student activity sponsorship, or evening classes? 1 = Yes	1175	307
				2 = No	2127	1162
TFS200	SC200	SC200	723-727	How much? Minimum Value	20	48
				Maximum Value	27789	11080
				Mean	2005.54	1541.371
				Standard Deviation	2364.452	1785.591
TFS201	SC201	SC201	728-728	Do you, or will you, earn additional compensation from working in any job outside the school system? 1 = Yes	561	288
				2 = No - skip to question 29b(4)	2741	1181
TFS202	SC202	SC202	729-733	How much? Minimum Value	15	10
				Maximum Value	40000	35000
				Mean	3334.998	3583.083
				Standard Deviation	4726.858	4426.074
TFS203	SC203	SC203	734-734	Which of these best describes this job outside the school system? 1 = Teaching or tutoring	149	90
				2 = Nonteaching, but education related	82	57
				3 = Not related to education	330	141
				Blank = Not Applicable	4200	1684
TFS204	SC204	SC204	735-735	Have you EARNED income from any other sources this year, e.g., a bonus state supplement, etc.? 1 = Yes	483	143
				2 = No	2819	1326
TFS205	SC205	SC205	736-740	How much? Minimum Value	29	9
				Maximum Value	20000	16000
				Mean	1750.764	1435.951
				Standard Deviation	2423.537	2641.089

BEST COPY AVAILABLE

Variable Name	Source Public	Code Private	Location	Description	Unweighted Frequencies	
					Public	Private
TFS206	SC206	SC206	741-746	29c. What will be your total EARNED income from all sources from the summer of 1991 through the end of this school year? Minimum Value Maximum Value Mean Standard Deviation	4100 102500 30445.96 10652.44	0 95000 21532.51 9644.097
TFS207	SC207	SC207	747-747	30. Do you receive any income-in-kind in addition to or in lieu of your school salary? 1 = Housing or housing expenses Blank = Not Applicable	25 4736	94 1878
TFS208	SC208	SC208	748-748	1 = Meals Blank = Not Applicable	28 4733	125 1847
TFS209	SC209	SC209	749-749	1 = Tuition for your children Blank = Not Applicable	14 4747	130 1842
TFS210	SC210	SC210	750-750	1 = Child care Blank = Not Applicable	13 4748	16 1956
TFS211	SC211	SC211	751-751	1 = College tuition for yourself Blank = Not Applicable	122 4639	94 1878
TFS212	SC212	SC212	752-752	1 = Car/transportation expenses Blank = Not Applicable	106 4655	47 1925
TFS213	SC213	SC213	753-753	1 = None of the above Blank = Not Applicable	3028 1733	1118 854
TFS214	SC214	SC214	754-755	31. Which category represents the total combined income (include your own income) of ALL FAMILY MEMBERS age 14 and older in your household during 1991? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household. 1 = Less than \$10,000 2 = \$10,000 - \$14,999 3 = \$15,000 - \$19,999 4 = \$20,000 - \$24,999 5 = \$25,000 - \$29,999 6 = \$30,000 - \$34,999 7 = \$35,000 - \$39,999 8 = \$40,000 - \$49,999 9 = \$50,000 - \$59,999 10 = \$60,000 - \$74,999 11 = \$75,000 - \$99,999 12 = \$100,000 or more	0 10 58 268 301 305 293 569 542 493 335 128	15 48 122 145 140 125 110 228 192 188 108 48
TFS215	SC215	SC215	756-756	32. What is your current marital status? 1 = Married 2 = Widowed, divorced, or separated 3 = Never married	2340 376 586	983 114 372
TFS216	SC216	SC216	757-757	33. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support? Minimum Value Maximum Value Mean Standard Deviation	0 9 1.094185 1.188875	0 9 1.093941 1.301601
TFS217	SC217	SC217	758-759	34. What was the age of your youngest child on his/her last birthday? Minimum Value Maximum Value Mean Standard Deviation	0 37 9.076552 6.661775	0 30 10.05984 6.242365
TFS218	SC218	SC218	760-760	35a. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support? 1 = Yes 2 = No	116 3186	58 1411

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
TFS219	SC219	SC219	761-762	35b. How many persons other than your spouse or children are dependent on you for more than half of their financial support? Minimum Value Maximum Value Mean Standard Deviation			1 6 1.353448 0.72537	1 10 1.896552 1.79365
TFS220	SC220	SC220	763-763	36. Were you a Chapter 1 teacher (i.e., paid in full or in part by federal funds under Chapter 1 of the Elementary and Secondary Education Act) LAST SCHOOL YEAR (1990-91)? 1 = Yes 2 = No			204 3098	17 1452
TFS225	SC225	SC225	764-766	39. Not counting interruptions, how long did it take to complete this survey? Minimum Value Maximum Value Mean Standard Deviation			1 120 20.54336 9.161228	4 120 20.51727 9.643878
TSC001	SC001	SC001	767-767	If the teacher named on the label is no longer teaching at this school, please mark the appropriate box below and return this questionnaire to the Bureau of the Census in the enclosed envelope. Blank = Teacher still teaching at this school 1 = Teacher has transferred to another school 2 = Teacher has retired 3 = Teacher is deceased 4 = Teacher has left this school for another reason 5 = Teacher named on label has never worked at this school 6 = Person named on label is not a teacher 7 = Refused 8 = Temporarily absent 9 = Unable to contact 10 = School no longer in operation 11 = School is out-of-scope			4756 0 0 0 0 0 5 0 0 0 0 0	1972 0 0 0 0 0 0 0 0 0 0
TSC002	SC002	SC002	768-768	Interview method Blank = Mail 1 = Telephone			3397 1364	1297 675
TSC011	SC011	SC011	769-769	1. How do you classify your main assignment at this school (i.e., The activity at which you spend most of your time) during this school year? 1 = Regular full-time teacher - skip to TSC017 2 = Regular part-time teacher - continue with TSC012 3 = Itinerant teacher (i.e., Your assignment requires you to provide instructions at more than one school) - continue with TSC012 4 = Long-term substitute (i.e., Your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute) - continue with TSC012 The following codes identify types of school employees ineligible for the Teacher Questionnaire: 5 = Short-term substitute 6 = Student teacher 7 = Other professional staff (e.g., Counselor, librarian, curriculum coordinator, social worker) 8 = Administrator (e.g., Principal, assistant principal, director, head) 9 = Teacher's aide 10 = Support staff (e.g., Secretary)			4109 305 300 47 0 0 0 0 0 0	1606 345 18 3 0 0 0 0 0
TSC012	SC012	SC012	770-770	2. How much time do you work as teacher at this school? Blank = Regular full-time teacher 1 = Full time -skip to TSC017 2 = 3/4 time or more, but less than full-time - continue with TSC013 3 = 1/2 time or more, but less than 3/4 time - continue with TSC013 4 = 1/4 time or more, but less than 1/2 time - continue with TSC013 5 = Less than 1/4 time - continue with TSC013			4109 39 99 282 140 92	1606 0 80 146 89 51



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC013	SC013	SC013	771-771	3a. Do you have any other assignment at this school? Blank = Full-time teacher 1 = Yes - continue with TSC014 2 = No - skip to TSC015	4148	1606
					127	132
					486	234
TSC014	SC014	SC014	772-772	b. Which of these best describes your other assignment at this school? Blank = No other assignment 1 = Administrator (e.g., Principal, assistant principal, director, head) 2 = Counselor 3 = Librarian/media specialist 4 = Coach 5 = Other professional staff (e.g., Department head, curriculum coordinator) 6 = Support staff (e.g., Secretary, aide) 7 = Other - describe	4634	1840
					11	26
					9	13
					4	6
					35	13
					24	22
					4	10
					40	42
TSC015	SC015	SC015	773-773	c. Including your teaching and other assignment, are you a full-time employee at this school? Blank = Full-time teaching or other assignment 1 = Yes - skip to TSC017 2 = No - continue with TSC016	4634	1840
					47	51
					80	81
TSC016	SC016	SC016	774-774	4. In addition to employment at this school, what is your other main activity? Blank = Full-time teacher, full-time employee at this school 1 = Teaching in another school 2 = Working as a paid tutor 3 = Student at a college or university 4 = Working in a nonteaching occupation in the field of education (e.g., Guidance counselor) 5 = Working in an occupation outside the field of education 6 = Caring for family members 7 = Seeking work	4195	1657
					349	66
					6	11
					11	18
					12	16
					44	62
					135	137
					9	5
TSC017	SC017	SC017	775-776	5. In what year did you begin your first teaching position (full-time or part-time) at the elementary or secondary level? Do not include time spent as a student teacher. The digits for the century were preprinted and not keyed. All years begin with 19. Minimum Value Maximum Value Mean Standard Deviation	36	34
					91	91
					76.63768	78.36815
					11.8457	11.78354
TSC018	SC018	SC018	777-778	6. What was your main activity the year before you began teaching at the elementary or secondary level? 1 = Student at a college or university - skip to TSC023-027 2 = Caring for family members - skip to TSC023-027 3 = Working as a substitute teacher - skip to TSC023-027 4 = Teaching in a preschool - skip to TSC023-027 5 = Teaching at a college or university - skip to TSC023-027 6 = Working in nonteaching position in the field of education - continue with TSC019 7 = Working in an occupation outside the field of education - skip to TSC020-022 8 = Military service - skip to TSC023-027 9 = Seeking work - skip to TSC023-027 10 = Retired from another job - skip to TSC023-027	3476	1319
					181	131
					294	90
					43	39
					35	25
					156	59
					496	277
					63	13
					14	14
					3	5
TSC019	SC019	SC019	779-779	7. Which of these categories best describes your previous position in the field of education? Blank = No previous experience in education 1 = Administrator (e.g., Principal, assistant principal, director) - skip to TSC023-027 2 = Counselor - skip to TSC023-027 3 = Librarian/media specialist - skip to TSC023-027 4 = Coach - skip to TSC023-027 5 = Other professional staff (e.g., Department head, curriculum coordinator)	4605	1913
					5	1
					7	8
					5	2
					3	6
					14	15

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				6 = Instructional aide - skip to TSC023-027	90	21
				7 = Noninstructional support staff (e.g., Secretary) - skip to TSC023-027	32	6
TSC020	SC020	SC020	780-782	8b. What kind of business or industry was this? (See Appendix D for industry titles) Blank = Not working in an occupation outside the field of education	4265	1695
				010	6	4
				011	5	2
				020	3	0
				021	1	0
				021	1	3
				030	3	0
				031	0	0
				040	0	0
				041	3	0
				042	0	0
				050	22	9
				060	1	0
				100	0	0
				101	1	0
				102	4	0
				110	1	1
				111	0	0
				112	0	1
				120	1	1
				121	1	0
				130	0	1
				132	0	1
				140	0	0
				141	2	0
				142	2	1
				151	0	0
				152	2	1
				160	1	0
				161	0	0
				162	4	3
				171	6	5
				172	0	0
				180	1	2
				181	1	0
				182	0	0
				190	1	0
				191	5	2
				192	1	0
				200	0	1
				201	0	0
				210	0	0
				211	1	0
				212	1	0
				221	0	1
				222	1	0
				230	3	0
				231	1	0
				232	1	1
				241	0	0
				242	0	0
				250	1	1
				251	0	0
				252	0	0
				261	0	0
				262	2	2
				270	0	0
				271	0	0
				272	1	1
				280	1	0
				281	0	0
				282	0	0
				290	0	0
				291	1	0
				292	1	0
				300	1	0
				310	0	0
				311	2	0
				312	1	0
				320	0	0
				321	0	0
				322	0	0



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
331	4	0
340	0	1
341	3	1
342	6	0
351	2	1
352	1	1
360	3	0
361	0	0
362	3	0
370	0	0
371	0	0
372	0	2
380	0	1
381	0	0
390	0	0
391	0	0
392	0	0
400	0	0
401	0	1
402	0	2
410	0	0
411	3	4
412	0	0
420	3	0
421	0	1
422	0	0
432	0	0
440	0	0
441	4	2
442	7	1
460	0	1
461	2	2
462	0	0
470	0	0
471	0	2
500	0	1
502	0	0
510	3	0
511	0	0
512	0	0
521	2	3
530	2	1
531	6	0
532	0	0
540	0	0
541	1	0
542	2	1
550	0	0
551	3	0
552	1	0
560	0	1
561	0	1
562	1	0
571	1	3
580	0	0
581	5	1
582	2	0
591	0	0
592	16	7
600	1	0
601	1	0
602	13	3
610	0	0
611	0	0
612	0	0
620	6	0
621	2	0
622	2	1
630	0	0
631	9	1
632	4	0
640	3	0
641	5	5
642	16	9
650	3	1
651	2	0
652	4	1
660	0	4

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
661					1	0
662					0	1
670					0	0
671					1	0
672					0	0
681					0	0
682					4	1
691					3	0
700					15	7
701					3	2
702					2	3
710					1	1
711					10	7
712					8	4
721					2	2
722					3	1
730					1	0
731					3	10
732					1	2
740					1	4
741					0	0
742					5	2
750					0	0
751					5	1
752					0	0
760					3	0
761					1	2
762					0	2
770					0	1
771					0	1
772					2	0
780					0	1
781					0	0
782					0	0
790					0	0
791					1	3
800					4	7
801					1	0
802					5	5
812					5	4
820					2	1
822					0	0
830					0	0
831					20	9
832					5	3
840					9	7
841					6	5
842					4	1
850					11	6
851					0	0
852					5	0
860					2	1
861					3	0
862					0	2
870					5	3
871					13	5
872					0	1
880					13	20
881					5	5
882					4	2
890					1	0
891					0	3
892					3	2
900					1	1
901					6	2
910					7	1
921					2	0
922					11	1
930					6	1
931					3	3
932					2	5
991					0	0
TSC021	SC021	SC021	783-785	c. What kind of work were you doing?		
				Blank = Not working in an occupation outside the field of		
				education	4265	1695
				004	0	0
				005	4	3

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
006					0	0
007					2	2
008					2	0
009					0	0
013					2	1
014					1	0
015					1	1
016					1	0
018					0	0
019					0	0
023					33	26
024					3	6
025					0	0
026					5	3
027					1	0
029					5	0
033					5	0
034					0	1
035					1	0
036					0	0
037					2	0
043					4	1
044					0	0
045					0	1
046					0	0
047					0	0
048					0	0
053					0	0
055					0	0
056					1	0
057					1	0
058					1	0
059					0	0
064					0	1
065					0	6
067					1	1
068					0	0
073					0	0
074					1	1
075					1	0
076					2	0
077					0	0
078					1	0
079					1	1
083					0	2
084					0	1
095					1	0
097					9	0
098					0	1
099					0	0
103					1	1
104					0	2
105					2	0
106					0	0
149					0	0
153					0	0
154					0	0
155					3	1
156					0	1
159					1	0
163					9	9
164					1	0
165					3	0
166					0	0
167					1	1
169					0	1
174					1	0
175					15	5
176					1	1
177					10	7
178					0	5
183					0	1
184					0	0
185					2	0
186					4	4
187					2	6
188					1	1
188					5	4
189					1	1

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
193					1	1
194					4	0
195					7	2
197					1	1
198					0	0
199					4	1
203					5	3
204					2	0
205					0	0
206					0	1
207					0	0
208					2	2
213					2	0
214					0	0
216					1	0
217					2	1
218					0	0
223					1	1
224					1	0
225					1	0
226					0	0
227					0	0
229					1	1
234					1	4
235					5	1
243					23	11
253					4	2
254					1	0
255					1	0
256					1	1
257					2	1
258					1	0
259					11	4
263					2	0
264					3	1
265					3	0
266					0	0
267					3	0
268					2	1
269					0	0
274					12	9
275					0	1
276					11	2
277					3	0
278					1	0
283					2	0
285					0	0
303					2	0
304					0	0
305					0	0
307					0	1
308					4	2
309					0	0
313					18	24
314					2	0
315					7	3
316					2	1
317					0	1
318					1	0
319					6	3
323					0	0
326					0	0
327					2	0
328					0	1
329					1	0
335					0	1
336					0	0
337					6	7
338					0	1
339					0	0
343					0	0
344					1	0
347					1	0
348					2	0
349					0	0
354					3	0
355					0	0
356					2	0

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
357	1	0
359	2	1
363	0	1
364	3	1
365	1	1
366	0	1
368	1	0
373	0	0
374	0	0
375	4	1
376	2	1
377	1	0
378	1	0
379	1	4
383	8	4
384	5	1
385	0	2
386	1	0
387	0	0
389	0	0
406	2	0
407	1	1
413	0	0
415	0	0
416	0	0
417	0	0
418	1	0
423	0	0
424	0	0
426	0	1
427	0	0
433	0	0
434	0	0
435	2	0
436	8	3
437	1	4
438	0	0
439	0	0
443	1	0
444	0	0
445	0	0
446	0	1
447	1	2
448	4	2
449	1	0
453	2	1
456	0	0
457	0	0
458	0	1
459	2	0
463	0	0
465	0	0
467	0	0
468	0	0
469	3	4
473	0	1
475	4	0
477	1	1
479	0	1
483	4	2
484	0	0
485	0	1
486	0	0
487	0	1
495	0	0
496	1	0
497	0	0
498	1	0
499	0	0
503	0	0
505	7	0
507	0	0
508	0	0
509	0	0
514	0	0
515	1	0
516	0	0
518	1	0
	4	0

Variable Name	Source Code		Location Description	Unweighted Frequencies		
	Public	Private		Public	Private	
519	0	0
523	0	0
525	0	0
526	0	0
527	0	0
529	1	0
533	0	0
534	0	0
535	1	0
538	0	0
543	0	0
547	1	0
549	0	2
553	0	0
556	0	0
557	0	0
558	4	0
563	1	0
567	5	6
569	0	0
573	0	0
575	0	1
576	0	0
577	0	0
579	3	1
583	0	0
585	1	0
587	0	0
588	1	0
594	1	0
595	0	0
596	0	0
597	0	0
598	0	0
599	0	0
613	1	0
614	0	0
616	0	0
633	3	1
634	1	0
635	0	0
636	0	0
637	2	0
653	0	0
657	0	0
658	0	0
666	0	0
667	0	0
668	0	0
669	0	0
675	0	0
677	0	0
678	0	0
683	1	0
684	1	0
686	0	0
687	0	0
689	2	0
694	1	0
695	0	0
696	0	0
704	0	0
707	0	0
727	0	0
734	2	0
735	0	0
736	0	0
737	0	0
744	0	0
747	0	0
748	0	0
754	2	0
756	0	0
757	1	0
758	0	0
759	2	0
763	1	0
764	1	0

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				766	0	0
				768	1	0
				769	1	0
				774	0	0
				777	3	0
				779	0	1
				783	4	0
				785	2	1
				789	0	0
				793	1	0
				795	0	1
				796	0	1
				797	0	0
				798	0	0
				799	0	0
				803	0	0
				804	2	1
				805	4	1
				806	1	1
				808	0	2
				809	0	0
				813	0	1
				823	0	0
				825	0	0
				829	0	1
				844	0	0
				848	0	0
				849	1	0
				853	0	0
				855	0	0
				856	0	1
				859	1	0
				863	0	0
				864	0	0
				865	0	0
				866	0	0
				869	0	1
				873	0	0
				875	0	0
				876	0	0
				877	2	1
				878	1	0
				883	0	1
				885	0	1
				888	0	1
				889	5	0
				905	0	0
TSC022	SC022	SC022	786-786	e. How would you classify yourself on that job? Blank = Not working in an occupation outside the field of education	4265	1695
				1 = An employee of a private company, business, or individual for wages, salary, or commission	355	209
				2 = A federal government employee	27	11
				3 = A state government employee	37	12
				4 = A local government employee	24	6
				5 = Self-employed in your own business, professional practice, or farm	50	36
				6 = Working without pay in a family business or farm	0	2
				7 = Working without pay in a volunteer job	3	1
				9. Including this school year, at which of these school levels have you taught, either full- or part-time, for one year or more?		
TSC023	SC023	SC023	787-787	1 = Prekindergarten	337	268
TSC024	SC024	SC024	788-788	1 = Elementary (including kindergarten)	2753	1362
TSC025	SC025	SC025	789-789	1 = Middle school or junior high	2363	1056
TSC026	SC026	SC026	790-790	1 = Senior high	2323	824
TSC027	SC027	SC027	791-791	1 = Postsecondary	358	176
TSC028	SC028	SC028	792-792	10a. Have you ever worked as an elementary or secondary teacher in a private school? 1 = Yes - continue with FTPVT 2 = No - skip to FTPUB	483 4278	636 1336

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
FTPVT			793-794	b. How many years did you teach FULL-TIME in private schools? Public Teachers' years teaching FULL-TIME in private school - recode for TSC029 (public) or for TSC031 (private).				
				0 = None			93	206
				1 = Number of years			140	327
				2 =			76	264
				3 =			51	195
				4 =			23	112
				5 =			26	94
				6 =			12	74
				7 =			12	79
				8 =			8	66
				9 =			9	44
				10 =			3	60
				11 =			3	33
				12 =			4	39
				13 =			7	30
				14 =			6	30
				15 =			0	33
				16 =			0	25
				17 =			4	24
				18 =			3	18
				19 =			0	19
				20 =			0	27
				21 =			1	18
				22 =			1	15
				23 =			0	13
				24 =			1	10
				25 =			0	13
				26 =			0	8
				27 =			0	8
				28 =			0	7
				29 =			0	3
				30 =			0	5
				31 =			0	6
				32 =			0	9
				33 =			0	6
				34 =			0	7
				35 =			0	4
				36 =			0	5
				37 =			0	3
				38 =			0	4
				39 =			0	2
				40 =			0	3
				41 =			0	3
				42 =			0	4
				43 =			0	4
				44 =			0	0
				45 =			0	1
				46 =			0	1
				47 =			0	1
				48 =			0	2
				49 =			0	3
				50 =			0	4
				51 =			0	0
				52 =			0	0
				53 =			0	1
PTPVT			795-796	c. How many years did you teach PART-TIME in private schools? Public Teachers' years teaching part-time in private school - recode for TSC030 (public) or for TSC032 (private).				
				0 = None			345	1437
				1 = Number of years			70	188
				2 =			27	105
				3 =			13	71
				4 =			11	39
				5 =			5	33
				6 =			3	23
				7 =			2	18
				8 =			2	11
				9 =			1	7
				10 =			1	8
				11 =			0	3
				12 =			1	6
				13 =			0	3
				14 =			1	2
				15 =			0	3
				16 =			0	3

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				17 =	0	1
				18 =	0	1
				19 =	0	1
				20 =	1	2
				21 =	0	1
				22 =	0	0
				23 =	0	3
				24 =	0	0
				25 =	0	1
				26 =	0	1
				27 =	0	1
FTPUB			797-798	11a. How many years have you worked as FULL-TIME elementary or secondary teacher in PUBLIC Schools? Private Teachers' years teaching FULL-TIME in public school - recode for TSC031 (public) or TSC029 (private).		
				0 = None	116	114
				1 = Number of years	589	120
				2 =	515	75
				3 =	426	55
				4 =	161	47
				5 =	142	40
				6 =	158	33
				7 =	127	31
				8 =	120	21
				9 =	109	13
				10 =	133	12
				11 =	103	12
				12 =	121	6
				13 =	106	6
				14 =	107	8
				15 =	118	5
				16 =	101	5
				17 =	117	2
				18 =	111	2
				19 =	109	2
				20 =	118	3
				21 =	104	2
				22 =	78	0
				23 =	73	2
				24 =	62	2
				25 =	78	5
				26 =	78	1
				27 =	62	0
				28 =	58	0
				29 =	47	0
				30 =	85	3
				31 =	53	4
				32 =	54	2
				33 =	48	1
				34 =	35	1
				35 =	41	0
				36 =	24	0
				37 =	19	0
				38 =	18	0
				39 =	11	0
				40 =	11	1
				41 =	1	0
				42 =	5	0
				43 =	2	0
				44 =	1	0
				45 =	1	0
				46 =	1	0
				47 =	0	0
				48 =	2	0
				49 =	0	0
				50 =	1	0
				51 =	1	0
P1PUB			799-800	b. How many years have you worked as a PART-TIME elementary or secondary teacher in PUBLIC Schools? Private Teachers' years teaching PART-TIME in public school - recode for TSC032 (public) or TSC030 (private).		
				0 = None	4043	403
				1 = Number of years	321	124
				2 =	140	39
				3 =	85	26
				4 =	42	8

Variable Name	Source Code		Location	Description	Unweighted Frequencies		
	Public	Private			Public	Private	
				5 =		30	15
				6 =		26	5
				7 =		10	2
				8 =		10	3
				9 =		4	3
				10 =		12	4
				11 =		4	0
				12 =		1	1
				13 =		1	0
				14 =		5	0
				15 =		7	2
				16 =		1	0
				17 =		4	0
				18 =		3	0
				19 =		2	0
				20 =		0	0
				21 =		1	0
				22 =		1	0
				23 =		2	0
				24 =		1	0
				25 =		1	0
				26 =		2	0
				31 =		1	0
				38 =		1	0
				46 =		0	1
				50 =		1	0
TSC033	SC033	SC033	801-802	12a. Since you began teaching, how many times have you had a break in service of one year or more?			
				0 = None - skip to TSC038		3450	1290
				1 = Breaks in service - continue with TSC034		943	485
				2 =		280	159
				3 =		62	27
				4 =		19	7
				5 =		2	1
				6 =		0	1
				7 =		0	1
				8 =		0	0
				9 =		1	0
				10 =		0	0
				11 =		2	0
				12 =		1	0
				13 =		0	0
				14 =		0	0
				15 =		1	0
				16 =		0	0
				17 =		0	0
				18 =		0	0
				19 =		0	0
				20 =		0	1
TSC034	SC034	SC034	803-803	b. Were any of these breaks due to a reduction-in-force or lay-off?			
				Blank = No breaks in service		3450	1290
				1 = Yes		93	42
				2 = No		1218	640
TSC035	SC035	SC035	804-804	If yes, how many?			
				Blank = No breaks in service		4668	1930
				1 = Number of breaks		89	37
				2 =		4	5
TSC036	SC036	SC036	805-806	c. How long was the most recent break in service?			
				Blank = No breaks in service		3450	1290
				01 = Years		500	203
				02 =		201	104
				03 =		92	52
				04 =		75	37
				05 =		60	54
				06 =		46	25
				07 =		45	30
				08 =		30	19
				09 =		31	22
				10 =		53	35
				11 =		18	18
				12 =		21	22
				13 =		19	12
				14 =		25	14

Variable Name	Source Public	Code Private	Location	Description	Unweighted Frequencies	
					Public	Private
				15 =	18	9
				16 =	14	7
				17 =	10	4
				18 =	9	3
				19 =	5	1
				20 =	16	7
				21 =	6	1
				22 =	5	0
				23 =	4	2
				24 =	3	1
				25 =	2	0
				26 =	2	0
				27 =	0	0
				28 =	0	0
				29 =	1	0
				Minimum Value	1	1
				Maximum Value	29	24
				Mean	4.757437	5.099707
				Standard Deviation	5.246799	4.764532
TSC037	SC037	SC037	807-808	d. Since your most recent break in service, how many consecutive years have you been teaching?		
				Minimum Value	1	1
				Maximum Value	40	37
				Mean	10.36842	6.846041
				Standard Deviation	8.552177	6.193506
TSC038	SC038	SC038	809-810	13. In what year did you begin teaching in this school? The digits for the century were preprinted and not keyed. All years begin with 19.		
				Minimum Value	44	40
				Maximum Value	91	91
				Mean	83.10397	85.6354
				Standard Deviation	8.388311	6.371425
TSC039	SC039	SC039	811-812	14. What was your main activity the year before you began teaching in this school?		
				1 = Teaching in another elementary or secondary school in this school system	1140	322
				2 = Teaching in an elementary or secondary school in a different school system in this state	783	133
				3 = Teaching in an elementary or secondary school in a different state	263	178
				4 = Working as a substitute teacher	353	161
				5 = Teaching in a preschool	46	45
				6 = Teaching at a college or university	53	34
				7 = Working in a position in the field of education, but not as a teacher	191	80
				8 = Working in an occupation outside the field of education	408	277
				9 = Caring for family members	321	287
				10 = Student at a college or university	1154	422
				11 = Military service	26	6
				12 = Unemployed and seeking work	19	12
				13 = Retired from another job	4	15
TSC040	SC040	SC040	813-813	15a. Do you have a bachelor's degree?		
				1 = Yes - continue with TSC041	4698	1847
				2 = No - skip to TSC048	63	125
TSC041	SC041	SC041	814-815	b. What was your major field of study? Blank = No bachelor's degree	63	125
				GENERAL EDUCATION		
				01 = Pre-elementary/early childhood education	95	42
				03 = Elementary education	1454	622
				04 = Secondary education	103	41
				Field codes 06-48 are listed alphabetically.		
				06 = Agricultural and natural resources	10	5
				07 = Agricultural education	29	2
				08 = Architecture and environmental design	0	1
				10 = Art, fine and applied	43	34
				11 = Art education	86	19

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
13				Bilingual education	9	2
14				Business and management	54	10
15				Business, commerce, and distributive education	134	21
16				Communications and journalism	22	11
17				Computer and information sciences	7	10
19				Drama, theater	15	5
20				Engineering	10	8
21				English (literature, letters, speech, classics)	165	94
22				English education	173	68
23				English as second language	7	2
24				Foreign languages education	31	16
25				General studies	11	4
27				Health professions and occupations	15	1
28				Home economics	33	8
29				Home economics education	98	16
30				Industrial arts, vocational and technical, trade and industry education	79	3
31				Law	0	1
32				Library science	1	1
33				Mathematics	92	48
34				Mathematics education	113	30
35				Military science	1	1
36				Multi/interdisciplinary studies	4	4
37				Music	55	30
38				Music education	204	35
39				Philosophy	7	12
40				Physical education/health education	354	86
41				Psychology	76	43
42				Public affairs and services	0	0
43				Reading education	2	1
44				Religion, theology	5	23
45				Religious education	6	22
46				Science education	57	14
48				Social studies/social sciences education	153	53
FOREIGN LANGUAGES						
51				French	27	29
52				German	5	1
53				Latin	8	5
54				Russian	3	0
55				Spanish	47	27
56				Other foreign languages	1	5
NATURAL SCIENCES						
57				Biology/life science	133	55
58				Chemistry	20	19
59				Geology	19	5
60				Physics	8	8
61				Other natural sciences	13	2
SOCIAL SCIENCES						
62				Economics	11	7
63				History	123	74
64				Political science and government	39	25
65				Sociology	43	35
66				Other social sciences	31	11
SPECIAL EDUCATION						
67				Special education, general	107	15
68				Emotionally disturbed	11	4
69				Mentally retarded	61	5
70				Speech/language impaired	57	5
71				Deaf and hard-of-hearing	11	2
72				Visually handicapped	2	1
73				Orthopedically impaired	2	1
74				Mildly handicapped	9	2
75				Severely handicapped	2	1
76				Specific learning disabilities	19	6
77				Other special education	4	1

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
OTHER EDUCATION						
				78 = Curriculum and instruction	2	0
				79 = Educational administration	1	1
				80 = Educational psychology	1	3
				81 = Counseling and guidance	1	1
				82 = Other education	12	4
MISCELLANEOUS						
				84 = Other	43	29
HUMANITIES/ETHNIC STUDIES						
				85 = Humanities	9	6
				86 = American Indian studies (Native American)	0	0
				87 = Other area and ethnic studies	0	3
				88 = Indian education (Native American)	0	0
				89 = Crosscultural education	0	0
TSC042	SC042	SC042	816-817	c. In what year did you receive your bachelor's degree? The digits for the century were preprinted and not keyed. All years begin with 19.		
				Minimum Value	42	39
				Maximum Value	90	91
				Mean	75.0547	76.4039
				Standard Deviation	11.34257	10.78653
TSC043	SC043	SC043	818-818	d. Did you have a second major or minor field of study?		
				Blank = No bachelor's degree	63	125
				1 = Yes - continue with TSC044	2900	1174
				2 = No - skip to TSC045	1798	673
TSC044	SC044	SC044	819-820	e. What was your second major or minor field of study?		
				Blank = No bachelor's degree or no second major or minor field	1861	798
GENERAL EDUCATION						
				01 = Pre-elementary/early childhood education	77	34
				03 = Elementary education	221	80
				04 = Secondary education	106	59
Field codes 06-48 are listed alphabetically.						
				06 = Agricultural and natural resources	5	1
				07 = Agricultural education	2	0
				08 = Architecture and environmental design	0	1
				10 = Art, fine and applied	47	20
				11 = Art education		10
				13 = Bilingual education		0
				14 = Business and management		14
				15 = Business, commerce, and distributive education	38	11
				16 = Communications and journalism	23	10
				17 = Computer and information sciences	24	11
				19 = Drama, theater	27	11
				20 = Engineering	3	1
				21 = English (literature, letters, speech, classics)	120	66
				22 = English education	156	62
				23 = English as second language	6	2
				24 = Foreign languages education	29	13
				25 = General studies	1	1
				27 = Health professions and occupations	17	2
				28 = Home economics	6	6
				29 = Home economics education	11	5
				30 = Industrial arts, vocational and technical, trade and industry education	20	1
				31 = Law		20
				32 = Library science	16	9
				33 = Mathematics	75	34
				34 = Mathematics education	77	29
				35 = Military science	2	0
				36 = Multi/interdisciplinary studies	0	1
				37 = Music	36	26
				38 = Music education	38	20
				39 = Philosophy	16	17
				40 = Physical education/health education	159	34

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				41 = Psychology	132	59
				42 = Public affairs and services	2	0
				43 = Reading education	53	16
				44 = Religion, theology	7	23
				45 = Religious education	5	18
				46 = Science education	104	29
				48 = Social studies/social sciences education	200	53
				FOREIGN LANGUAGES		
				51 = French	25	15
				52 = German	18	10
				53 = Latin	4	4
				54 = Russian	3	1
				55 = Spanish	65	25
				56 = Other foreign languages	5	7
				NATURAL SCIENCES		
				57 = Biology/life science	88	30
				58 = Chemistry	59	21
				59 = Geology	12	8
				60 = Physics	16	5
				61 = Other natural sciences	32	6
				SOCIAL SCIENCES		
				62 = Economics	14	16
				63 = History	146	74
				64 = Political science and government	45	13
				65 = Sociology	65	21
				66 = Other social sciences	36	15
				SPECIAL EDUCATION		
				67 = Special education, general	76	22
				68 = Emotionally disturbed	7	1
				69 = Mentally retarded	24	3
				70 = Speech/language impaired	12	6
				71 = Deaf and hard-of-hearing	3	3
				72 = Visually handicapped	2	0
				73 = Orthopedically impaired	3	0
				74 = Mildly handicapped	4	0
				75 = Severely handicapped	4	0
				76 = Specific learning disabilities	18	8
				77 = Other special education	11	2
				OTHER EDUCATION		
				78 = Curriculum and instruction	5	3
				79 = Educational administration	10	1
				80 = Educational psychology	4	5
				81 = Counseling and guidance	10	4
				82 = Other education	30	12
				MISCELLANEOUS		
				84 = Other	68	34
				HUMANITIES/ETHNIC STUDIES		
				85 = Humanities	12	9
				86 = American Indian studies (Native American)	2	0
				87 = Other area and ethnic studies	4	1
				88 = Indian education (Native American)	0	0
				89 = Crosscultural education	0	0
TSC045	SC045	SC045	821-821	16a. Do you have a master's degree?		
				Blank = No bachelor's degree		125
				1 = Yes - continue with TSC046	1840	524
				2 = No - skip to TSC048	2858	1323

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC046	SC046	SC046	822-823	b. What was your major field of study?		
				Blank = No bachelor's or no master's degree	2921	1448
				GENERAL EDUCATION		
				01 = Pre-elementary/early childhood education	47	16
				03 = Elementary education	287	74
				04 = Secondary education	122	20
				Field codes 06-48 are listed alphabetically.		
				06 = Agricultural and natural resources	3	1
				07 = Agricultural education	7	0
				08 = Architecture and environmental design	0	0
				10 = Art, fine and applied	9	8
				11 = Art education	22	3
				13 = Bilingual education	10	2
				14 = Business and management	10	3
				15 = Business, commerce, and distributive education	23	2
				16 = Communications and journalism	4	4
				17 = Computer and information sciences	8	4
				19 = Drama, theater	8	3
				20 = Engineering	1	1
				21 = English (literature, letters, speech, classics)	26	26
				22 = English education	28	10
				23 = English as second language	11	2
				24 = Foreign languages education	8	5
				25 = General studies	2	0
				27 = Health professions and occupations	1	1
				28 = Home economics	4	1
				29 = Home economics education	11	2
				30 = Industrial arts, vocational and technical, trade and industry education	31	0
				31 = Law	0	1
				32 = Library science	13	4
				33 = Mathematics	17	11
				34 = Mathematics education	37	13
				35 = Military science	0	0
				36 = Multi/interdisciplinary studies	3	1
				37 = Music	23	14
				38 = Music education	41	8
				39 = Philosophy	1	1
				40 = Physical education/health education	74	14
				41 = Psychology	10	4
				42 = Public affairs and services	3	0
				43 = Reading education	97	27
				44 = Religion, theology	4	23
				45 = Religious education	3	12
				46 = Science education	36	8
				48 = Social studies/social sciences education	30	6
				FOREIGN LANGUAGES		
				51 = French	9	5
				52 = German	3	0
				53 = Latin	2	3
				54 = Russian	1	0
				55 = Spanish	14	5
				56 = Other foreign languages	1	3
				NATURAL SCIENCES		
				57 = Biology/life science	17	11
				58 = Chemistry	2	4
				59 = Geology	3
				60 = Physics	1	1
				61 = Other natural sciences	10	3
				SOCIAL SCIENCES		
				62 = Economics	2	2
				63 = History	34	18
				64 = Political science and government	10	2
				65 = Sociology	0	3
				66 = Other social sciences	6	5

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
SPECIAL EDUCATION						
				67 = Special education, general	81	14
				68 = Emotionally disturbed	28	6
				69 = Mentally retarded	25	1
				70 = Speech/language impaired	26	3
				71 = Deaf and hard-of-hearing	8	3
				72 = Visually handicapped	3	1
				73 = Orthopedically impaired	2	0
				74 = Mildly handicapped	5	0
				75 = Severely handicapped	4	1
				76 = Specific learning disabilities	56	7
				77 = Other special education	14	1
OTHER EDUCATION						
				78 = Curriculum and instruction	81	19
				79 = Educational administration	155	26
				80 = Educational psychology	13	3
				81 = Counseling and guidance	73	8
				82 = Other education	43	11
MISCELLANEOUS						
				84 = Other	31	14
HUMANITIES/ETHNIC STUDIES						
				85 = Humanities	3	2
				86 = American Indian studies (Native American)	0	0
				87 = Other area and ethnic studies	1	0
				88 = Indian education (Native American)	0	0
				89 = Crosscultural education	1	1
TSC047	SC047	SC047	824-825	c. In what year did you receive your master's degree? The digits for the century were preprinted and not keyed. All years begin with 19.		
				Minimum Value	49	48
				Maximum Value	91	91
				Mean	77.96141	77.83397
				Standard Deviation	8.797531	9.627931
TSC048	SC048	SC048	826-826	17a. Do you have any other type of degree?		
				1 = Yes - continue with TSC049	549	188
				2 = No - skip to TSC058	4212	1784
TSC049	SC049	SC049	827-827	b. What other degree(s) have you earned?		
				1 = Associate degree	338	111
TSC050	SC050	SC050	828-829	c. What was your major field of study for associate's degree?		
				Blank - No associate's degree	4423	1861
GENERAL EDUCATION						
				01 = Pre-elementary/early childhood education	12	5
				03 = Elementary education	49	17
				04 = Secondary education	7	1
Field codes 06-48 are listed alphabetically.						
				06 = Agricultural and natural resources	3	2
				07 = Agricultural education	0	0
				08 = Architecture and environmental design	0	0
				10 = Art, fine and applied	9	5
				11 = Art education	5	1
				13 = Bilingual education	1	0
				14 = Business and management	26	4
				15 = Business, commerce, and distributive education	6	0
				16 = Communications and journalism	4	1
				17 = Computer and information sciences	5	2
				19 = Drama, theater	0	1
				20 = Engineering	7	0
				21 = English (literature, letters, speech, classics)	2	1
				22 = English education	4	1
				23 = English as second language	1	0
				24 = Foreign languages education	0	1
				25 = General studies	41	8

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
27				= Health professions and occupations	14	2
28				= Home economics	0	0
29				= Home economics education	2	0
30				= Industrial arts, vocational and technical, trade and industry education	3	1
31				= Law	1	0
32				= Library science	1	1
33				= Mathematics	2	2
34				= Mathematics education	0	0
35				= Military science	0	2
36				= Multi/interdisciplinary studies	1	2
37				= Music	3	2
38				= Music education	1	2
39				= Philosophy	0	0
40				= Physical education/health education	6	5
41				= Psychology	7	5
42				= Public affairs and services	0	0
43				= Reading education	2	2
44				= Religion, theology	3	4
45				= Religious education	1	4
46				= Science education	3	1
48				= Social studies/social sciences education	4	1
FOREIGN LANGUAGES						
51				= French	1	1
52				= German	0	0
53				= Latin	0	0
54				= Russian	0	0
55				= Spanish	1	0
56				= Other foreign languages	1	0
NATURAL SCIENCES						
57				= Biology/life science	6	2
58				= Chemistry	2	1
59				= Geology	0	0
60				= Physics	0	0
61				= Other natural sciences	10	5
SOCIAL SCIENCES						
62				= Economics	0	0
63				= History	5	0
64				= Political science and government	1	1
65				= Sociology	5	1
66				= Other social sciences	0	0
SPECIAL EDUCATION						
67				= Special education, general	2	0
68				= Emotionally disturbed	1	0
69				= Mentally retarded	3	0
70				= Speech/language impaired	0	0
71				= Deaf and hard-of-hearing	1	0
72				= Visually handicapped	0	0
73				= Orthopedically impaired	0	0
74				= Mildly handicapped	0	0
75				= Severely handicapped	1	0
76				= Specific learning disabilities	0	0
77				= Other special education	1	1
OTHER EDUCATION						
78				= Curriculum and instruction	2	0
79				= Educational administration	2	0
80				= Educational psychology	0	0
81				= Counseling and guidance	0	0
82				= Other education	3	3
MISCELLANEOUS						
84				= Other	53	8

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
HUMANITIES/ETHNIC STUDIES						
				85 = Humanities	0	2
				86 = American Indian studies (Native American)	0	0
				87 = Other area and ethnic studies	0	0
				88 = Indian education (Native American)	1	0
				89 = Crosscultural education	0	0
TSC051	SC051	SC051	830-831	d. In what year did you receive the associates degree? The digits for the century were preprinted and not keyed. All years begin with 19. Blank = No associate's degree	4423	1861
				Minimum Value	42	48
				Maximum Value	90	90
				Mean	76.02071	76.88288
				Standard Deviation	9.866596	10.34737
TSC052	SC052	SC052	832-832	b. What other degree(s) have you earned? 1 = Education specialist or professional diploma (at least one year beyond master's level)	204	51
TSC053	SC053	SC053	833-834	c. What was your major field of study for the education specialist or professional diploma? Blank = No education specialist or professional diploma	4557	1921
GENERAL EDUCATION						
				01 = Pre-elementary/early childhood education	4	1
				03 = Elementary education	28	4
				04 = Secondary education	3	1
				Field codes 06-48 are listed alphabetically.		
				06 = Agricultural and natural resources	0	0
				07 = Agricultural education	1	0
				08 = Architecture and environmental design	1	0
				10 = Art, fine and applied	0	2
				11 = Art education	0	0
				13 = Bilingual education	1	0
				14 = Business and management	1	2
				15 = Business, commerce, and distributive education	1	0
				16 = Communications and journalism	0	0
				17 = Computer and information sciences	2	1
				19 = Drama, theater	0	0
				20 = Engineering	1	0
				21 = English (literature, letters, speech, classics)	0	0
				22 = English education	3	2
				23 = English as second language	0	0
				24 = Foreign languages education	0	1
				25 = General studies	0	0
				27 = Health professions and occupations	2	0
				28 = Home economics	0	0
				29 = Home economics education	2	0
				30 = Industrial arts, vocational and technical, trade and industry education	1	0
				31 = Law	0	0
				32 = Library science	1	0
				33 = Mathematics	2	0
				34 = Mathematics education	2	2
				35 = Military science	0	0
				36 = Multi/interdisciplinary studies	0	0
				37 = Music	2	0
				38 = Music education	2	0
				39 = Philosophy	0	1
				40 = Physical education/health education	3	1
				41 = Psychology	3	0
				42 = Public affairs and services	0	1
				43 = Reading education	15	2
				44 = Religion, theology	0	6
				45 = Religious education	0	2
				46 = Science education	1	0
				48 = Social studies/social sciences education	2	1

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
FOREIGN LANGUAGES						
				51 = French	0	1
				52 = German	0	0
				53 = Latin	0	0
				54 = Russian	0	0
				55 = Spanish	0	0
				56 = Other foreign languages	1	0
NATURAL SCIENCES						
				57 = Biology/life science	1	2
				58 = Chemistry	0	0
				59 = Geology	0	0
				60 = Physics	0	0
				61 = Other natural sciences	1	1
SOCIAL SCIENCES						
				62 = Economics	0	0
				63 = History	1	1
				64 = Political science and government	1	1
				65 = Sociology	0	0
				66 = Other social sciences	2	0
SPECIAL EDUCATION						
				67 = Special education, general	13	1
				68 = Emotionally disturbed	3	0
				69 = Mentally retarded	2	0
				70 = Speech/language impaired	1	0
				71 = Deaf and hard-of-hearing	0	0
				72 = Visually handicapped	0	0
				73 = Orthopedically impaired	0	0
				74 = Mildly handicapped	2	0
				75 = Severely handicapped	2	0
				76 = Specific learning disabilities	9	4
				77 = Other special education	0	1
OTHER EDUCATION						
				78 = Curriculum and instruction	5	0
				79 = Educational administration	53	3
				80 = Educational psychology	3	1
				81 = Counseling and guidance	4	2
				82 = Other education	6	0
MISCELLANEOUS						
				84 = Other	7	2
HUMANITIES/ETHNIC STUDIES						
				85 = Humanities	1	1
				86 = American Indian studies (Native American)	0	0
				87 = Other area and ethnic studies	0	0
				88 = Indian education (Native American)	0	0
				89 = Crosscultural education	2	0
TSC054	SC054	SC054	835-836	d. In what year did you receive the education specialist or professional diploma? All digits for the century were preprinted and not keyed. All years begin with 19. Blank = No education specialist or professional diploma	4557	1921
				Minimum Value	48	53
				Maximum Value	91	91
				Mean	81.40686	80.60784
				Standard Deviation	8.36284	8.67428
TSC055	SC055	SC055	837-837	b. What other degree(s) have you earned? 1 = Doctorate of first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	47	36

Variable Name	Source Public	Code Private	Location	Description	Unweighted Frequencies	
					Public	Private
TSC056	SC056	SC056	838-839	c. What was your major field of study for the doctorate or first professional degree?		
				Blank = No doctorate or first professional degree	4714	1936
				GENERAL EDUCATION		
				01 = Pre-elementary/early childhood education	0	0
				03 = Elementary education	2	1
				04 = Secondary education	2	0
				Field codes for 06-48 are listed alphabetically.		
				06 = Agricultural and natural resources	0	0
				07 = Agricultural education	0	0
				08 = Architecture and environmental design	0	0
				10 = Art, fine and applied	2	0
				11 = Art education	0	0
				13 = Bilingual education	0	0
				14 = Business and management	0	1
				15 = Business, commerce, and distributive education	0	0
				16 = Communications and journalism	0	0
				17 = Computer and information sciences	0	0
				19 = Drama, theater	0	0
				20 = Engineering	0	0
				21 = English (literature, letters, speech, classics)	0	0
				22 = English education	1	1
				23 = English as second language	0	0
				24 = Foreign languages education	0	0
				25 = General studies	0	0
				27 = Health professions and occupations	2	1
				28 = Home economics	0	0
				29 = Home economics education	0	0
				30 = Industrial arts, vocational and technical, trade and industry education	1	0
				31 = Law	4	2
				32 = Library science	0	0
				33 = Mathematics	0	2
				34 = Mathematics education	0	1
				35 = Military science	0	0
				36 = Multi/interdisciplinary studies	0	0
				37 = Music	0	1
				38 = Music education	1	0
				39 = Philosophy	0	1
				40 = Physical education/health education	0	0
				41 = Psychology	0	1
				42 = Public affairs and services	0	0
				43 = Reading education	0	0
				44 = Religion, theology	0	2
				45 = Religious education	0	1
				46 = Science education	2	0
				48 = Social studies/social sciences education	1	0
				FOREIGN LANGUAGES		
				51 = French	1	2
				52 = German	0	0
				53 = Latin	0	1
				54 = Russian	1	0
				55 = Spanish	1	0
				56 = Other foreign languages	0	1
				NATURAL SCIENCES		
				57 = Biology/life science	1	2
				58 = Chemistry	0	2
				59 = Geology	0	1
				60 = Physics	1	1
				61 = Other natural sciences	2	0
				SOCIAL SCIENCES		
				62 = Economics	0	0
				63 = History	1	3
				64 = Political science and government	0	0
				65 = Sociology	0	0
				66 = Other social sciences	0	0

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
SPECIAL EDUCATION						
				67 = Special education, general	2	1
				68 = Emotionally disturbed	0	0
				69 = Mentally retarded	0	0
				70 = Speech/language impaired	0	1
				71 = Deaf and hard-of-hearing	0	0
				72 = Visually handicapped	0	0
				73 = Orthopedically impaired	0	0
				74 = Mildly handicapped	0	0
				75 = Severely handicapped	0	0
				76 = Specific learning disabilities	0	0
				77 = Other special education	0	0
OTHER EDUCATION						
				78 = Curriculum and instruction	7	0
				79 = Educational administration	8	1
				80 = Educational psychology	1	1
				81 = Counseling and guidance	1	0
				82 = Other education	1	3
MISCELLANEOUS						
				84 = Other	1	1
HUMANITIES/ETHNIC STUDIES						
				85 = Humanities	0	0
				86 = American Indian studies (Native American)	0	0
				87 = Other area and ethnic studies	0	0
				88 = Indian education (Native American)	0	0
				89 = Crosscultural education	0	0
TSC057	SC057	SC057	840-841	d. In what year did you receive the doctorate or first professional degree? The digits for century were preprinted and not keyed. All years begin with 19.		
				Minimum Value	55	53
				Maximum Value	91	91
				Mean	80.6383	78.27778
				Standard Deviation	7.12749	9.705996
TSC058	SC058	SC058	842-843	18a. What is your main teaching assignment at this school, that is, the field in which you teach the most classes?		
				01 = Prekindergarten	21	21
				02 = Kindergarten	173	128
				03 = General elementary	1197	652
				05 = Accounting	11	3
				06 = Agriculture	28	2
				10 = Art	118	46
				12 = Basic skills and remedial education	24	5
				13 = Bilingual education	31	
				14 = Business, marketing	97	
				16 = Journalism	8	
				17 = Computer science	25	32
				18 = Dance	5	1
				19 = Drama/theater	12	4
				21 = English/language arts	365	188
				23 = English as a second language	47	7
				26 = Gifted	30	1
				27 = Health occupations	11	1
				28 = Home economics	73	13
				30 = Industrial arts	63	5
				33 = Mathematics	350	150
				35 = Military science	8	0
				37 = Music	242	79
				39 = Philosophy	0	0
				40 = Physical education, health	247	83
				43 = Reading	102	25
				44 = Religion	0	72
				47 = Social studies/social science	289	110
				49 = Trade and industry	35	1
				50 = Technical	13	0
				51 = French	28	32
				52 = German	12	3
				53 = Latin	9	6
				54 = Russian	2	0

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				55 = Spanish	77	46
				56 = Other foreign language	1	10
				57 = Biology/life science	113	35
				58 = Chemistry	28	19
				59 = Geology/earth science /space science	42	11
				60 = Physics	15	11
				61 = General and all other science	101	55
				67 = Special education, general	170	16
				68 = Emotionally disturbed	54	13
				69 = Mentally retarded	58	1
				70 = Speech/language impaired	54	0
				71 = Deaf and hard-of-hearing	14	1
				72 = Visually handicapped	6	0
				73 = Orthopedically impaired	5	0
				74 = Mildly handicapped	16	1
				75 = Severely handicapped	31	4
				76 = Specific learning disabilities	133	19
				77 = Other special education	43	3
				83 = Other vocational education	40	3
				84 = All others	84	40
				86 = American Indian studies (Native American)	0	0
TSC059	SC059	SC059	844-844	1 = Teaching assignment equally divided between two fields	180	135
TSC060	SC060	SC060	845-845	b. Do you teach classes in other fields at this school? 1 = Yes 2 = No	942 3819	662 1310
TSC061	SC061	SC061	846-847	In what field do you teach the second most classes? Blank = Do not teach classes in other fields 01 = Prekindergarten 02 = Kindergarten 03 = General elementary 05 = Accounting 06 = Agriculture 10 = Art 12 = Basic skills and remedial education 13 = Bilingual education 14 = Business, marketing 16 = Journalism 17 = Computer science 18 = Dance 19 = Drama/theater 21 = English/language arts 23 = English as a second language 26 = Gifted 27 = Health occupations 28 = Home economics 30 = Industrial arts 33 = Mathematics 35 = Military science 37 = Music 39 = Philosophy 40 = Physical education, health 43 = Reading 44 = Religion 47 = Social studies/social science 49 = Trade and industry 50 = Technical 51 = French 52 = German 53 = Latin 54 = Russian 55 = Spanish 56 = Other foreign language 57 = Biology/life science 58 = Chemistry 59 = Geology/earth science /space science 60 = Physics 61 = General and all other science 67 = Special education, general 68 = Emotionally disturbed 69 = Mentally retarded 70 = Speech/language impaired 71 = Deaf and hard-of-hearing 72 = Visually handicapped 73 = Orthopedically impaired	3819 8 5 9 5 1 15 8 15 21 26 48 3 22 76 14 26 1 8 11 87 0 11 0 78 54 0 81 2 2 14 4 2 0 18 4 29 13 34 16 64 8 7 12 0 1 0 0	1310 11 6 13 3 0 24 4 0 3 10 22 0 16 49 4 2 2 3 66 0 39 1 29 46 64 74 0 0 8 5 1 11 2 19 15 12 13 42 3 0 2 0 0

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				74 = Mildly handicapped	4	0
				75 = Severely handicapped	1	0
				76 = Specific learning disabilities	15	7
				77 = Other special education	6	3
				83 = Other vocational education	18	1
				84 = All others	33	23
				86 = American Indian studies (Native American)	2	0
TSC062	SC062	SC062	848-848	19a. Have you ever taken any college level courses in teaching methods or education? 1 = Yes - continue with TMEDUCRS - TMEDGCRS 2 = No - skip to check TSC065	4608 153	1736 236
TMEDUCRS			849-849	b. How many undergraduate courses in teaching methods or education have you ever taken? Categorized number of undergraduate courses in teaching methods - recode for TSC063. Blank = Never taken any courses in teaching methods or education 0 = 0 courses 1 = 1-4 courses 2 = 5-9 courses 3 = 10 or more courses	153 541 1113 1557 1397	236 222 452 578 484
TMEDGCRS			850-850	b. How many graduate courses in teaching methods or education have you ever taken? Categorized number of graduate courses in teaching methods - recode for TSC064. Blank = Never taken any courses in teaching methods or education 0 = 0 courses 1 = 1-4 courses 2 = 5-9 courses 3 = 10 or more courses	153 1530 1374 817 887	236 818 491 232 195
TSC065	SC065	SC065	851-851	Is your main teaching assignment field prekindergarten, general elementary, or special education? 1 = Yes - skip to TSC069 2 = No - continue with TSC066	1975 2786	859 1113
TSC066	SC066	SC066	852-852	20a. Have you ever taken any college level courses in the subject area that is your main teaching assignment (i.e., The subject in which you teach the most classes)? 1 = Yes - continue with MAINUCRS - MAINGCRS 2 = No - skip to TSC069	2603 183	1003 110
MAINUCRS			853-853	b. How many courses have you ever taken in this subject area? Categorized number of undergraduate courses in main field - recode for TSC067. Blank = Never taken any college level courses in main teaching field 0 = 0 courses 1 = 1-4 courses 2 = 5-9 courses 3 = 10 or more courses	2158 209 360 492 1542	969 38 178 238 549
MAINGCRS			854-854	b. How many courses have you ever taken in this subject area? Categorized number of graduate courses in main field - recode for TSC068. Blank = Never taken any college level courses in main teaching field 0 = 0 courses 1 = 1-4 courses 2 = 5-9 courses 3 = 10 or more courses	2158 1076 604 456 467	969 507 216 111 169
TSC069	SC069	SC069	855-856	21a. What field do you feel best qualified to teach, regardless of whether you currently teach in that field? 01 = Prekindergarten 02 = Kindergarten 03 = General elementary 05 = Accounting 06 = Agriculture 10 = Art 12 = Basic skills and remedial education 13 = Bilingual education 14 = Business, marketing 16 = Journalism	28 138 1178 16 30 119 16 29 101 12	25 85 590 7 3 46 1 2 14 2

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies		
	Public	Private			Public	Private	
				17 = Computer science		25	19
				18 = Dance		5	1
				19 = Drama/theater		19	7
				21 = English/language arts		369	194
				23 = English as a second language		40	8
				26 = Gifted		22	0
				27 = Health occupations		13	1
				28 = Home economics		87	12
				30 = Industrial arts		66	4
				33 = Mathematics		373	180
				35 = Military science		9	0
				37 = Music		239	75
				39 = Philosophy		1	3
				40 = Physical education, health		294	90
				43 = Reading		143	52
				44 = Religion		3	86
				47 = Social studies/social science		305	137
				49 = Trade and industry		30	1
				50 = Technical		10	0
				51 = French		36	32
				52 = German		12	2
				53 = Latin		10	4
				54 = Russian		2	0
				55 = Spanish		70	41
				56 = Other foreign language		1	12
				57 = Biology/life science		151	57
				58 = Chemistry		31	21
				59 = Geology/earth science/space science		32	9
				60 = Physics		15	10
				61 = General and all other science		78	37
				67 = Special education, general		181	25
				68 = Emotionally disturbed		42	16
				69 = Mentally retarded		61	2
				70 = Speech/language impaired		48	3
				71 = Deaf and hard-of-hearing		19	2
				72 = Visually handicapped		5	0
				73 = Orthopedically impaired		3	0
				74 = Mildly handicapped		16	1
				75 = Severely handicapped		14	2
				76 = Specific learning disabilities		105	20
				77 = Other special education		15	2
				83 = Other vocational education		31	2
				84 = All others		62	26
				86 = American indian studies (Native American)		1	1
TSC070	SC070	SC070	857-857	b. Do you feel qualified to teach any other fields?			
				1 = Yes		3353	1441
				2 = No		1408	531
TSC071	SC071	SC071	858-859	For what field do you feel second best qualified?			
				Blank = Feel not qualified in any other field		1408	531
				01 = Prekindergarten		73	39
				02 = Kindergarten		148	84
				03 = General elementary		438	131
				05 = Accounting		16	5
				06 = Agriculture		7	1
				10 = Art		43	36
				12 = Basic skills and remedial education		39	9
				13 = Bilingual education		28	3
				14 = Business, marketing		59	16
				16 = Journalism		32	10
				17 = Computer science		85	28
				18 = Dance		5	4
				19 = Drama/theater		45	21
				21 = English/language arts		310	160
				23 = English as a second language		51	15
				26 = Gifted		43	10
				27 = Health occupations		18	3
				28 = Home economics		26	12
				30 = Industrial arts		26	3
				33 = Mathematics		226	133
				35 = Military science		3	0
				37 = Music		38	37
				39 = Philosophy		7	7
				40 = Physical education, health		190	47
				43 = Reading		162	70
				44 = Religion		15	92
				47 = Social studies/social science		295	139

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				49 = Trade and industry	10	1
				50 = Technical	10	2
				51 = French	29	22
				52 = German	20	2
				53 = Latin	3	9
				54 = Russian	1	1
				55 = Spanish	69	26
				56 = Other foreign language	5	12
				57 = Biology/life science	114	32
				58 = Chemistry	43	31
				59 = Geology/earth science/space science	51	13
				60 = Physics	32	18
				61 = General and all other science	155	56
				67 = Special education, general	104	28
				68 = Emotionally disturbed	28	6
				69 = Mentally retarded	41	6
				70 = Speech/language impaired	13	3
				71 = Deaf and hard-of-hearing	5	2
				72 = Visually handicapped	4	0
				73 = Orthopedically impaired	3	1
				74 = Mildly handicapped	16	1
				75 = Severely handicapped	10	0
				76 = Specific learning disabilities	51	14
				77 = Other special education	19	0
				83 = Other vocational education	28	2
				84 = All others	55	34
				85 = American Indian studies (Native American)	6	4
TSC072	SC072	SC072	860-860	22. Has your main teaching assignment field changed since you began teaching?		
				1 = Yes	1208	452
				2 = No	3553	1520
TSC073	SC073	SC073	861-862	What was your previous main assignment field?		
				Blank = No change in teaching assignment field	3553	1520
				01 = Prekindergarten	22	23
				02 = Kindergarten	56	17
				03 = General elementary	382	148
				05 = Accounting	3	1
				06 = Agriculture	5	0
				10 = Art	13	7
				12 = Basic skills and remedial education	5	2
				13 = Bilingual education	12	1
				14 = Business, marketing	19	5
				16 = Journalism	0	2
				17 = Computer science	4	2
				18 = Dance	1	0
				19 = Drama/theater	5	1
				21 = English/language arts	73	32
				23 = English as a second language	10	4
				26 = Gifted	10	0
				27 = Health occupations	0	0
				28 = Home economics	24	3
				30 = Industrial arts	13	0
				33 = Mathematics	52	37
				35 = Military science	1	0
				37 = Music	15	10
				39 = Philosophy	0	0
				40 = Physical education, health	77	17
				43 = Reading	45	7
				44 = Religion	0	9
				47 = Social studies/social science	54	26
				49 = Trade and industry	1	1
				50 = Technical	0	0
				51 = French	13	4
				52 = German	2	1
				53 = Latin	1	3
				54 = Russian	0	0
				55 = Spanish	11	10
				56 = Other foreign language	1	1
				57 = Biology/life science	39	14
				58 = Chemistry	6	4
				59 = Geology/earth science/space science	15	1
				60 = Physics	2	4
				61 = General and all other science	46	14
				67 = Special education, general	39	6
				68 = Emotionally disturbed	19	6
				69 = Mentally retarded	28	3

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				70 = Speech/language impaired	10	3
				71 = Deaf and hard-of-hearing	7	1
				72 = Visually handicapped	2	0
				73 = Orthopedically impaired	0	0
				74 = Mildly handicapped	10	1
				75 = Severely handicapped	5	0
				76 = Specific learning disabilities	18	5
				77 = Other special education	11	4
				83 = Other vocational education	4	0
				84 = All others	17	12
				86 = American Indian studies (Native American)	0	0
TSC074	SC074	SC074	863-864	Counting this year, how many consecutive years have you been teaching in your current assignment field?		
				Minimum Value	1	1
				Maximum Value	39	58
				Mean	8.048013	6.015487
				Standard Deviation	7.569683	6.675715
TSC075	SC075	SC075	865-865	23a. At this school, do you teach any students in any of grades 7-12?		
				1 = Yes - continue with TSC076	2633	1119
				2 = No - skip to TSC098	2128	853
TSC076	SC076	SC076	866-866	b. At this school, do you teach any classes in computer science, mathematics, or any kind of science, such as biology, chemistry, or general science?		
				Blank = Do not teach any grades 7 - 12	2128	853
				1 = Yes - continue with TSC077	791	481
				2 = No - skip to TSC098	1842	638
TSC077	SC077	SC077	867-867	c. Have you ever taken any undergraduate or graduate courses in the following subjects?		
				(1) Mathematics?		
				Blank = Do not teach any grades 7 - 12	3970	1491
				1 = Yes	730	431
				2 = No courses taken	61	50
TSC078	SC078	SC078	868-869	How many undergraduate courses?		
				Blank = Do not teach any grades 7 - 12	4031	1541
				Minimum Value	0	0
				Maximum Value	25	21
				Mean	6.287671	4.832947
				Standard Deviation	4.871685	3.974328
TSC079	SC079	SC079	870-871	How many graduate courses?		
				Blank = Do not teach any grades 7 - 12	4031	1541
				Minimum Value	0	0
				Maximum Value	25	22
				Mean	1.572603	1.006961
				Standard Deviation	3.339634	2.554057
TSC080	SC080	SC080	872-872	(2) Computer science		
				Blank = Do not teach any grades 7 - 12	3970	1491
				1 = Yes	527	272
				2 = No courses taken	264	209
TSC081	SC081	SC081	873-874	How many undergraduate courses?		
				Blank = Do not teach any grades 7 - 12	4234	1700
				Maximum Value	0	0
				Minimum Value	20	20
				Mean	2.28463	2.136029
				Standard Deviation	2.501447	2.665875
TSC082	SC082	SC082	875-876	How many graduate courses?		
				Blank = Do not teach any grades 7 - 12	4234	1700
				Minimum Value	0	0
				Maximum Value	24	12
				Mean	0.944972	0.632353
				Standard Deviation	2.222168	1.357275
TSC083	SC083	SC083	877-877	(3) Biology or life science		
				Blank = Do not teach any grades 7 - 12	3970	1491
				1 = Yes	623	354
				2 = No courses taken	168	127

Variable Name	Source Public	Code Private	Location	Description	Unweighted Frequencies	
					Public	Private
TSC084	SC084	SC084	878-879	How many undergraduate courses? Blank = Do not teach any grades 7 - 12	4138	1618
				Minimum Value	0	0
				Maximum Value	25	22
				Mean	4.863563	3.937853
				Standard Deviation	4.660742	4.238176
TSC085	SC085	SC085	880-881	How many graduate courses? Blank = Do not teach any grades 7 - 12	4138	1618
				Minimum Value	0	0
				Maximum Value	30	24
				Mean	1.248796	0.813559
				Standard Deviation	3.42124	2.69492
TSC086	SC086	SC086	882-882	(4) Chemistry Blank = Do not teach any grades 7 - 12	3970	1491
				1 = Yes	509	243
				2 = No courses taken	282	238
TSC087	SC087	SC087	883-884	How many undergraduate courses? Blank = Do not teach any grades 7 - 12	4252	1729
				Minimum Value	0	0
				Maximum Value	25	24
				Mean	3.459725	3.526749
				Standard Deviation	3.082343	3.698657
TSC088	SC088	SC088	885-886	How many graduate courses? Blank = Do not teach any grades 7 - 12	4252	1729
				Minimum Value	0	0
				Maximum Value	24	15
				Mean	0.555992	0.617284
				Standard Deviation	1.794378	1.81978
TSC089	SC089	SC089	887-887	(5) Physics Blank = Do not teach any grades 7 - 12	3970	1491
				1 = Yes	448	237
				2 = No courses taken	343	244
TSC090	SC090	SC090	888-889	How many undergraduate courses? Blank = Do not teach any grades 7 - 12	4313	1735
				Minimum Value	0	0
				Maximum Value	25	30
				Mean	2.78125	2.578059
				Standard Deviation	2.735369	2.945699
TSC091	SC091	SC091	890-891	How many graduate courses? Blank = Do not teach any grades 7 - 12	4313	1735
				Minimum Value	0	0
				Maximum Value	15	18
				Mean	0.517857	0.405063
				Standard Deviation	1.632895	1.743163
TSC092	SC092	SC092	892-892	(6) Earth or space science Blank = Do not teach any grades 7 - 12	3970	1491
				1 = Yes	408	229
				2 = No courses taken	383	252
TSC093	SC093	SC093	893-894	How many undergraduate courses? Blank = Do not teach any grades 7 - 12	4353	1743
				Minimum Value	0	0
				Maximum Value	25	20
				Mean	2.715686	1.969432
				Standard Deviation	3.228033	2.171169
TSC094	SC094	SC094	895-896	How many graduate courses? Blank = Do not teach any grades 7 - 12	4353	1743
				Minimum Value	0	0
				Maximum Value	18	20
				Mean	0.828431	0.475983
				Standard Deviation	2.293024	2.219449
TSC095	SC095	SC095	897-897	(7) Other natural science Blank = Do not teach any grades 7 - 12	3970	1491
				1 = Yes	289	134
				2 = No courses taken	502	347

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC096	SC096	SC096	898-899	How many undergraduate courses? Blank = Do not teach any grades 7 - 12	4472	1838
				Minimum Value	0	0
				Maximum Value	30	20
				Mean	3.183391	2.186567
				Standard Deviation	3.785609	2.381533
TSC097	SC097	SC097	900-901	How many graduate courses? Blank = Do not teach any grades 7 - 12	4472	1838
				Minimum Value	0	0
				Maximum Value	25	15
				Mean	0.84083	0.440299
				Standard Deviation	2.497692	1.697017
TSC098	SC098	SC098	902-902	24a. In addition to the college courses you have already reported, have you ever participated in any teacher workshops or in-service training which included 30 hours or more of class attendance? 1 = Yes - continue with TSC099 2 = No - skip to TSC101	2629 2132	875 1097
TSC099	SC099	SC099	903-903	b. Was this training relevant to your current main teaching assignment field? Blank = Have never participated in any in-service training with 30 hours or more 1 = Yes 2 = No	2132 2252 377	1097 761 114
TSC100	SC100	SC100	904-904	c. What was your major purpose for taking this training? Blank = Have never participated in any in-service training with 30 hours or more 1 = To fulfill initial certification requirements for current position 2 = To maintain and/or improve qualifications for current position (including meeting recertification requirements) 3 = To train to teach a different subject matter area 4 = To train to teach at a different grade level 5 = To train to teach handicapped students or students with learning disabilities 6 = To train to teach other special student populations (e.g., Native American, limited English proficiency, etc.) 7 = To acquire credentials in new nonteaching areas (e.g., Administration, guidance counseling) 8 = Other - describe	2132 358 1641 105 10 72 51 71 321	1097 126 522 48 10 22 7 24 116
TSC101	SC101	SC101	905-905	25a. Do you have a teaching certificate in this state in your main teaching assignment field? 1 = Yes - continue with TSC102 2 = No - skip to TSC104	4556 205	1157 815
TSC102	SC102	SC102	906-906	b. What type of certification do you hold in this field? Blank = No teaching certificate in this state in main teaching field 1 = Advanced professional certificate 2 = Regular or standard state certification (the standard certification offered in your state 3 = Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 4 = Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)	205 584 3422 257 293	815 94 903 58 102
TSC103	SC103	SC103	907-908	c. In what year were you certified in your main teaching field by this state? The digits for the century were preprinted and not keyed. All years begin with 19. Blank = No teaching certificate in this state in main teaching field Minimum Value Maximum Value Mean Standard Deviation	205 39 91 78.241 10.84032	815 40 91 80.10804 10.14964

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC104	SC104	SC104	909-909	26a. Do you have a teaching certificate in this state in your other teaching assignment field at this school? 1 = Yes - continue with TSC105 2 = No - skip to TSC107 3 = Not applicable; I do not have another teaching assignment field	538 333 3890	169 426 1377
TSC105	SC105	SC105	910-910	b. What type of certification do you hold in this field? Blank = No teaching certificate in this state in other teaching assignment field or no other field 1 = Advanced professional certificate 2 = Regular or standard state certification (the standard certification offered in your state) 3 = Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period) 4 = Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)	4223 59 413 28 38	1803 13 128 9 19
TSC106	SC106	SC106	911-912	c. In what year were you certified in this field by this state? The digits for century were preprinted and not keyed. All years begin with 19. Blank = No teaching certificate in this state in other assignment field or no other field Minimum Value Maximum Value Mean Standard Deviation	4223 44 91 79.38476 10.69236	1803 42 91 81.07101 10.37257
TSC107	SC107	SC107	913-913	27a. Are you a member of any professional teacher or educational organization? 1 = Yes 2 = No	3826 935	1040 932
TSC108	SC108	SC108	914-914	b. Have you participated in workshops, seminars or conferences sponsored by any of these organizations? 1 = Yes - continue with TSC109 2 = No - skip to TSC110	3286 1475	1191 781
TSC109	SC109	SC109	915-915	c. How often do you participate in these activities? Blank = Do not participate 1 = Less than once a year 2 = Once or twice a year 3 = Three or more times a year	1475 918 1773 595	781 312 708 171
TSC110	SC110	SC110	916-916	28a. During your first year of teaching, did you participate in a formal teacher induction program, i.e., a program to help beginning teachers by assigning them to master or mentor teachers? Do not include student teaching. 1 = Yes 2 = No	1317 3444	485 1487
TSC111	SC111	SC111	917-917	b. Are you currently a master or mentor teacher (i.e., A teacher who provides guidance and assistance for beginning teachers) in a formal teacher induction program? Do not include supervision or training of student teachers. 1 = Yes 2 = No	408 4353	178 1794
TSC112	SC112	SC112	918-918	29. In what grade levels are the students in your classes at this school? 1 = Ungraded	96	22
TSC113	SC113	SC113	919-919	1 = Prekindergarten	124	105
TSC114	SC114	SC114	920-920	1 = Kindergarten	613	352
TSC115	SC115	SC115	921-921	1 = 1st	858	436
TSC116	SC116	SC116	922-922	1 = 2nd	874	437
TSC117	SC117	SC117	923-923	1 = 3rd	892	451
TSC118	SC118	SC118	924-924	1 = 4th	882	442
TSC119	SC119	SC119	925-925	1 = 5th	928	523

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Public	Code Private	Location	Description	Unweighted Frequencies	
					Public	Private
TSC120	SC120	SC120	926-926	1 = 6th	940	568
TSC121	SC121	SC121	927-927	1 = 7th	1029	605
TSC122	SC122	SC122	928-928	1 = 8th	1096	604
TSC123	SC123	SC123	929-929	1 = 9th	1475	497
TSC124	SC124	SC124	930-930	1 = 10th	1536	522
TSC125	SC125	SC125	931-931	1 = 11th	1562	512
TSC126	SC126	SC126	932-932	1 = 12th	1536	495
TSC127	SC127	SC127	933-933	1 = Postsecondary	35	16
TSC128	SC128	SC128	934-934	30. Which of these best describes the way your classes at this school are organized? 1 = Departmentalized instruction - you teach subject matter courses (e.g., History, typing, music) to several classes of different students all or most of the day - skip to TSC136 2 = Self-contained class - you teach multiple subjects to the same class of students all or most of the day - continue with TSC129 3 = Team teaching - you collaborate with one or more other teachers in teaching multiple subjects to the same class of students - continue with TSC129 4 = "Pull-out" class - you provide instruction, e.g., Special education, to certain students who are released from their regular classes - continue with TSC129 5 = Elementary enrichment class - you teach only one subject (such as art, music, physical education, computer skills) to all or most students in an elementary school - skip to TSC217	2321	938
TSC129	SC129	SC129	935-937	31a. At this school, how many students were enrolled in the class or program you taught during your most recent week of full teaching? Blank = Teach departmentalized or elementary enrichment classes Minimum Value Maximum Value Mean Standard Deviation	2512 1 120 25.37172 17.54467	1056 2 120 21.56878 12.6154
TSC130	SC130	SC130	938-939	b. During your most recent full week of teaching, approximately how many hours did you spend teaching each of these subjects at this school? (1) English/reading/language arts Blank = Teach departmentalized or elementary enrichment classes Minimum Value Maximum Value Mean Standard Deviation	2512 0 40 8.949755 6.799666	1056 0 40 7.748908 5.700949
TSC131	SC131	SC131	940-941	(2) Arithmetic/mathematics Blank = Teach departmentalized or elementary enrichment classes Minimum Value Maximum Value Mean Standard Deviation	2512 0 35 4.482437 3.987277	1056 0 39 4.228166 3.285889
TSC132	SC132	SC132	942-943	(3) Social studies/history Blank = Teach departmentalized or elementary enrichment classes Minimum Value Maximum Value Mean Standard Deviation	2512 0 40 2.665629 3.543863	1056 0 40 2.701965 3.451401

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC133	SC133	SC133	944-945	(4) Science Blank = Teach departmentalized or elementary enrichment classes		
				Minimum Value	2512	1056
				Maximum Value	0	0
				Mean	2.431303	2.325328
				Standard Deviation	3.371143	3.117911
TSC134	SC134	SC134	946-946	c. Did you assign any homework during your most recent full week of teaching at this school? Blank = Teach departmentalized or elementary enrichment classes		
				1 = Yes	2512	1056
				2 = No	1655	731
					594	185
TSC135	SC135	SC135	947-947	d. Which of these best describes the general academic achievement level of your students relative to the other students at this school? Blank = Teach departmentalized or elementary enrichment classes		
				1 = Primarily higher achieving students	2512	1056
				2 = Primarily average achieving students	183	217
				3 = Primarily lower achieving students	692	372
				4 = Students of widely differing achievement levels please skip now to TSC219	604	41
					770	286
TSC136	SC136	SC136	948-949	32a. How many separate classes (sections) did you teach at this school during your most recent full week of teaching? Blank = Do not teach departmentalized classes		
				1 = Class	2440	1034
				2 =	40	24
				3 =	58	50
				4 =	72	31
				5 =	481	232
				6 =	936	274
				7 =	542	163
				8 =	106	70
				9 =	27	46
				10 =	17	23
					42	25
TSC137	SC137	SC137	950-951	b. What was the subject matter of the first class? 01 = Do not teach departmentalized classes		
				01 = Agriculture	2484	1043
				02 = Business, marketing	23	0
				03 = Industrial arts	36	3
				04 = Health occupations	44	5
				05 = Vocational home economics	6	0
				06 = Trade and industry	50	5
				07 = Technical	28	0
				08 = Accounting/bookkeeping	6	1
				09 = Shorthand	13	6
				10 = Typing	2	0
				11 = Career vocational education	32	12
				12 = Other vocational education	9	1
				21 = Literature	26	1
				22 = Composition/journalism/creative writing	131	71
				23 = Reading	43	12
				24 = English as a second language	101	51
				25 = Other english/language arts courses	22	6
				31 = French	186	82
				32 = German	24	29
				33 = Latin	10	4
				34 = Russian	11	13
				35 = Spanish	3	0
				36 = Other foreign language	66	35
				41 = General mathematics	4	6
				42 = Business math	173	55
				43 = Algebra, elementary	11	1
				44 = Algebra, intermediate	52	30
				45 = Algebra, advanced	28	20
				46 = Geometry, plane/solid	16	7
				47 = Trigonometry	28	13
				48 = Analytic geometry/math analysis	3	6
				49 = Probability/statistics	3	2
				50 = Calculus	1	0
				51 = Other mathematics	4	6
				52 = Computer awareness/applications	22	7
				53 = Computer programming	24	15
					12	3

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies		
	Public	Private			Public	Private	
				54 = Other computer science		1	1
				61 = General science		56	28
				62 = Biology/life science		103	42
				63 = Chemistry		29	16
				64 = Physics		17	14
				65 = Geology/earth science/space science		45	9
				66 = Other physical science		27	7
				67 = Other natural science		4	1
				70 = Social studies		61	29
				71 = History		110	39
				72 = World civilization		23	7
				73 = Political science/government		21	10
				74 = Geography		27	2
				75 = Economics		12	4
				76 = Civics		4	0
				77 = Sociology/social organization		6	0
				78 = Other social science		12	1
				81 = Arts and crafts		84	26
				82 = Filmmaking/photography		1	4
				83 = Chorus		18	5
				84 = Band		37	3
				85 = Drama/theater/dance		15	5
				86 = Music		72	26
				87 = Other visual/performing arts		9	1
				91 = Driver education		13	0
				92 = Health		30	8
				93 = Nonvocational home economics		17	6
				94 = Philosophy		0	0
				95 = Physical education		124	35
				96 = Psychology		3	2
				97 = Religion		0	81
				98 = Other courses not elsewhere classified		43	9
TSC138	SC138	SC138	952-952	c. How many times per week does the first class meet? Blank = Do not teach departmentalized classes or did not report subject matter		2484	1043
				1 = Times per week		30	29
				2 =		34	41
				3 =		72	29
				4 =		60	103
				5 =		2062	707
				6 =		11	16
				7 =		4	1
				8 =		4	3
TSC139	SC139	SC139	953-954	d. What is the grade level of most of the students in the first class? Blank = Do not teach departmentalized classes or did not report subject matter		2484	1043
				1 = Grade level		19	17
				2 =		7	9
				3 =		19	9
				4 =		15	23
				5 =		72	53
				6 =		161	70
				7 =		283	101
				8 =		302	125
				9 =		430	138
				10 =		337	116
				11 =		284	113
				12 =		312	128
				13 =		2	5
				14 =		24	16
				15 =		9	5
				16 =		3	1
TSC140	SC140	SC140	955-956	e. How many students are enrolled in the first class? Blank = Do not teach departmentalized classes or did not report subject matter		2484	1043
				Minimum Value		1	1
				Maximum Value		90	80
				Mean		21.92973	19.50377
				Standard Deviation		10.62288	10.01573



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC141	SC141	SC141	957-958	f. How many students in the first class are male? Blank = Do not teach departmentalized classes or did not report subject matter	2484	1043
				Minimum Value	0	0
				Maximum Value	65	60
				Mean	10.98595	9.349839
				Standard Deviation	6.55615	7.148464
TSC142	SC142	SC142	959-960	g. What is the total number of students in the first class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or did not report subject matter	2484	1043
				Minimum Value	0	0
				Maximum Value	89	51
				Mean	6.114625	4.13563
				Standard Deviation	8.446905	6.82406
TSC143	SC143	SC143	961-961	h. What is the achievement level of students in the first class compared to other students in the school? Blank = Do not teach departmentalized classes or did not report subject matter	2484	1043
				1 = Primarily higher achieving	456	296
				2 = Primarily average achieving	858	389
				3 = Primarily lower achieving	396	59
				4 = Widely differing achievement levels	567	185
TSC144	SC144	SC144	962-962	i. Which one of the following best describes the first class? Blank = Do not teach departmentalized classes or did not report subject matter	2484	1043
				1 = General track	1291	411
				2 = Academic/college preparatory	336	349
				3 = Advanced placement/college credit - allows completion of college credit	21	20
				4 = Honors course	74	34
				5 = Bilingual	19	10
				6 = Gifted	30	10
				7 = Remedial	106	20
				8 = Special education	96	22
				9 = Vocational	175	11
				0 = None of the above	129	42
TSC145	SC145	SC145	963-964	b. What was the subject matter of the second class? Blank = Do not teach departmentalized classes or teach only one class	2531	1066
				01 = Agriculture	20	3
				02 = Business, marketing	42	8
				03 = Industrial arts	41	5
				04 = Health occupations	6	0
				05 = Vocational home economics	51	6
				06 = Trade and industry	26	0
				07 = Technical	5	0
				08 = Accounting/bookkeeping	14	4
				09 = Shorthand	1	1
				10 = Typing	30	10
				11 = Career vocational education	14	1
				12 = Other vocational education	25	1
				21 = Literature	123	64
				22 = Composition/journalism/creative writing	44	20
				23 = Reading	78	44
				24 = English as a second language	23	6
				25 = Other english/language arts courses	189	84
				31 = French	21	24
				32 = German	7	4
				33 = Latin	10	12
				34 = Russian	2	0
				35 = Spanish	72	33
				36 = Other foreign language	3	7
				41 = General mathematics	153	61
				42 = Business math	14	2
				43 = Algebra, elementary	48	17
				44 = Algebra, intermediate	34	21
				45 = Algebra, advanced	22	7
				46 = Geometry, plane/solid	20	19
				47 = Trigonometry	4	4
				48 = Analytic geometry/math analysis	7	4
				49 = Probability/statistics	2	1

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				50 = Calculus	3	8
				51 = Other mathematics	23	10
				52 = Computer awareness/applications	21	13
				53 = Computer programming	8	5
				54 = Other computer science	3	0
				61 = General science	64	36
				62 = Biology/life science	98	39
				63 = Chemistry	34	21
				64 = Physics	15	10
				65 = Geology/earth science/space science	45	10
				66 = Other physical science	27	4
				67 = Other natural science	5	0
				70 = Social studies	68	34
				71 = History	115	36
				72 = World civilization	18	9
				73 = Political science/government	21	9
				74 = Geography	22	4
				75 = Economics	11	8
				76 = Civics	6	2
				77 = Sociology/social organization	8	0
				78 = Other social science	11	3
				81 = Arts and crafts	76	25
				82 = Filmmaking/photography	0	4
				83 = Chorus	15	1
				84 = Band	33	1
				85 = Drama/theater/dance	18	7
				86 = Music	75	28
				87 = Other visual/performing arts	11	3
				91 = Driver education	12	0
				92 = Health	30	8
				93 = Nonvocational home economics	14	2
				94 = Philosophy	0	0
				95 = Physical education	129	33
				96 = Psychology	2	0
				97 = Religion	0	48
				98 = Other courses not elsewhere classified	38	10
TSC146	SC146	SC146	965-965	c. How many times per week does the second class meet? Blank = Do not teach departmentalized classes or teach only one class	2531	1066
				1 = Times per week	27	26
				2 =	45	44
				3 =	59	32
				4 =	66	99
				5 =	2017	685
				6 =	8	18
				7 =	5	1
				8 =	3	1
TSC147	SC147	SC147	966-967	d. What is the grade level of most of the students in the second class? Blank = Do not teach departmentalized classes or teach only one class	2531	1066
				1 = Grade level	18	14
				2 =	19	11
				3 =	17	12
				4 =	21	19
				5 =	68	48
				6 =	150	66
				7 =	262	114
				8 =	316	118
				9 =	378	121
				10 =	342	128
				11 =	259	114
				12 =	352	126
				13 =	2	3
				14 =	13	8
				15 =	9	4
				16 =	4	0
TSC148	SC148	SC148	968-969	e. How many students are enrolled in the second class? Blank = Do not teach departmentalized classes or teach only one class	2531	1066
				Minimum Value	1	1
				Maximum Value	90	70
				Mean	21.62556	18.91611
				Standard Deviation	10.47213	9.605456

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC149	SC149	SC149	970-971	f. How many students in the second class are male? Blank = Do not teach departmentalized classes or teach only one class	2531	1066
				Minimum Value	0	0
				Maximum Value	72	40
				Mean	10.84081	8.917219
				Standard Deviation	6.345605	6.56971
TSC150	SC150	SC150	972-973	g. What is the total number of students in the second class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or teach only one class	2531	1066
				Minimum Value	0	0
				Maximum Value	80	48
				Mean	6.004933	3.812362
				Standard Deviation	8.368395	6.254466
TSC151	SC151	SC151	974-974	h. What is the achievement level of students in the second class compared to other students in the school? Blank = Do not teach departmentalized classes or teach only one class	2531	1066
				1 = Primarily higher achieving	438	270
				2 = Primarily average achieving	906	398
				3 = Primarily lower achieving	353	71
				4 = Widely differing achievement levels	533	167
TSC152	SC152	SC152	975-975	i. Which one of the following best describes the second class? Blank = Do not teach departmentalized classes or teach only one class	2531	1066
				1 = General track	1256	407
				2 = Academic/college preparatory	360	335
				3 = Advanced placement/college credit - allows completion of college credit	20	17
				4 = Honors course	51	34
				5 = Bilingual	21	8
				6 = Gifted	25	14
				7 = Remedial	96	24
				8 = Special education	97	19
				9 = Vocational	180	13
				0 = None of the above	124	35
TSC153	SC153	SC153	976-977	b. What was the subject matter of the third class? Blank = Do not teach departmentalized classes or teach fewer than 3 classes	2601	11
				01 = Agriculture	22	4
				02 = Business, marketing	46	3
				03 = Industrial arts	44	0
				04 = Health occupations	5	5
				05 = Vocational home economics	46	0
				06 = Trade and industry	27	1
				07 = Technical	5	8
				08 = Accounting/bookkeeping	11	0
				09 = Shorthand	2	4
				10 = Typing	28	1
				11 = Career vocational education	10	1
				12 = Other vocational education	19	1
				21 = Literature	125	55
				22 = Composition/journalism/creative writing	42	21
				23 = Reading	78	34
				24 = English as a second language	25	5
				25 = Other english/language arts courses	183	86
				31 = French	21	22
				32 = German	6	4
				33 = Latin	10	13
				34 = Russian	3	1
				35 = Spanish	61	34
				36 = Other foreign language	0	3
				41 = General mathematics	146	52
				42 = Business math	12	4
				43 = Algebra, elementary	40	16
				44 = Algebra, intermediate	26	22
				45 = Algebra, advanced	16	7
				46 = Geometry, plane/solid	30	14
				47 = Trigonometry	7	7
				48 = Analytic geometry/math analysis	6	1
				49 = Probability/statistics	2	2

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies		
	Public	Private			Public	Private	
				50 = Calculus		4	5
				51 = Other mathematics		25	11
				52 = Computer awareness/applications		29	14
				3 = Computer programming		7	6
				34 = Other computer science		5	0
				61 = General science		66	30
				62 = Biology/life science		83	30
				63 = Chemistry		32	23
				64 = Physics		12	12
				65 = Geology/earth science/space science		42	11
				66 = Other physical science		31	5
				67 = Other natural science		6	2
				70 = Social studies		66	33
				71 = History		116	40
				72 = World civilization		19	6
				73 = Political science/government		20	10
				74 = Geography		21	5
				75 = Economics		9	5
				76 = Civics		9	1
				77 = Sociology/social organization		5	1
				78 = Other social science		14	2
				81 = Arts and crafts		79	22
				82 = Filmmaking/photography		0	4
				83 = Chorus		15	4
				84 = Band		31	1
				85 = Drama/theater/dance		12	5
				86 = Music		71	26
				87 = Other visual/performing arts		7	3
				91 = Driver education		10	0
				92 = Health		28	6
				93 = Nonvocational home economics		16	1
				94 = Philosophy		0	0
				95 = Physical education		134	39
				96 = Psychology		3	0
				97 = Religion		0	7
				98 = Other courses not elsewhere classified		29	9
TSC154	SC154	SC154	978-978	c. How many times per week does the third class meet? Blank = Do not teach departmentalized classes or teach fewer than 3 classes		2601	1122
				1 = Times per week		31	28
				2 =		47	45
				3 =		60	34
				4 =		69	84
				5 =		1939	639
				6 =		9	18
				7 =		5	1
				8 =		0	1
TSC155	SC155	SC155	979-980	d. What is the grade level of most of the students in the third class? Blank = Do not teach departmentalized classes or teach fewer than 3 classes		2601	1122
				1 = Grade level		18	11
				2 =		17	13
				3 =		18	17
				4 =		27	19
				5 =		57	41
				6 =		145	70
				7 =		258	110
				8 =		306	100
				9 =		355	103
				10 =		321	119
				11 =		268	109
				12 =		349	124
				13 =		3	3
				14 =		10	5
				15 =		7	6
				16 =		1	0
TSC156	SC156	SC156	981-982	e. How many students are enrolled in the third class? Blank = Do not teach departmentalized classes or teach fewer than 3 classes		2601	1122
				Minimum Value		1	1
				Maximum Value		90	75
				Mean		21.75417	18.70471
				Standard Deviation		10.50875	9.25053



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC157	SC157	SC157	983-984	f. How many students in the third class are male? Blank = Do not teach departmentalized classes or teach fewer than 3 classes	2601	1122
				Minimum Value	0	0
				Maximum Value	65	40
				Mean	11.04074	8.745882
				Standard Deviation	6.492609	6.385451
TSC158	SC158	SC158	985-986	g. What is the total number of students in the third class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or teach fewer than 3 classes	2601	1122
				Minimum Value	0	0
				Maximum Value	80	48
				Mean	6.174537	3.863529
				Standard Deviation	8.552841	6.259049
TSC159	SC159	SC159	987-987	h. What is the achievement level of students in the third class compared to other students in the school? Blank = Do not teach departmentalized classes or teach fewer than 3 classes	2601	1122
				1 = Primarily higher achieving	396	255
				2 = Primarily average achieving	882	356
				3 = Primarily lower achieving	361	71
				4 = Widely differing achievement levels	521	168
TSC160	SC160	SC160	988-988	i. Which one of the following best describes the third class? Blank = Do not teach departmentalized classes or teach fewer than 3 classes	2601	1122
				1 = General track	1233	383
				2 = Academic/college preparatory	338	317
				3 = Advanced placement/college credit - allows completion of college credit	28	20
				4 = Honors course	55	23
				5 = Bilingual	18	7
				6 = Gifted	18	15
				7 = Remedial	98	14
				8 = Special education	86	22
				9 = Vocational	173	12
				0 = None of the above	113	37
TSC161	SC161	SC161	989-990	b. What was the subject matter of the fourth class? Blank = Do not teach departmentalized classes or teach fewer than 4 classes	2673	1149
				01 = Agriculture	23	0
				02 = Business, marketing	34	0
				03 = Industrial arts	38	4
				04 = Health occupations	4	0
				05 = Vocational home economics	45	4
				06 = Trade and industry	26	1
				07 = Technical	5	0
				08 = Accounting/bookkeeping	15	4
				09 = Shorthand	2	0
				10 = Typing	26	7
				11 = Career vocational education	10	1
				12 = Other vocational education	26	2
				21 = Literature	120	51
				22 = Composition/journalism/creative writing	37	19
				23 = Reading	85	38
				24 = English as a second language	15	3
				25 = Other english/language arts courses	178	81
				31 = French	19	22
				32 = German	5	4
				33 = Latin	11	13
				34 = Russian	2	1
				35 = Spanish	55	31
				36 = Other foreign language	2	2
				41 = General mathematics	130	36
				42 = Business math	11	1
				43 = Algebra, elementary	38	16
				44 = Algebra, intermediate	20	21
				45 = Algebra, advanced	22	6
				46 = Geometry, plane/solid	30	13
				47 = Trigonometry	5	6
				48 = Analytic geometry/math analysis	5	3
				49 = Probability/statistics	1	3

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies		
	Public	Private			Public	Private	
				50 = Calculus		4	3
				51 = Other mathematics		27	10
				52 = Computer awareness/applications		35	15
				53 = Computer programming		9	4
				54 = Other computer science		3	0
				61 = General science		68	34
				62 = Biology/life science		87	29
				63 = Chemistry		23	20
				64 = Physics		12	15
				65 = Geology/earth science/space science		43	15
				66 = Other physical science		26	9
				67 = Other natural science		4	3
				70 = Social studies		70	22
				71 = History		110	30
				72 = World civilization		11	4
				73 = Political science/government		21	9
				74 = Geography		21	6
				75 = Economics		10	7
				76 = Civics		11	1
				77 = Sociology/social organization		7	1
				78 = Other social science		14	5
				81 = Arts and crafts		73	26
				82 = Filmmaking/photography		1	2
				83 = Chorus		11	5
				84 = Band		31	1
				85 = Drama/theater/dance		16	3
				86 = Music		64	26
				87 = Other visual/performing arts		2	4
				91 = Driver education		9	0
				92 = Health		29	10
				93 = Nonvocational home economics		18	2
				94 = Philosophy		0	0
				95 = Physical education		128	31
				96 = Psychology		4	1
				97 = Religion		0	60
				98 = Other courses not elsewhere classified		41	17
TSC162	SC162	SC162	991-991	c. How many times per week does the fourth class meet? Blank = Do not teach departmentalized classes or teach fewer than 4 classes		2673	1149
				1 = Times per week		31	24
				2 =		46	41
				3 =		57	41
				4 =		63	78
				5 =		1882	622
				6 =		6	17
				7 =		2	0
				8 =		1	0
TSC163	SC163	SC163	992-993	d. What is the grade level of most of the students in the fourth class? Blank = Do not teach departmentalized classes or teach fewer than 4 classes		2673	1149
				1 = Grade level		19	7
				2 =		12	4
				3 =		19	14
				4 =		25	27
				5 =		62	47
				6 =		148	60
				7 =		247	82
				8 =		287	124
				9 =		328	105
				10 =		297	96
				11 =		267	120
				12 =		354	124
				13 =		2	2
				14 =		12	5
				15 =		6	5
				16 =		3	1
TSC164	SC164	SC164	994-995	e. How many students are enrolled in the fourth class? Blank = Do not teach departmentalized classes or teach fewer than 4 classes		2673	1149
				Minimum Value		1	1
				Maximum Value		90	70
				Mean		21.95307	18.91373
				Standard Deviation		10.57207	9.348281



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC165	SC165	SC165	996-997	f. How many students in the fourth class are male? Blank = Do not teach departmentalized classes or teach fewer than 4 classes	2673	1149
				Minimum Value	0	0
				Maximum Value	81	40
				Mean	11.0249	9.035237
				Standard Deviation	6.45313	6.733905
TSC166	SC166	SC166	998-999	g. What is the total number of students in the fourth class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or teach fewer than 4 classes	2673	1149
				Minimum Value	0	0
				Maximum Value	80	48
				Mean	6.161398	3.907655
				Standard Deviation	8.427446	6.370837
TSC167	SC167	SC167	1000-1000	h. What is the achievement level of students in the fourth class compared to other students in the school? Blank = Do not teach departmentalized classes or teach fewer than 4 classes	2673	1149
				1 = Primarily higher achieving	369	224
				2 = Primarily average achieving	862	359
				3 = Primarily lower achieving	361	68
				4 = Widely differing achievement levels	496	172
TSC168	SC168	SC168	1001-1001	i. Which one of the following best describes the fourth class? Blank = Do not teach departmentalized classes or teach fewer than 4 classes	2673	1149
				1 = General track	1210	387
				2 = Academic/college preparatory	305	303
				3 = Advanced placement/college credit - allows completion of college credit	18	11
				4 = Honors course	49	21
				5 = Bilingual	13	5
				6 = Gifted	16	9
				7 = Remedial	106	20
				8 = Special education	82	19
				9 = Vocational	171	11
				0 = None of the above	118	37
TSC169	SC169	SC169	1002-1003	b. What was the subject matter of the fifth class? Blank = Do not teach departmentalized classes or teach fewer than 5 classes	3110	1381
				01 = Agriculture	16	0
				02 = Business, marketing	21	2
				03 = Industrial arts	34	5
				04 = Health occupations	1	1
				05 = Vocational home economics	34	1
				06 = Trade and industry	8	0
				07 = Technical	3	0
				08 = Accounting/bookkeeping	10	3
				09 = Shorthand	2	0
				10 = Typing	26	5
				11 = Career vocational education	7	0
				12 = Other vocational education	12	2
				21 = Literature	93	36
				22 = Composition/journalism/creative writing	27	10
				23 = Reading	61	28
				24 = English as a second language	13	1
				25 = Other english/language arts courses	144	49
				31 = French	15	11
				32 = German	4	3
				33 = Latin	10	6
				34 = Russian	0	0
				35 = Spanish	45	24
				36 = Other foreign language	1	1
				41 = General mathematics	99	20
				42 = Business math	5	4
				43 = Algebra, elementary		11
				44 = Algebra, intermediate	31	12
				45 = Algebra, advanced	20	4
				46 = Geometry, plane/solid	20	10
				47 = Trigonometry	5	6
				48 = Analytic geometry/math analysis	8	1
				49 = Probability/statistics	0	0

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies		
	Public	Private			Public	Private	
				50 = Calculus		1	8
				51 = Other mathematics		30	4
				52 = Computer awareness/applications		20	11
				53 = Computer programming		6	5
				54 = Other computer science		2	1
				61 = General science		44	28
				62 = Biology/life science		71	13
				63 = Chemistry		15	12
				64 = Physics		14	9
				65 = Geology/earth science/space science		37	7
				66 = Other physical science		20	7
				67 = Other natural science		8	3
				70 = Social studies		49	18
				71 = History		97	25
				72 = World civilization		7	5
				73 = Political science/government		13	6
				74 = Geography		14	6
				75 = Economics		12	2
				76 = Civics		7	1
				77 = Sociology/social organization		7	2
				78 = Other social science		12	2
				81 = Arts and crafts		66	18
				82 = Filmmaking/photography		0	2
				83 = Chorus		8	6
				84 = Band		17	2
				85 = Drama/theater/dance		16	2
				86 = Music		52	20
				87 = Other visual/performing arts		5	2
				91 = Driver education		10	1
				92 = Health		22	12
				93 = Nonvocational home economics		17	3
				94 = Philosophy		0	0
				95 = Physical education		104	29
				96 = Psychology		4	1
				97 = Religion		0	53
				98 = Other courses not elsewhere classified		37	11
TSC170	SC170	SC170	1004-1004	c. How many times per week does the fifth class meet? Blank = Do not teach departmentalized classes or teach fewer than 5 classes		3110	1381
				1 = Times per week		31	27
				2 =		44	38
				3 =		53	40
				4 =		32	54
				5 =		1483	422
				6 =		4	10
				7 =		1	0
				8 =		3	0
TSC171	SC171	SC171	1005-1006	d. What is the grade level of most of the students in the fifth class? Blank = Do not teach departmentalized classes or teach fewer than 5 classes		3110	1381
				1 = Grade level		19	3
				2 =		10	4
				3 =		11	7
				4 =		25	17
				5 =		49	38
				6 =		100	55
				7 =		195	62
				8 =		235	85
				9 =		304	83
				10 =		238	71
				11 =		195	77
				12 =		256	82
				13 =		0	2
				14 =		7	4
				15 =		6	1
				16 =		1	0
TSC172	SC172	SC172	1007-1008	e. How many students are enrolled in the fifth class? Blank = Do not teach departmentalized classes or teach fewer than 5 classes		3110	1381
				Minimum Value		1	1
				Maximum Value		90	70
				Mean		21.77892	19.39932
				Standard Deviation		10.46982	9.829716



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC173	SC173	SC173	1009-1010	f. How many students in the fifth class are male? Blank = Do not teach departmentalized classes or teach fewer than 5 classes	3110	1381
				Minimum Value	0	0
				Maximum Value	81	40
				Mean	11.05572	9.35533
				Standard Deviation	7.10488	6.749938
TSC174	SC174	SC174	1011-1012	g. What is the total number of students in the fifth class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or teach fewer than 5 classes	3110	1381
				Minimum Value	0	0
				Maximum Value	80	48
				Mean	6.223501	4.145516
				Standard Deviation	8.679287	6.958897
TSC175	SC175	SC175	1013-1013	h. What is the achievement level of students in the fifth class compared to other students in the school? Blank = Do not teach departmentalized classes or teach fewer than 5 classes	3110	1381
				1 = Primarily higher achieving	310	170
				2 = Primarily average achieving	678	247
				3 = Primarily lower achieving	262	49
				4 = Widely differing achievement levels	401	125
TSC176	SC176	SC176	1014-1014	i. Which one of the following best describes the fifth class? Blank = Do not teach departmentalized classes or teach fewer than 5 classes	3110	1381
				1 = General track	979	285
				2 = Academic/college preparatory	255	199
				3 = Advanced placement/college credit - allows completion of college credit	25	14
				4 = Honors course	32	22
				5 = Bilingual	13	3
				6 = Gifted	23	5
				7 = Remedial	76	14
				8 = Special education	57	14
				9 = Vocational	104	7
				0 = None of the above	87	28
TSC177	SC177	SC177	1015-1016	b. What was the subject matter of the sixth class? Blank = Do not teach departmentalized classes or teach fewer than 6 classes	3924	1632
				01 = Agriculture	7	0
				02 = Business, marketing	6	0
				03 = Industrial arts	19	2
				04 = Health occupations	1	0
				05 = Vocational home economics	21	1
				06 = Trade and industry	7	1
				07 = Technical	2	0
				08 = Accounting/bookkeeping	6	2
				09 = Shorthand	0	0
				10 = Typing	11	2
				11 = Career vocational education	6	0
				12 = Other vocational education	7	1
				21 = Literature	27	15
				22 = Composition/journalism/creative writing	15	7
				23 = Reading	34	23
				24 = English as a second language	8	0
				25 = Other english/language arts courses	63	32
				31 = French	7	3
				32 = German	1	1
				33 = Latin	3	1
				34 = Russian	0	0
				35 = Spanish	20	10
				36 = Other foreign language	0	2
				41 = General mathematics	57	9
				42 = Business math	2	0
				43 = Algebra, elementary	13	6
				44 = Algebra, intermediate	8	4
				45 = Algebra, advanced	4	4
				46 = Geometry, plane/solid	8	2
				47 = Trigonometry	0	2
				48 = Analytic geometry/math analysis	3	2
				49 = Probability/statistics	0	0

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies		
	Public	Private			Public	Private	
				50 = Calculus		1	1
				51 = Other mathematics		9	3
				52 = Computer awareness/applications		6	9
				53 = Computer programming		8	2
				54 = Other computer science		0	0
				61 = General science		29	21
				62 = Biology/life science		25	8
				63 = Chemistry		8	3
				64 = Physics		9	5
				65 = Geology/earth science/space science		17	7
				66 = Other physical science		9	2
				67 = Other natural science		5	3
				70 = Social studies		23	14
				71 = History		29	13
				72 = World civilization		4	1
				73 = Political science/government		4	2
				74 = Geography		6	2
				75 = Economics		7	3
				76 = Civics		3	1
				77 = Sociology/social organization		5	0
				78 = Other social science		5	0
				81 = Arts and crafts		39	16
				82 = Filmmaking/photography		3	1
				83 = Chorus		10	3
				84 = Band		13	2
				85 = Drama/theater/dance		6	2
				86 = Music		43	18
				87 = Other visual/performing arts		3	1
				91 = Driver education		6	0
				92 = Health		15	4
				93 = Nonvocational home economics		7	1
				94 = Philosophy		0	0
				95 = Physical education		78	21
				96 = Psychology		1	0
				97 = Religion		0	27
				98 = Other courses not elsewhere classified		35	12
TSC178	SC178	SC178	1017-1017	c. How many times per week does the sixth class meet? Blank = Do not teach departmentalized classes or teach fewer than 6 classes		3924	1632
				1 = Times per week		29	25
				2 =		40	36
				3 =		36	31
				4 =		22	35
				5 =		704	210
				6 =		5	3
				7 =		0	0
				8 =		1	0
TSC179	SC179	SC179	1018-1019	d. What is the grade level of most of the students in the sixth class? Blank = Do not teach departmentalized classes or teach fewer than 6 classes		3924	1632
				1 = Grade level		13	6
				2 =		9	8
				3 =		14	6
				4 =		14	9
				5 =		42	29
				6 =		82	44
				7 =		124	44
				8 =		127	65
				9 =		131	33
				10 =		89	27
				11 =		75	33
				12 =		104	30
				13 =		0	2
				14 =		7	2
				15 =		4	2
				16 =		2	0
TSC180	SC180	SC180	1020-1021	e. How many students are enrolled in the sixth class? Blank = Do not teach departmentalized classes or teach fewer than 6 classes		3924	1632
				Minimum Value		1	1
				Maximum Value		90	86
				Mean		20.83274	19.60882
				Standard Deviation		11.15477	9.960538



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC181	SC181	SC181	1022-1023	f. How many students in the sixth class are male? Blank = Do not teach departmentalized classes or teach fewer than 6 classes	3924	1632
				Minimum Value	0	0
				Maximum Value	83	42
				Mean	10.60932	9.214706
				Standard Deviation	7.835117	6.022408
TSC182	SC182	SC182	1024-1025	g. What is the number of students in the sixth class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or teach fewer than 6 classes	3924	1632
				Minimum Value	0	0
				Maximum Value	80	34
				Mean	5.387097	3.935294
				Standard Deviation	8.014683	6.364674
TSC183	SC183	SC183	1026-1026	h. What is the achievement level of students in the sixth class compared to other students in the school? Blank = Do not teach departmentalized classes or teach fewer than 6 classes	3924	1632
				1 = Primarily higher achieving	137	101
				2 = Primarily average achieving	338	145
				3 = Primarily lower achieving	140	25
				4 = Widely differing achievement levels	222	69
TSC184	SC184	SC184	1027-1027	i. Which one of the following best describes the sixth class? Blank = Do not teach departmentalized classes or teach fewer than 6 classes	3924	1632
				1 = General track	515	198
				2 = Academic/college preparatory	93	93
				3 = Advanced placement/college credit - allows completion of college credit	9	5
				4 = Honors course	16	5
				5 = Bilingual	6	1
				6 = Gifted	12	4
				7 = Remedial	44	9
				8 = Special education	33	7
				9 = Vocational	55	6
				0 = None of the above	54	12
TSC185	SC185	SC185	1028-1029	b. What was the subject matter of the seventh class? Blank = Do not teach departmentalized classes or teach fewer than 7 classes	4472	1783
				01 = Agriculture	2	0
				02 = Business, marketing	3	0
				03 = Industrial arts	8	1
				04 = Health occupations	1	0
				05 = Vocational home economics	4	0
				06 = Trade and industry	3	1
				07 = Technical	1	0
				08 = Accounting/bookkeeping	1	1
				09 = Shorthand	0	0
				10 = Typing	3	1
				11 = Career vocational education	2	0
				12 = Other vocational education	4	1
				21 = Literature	6	6
				22 = Composition/journalism/creative writing	3	5
				23 = Reading	8	11
				24 = English as a second language	2	0
				25 = Other english/language arts courses	15	19
				31 = French	3	3
				32 = German	2	1
				33 = Latin	0	0
				34 = Russian	0	0
				35 = Spanish	2	2
				36 = Other foreign language	0	0
				41 = General mathematics	8	4
				42 = Business math	1	0
				43 = Algebra, elementary	1	0
				44 = Algebra, intermediate	2	0
				45 = Algebra, advanced	2	2
				46 = Geometry, plane/solid	1	2
				47 = Trigonometry	0	2
				48 = Analytic geometry/math analysis	0	0
				49 = Probability/statistics	0	0

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				50 = Calculus	0	0
				51 = Other mathematics	3	2
				52 = Computer awareness/applications	4	7
				53 = Computer programming	0	4
				54 = Other computer science	1	0
				61 = General science	9	12
				62 = Biology/life science	5	5
				63 = Chemistry	2	0
				64 = Physics	3	1
				65 = Geology/earth science/space science	6	3
				66 = Other physical science	3	1
				67 = Other natural science	0	0
				70 = Social studies	8	9
				71 = History	10	5
				72 = World civilization	0	0
				73 = Political science/government	2	0
				74 = Geography	4	2
				75 = Economics	1	1
				76 = Civics	1	0
				77 = Sociology/social organization	2	1
				78 = Other social science	0	1
				81 = Arts and crafts	21	17
				82 = Filmmaking/photography	0	0
				83 = Chorus	1	1
				84 = Band	10	1
				85 = Drama/theater/dance	1	1
				86 = Music	32	13
				87 = Other visual/performing arts	1	1
				91 = Driver education	3	0
				92 = Health	8	5
				93 = Nonvocational home economics	3	0
				94 = Philosophy	0	0
				95 = Physical education	44	16
				96 = Psychology	1	0
				97 = Religion	0	9
				98 = Other courses not elsewhere classified	12	9
TSC186	SC186	SC186	1030-1030	c. How many times per week does the seventh class meet? Blank = Do not teach departmentalized classes or teach fewer than 7 classes	4472	1783
				1 = Times per week	28	25
				2 =	28	32
				3 =	25	20
				4 =	10	15
				5 =	198	95
				6 =	0	2
TSC187	SC187	SC187	1031-1032	d. What is the grade level of most of the students in the seventh class? Blank = Do not teach departmentalized classes or teach fewer than 7 classes	4472	1783
				1 = Grade level	10	2
				2 =	8	4
				3 =	12	10
				4 =	6	7
				5 =	19	17
				6 =	40	28
				7 =	39	34
				8 =	40	35
				9 =	31	11
				10 =	24	14
				11 =	25	8
				12 =	27	18
				13 =	1	0
				14 =	5	0
				15 =	1	1
				16 =	1	0
TSC188	SC188	SC188	1033-1034	e. How many students are enrolled in the seventh class? Blank = Do not teach departmentalized classes or teach fewer than 7 classes	4472	1783
				Minimum Value	1	2
				Maximum Value	81	60
				Mean	22.21799	19.51323
				Standard Deviation	12.65532	9.316885

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC189	SC189	SC189	1035-1036	f. How many students in the seventh class are male? Blank = Do not teach departmentalized classes or teach fewer than 7 classes		
				Minimum Value	4472	1783
				Maximum Value	0	0
				Mean	11.10381	9.582011
				Standard Deviation	8.484644	6.162679
TSC190	SC190	SC190	1037-1038	g. What is the total number of students in the seventh class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or teach fewer than 7 classes		
				Minimum Value	4472	1783
				Maximum Value	0	0
				Mean	4.982699	3.111111
				Standard Deviation	7.612333	5.33289
TSC191	SC191	SC191	1039-1039	h. What is the achievement level of students in the seventh class compared to other students in the school? Blank = Do not teach departmentalized classes or teach fewer than 7 classes		
				1 = Primarily higher achieving	4472	1783
				2 = Primarily average achieving	39	59
				3 = Primarily lower achieving	112	78
				4 = Widely differing achievement levels	41	12
					97	40
TSC192	SC192	SC192	1040-1040	i. Which one of the following best describes the seventh class? Blank = Do not teach departmentalized classes or teach fewer than 7 classes		
				1 = General track	4472	1783
				2 = Academic/college preparatory	199	120
				3 = Advanced placement/college credit - allows completion of college credit	15	44
				4 = Honors course	0	2
				5 = Bilingual	4	3
				6 = Gifted	1	1
				7 = Remedial	2	2
				8 = Special education	9	3
				9 = Vocational	11	6
				0 = None of the above	18	4
					30	4
TSC193	SC193	SC193	1041-1042	b. What was the subject matter of the eighth class? Blank = Do not teach departmentalized classes or teach fewer than 8 classes		
				01 = Agriculture	4646	1869
				02 = Business, marketing	0	0
				03 = Industrial arts	0	1
				04 = Health occupations	1	0
				05 = Vocational home economics	0	0
				06 = Trade and industry	1	0
				07 = Technical	2	0
				08 = Accounting/bookkeeping	1	0
				09 = Shorthand	1	1
				10 = Typing	0	0
				11 = Career vocational education	2	1
				12 = Other vocational education	0	0
				21 = Literature	1	0
				22 = Composition/journalism/creative writing	1	1
				23 = Reading	0	1
				24 = English as a second language	5	6
				25 = Other english/language arts courses	1	0
				31 = French	7	13
				32 = German	1	2
				33 = Latin	0	0
				34 = Russian	0	0
				35 = Spanish	0	0
				36 = Other foreign language	1	0
				41 = General mathematics	0	0
				42 = Business math	0	2
				43 = Algebra, elementary	1	0
				44 = Algebra, intermediate	0	0
				45 = Algebra, advanced	0	1
				46 = Geometry, plane/solid	0	0
				47 = Trigonometry	0	0
				48 = Analytic geometry/math analysis	0	0
				49 = Probability/statistics	1	0

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

PAGE 195
JUNE 1994

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				50 = Calculus	0	0
				51 = Other mathematics	0	1
				52 = Computer awareness/applications	3	5
				53 = Computer programming	1	1
				54 = Other computer science	0	0
				61 = General science	2	8
				62 = Biology/life science	1	2
				63 = Chemistry	0	0
				64 = Physics	1	0
				65 = Geology/earth science/space science	1	1
				66 = Other physical science	0	0
				67 = Other natural science	0	0
				70 = Social studies	3	3
				71 = History	2	1
				72 = World civilization	0	2
				73 = Political science/government	1	0
				74 = Geography	0	0
				75 = Economics	0	0
				76 = Civics	0	0
				77 = Sociology/social organization	0	0
				78 = Other social science	0	0
				81 = Arts and crafts	13	10
				82 = Filmmaking/photography	0	1
				83 = Chorus	2	0
				84 = Band	2	1
				85 = Drama/theater/dance	0	1
				86 = Music	25	10
				87 = Other visual/performing arts	0	0
				91 = Driver education	0	0
				92 = Health	3	4
				93 = Nonvocational home economics	1	0
				94 = Philosophy	0	0
				95 = Physical education	18	13
				96 = Psychology	0	0
				97 = Religion	0	5
				98 = Other courses not elsewhere classified	8	5
TSC194	SC194	SC194	1043-1043	c. How many times per week does the eighth class meet? Blank = Do not teach departmentalized classes or teach fewer than 8 classes	4646	1869
				1 = Times per week	18	21
				2 =	27	26
				3 =	13	12
				4 =	5	6
				5 =	50	38
				6 =	1	0
				7 =	0	0
				8 =	1	0
TSC195	SC195	SC195	1044-1045	d. What is the grade level of most of the students in the eighth class? Blank = Do not teach departmentalized classes or teach fewer than 8 classes	4646	1869
				1 = Grade level	7	2
				2 =	7	2
				3 =	7	6
				4 =	7	5
				5 =	8	15
				6 =	8	1
				7 =	16	13
				8 =	19	24
				9 =	9	6
				10 =	4	3
				11 =	8	2
				12 =	12	4
				13 =	1	0
				14 =	2	1
				15 =	0	2
TSC196	SC196	SC196	1046-1047	e. How many students are enrolled in the eighth class? Blank = Do not teach departmentalized classes or teach fewer than 8 classes	4646	1869
				Minimum Value	3	2
				Maximum Value	89	85
				Mean	23.4087	19.4466
				Standard Deviation	14.61008	11.04334



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC197	SC197	SC197	1048-1049	f. How many students in the eighth class are male? Blank = Do not teach departmentalized classes or teach fewer than 8 classes	4646	1869
				Minimum Value	0	0
				Maximum Value	81	32
				Mean	11.71304	8.815534
				Standard Deviation	9.650711	5.261304
TSC198	SC198	SC198	1050-1051	g. What is the total number of students in the eighth class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or teach fewer than 8 classes	4646	1869
				Minimum Value	0	0
				Maximum Value	35	32
				Mean	4.313043	3.100796
				Standard Deviation	6.885486	5.999857
TSC199	SC199	SC199	1052-1052	h. What is the achievement level of students in the eighth class compared to other students in the school? Blank = Do not teach departmentalized classes or teach fewer than 8 classes	4646	1869
				1 = Primarily higher achieving	24	25
				2 = Primarily average achieving	41	49
				3 = Primarily lower achieving	15	5
				4 = Widely differing achievement levels	35	24
TSC200	SC200	SC200	1053-1053	i. Which one of the following best describes the eighth class? Blank = Do not teach departmentalized classes or teach fewer than 8 classes	4646	1869
				1 = General track	73	71
				2 = Academic/college preparatory	9	18
				3 = Advanced placement/college credit - allows completion of college credit	1	0
				4 = Honors course	2	2
				5 = Bilingual	2	1
				6 = Gifted	2	1
				7 = Remedial	4	0
				8 = Special education	4	3
				9 = Vocational	6	1
				0 = None of the above	12	6
TSC201	SC201	SC201	1054-1055	b. What was the subject matter of the ninth class? Blank = Do not teach departmentalized classes or teach fewer than 9 classes	4695	1921
				01 = Agriculture	0	0
				02 = Business, marketing	1	0
				03 = Industrial arts	1	0
				04 = Health occupations	0	0
				05 = Vocational home economics	1	1
				06 = Trade and industry	1	0
				07 = Technical	0	0
				08 = Accounting/bookkeeping	0	0
				09 = Shorthand	0	0
				10 = Typing	0	2
				11 = Career vocational education	0	0
				12 = Other vocational education	0	0
				21 = Literature	1	1
				22 = Composition/journalism/creative writing	0	2
				23 = Reading	4	2
				24 = English as a second language	0	0
				25 = Other english/language arts courses	1	8
				31 = French	0	1
				32 = German	0	0
				33 = Latin	0	0
				34 = Russian	0	0
				35 = Spanish	0	0
				36 = Other foreign language	0	0
				41 = General mathematics	0	0
				42 = Business math	0	0
				43 = Algebra, elementary	0	2
				44 = Algebra, intermediate	0	0
				45 = Algebra, advanced	0	0
				46 = Geometry, plane/solid	0	0
				47 = Trigonometry	0	0
				48 = Analytic geometry/math analysis	0	0
				49 = Probability/statistics	0	0

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				50 = Calculus	0	0
				51 = Other mathematics	0	0
				52 = Computer awareness/applications	1	2
				53 = Computer programming	0	0
				54 = Other computer science	0	0
				61 = General science	2	3
				62 = Biology/life science	0	1
				63 = Chemistry	0	0
				64 = Physics	0	0
				65 = Geology/earth science/space science	1	0
				66 = Other physical science	0	0
				67 = Other natural science	0	0
				70 = Social studies	1	0
				71 = History	4	0
				72 = World civilization	0	0
				73 = Political science/government	1	0
				74 = Geography	0	0
				75 = Economics	0	0
				76 = Civics	0	0
				77 = Sociology/social organization	0	0
				78 = Other social science	0	0
				81 = Arts and crafts	8	3
				82 = Filmmaking/photography	0	0
				83 = Chorus	1	0
				84 = Band	5	1
				85 = Drama/theater/dance	0	0
				86 = Music	17	8
				87 = Other visual/performing arts	0	0
				91 = Driver education	0	0
				92 = Health	2	1
				93 = Nonvocational home economics	0	0
				94 = Philosophy	0	0
				95 = Physical education	11	7
				96 = Psychology	0	0
				97 = Religion	0	3
				98 = Other courses not elsewhere classified	2	3
TSC202	SC202	SC202	1056-1056	c. How many times per week does the ninth class meet? Blank = Do not teach departmentalized classes or teach fewer than 9 classes	4695	1921
				1 = Times per week	11	12
				2 =	15	14
				3 =	9	4
				4 =	5	5
				5 =	26	16
TSC203	SC203	SC203	1057-1058	d. What is the grade level of most of the students in the ninth class? Blank = Do not teach departmentalized classes or teach fewer than 9 classes	4695	1921
				1 = Grade level	2	0
				2 =	5	1
				3 =	7	3
				4 =	3	1
				5 =	6	8
				6 =	6	10
				7 =	6	7
				8 =	11	10
				9 =	2	3
				10 =	2	0
				11 =	5	2
				12 =	7	2
				13 =	0	1
				14 =	4	1
				15 =	0	2
TSC204	SC204	SC204	1059-1060	e. How many students are enrolled in the ninth class? Blank = Do not teach departmentalized classes or teach fewer than 9 classes	4695	1921
				Minimum Value	3	1
				Maximum Value	81	50
				Mean	25.10606	18.47059
				Standard Deviation	14.32387	10.06052

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC205	SC205	SC205	1061-1062	f. How many students in the ninth class are male? Blank = Do not teach departmentalized classes or teach fewer than 9 classes	4695	1921
				Minimum Value	0	0
				Maximum Value	81	22
				Mean	12.39394	8.784314
				Standard Deviation	10.32827	5.147091
TSC206	SC206	SC206	1063-1064	g. What is the total number of students in the ninth class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or teach fewer than 9 classes	4695	1921
				Minimum Value	0	0
				Maximum Value	35	20
				Mean	5.257576	2.411765
				Standard Deviation	7.706761	3.914979
TSC207	SC207	SC207	1065-1065	h. What is the achievement level of students in the ninth class compared to other students in the school? Blank = Do not teach departmentalized classes or teach fewer than 9 classes	4695	1921
				1 = Primarily higher achieving	11	9
				2 = Primarily average achieving	26	25
				3 = Primarily lower achieving	7	4
				4 = Widely differing achievement levels	22	13
TSC208	SC208	SC208	1066-1066	i. Which one of the following best describes the ninth class? Blank = Do not teach departmentalized classes or teach fewer than 9 classes	4695	1921
				1 = General track	48	34
				2 = Academic/college preparatory	2	7
				3 = Advanced placement/college credit - allows completion of college credit	0	0
				4 = Honors course	1	1
				5 = Bilingual	0	1
				6 = Gifted	1	1
				7 = Remedial	2	1
				8 = Special education	2	1
				9 = Vocational	3	2
				0 = None of the above	7	3
TSC209	SC209	SC209	1067-1068	b. What was the subject matter of the tenth class? Blank = Do not teach departmentalized classes or teach fewer than 10 classes	4715	1946
				01 = Agriculture	0	0
				02 = Business, marketing	0	0
				03 = Industrial arts	0	0
				04 = Health occupations	0	0
				05 = Vocational home economics	0	0
				06 = Trade and industry	1	0
				07 = Technical	0	0
				08 = Accounting/bookkeeping	0	0
				09 = Shorthand	0	0
				10 = Typing	0	1
				11 = Career vocational education	0	0
				12 = Other vocational education	0	0
				21 = Literature	1	1
				22 = Composition/journalism/creative writing	0	0
				23 = Reading	2	2
				24 = English as a second language	0	0
				25 = Other english/language arts courses	0	1
				31 = French	0	1
				32 = German	0	0
				33 = Latin	0	0
				34 = Russian	0	0
				35 = Spanish	0	1
				36 = Other foreign language	0	0
				41 = General mathematics	0	1
				42 = Business math	0	0
				43 = Algebra, elementary	0	0
				44 = Algebra, intermediate	0	0
				45 = Algebra, advanced	0	0
				46 = Geometry, plane/sol	0	0
				47 = Trigonometry	0	0
				48 = Analytic geometry/math analysis	0	0
				49 = Probability/statistics	0	0

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				50 = Calculus	0	0
				51 = Other mathematics	0	0
				52 = Computer awareness/applications	0	0
				53 = Computer programming	0	1
				54 = Other computer science	0	0
				61 = General science	1	2
				62 = Biology/life science	0	0
				63 = Chemistry	0	0
				64 = Physics	0	0
				65 = Geology/earth science/space science	1	0
				66 = Other physical science	0	0
				67 = Other natural science	0	0
				70 = Social studies	1	0
				71 = History	2	0
				72 = World civilization	0	0
				73 = Political science/government	0	0
				74 = Geography	0	0
				75 = Economics	1	0
				76 = Civics	0	0
				77 = Sociology/social organization	0	0
				78 = Other social science	0	1
				81 = Arts and crafts	6	1
				82 = Filmmaking/photography	0	0
				83 = Chorus	2	0
				84 = Band	3	0
				85 = Drama/theater/dance	0	0
				86 = Music	14	5
				87 = Other visual/performing arts	0	0
				91 = Driver education	1	0
				92 = Health	1	0
				93 = Nonvocational home economics	0	0
				94 = Philosophy	0	0
				95 = Physical education	7	5
				96 = Psychology	0	0
				97 = Religion	0	0
				98 = Other courses not elsewhere classified	2	3
TSC210	SC210	SC210	1069-1069	c. How many times per week does the tenth class meet? Blank = Do not teach departmentalized classes or teach fewer than 10 classes	4715	1946
				1 = Times per week	10	6
				2 =	13	9
				3 =	7	1
				4 =	3	2
				5 =	13	8
TSC211	SC211	SC211	1070-1071	d. What is the grade level of most of the students in the tenth class? Blank = Do not teach departmentalized classes or teach fewer than 10 classes	4715	1946
				1 = Grade level	0	1
				2 =	2	0
				3 =	7	3
				4 =	2	2
				5 =	5	3
				6 =	5	5
				7 =	5	1
				8 =	9	5
				9 =	2	1
				10 =	2	1
				11 =	1	1
				12 =	3	1
				13 =	1	0
				14 =	2	0
				15 =	0	2
TSC212	SC212	SC212	1072-1073	e. How many students are enrolled in the tenth class? Blank = Do not teach departmentalized classes or teach fewer than 10 classes	4715	1946
				Minimum Value	3	3
				Maximum Value	75	43
				Mean	25.65217	18.30769
				Standard Deviation	13.45316	9.987069

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC213	SC213	SC213	1074-1075	f. How many students in the tenth class are male? Blank = Do not teach departmentalized classes or teach fewer than 10 classes		
				Minimum Value	4715	1946
				Maximum Value	1	0
				Mean	34	23
				Standard Deviation	13.32609	8.615385
TSC214	SC214	SC214	1076-1077	g. What is the total number of students in the tenth class who are Black, Hispanic, American Indian, Alaskan Native, Pacific Islander, or Asian? Blank = Do not teach departmentalized classes or teach fewer than 10 classes		
				Minimum Value	4715	1946
				Maximum Value	0	0
				Mean	35	20
				Standard Deviation	4.652174	2.576923
TSC215	SC215	SC215	1078-1078	h. What is the achievement level of students in the tenth class compared to other students in the school? Blank = Do not teach departmentalized classes or teach fewer than 10 classes		
				1 = Primarily higher achieving	4715	1946
				2 = Primarily average achieving	5	4
				3 = Primarily lower achieving	19	14
				4 = Widely differing achievement level	3	1
					19	7
TSC216	SC216	SC216	1079-1079	i. Which one of the following best describes the tenth class? Blank = Do not teach departmentalized classes or teach fewer than 10 classes		
				1 = General track	4715	1946
				2 = Academic/college preparatory	34	17
				3 = Advanced placement/college credit - allows completion of college credit	1	5
				4 = Honors course	0	0
				5 = Bilingual	0	0
				6 = Gifted	2	1
				7 = Remedial	1	1
				8 = Special education	0	0
				9 = Vocational	2	0
				0 = None of the above	6	2
TSC217	SC217	SC217	1080-1083	33a. What is the total number of students enrolled in all the classes you teach at this school? Blank = Do not teach elementary enrichment classes		
				Minimum Value	4570	1854
				Maximum Value	3	8
				Mean	1792	630
				Standard Deviation	288.2461	189.5
					249.7479	139.2039
TSC218	SC218	SC218	1084-1084	b. How many times per week does each class usually meet? Blank = Do not teach elementary enrichment classes		
				1 = Once	4570	1854
				2 = Twice	63	43
				3 = Three times	56	42
				4 = Four times	28	7
				5 = Five times	5	6
				6 = More than 5 times	37	20
					2	0
TSC219	SC219	SC219	1085-1086	34a. How many hours were you required to be at this school during your most recent full week of teaching?		
				Minimum Value	1	1
				Maximum Value	40	40
				Mean	34.52489	32.89655
				Standard Deviation	8.565875	9.443976
TSC220	SC220	SC220	1087-1088	b. During your most recent full week, how many hours did you spend after school, before school, and on the weekend on each of the following types of activities? (1) School-related activities involving student interaction (e.g., Coaching, field trips, tutoring, transporting students)		
				Minimum Value	0	0
				Maximum Value	40	40
				Mean	3.401386	3.410243
				Standard Deviation	5.545116	5.013787

Variable Name	Source Public	Code Private	Location	Description	Unweighted Frequencies	
					Public	Private
TSC221	SC221	SC221	1089-1090	(2) other school-related activities (e.g., Preparation, grading papers, parent conferences, attending meetings) Minimum Value 0 Maximum Value 40 Mean 7.818526 Standard Deviation 6.162151	0	0
35. For each of the following statements, indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.						
TSC222	SC222	SC222	1091-1091	a. I usually look forward to each working day at this school. 1 = Strongly agree 2253 2 = Somewhat agree 1978 3 = Somewhat disagree 393 4 = Strongly disagree 137	1168	696
TSC223	SC223	SC223	1092-1092	b. Staff members in this school generally do not have much school spirit. 1 = Strongly agree 368 2 = Somewhat agree 1188 3 = Somewhat disagree 1537 4 = Strongly disagree 1668	78	286
TSC224	SC224	SC224	1093-1093	c. This school's adm. :stration knows the problems faced by the staff. 1 = Strongly agree 1771 2 = Somewhat agree 1927 3 = Somewhat disagree 692 4 = Strongly disagree 371	956	666
TSC225	SC225	SC225	1094-1094	d. In this school, the teachers and the administration are in close agreement on school discipline policy. 1 = Strongly agree 1595 2 = Somewhat agree 1745 3 = Somewhat disagree 839 4 = Strongly disagree 582	996	650
TSC226	SC226	SC226	1095-1095	e. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching. 1 = Strongly agree 561 2 = Somewhat agree 1204 3 = Somewhat disagree 1116 4 = Strongly disagree 1880	103	411
TSC227	SC227	SC227	1096-1096	f. My principal enforces school rules for student conduct and backs me up when I need it. 1 = Strongly agree 2675 2 = Somewhat agree 1358 3 = Somewhat disagree 475 4 = Strongly disagree 253	1366	422
TSC228	SC228	SC228	1097-1097	g. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes. 1 = Strongly agree 1354 2 = Somewhat agree 2006 3 = Somewhat disagree 958 4 = Strongly disagree 443	879	743
TSC229	SC229	SC229	1098-1098	h. The attitudes and habits my students bring to my class greatly reduce their chances for academic success. 1 = Strongly agree 1164 2 = Somewhat agree 1695 3 = Somewhat disagree 1063 4 = Strongly disagree 839	187	475
TSC230	SC230	SC230	1099-1099	i. Many of the students I teach are not capable of learning the material I am supposed to teach them. 1 = Strongly agree 333 2 = Somewhat agree 875 3 = Somewhat disagree 1264 4 = Strongly disagree 2289	43	172

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

PAGE 202
JUNE 1994

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
TSC231	SC231	SC231	1100-1100	j. My teaching assignments are more difficult than those of other teachers at this school. 1 = Strongly agree 2 = Somewhat agree 3 = Somewhat disagree 4 = Strongly disagree			344 996 1453 1966	80 338 529 1025
TSC232	SC232	SC232	1101-1101	k. For me the job of teaching has more advantages than disadvantages. 1 = Strongly agree 2 = Somewhat agree 3 = Somewhat disagree 4 = Strongly disagree			2681 1599 361 120	1327 503 102 40
TSC233	SC233	SC233	1102-1102	l. If I had the chance to exchange my job as a teacher for another kind of job, I would. 1 = Strongly agree 2 = Somewhat agree 3 = Somewhat disagree 4 = Strongly disagree			456 1118 1108 2079	113 362 416 1081
TSC234	SC234	SC234	1103-1103	m. I plan with the librarian/media specialist for the integration of library/media services into my teaching. 0 = Not applicable - this school has no librarian 1 = Strongly agree 2 = Somewhat agree 3 = Somewhat disagree 4 = Strongly disagree			407 1253 1813 690 598	589 384 553 213 233
TSC235	SC235	SC235	1104-1104	n. Library/media materials are adequate to support my instructional objectives. 0 = Not applicable - this school has no library 1 = Strongly agree 2 = Somewhat agree 3 = Somewhat disagree 4 = Strongly disagree			244 1503 1714 772 528	328 447 637 338 222
TSC236	SC236	SC236	1105-1105	36. If you could go back to your college days and start over again, would you become a teacher or not? 1 = Certainly would become a teacher 2 = Probably would become a teacher 3 = Chances about even for and against 4 = Probably would not become a teacher 5 = Certainly would not become a teacher			1810 1251 821 612 267	959 539 278 144 52
				37. Indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that this school is effective in assisting new teachers in each of the following matters.				
TSC237	SC237	SC237	1106-1106	a. Student discipline 1 = Strongly agree 2 = Somewhat agree 3 = Somewhat disagree 4 = Strongly disagree			1301 1940 973 547	773 809 261 129
TSC238	SC238	SC238	1107-1107	b. Instructional methods 1 = Strongly agree 2 = Somewhat agree 3 = Somewhat disagree 4 = Strongly disagree			1144 2202 980 435	599 885 333 155
TSC239	SC239	SC239	1108-1108	c. Curriculum 1 = Strongly agree 2 = Somewhat agree 3 = Somewhat disagree 4 = Strongly disagree			1274 2214 856 417	754 810 268 140
TSC240	SC240	SC240	1109-1109	d. Adjusting to the school environment 1 = Strongly agree 2 = Somewhat agree 3 = Somewhat disagree 4 = strongly disagree			1441 2187 745 388	856 795 226 95

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				38. We are interested in the importance you place on various education goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?		
TSC241	SC241	SC241	1110-1110	Most important		
				1 = Building basic literacy skills (reading, math, writing, speaking)	2368	648
				2 = Encouraging academic excellence	516	238
				3 = Promoting occupational or vocational skills	123	5
				4 = Promoting good work habits and self-discipline	650	188
				5 = Promoting personal growth (self-esteem, self-knowledge, etc.)	938	382
				6 = Promoting human relations skills	83	26
				7 = Promoting specific moral values	62	53
				8 = Promoting multicultural awareness or understanding	21	432
TSC242	SC242	SC242	1111-1111	Second most important		
				1 = Building basic literacy skills (reading, math, writing, speaking)	848	381
				2 = Encouraging academic excellence	688	293
				3 = Promoting occupational or vocational skills	281	29
				4 = Promoting good work habits and self-discipline	1527	474
				5 = Promoting personal growth (self-esteem, self-knowledge, etc.)	967	414
				6 = Promoting human relations skills	252	75
				7 = Promoting specific moral values	118	148
				8 = Promoting multicultural awareness or understanding	80	158
TSC243	SC243	SC243	1112-1112	Third most important		
				1 = Building basic literacy skills (reading, math, writing, speaking)	480	215
				2 = Encouraging academic excellence	637	255
				3 = Promoting occupational or vocational skills	17	79
				4 = Promoting good work habits and self-discipline	1152	490
				5 = Promoting personal growth (self-esteem, self-knowledge, etc.)	1060	364
				6 = Promoting human relations skills	544	183
				7 = Promoting specific moral values	244	155
				8 = Promoting multicultural awareness or understanding	227	231
				39. At this school, how much actual influence do you think teachers have over school policy in each of the following areas?		
TSC244	SC244	SC244	1113-1113	a. Determining discipline policy		
				1 = No influence	451	87
				2 =	715	169
				3 =	960	307
				4 =	962	361
				5 =	1032	590
				6 = A great deal of influence	641	458
TSC245	SC245	SC245	1114-1114	b. Determining the content of in-service programs		
				1 = No influence	581	287
				2 =	802	270
				3 =	972	365
				4 =	863	361
				5 =	982	389
				6 = A great deal of influence	561	300
TSC246	SC246	SC246	1115-1115	c. Setting policy on grouping students in classes by ability		
				1 = No influence	1080	318
				2 =	820	217
				3 =	949	286
				4 =	716	309
				5 =	707	382
				6 = A great deal of influence	489	460
TSC247	SC247	SC247	1116-1116	d. Establishing curriculum		
				1 = No influence	510	157
				2 =	657	160
				3 =	980	266
				4 =	911	354
				5 =	1103	524
				6 = A great deal of influence	600	518



Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
				40. At this school, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching?		
TSC248	SC248	SC248	1117-1117	a. Selecting textbooks and other instructional materials		
				1 = No control	389	123
				2 =	454	146
				3 =	614	201
				4 =	681	242
				5 =	1261	567
				6 = Complete control	1362	693
TSC249	SC249	SC249	1118-1118	b. Selecting content, topics, and skills to be taught		
				1 = No control	207	51
				2 =	365	82
				3 =	498	13
				4 =	733	250
				5 =	1413	631
				6 = Complete control	1545	821
TSC250	SC250	SC250	1119-1119	c. Selecting teaching techniques		
				1 = No control	49	15
				2 =	75	20
				3 =	163	32
				4 =	324	71
				5 =	1273	478
				6 = Complete control	2877	1356
TSC251	SC251	SC251	1120-1120	d. Evaluating and grading students		
				1 = No control	53	14
				2 =	83	20
				3 =	183	53
				4 =	346	102
				5 =	1262	481
				6 = Complete control	2834	1302
TSC252	SC252	SC252	1121-1121	e. Disciplining students		
				1 = No control	96	18
				2 =	194	34
				3 =	442	87
				4 =	722	204
				5 =	1567	687
				6 = Complete control	1740	942
TSC253	SC253	SC253	1122-1122	f. Determining the amount of homework to be assigned		
				1 = No control	76	22
				2 =	65	23
				3 =	165	65
				4 =	268	125
				5 =	1063	446
				6 = Complete control	3124	1291
				41. To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.		
TSC254	SC254	SC254	1123-1123	a. Student tardiness		
				1 = Serious	540	83
				2 = Moderate	1360	415
				3 = Minor	1917	893
				4 = Not a problem	944	581
TSC255	SC255	SC255	1124-1124	b. Student absenteeism		
				1 = Serious	721	66
				2 = Moderate	1582	317
				3 = Minor	1800	886
				4 = Not a problem	658	703
TSC256	SC256	SC256	1125-1125	c. Teacher absenteeism		
				1 = Serious	73	21
				2 = Moderate	559	92
				3 = Minor	1955	491
				4 = Not a problem	2169	1368

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC257	SC257	SC257	1126-1126	d. Students cutting class 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	261 618 1555 2327	20 39 341 1572
TSC258	SC258	SC258	1127-1127	e. Physical conflicts among students 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	345 1035 2344 1037	25 128 879 940
TSC259	SC259	SC259	1128-1128	f. Robbery or theft 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	185 762 2298 1516	23 104 651 1194
TSC260	SC260	SC260	1129-1129	g. Vandalism of school property 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	292 803 2288 1378	24 123 677 1148
TSC261	SC261	SC261	1130-1130	h. Student pregnancy 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	373 614 1273 2501	11 26 227 1708
TSC262	SC262	SC262	1131-1131	i. Student use of alcohol 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	504 1047 1252 1958	50 206 370 1346
TSC263	SC263	SC263	1132-1132	j. Student drug abuse 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	275 937 1624 1925	18 113 421 1420
TSC264	SC264	SC264	1133-1133	k. Student possession of weapons 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	66 273 1388 3034	4 14 131 1823
TSC265	SC265	SC265	1134-1134	l. Physical abuse of teachers 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	48 121 894 3698	8 11 75 1878
TSC266	SC266	SC266	1135-1135	m. Verbal abuse of teachers 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	391 979 1959 1432	47 129 614 1182
TSC267	SC267	SC267	1136-1136	n. Student disrespect for teachers 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	740 1329 1949 743	78 272 924 698
TSC268	SC268	SC268	1137-1137	o. Students dropping out 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	359 765 1393 2244	7 49 330 1586
TSC269	SC269	SC269	1138-1138	p. Student apathy 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem	1076 1494 1547 644	105 359 863 645

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
TSC270	SC270	SC270	1139-1139	q. Lack of academic challenge		
				1 = Serious	297	33
				2 = Moderate	1110	190
				3 = Minor	1865	677
				4 = Not a problem	1489	1072
TSC271	SC271	SC271	1140-1140	r. Lack of parent involvement		
				1 = Serious	1263	100
				2 = Moderate	1641	282
				3 = Minor	1253	722
				4 = Not a problem	604	868
TSC272	SC272	SC272	1141-1141	s. Parental alcoholism and/or drug abuse		
				1 = Serious	649	46
				2 = Moderate	1576	215
				3 = Minor	1889	743
				4 = Not a problem	647	968
TSC273	SC273	SC273	1142-1142	t. Poverty		
				1 = Serious	882	46
				2 = Moderate	1533	150
				3 = Minor	1778	655
				4 = Not a problem	568	1121
TSC274	SC274	SC274	1143-1143	u. Racial tension		
				1 = Serious	241	19
				2 = Moderate	699	96
				3 = Minor	1631	399
				4 = Not a problem	2190	1458
TSC275	SC275	SC275	1144-1144	v. Cultural conflict		
				1 = Serious	255	18
				2 = Moderate	743	108
				3 = Minor	1711	482
				4 = Not a problem	2052	1364
TSC276	SC276	SC276	1145-1145	42. How long do you plan to remain in teaching?		
				1 = As long as I am able - continue with TSC277	1589	986
				2 = Until I am eligible for retirement - continue with TSC277	1600	229
				3 = Will probably continue unless something better comes along - skip to TSC278	525	233
				4 = Definitely plan to leave teaching as soon as I can - skip to TSC278	311	103
				5 = Undecided at this time - skip to TSC278	736	421
TSC277	SC277	SC277	1146-1147	43. In how many years do you plan to retire from teaching?		
				Blank = Have no definite plans to retire	1572	757
				Minimum Value	0	0
				Maximum Value	62	60
				Mean	16.82471	20.95556
				Standard Deviation	10.89175	10.84698
TSC278	SC278	SC278	1148-1149	44a. What was your main activity last school year?		
				1 = Teaching in this school	3599	1413
				2 = Teaching in another school in this school system	297	109
				3 = Teaching in another public school system	185	0
				4 = Teaching in a private school	27	40
				5 = Teaching in a preschool	13	10
				6 = Teaching at the postsecondary level	12	12
				7 = Working as a substitute teacher	120	47
				8 = Student at a college or university	301	134
				9 = Working in nonteaching occupation in the field of education	47	41
				10 = Working in an occupation outside the field of education	86	92
				11 = Caring for family members	59	66
				12 = Unemployed and seeking work	7	5
				13 = Military service	5	1
				14 = Retired from another job	3	2

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
TSC279	SC279	SC279	1150-1151	b. What do you expect your main activity will be next school year? 1 = Teaching in this school 2 = Teaching in another school in this school system 3 = Teaching in another public school system 4 = Teaching in a private school 5 = Teaching in a preschool 6 = Teaching at the postsecondary level 7 = Working as a substitute teacher 8 = Student at a college or university 9 = Working in nonteaching occupation in the field of education 10 = Working in an occupation outside the field of education 11 = Caring for family members 12 = Unemployed and seeking work 13 = Military service 14 = Retired			3155 378 323 18 4 19 21 94 101 133 108 30 1 376	1363 127 0 138 5 9 14 73 37 80 94 9 0 23
				45. Do you currently receive the following pay incentives?				
TSC280	SC280	SC280	1152-1152	a. Additional pay for assuming additional responsibilities as a master or mentor teacher (e.g., supervising new teachers) 1 = Yes 2 = No			568 4193	153 1819
TSC281	SC281	SC281	1153-1153	b. Additional pay for teaching in a shortage field (e.g., math, science) 1 = Yes 2 = No			80 4681	26 1946
TSC282	SC282	SC282	1154-1154	c. Additional pay for teaching in a high-priority location (e.g., an inner-city school) 1 = Yes 2 = No			63 4698	8 1964
TSC283	SC283	SC283	1155-1155	d. Salary increases as part of a career ladder in which you progress through several promotional levels based on your performance 1 = Yes 2 = No			1168 3593	430 1542
TSC284	SC284	SC284	1156-1156	e. A merit pay bonus for exceptional performance in a given year 1 = Yes 2 = No			139 4622	92 1880
TSC285	SC285	SC285	1157-1157	f. A schoolwide bonus because your school showed exceptional performance or improvement in a given year 1 = Yes 2 = No			108 4653	67 1905
				46. The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1990 through the end of the 1990-91 school year.				
				a. During the summer of 1990 did you have any earnings from:				
TSC286	SC286	SC286	1158-1158	(1) teaching summer in this or any other school? 1 = Yes 2 = No			558 4203	226 1746
TSC287	SC287	SC287	1159-1163	If yes, how much? Minimum Value Maximum Value Mean Standard Deviation			2 19700 1907.09 1814.404	7 16000 1827.858 2379.393
TSC288	SC288	SC288	1164-1164	(2) Working in a nonteaching job in this or any other school? 1 = Yes 2 = No			242 4519	118 1854

Variable Name	Source Public	Code Private	Location	Description	Unweighted Frequencies	
					Public	Private
TSC289	SC289	SC289	1165-1169	If yes, how much? Minimum Value Maximum Value Mean Standard Deviation	30 20000 1643.628 2406.863	20 13500 1945.5 1925.671
TSC290	SC290	SC290	1170-1170	(3) Working in any nonschool job? 1 = Yes 2 = No	999 3762	494 1478
TSC291	SC291	SC291	1171-1175	If yes, how much? Minimum Value Maximum Value Mean Standard Deviation	2 36300 2652.817 3621.184	5 26000 2327.235 3004.964
b. During the current school year-						
TSC292	SC292	SC292	1176-1180	(1) What is your academic base year salary for teaching in this school? Minimum Value Maximum Value Mean Standard Deviation	5000 69545 27297.95 9514.474	5000 51000 17451.22 7456.822
TSC293	SC293	SC293	1181-1181	(2) Do you, or will you, earn any additional compensation from your school for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes? 1 = Yes 2 = No	1634 3127	357 1615
TSC294	SC294	SC294	1182-1186	If yes, how much? Minimum Value Maximum Value Mean Standard Deviation	1 45942 1927.016 2542.722	10 14000 1441.129 1645.256
TSC295	SC295	SC295	1187-1187	(3) Do you, or will you, earn additional compensation from working in any job outside the school system? 1 = Yes 2 = No	892 3869	460 1512
TSC296	SC296	SC296	1188-1192	If yes, how much? Minimum Value Maximum Value Mean Standard Deviation	7 48000 3670.254 4933.324	26 58000 4112.674 6975.704
TSC297	SC297	SC297	1193-1193	(a) Which of these best describes this job outside the school system? Blank = Do not earn compensation from outside job 1 = Teaching or tutoring 2 = Nonteaching, but education related 3 = Not related to education	3869 225 148 519	1512 166 61 233
TSC298	SC298	SC298	1194-1194	(4) Have you earned income from any other sources this year, e.g., a bonus, state supplement, etc.? 1 = Yes 2 = No	618 4143	313 1659
TSC299	SC299	SC299	1195-1199	If yes, how much? Minimum Value Maximum Value Mean Standard Deviation	2 20000 2000.034 2986.017	10 15000 1049.658 2097.919
TSC300	SC300	SC300	1200-1205	c. What will be your total earned income from all sources from the summer of 1990 through the end of this school year? Minimum Value Maximum Value Mean Standard Deviation	5000 100000 29770.27 10598.21	5000 95700 19746.95 8844.198

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
CONTRSVC	SC301		1206-1206	d. Do you work in this school on a contributed service basis, that is, at less than full salary or at no salary, for example, as a member of a religious order? 1 = Yes 2 = No	--	184 1788
				47. Do you receive any income-in-kind in addition to or in lieu of your school salary?		
HOUSEXPS	SC301	SC302	1207-1207	1 = Housing or housing expenses	31	157
MEALS	SC302	SC303	1208-1208	1 = Meals	21	210
TUITION	SC303	SC304	1209-1209	1 = Tuition for your children	12	253
CHLDCARE	SC304	SC305	1210-1210	1 = Child care	9	33
COLLEGE	SC305	SC306	1211-1211	1 = College tuition for yourself	157	172
TRANSP	SC306	SC307	1212-1212	1 = Car/transportation expenses	196	58
NONE	SC307	SC308	1213-1213	1 = None of the above	4383	1349
FAMILYINC	SC308	SC309	1214-1215	48. Which category represents the total combined income of all family members age 14 and older in your household during 1990? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household. 1 = Less than \$10,000 2 = \$10,000 - \$14,999 3 = \$15,000 - \$19,999 4 = \$20,000 - \$24,999 5 = \$25,000 - \$29,999 6 = \$30,000 - \$34,999 7 = \$35,000 - \$39,999 8 = \$40,000 - \$49,999 9 = \$50,000 - \$59,999 10 = \$60,000 - \$74,999 11 = \$75,000 - \$99,999 12 = \$100,000 or more	2 12 159 428 406 421 413 837 765 688 430 200	34 97 199 215 157 180 136 313 240 212 121 68
SEX	SC309	SC310	1216-1216	49. Are you male or female? 1 = Male 2 = Female	1467 3294	461 1511
RACE	SC310	SC311	1217-1217	50a. What is your race? 1 = American Indian, Alaskan Native (Aleut, Alaskan Indian, Yupik, Inupiat) - continue with TRIBE 2 = Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian) - skip to HISPANIC 3 = Black - skip to HISPANIC 4 = White - skip to HISPANIC	92 94 311 4264	10 37 50 1875
TRIBE	SC311	SC312	1218-1218	b. Are you enrolled in a state or federally recognized tribe? 1 = Yes 2 = No	66 26	2 8
HISPANIC	SC312	SC313	1219-1219	51. Are you of Hispanic origin? 1 = Yes 2 = No	184 4577	73 1899
BIRTHYR	SC313	SC314	1220-1221	52. What is your year of birth? The digits for the century were preprinted and not keyed. All years begin with 19. Minimum Value Maximum Value Mean Standard Deviation	4 70 50.16887 11.76773	1 72 51.99797 11.65516
MARITAL	SC314	SC315	1222-1222	53. What is your current marital status? 1 = Married 2 = Widowed, divorced, or separated 3 = Never married	3363 532 866	1277 136 559

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
DEPCHLDN	SC315	SC316	1223-1224	54. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support? 0 = None 1 = Number of children dependent on you 2 = 3 = 4 = 5 = 6 = 7 = 8 = 9 = 10 = 11 = 12 = 13 - 19 = 20 = Minimum Value Maximum Value Mean Standard Deviation	2330 878 1020 408 90 22 6 3 2 1 0 1 0 0 0 0 0	998 259 455 177 58 10 10 1 2 0 0 1 0 0 1
AGEYOUNG	SC316	SC317	1225-1226	55. What was the age of your youngest child on his/her last birthday? Blank = No dependent children Minimum Value Maximum Value Mean Standard Deviation	2330 0 43 9.353353 7.029961	998 0 32 9.232033 6.345124
OTHERDEP	SC317	SC318	1227-1227	56. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support? 1 = Yes 2 = No	172 4589	76 1896
DEPCOUNT	SC318	SC319	1228-1228	If yes, how many persons? Blank = No other dependents 1 = 2 = 3 = 4 = 5 = 6 = 7 = 8 =	4589 132 30 7 3 0 0 0 0	1896 52 17 3 1 0 0 2 1
SURVMINS	SC322	SC323	1229-1231	59. Not counting interruptions, how long did it take to complete this survey? Minimum Value Maximum Value Mean Standard Deviation	1 300 46.58506 23.58506	1 220 45.02253 21.87108

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
SAMPLING VARIABLES

Variable Name	Source Code		Location Description	Unweighted Frequencies			
	Public	Private		Public	Private		
TFIPS	1232-1233		FIPS state code				
			01 = Alabama	104	21		
			02 = Alaska	51	3		
			04 = Arizona	85	12		
			05 = Arkansas	78	8		
			06 = California	301	216		
			08 = Colorado	77	27		
			09 = Connecticut	49	36		
			10 = Delaware	45	12		
			11 = District of Columbia	13	15		
			12 = Florida	157	89		
			13 = Georgia	118	48		
			15 = Hawaii	58	23		
			16 = Idaho	81	5		
			17 = Illinois	178	151		
			18 = Indiana	103	38		
			19 = Iowa	86	24		
			20 = Kansas	65	11		
			21 = Kentucky	79	16		
			22 = Louisiana	116	45		
			23 = Maine	53	5		
			24 = Maryland	52	55		
			25 = Massachusetts	98	66		
			26 = Michigan	108	52		
			27 = Minnesota	95	70		
			28 = Mississippi	74	26		
			29 = Missouri	111	39		
			30 = Montana	73	6		
			31 = Nebraska	72	17		
			32 = Nevada	46	6		
			33 = New Hampshire	26	10		
			34 = New Jersey	92	77		
			35 = New Mexico	75	11		
			36 = New York	181	151		
			37 = North Carolina	129	26		
			38 = North Dakota	72	6		
			39 = Ohio	129	79		
			40 = Oklahoma	119	7		
			41 = Oregon	75	11		
			42 = Pennsylvania	145	138		
			44 = Rhode Island	15	8		
			45 = South Carolina	70	25		
			46 = South Dakota	75	8		
			47 = Tennessee	82	29		
			48 = Texas	362	93		
			49 = Utah	74	6		
			50 = Vermont	20	4		
			51 = Virginia	129	39		
			53 = Washington	83	25		
			54 = West Virginia	49	5		
			55 = Wisconsin	94	72		
			56 = Wyoming	39	0		
		TSUBJ	1234-1234		Teacher subject category	1567	994
					0 = elementary general	311	38
					1 = elementary special ed.	444	191
					2 = elementary other	305	121
					3 = secondary math	269	101
	4 = secondary science			336	129		
	5 = secondary English			266	78		
	6 = secondary social studies			284	40		
	7 = secondary vocational ed.			247	16		
	8 = secondary special ed.			732	264		
TNEWID	1235-1235		New teacher indicator	1234	576		
			1 = New teacher	3527	1396		
			0 = Experienced				
FPSTATUS	1236-1236		Full-time/part-time status for former teachers	390	132		
			1 = Full-time	85	61		
			2 = Part-time	984	310		
			3 = Unclassified				
MOVESTAY	1237-1237		Mover/Stayer Status for current teachers	2233	1110		
			1 = Stayer	1069	359		
			2 = Mover				



1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 SAMPLING VARIABLES

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
FPTIME	1238-	1238		Full-time/part-time status for current teachers		
				1 = Full-time	3054	1228
				2 = Part-time	234	235
				3 = Unclassified	14	6
STEAEXP	1239-	1239		Years of teaching experience in all schools for current teachers		
				1 = 0-3 years	874	368
				2 = 4-15 years	1350	694
				3 = 16-30 years	956	328
				4 = 31-70 years	122	79
				5 = Unclassified	0	0
STEALEV	1240-	1240		Grade level of students taught		
				1 = Elementary	1709	741
				2 = Secondary	1593	728
SHIGHDEG	1241-	1241		Highest degree code for current teachers		
				3 = Master's degree or higher	1276	418
				2 = Bachelor's degree	2005	977
				1 = Associate degree	21	74
				0 = Other conditions	0	0
TMARITAL	1242-	1242		Martial Status		
				1 = Married	2339	982
				2 = Widowed, divorced, or separated	376	115
				3 = Never Married	587	372
TSTAT	1243-	1243		SASS Full-time/Part-time Status		
				1 = Full-time	287	1249
				2 = Part-time	80	80
				3 = Unclassified	349	140
TBILID	1244-	1244		Bilingual Teacher Indicator		
				0 = Not bilingual	4593	1945
				1 = Bilingual	168	27
SCHLEVEL	1245-	1245		School Level		
				1 = Elementary	2357	949
				2 = Secondary	1892	387
				3 = Combined elementary and secondary	331	463
PGMTYPE	1246-	1246		Type of School		
				1 = Regular	4232	1576
				2 = Montessori	0	35
				3 = Special program emphasis	147	69
				4 = Special education	82	66
				5 = Vocational/technical	70	3
				6 = Alternative	49	50
AFFILIAT	1247-	1248		Private School Affiliation (reported on SASS 3B)		
				Blank = No school data	4761	495
				1 = Roman Catholic	--	770
				2 = Amish	--	3
				3 = Assembly of God	--	29
				4 = Baptist	--	83
				5 = Calvinist	--	27
				6 = Christian (no specific denomination)	--	111
				7 = Church of Christ	--	12
				8 = Church of God	--	5
				9 = Disciples of Christ (no Disciples of Christ schools fell into sample)	--	0
				10 = Episcopal	--	51
				11 = Friends	--	21
				12 = Greek Orthodox	--	2
				13 = Islamic	--	0
				14 = Jewish	--	44
				15 = Latter Day Saints (no Mormon schools fell into sample)	--	0
				16 = Lutheran Church - Missouri Synod	--	83
				17 = Evangelical Lutheran Church in America	--	27
				18 = Wisconsin Evangelical Lutheran Synod	--	37
				19 = Other Lutheran	--	12
				20 = Mennonite	--	21
				21 = Methodist	--	5
22 = Pentecostal	--	5				
23 = Presbyterian	--	10				
24 = Seventh-Day Adventist	--	54				
25 = Other	--	65				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK(RESTRICTED-USE VERSION)
 SAMPLING VARIABLES

Variable Name	Source Code		Location Description	Unweighted Frequencies	
	Public	Private		Public	Private
Private School Association List					
ACE			1249-1249 1 = Accelerated Christian Schools	--	17
ASN			1250-1250 1 = Alternative School Network	--	3
NCACS			1251-1251 1 = Alternative Community Schools	--	4
AACS			1252-1252 1 = American Association of Christian Schools	--	70
AMONTSRI			1253-1253 1 = American Montessori Society	--	41
OTHMTRSRI			1254-1254 1 = Other Montessori School Association	--	14
ACSI			1255-1255 1 = Association of Christian Schools International	--	125
MLTRYSCH			1256-1256 1 = Association of Military Schools and Colleges	--	16
BILNGSCH			1257-1257 1 = Bilingual School Association	--	0
CBE			1258-1258 1 = Council of Bilingual Education	--	0
OTHBILNG			1259-1259 1 = Other Association of Bilingual Schools	--	0
CSI			1260-1260 1 = Christian Schools International	--	61
CEC			1261-1261 1 = Council of Exceptional Children	--	46
NAPEC			1262-1262 1 = National Association of Private Schools for Exceptional Children	--	34
OTHXPCHL			1263-1263 1 = Other Association of Schools for Exceptional Children	--	44
ECEA			1264-1264 1 = Early Child Education Association	--	54
OTHECE			1265-1265 1 = Other Early Child Education Schools	--	42
ECIS			1266-1266 1 = European Council of International Schools	--	0
OTHINTL			1267-1267 1 = Other International School Association	--	3
FRIENDS			1268-1268 1 = Friends Council on Education	--	20
SVNTHDAY			1269-1269 1 = General Conference Seventh Day Adventists	--	42
EPISCPLS			1270-1270 1 = National Association of Episcopsl Schools	--	42
NAIS			1271-1271 1 = National Association of Independent Schools	--	250
NIPSA			1272-1272 1 = National Independent Private Schools Association	--	45
OTHINDPV			1273-1273 1 = Other Independent Schools Association	--	241
LABSCHLS			1274-1274 1 = National Association of Laboratory Schools	--	3
NCEA			1275-1275 1 = National Catholic Education Association	--	707
JESUITS			1276-1276 1 = Jesuit Secondary School Association	--	5
NCNE			1277-1277 1 = National Center of Neighborhood Schools	--	0
NFCS			1278-1278 1 = National Federation Church School	--	3
HBREWDAY			1279-1279 1 = National Society Hebrew Day Schools	--	12
SCHECHTR			1280-1280 1 = Schechter Day Schools	--	8
OTHJEWSH			1281-1281 1 = Other Jewish School Association	--	19
ORALRBTS			1282-1282 1 = Oral Roberts Fellowship Schools	--	6
OTHCHRST			1283-1283 1 = Other Christian Schools Association	--	112
OTHRELIG			1284-1284 1 = Other Religious Schools Association	--	175
NONRELIG			1285-1285 1 = Other Non-Religious Schools Association	--	261

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 SAMPLING VARIABLES

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
NONE2			1286-1286	1 = None	--	201
TUITIN	1287-1291			Highest Annual Tuition Charged		
				Minimum Value	--	45
				Maximum Value	--	35800
				Mean	--	3140.063
				Standard Deviation	--	3375.073
ENRK12UG	1292-1295			Total enrollment K-12 plus ungraded (Public and Private)		
				Minimum Value	4	3
				Maximum Value	3974	2283
				Mean	677.8594	322.8977
				Standard Deviation	515.5729	302.9787
PMINENR	1296-1298			Percent Minority Enrollment		
				Minimum Value	0	0
				Maximum Value	100	100
				Mean	29.00415	20.31924
				Standard Deviation	30.90868	25.78289
STATABB	1299-1300			Postal Service Abbreviation of State for Mailing Address for Teacher's School (Public and Private)		
				AK = Alaska	51	3
				AL = Alabama	104	21
				AR = Arkansas	78	8
				AZ = Arizona	85	12
				CA = California	301	216
				CO = Colorado	77	27
				CT = Connecticut	49	36
				DC = District of Columbia	13	15
				DE = Delaware	45	12
				FL = Florida	157	89
				GA = Georgia	118	48
				HI = Hawaii	58	23
				IA = Iowa	86	24
				ID = Idaho	81	5
				IL = Illinois	178	151
				IN = Indiana	103	38
				KS = Kansas	65	11
				KY = Kentucky	79	16
				LA = Louisiana	116	45
				MA = Massachusetts	98	66
				MD = Maryland	52	55
				ME = Maine	53	5
				MI = Michigan	108	52
				MN = Minnesota	95	70
				MO = Missouri	111	39
				MS = Mississippi	74	26
				MT = Montana	73	6
				NC = North Carolina	129	26
				ND = North Dakota	72	6
				NE = Nebraska	72	17
				NH = New Hampshire	26	10
				NJ = New Jersey	92	77
				NM = New Mexico	75	11
				NV = Nevada	46	6
				NY = New York	181	151
				OH = Ohio	129	79
				OK = Oklahoma	119	7
				OR = Oregon	75	11
				PA = Pennsylvania	145	138
				RI = Rhode Island	15	8
				SC = South Carolina	70	25
				SD = South Dakota	75	8
				TN = Tennessee	82	29
				TX = Texas	362	93
				UT = Utah	74	6
				VA = Virginia	129	39
				VT = Vermont	20	4
				WA = Washington	83	25
				WI = Wisconsin	94	72
WV = West Virginia	49	5				
WY = Wyoming	39	0				

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
SAMPLING VARIABLES

Variable Name	Source Code		Location Description	Unweighted Frequencies	
	Public	Private		Public	Private
LOCALE	1301-		Type of Locale Code		
	1301		1 = Large Central City - Central city of Standard Metropolitan Statistical Area (SMSA) with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 persons per square mile	369	461
			2 = Mid-size Central City - Central city of SMSA but not designated Large Central City	792	370
			3 = Urban Fringe of Large City - Place within an SMSA of Large Central City and defined as urban by U.S. Bureau of Census	569	369
			4 = Urban Fringe of Mid-size City - Place within an SMSA of Mid-size Central City and defined as urban by U.S. Bureau of Census	451	184
			5 = Large Town - Place not within an SMSA, but with population greater than or equal to 25,000 and defined as urban by U.S. Bureau of Census	132	30
			6 = Small Town - Place not within an SMSA, with population less than 25,000 but greater than or equal to 2,500 and defined as urban by U.S. Bureau of Census	1082	255
			7 = Rural - Place with population less than 2,500 and defined as rural by U.S. Bureau of Census	1185	130
LEVEL	1302-		Teacher Elementary/Secondary Level		
	1302		1 = Elementary	2205	966
			2 = Secondary	2556	1006



1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS001			1303-1303	Imputation flag for TFS001		
				0 = Not imputed	4761	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS002			1304-1304	Imputation flag for TFS002		
				0 = Not imputed	4761	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS003			1305-1305	Imputation flag for TFS003		
				0 = Not imputed	4761	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS004			1306-1306	Imputation flag for TFS004		
				0 = Not imputed	4761	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS005			1307-1307	Imputation flag for TFS005		
				0 = Not imputed	4761	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS006			1308-1308	Imputation flag for TFS006		
				0 = Not imputed	4724	1942
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	37	30
5 = Imputed by proration	0	0				
F_TFS007			1309-1309	Imputation flag for TFS007		
				0 = Not imputed	4724	1942
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	37	30
5 = Imputed by proration	0	0				
F_TFS008			1310-1310	Imputation flag for TFS008		
				0 = Not imputed	4724	1942
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	37	30
5 = Imputed by proration	0	0				
F_TFS009			1311-1311	Imputation flag for TFS009		
				0 = Not imputed	4760	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	3
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS010	1312-1312			Imputation flag for TFS010		
				0 = Not imputed	4711	1949
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	50	23
5 = Imputed by proration	0	0				
F_TFS011	1313-1313			Imputation flag for TFS011		
				0 = Not imputed	4707	1947
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	54	25
5 = Imputed by proration	0	0				
F_TFS012	1314-1314			Imputation flag for TFS012		
				0 = Not imputed	4748	1968
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	13	4
5 = Imputed by proration	0	0				
F_TFS013	1315-1315			Imputation flag for TFS013		
				0 = Not imputed	4733	1950
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	28	22
5 = Imputed by proration	0	0				
F_TFS014	1316-1316			Imputation flag for TFS014		
				0 = Not imputed	4758	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	3	2
5 = Imputed by proration	0	0				
F_TFS015	1317-1317			Imputation flag for TFS015		
				0 = Not imputed	4750	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	11	2
5 = Imputed by proration	0	0				
F_TFS016	1318-1318			Imputation flag for TFS016		
				0 = Not imputed	4748	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	1
				4 = Imputed by hot deck	13	2
5 = Imputed by proration	0	0				
F_TFS017	1319-1319			Imputation flag for TFS017		
				0 = Not imputed	4747	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	1
				4 = Imputed by hot deck	14	2
5 = Imputed by proration	0	0				
F_TFS018	1320-1320			Imputation flag for TFS018		
				0 = Not imputed	4749	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	1
				4 = Imputed by hot deck	12	2
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS019			1321-1321	Imputation flag for TFS019		
				0 = Not imputed	4750	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	11	2
5 = Imputed by proration	0	0				
F_TFS020			1322-1322	Imputation flag for TFS020		
				0 = Not imputed	4750	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	11	2
5 = Imputed by proration	0	0				
F_TFS021			1323-1323	Imputation flag for TFS021		
				0 = Not imputed	4742	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	19	2
5 = Imputed by proration	0	0				
F_TFS022			1324-1324	Imputation flag for TFS022		
				0 = Not imputed	4743	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	18	3
5 = Imputed by proration	0	0				
F_TFS023			1325-1325	Imputation flag for TFS023		
				0 = Not imputed	4743	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	18	3
5 = Imputed by proration	0	0				
F_TFS024			1326-1326	Imputation flag for TFS024		
				0 = Not imputed	4743	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	18	2
5 = Imputed by proration	0	0				
F_TFS025			1327-1327	Imputation flag for TFS025		
				0 = Not imputed	4760	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	2
5 = Imputed by proration	0	0				
F_TFS026			1328-1328	Imputation flag for TFS026		
				0 = Not imputed	4753	1968
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	8	4
5 = Imputed by proration	0	0				
F_TFS027			1329-1329	Imputation flag for TFS027		
				0 = Not imputed	4757	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	4	10
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

PAGE 219
 JUNE 1994

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS028			1330-	Imputation flag for TFS028		
			1330	0 = Not imputed	4757	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	4	10
		5 = Imputed by proration	0	0		
F_TFS029			1331-	Imputation flag for TFS029		
			1331	0 = Not imputed	4757	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	4	10
		5 = Imputed by proration	0	0		
F_TFS030			1332-	Imputation flag for TFS030		
			1332	0 = Not imputed	4757	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	4	10
		5 = Imputed by proration	0	0		
F_TFS031			1333-	Imputation flag for TFS031		
			1333	0 = Not imputed	4757	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	4	10
		5 = Imputed by proration	0	0		
F_TFS032			1334-	Imputation flag for TFS032		
			1334	0 = Not imputed	4750	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	11	2
		5 = Imputed by proration	0	0		
F_TFS033			1335-	Imputation flag for TFS033		
			1335	0 = Not imputed	4737	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	24	5
		5 = Imputed by proration	0	0		
F_TFS034			1336-	Imputation flag for TFS034		
			1336	0 = Not imputed	4737	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	24	5
		5 = Imputed by proration	0	0		
F_TFS035			1337-	Imputation flag for TFS035		
			1337	0 = Not imputed	4737	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	24	5
		5 = Imputed by proration	0	0		
F_TFS036			1338-	Imputation flag for TFS036		
			1338	0 = Not imputed	4737	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	24	5
		5 = Imputed by proration	0	0		

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS037			1339-	Imputation flag for TFS037		
			1339	0 = Not imputed	4737	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	24	5
			5 = Imputed by proration	0	0	
F_TFS038			1340-	Imputation flag for TFS038		
			1340	0 = Not imputed	4744	1951
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	17	21
			5 = Imputed by proration	0	0	
F_TFS039			1341-	Imputation flag for TFS039		
			1341	0 = Not imputed	4760	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	2
			5 = Imputed by proration	0	0	
F_TFS040			1342-	Imputation flag for TFS040		
			1342	0 = Not imputed	4760	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	2
			5 = Imputed by proration	0	0	
F_TFS041			1343-	Imputation flag for TFS041		
			1343	0 = Not imputed	4760	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	2
			5 = Imputed by proration	0	0	
F_TFS042			1344-	Imputation flag for TFS042		
			1344	0 = Not imputed	4760	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	2
			5 = Imputed by proration	0	0	
F_TFS043			1345-	Imputation flag for TFS043		
			1345	0 = Not imputed	4758	1968
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	3	4
			5 = Imputed by proration	0	0	
F_TFS044			1346-	Imputation flag for TFS044		
			1346	0 = Not imputed	4760	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	2
			5 = Imputed by proration	0	0	
F_TFS045			1347-	Imputation flag for TFS045		
			1347	0 = Not imputed	4758	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	3	5
			5 = Imputed by proration	0	0	

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
F_TFS046			1348-	Imputation flag for TFS046	4759	1969		
			1348	0 = Not imputed			0	0
				1 = Imputed from SASS (SASS donor source code was imputed)			0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)			0	0
				3 = Imputed from another TFS source code			0	0
				4 = Imputed by hot deck			2	3
		5 = Imputed by proration	0	0				
F_TFS047			1349-	Imputation flag for TFS047	4759	1969		
			1349	0 = Not imputed			0	0
				1 = Imputed from SASS (SASS donor source code was imputed)			0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)			0	0
				3 = Imputed from another TFS source code			0	0
				4 = Imputed by hot deck			2	3
		5 = Imputed by proration	0	0				
F_TFS048			1350-	Imputation flag for TFS048	4759	1969		
			1350	0 = Not imputed			0	0
				1 = Imputed from SASS (SASS donor source code was imputed)			0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)			0	0
				3 = Imputed from another TFS source code			0	0
				4 = Imputed by hot deck			2	3
		5 = Imputed by proration	0	0				
F_TFS049			1351-	Imputation flag for TFS049	4758	1969		
			1351	0 = Not imputed			0	0
				1 = Imputed from SASS (SASS donor source code was imputed)			0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)			0	0
				3 = Imputed from another TFS source code			0	0
				4 = Imputed by hot deck			3	3
		5 = Imputed by proration	0	0				
F_TFS050			1352-	Imputation flag for TFS050	4743	1955		
			1352	0 = Not imputed			0	0
				1 = Imputed from SASS (SASS donor source code was imputed)			0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)			0	0
				3 = Imputed from another TFS source code			0	0
				4 = Imputed by hot deck			18	17
		5 = Imputed by proration	0	0				
F_TFS051			1353-	Imputation flag for TFS051	4712	1933		
			1353	0 = Not imputed			0	0
				1 = Imputed from SASS (SASS donor source code was imputed)			0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)			0	0
				3 = Imputed from another TFS source code			0	0
				4 = Imputed by hot deck			49	39
		5 = Imputed by proration	0	0				
F_TFS052			1354-	Imputation flag for TFS052	4673	1917		
			1354	0 = Not imputed			0	0
				1 = Imputed from SASS (SASS donor source code was imputed)			0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)			0	0
				3 = Imputed from another TFS source code			0	0
				4 = Imputed by hot deck			88	55
		5 = Imputed by proration	0	0				
F_TFS053			1355-	Imputation flag for TFS053	4761	1972		
			1355	0 = Not imputed			0	0
				1 = Imputed from SASS (SASS donor source code was imputed)			0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)			0	0
				3 = Imputed from another TFS source code			0	0
				4 = Imputed by hot deck			0	0
		5 = Imputed by proration	0	0				
F_TFS054			1356-	Imputation flag for TFS054	4740	1962		
			1356	0 = Not imputed			0	0
				1 = Imputed from SASS (SASS donor source code was imputed)			0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)			0	0
				3 = Imputed from another TFS source code			0	0
				4 = Imputed by hot deck			21	10
		5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS055			1357-1357	Imputation flag for TFS055		
				0 = Not imputed	4742	1961
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	19	11
5 = Imputed by proration	0	0				
F_TFS056			1358-1358	Imputation flag for TFS056		
				0 = Not imputed	4738	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	23	12
5 = Imputed by proration	0	0				
F_TFS057			1359-1359	Imputation flag for TFS057		
				0 = Not imputed	4742	1961
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	19	11
5 = Imputed by proration	0	0				
F_TFS058			1360-1360	Imputation flag for TFS058		
				0 = Not imputed	4739	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	22	12
5 = Imputed by proration	0	0				
F_TFS059			1361-1361	Imputation flag for TFS059		
				0 = Not imputed	4741	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	20	12
5 = Imputed by proration	0	0				
F_TFS060			1362-1362	Imputation flag for TFS060		
				0 = Not imputed	4741	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	20	12
5 = Imputed by proration	0	0				
F_TFS061			1363-1363	Imputation flag for TFS061		
				0 = Not imputed	4740	1959
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	13
5 = Imputed by proration	0	0				
F_TFS062			1364-1364	Imputation flag for TFS062		
				0 = Not imputed	4739	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	22	12
5 = Imputed by proration	0	0				
F_TFS063			1365-1365	Imputation flag for TFS063		
				0 = Not imputed	4741	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	20	12
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK(RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS064	1366- 1366			Imputation flag for TFS064		
				0 = Not imputed	4740	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	12
			5 = Imputed by proration	0	0	
F_TFS065	1367- 1367			Imputation flag for TFS065		
				0 = Not imputed	4740	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	12
			5 = Imputed by proration	0	0	
F_TFS066	1368- 1368			Imputation flag for TFS066		
				0 = Not imputed	4740	1959
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	13
			5 = Imputed by proration	0	0	
F_TFS067	1369- 1369			Imputation flag for TFS067		
				0 = Not imputed	4739	1959
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	22	13
			5 = Imputed by proration	0	0	
F_TFS068	1370- 1370			Imputation flag for TFS068		
				0 = Not imputed	4740	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	12
			5 = Imputed by proration	0	0	
F_TFS069	1371- 1371			Imputation flag for TFS069		
				0 = Not imputed	4740	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	12
			5 = Imputed by proration	0	0	
F_TFS070	1372- 1372			Imputation flag for TFS070		
				0 = Not imputed	4728	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	33	12
			5 = Imputed by proration	0	0	
F_TFS071	1373- 1373			Imputation flag for TFS071		
				0 = Not imputed	4724	1963
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	37	9
			5 = Imputed by proration	0	0	
F_TFS072	1374- 1374			Imputation flag for TFS072		
				0 = Not imputed	4723	1959
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	38	13
			5 = Imputed by proration	0	0	

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS073	1375-1375			Imputation flag for TFS073		
				0 = Not imputed	4730	1963
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	31	9
5 = Imputed by proration	0	0				
F_TFS074	1376-1376			Imputation flag for TFS074		
				0 = Not imputed	4727	1961
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	34	11
5 = Imputed by proration	0	0				
F_TFS075	1377-1377			Imputation flag for TFS075		
				0 = Not imputed	4731	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	30	10
5 = Imputed by proration	0	0				
F_TFS076	1378-1378			Imputation flag for TFS076		
				0 = Not imputed	4728	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	33	12
5 = Imputed by proration	0	0				
F_TFS077	1379-1379			Imputation flag for TFS077		
				0 = Not imputed	4722	1963
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	39	9
5 = Imputed by proration	0	0				
F_TFS078	1380-1380			Imputation flag for TFS078		
				0 = Not imputed	4712	1958
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	49	14
5 = Imputed by proration	0	0				
F_TFS079	1381-1381			Imputation flag for TFS079		
				0 = Not imputed	4729	1961
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	32	11
5 = Imputed by proration	0	0				
F_TFS080	1382-1382			Imputation flag for TFS080		
				0 = Not imputed	4728	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	33	12
5 = Imputed by proration	0	0				
F_TFS081	1383-1383			Imputation flag for TFS081		
				0 = Not imputed	4730	1963
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	31	9
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK(RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS082	1384- 1384			Imputation flag for TFS082		
				0 = Not imputed	4728	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	33	10
5 = Imputed by proration	0	0				
F_TFS083	1385- 1385			Imputation flag for TFS083		
				0 = Not imputed	4724	1961
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	37	11
5 = Imputed by proration	0	0				
F_TFS084	1386- 1386			Imputation flag for TFS084		
				0 = Not imputed	4727	1963
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	34	9
5 = Imputed by proration	0	0				
F_TFS085	1387- 1387			Imputation flag for TFS085		
				0 = Not imputed	4729	1963
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	32	9
5 = Imputed by proration	0	0				
F_TFS086	1388- 1388			Imputation flag for TFS086		
				0 = Not imputed	4648	1920
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	17	11
				4 = Imputed by hot deck	96	41
5 = Imputed by proration	0	0				
F_TFS087	1389- 1389			Imputation flag for TFS087		
				0 = Not imputed	4753	1966
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	8	6
5 = Imputed by proration	0	0				
F_TFS088	1390- 1390			Imputation flag for TFS088		
				0 = Not imputed	4747	1963
				1 = Imputed from SASS (SASS donor source code was imputed)	1	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	13	9
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS089	1391- 1391			Imputation flag for TFS089		
				0 = Not imputed	4744	1963
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	8	2
				3 = Imputed from another TFS source code	9	7
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS090	1392- 1392			Imputation flag for TFS090		
				0 = Not imputed	4751	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	10	10
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS091	1393-1393			Imputation flag for TFS091		
				0 = Not imputed	4748	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	11	10
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
5 = Imputed by proration	0	0				
F_TFS092	1394-1394			Imputation flag for TFS092		
				0 = Not imputed	4743	1962
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	18	10
5 = Imputed by proration	0	0				
F_TFS097	1395-1395			Imputation flag for TFS097		
				0 = Not imputed	4761	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS104	1396-1396			Imputation flag for TFS104		
				0 = Not imputed	4668	1946
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	93	26
5 = Imputed by proration	0	0				
F_TFS105	1397-1397			Imputation flag for TFS105		
				0 = Not imputed	4755	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	6	2
5 = Imputed by proration	0	0				
F_TFS106	1398-1398			Imputation flag for TFS106		
				0 = Not imputed	4760	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	0
5 = Imputed by proration	0	0				
F_TFS107	1399-1399			Imputation flag for TFS107		
				0 = Not imputed	4757	1968
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	4	4
5 = Imputed by proration	0	0				
F_TFS108	1400-1400			Imputation flag for TFS108		
				0 = Not imputed	4747	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	14	5
5 = Imputed by proration	0	0				
F_TFS109	1401-1401			Imputation flag for TFS109		
				0 = Not imputed	4723	1955
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	38	17
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS110	1402-1402			Imputation flag for TFS110		
				0 = Not imputed	4728	1954
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	1	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	32	18
5 = Imputed by proration	0	0				
F_TFS111	1403-1403			Imputation flag for TFS111		
				0 = Not imputed	4758	1968
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	3
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	1
5 = Imputed by proration	0	0				
F_TFS112	1404-1404			Imputation flag for TFS112		
				0 = Not imputed	4759	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	3
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS113	1405-1405			Imputation flag for TFS113		
				0 = Not imputed	4671	1928
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	89	43
				4 = Imputed by hot deck	1	1
5 = Imputed by proration	0	0				
F_TFS114	1406-1406			Imputation flag for TFS114		
				0 = Not imputed	4667	1921
				1 = Imputed from SASS (SASS donor source code was imputed)	4	2
				2 = Imputed from SASS (SASS donor source code was not imputed)	24	16
				3 = Imputed from another TFS source code	64	32
				4 = Imputed by hot deck	2	1
5 = Imputed by proration	0	0				
F_TFS115	1407-1407			Imputation flag for TFS115		
				0 = Not imputed	4761	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	2
5 = Imputed by proration	0	0				
F_TFS116	1408-1408			Imputation flag for TFS116		
				0 = Not imputed	4707	1945
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	54	17
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	10
5 = Imputed by proration	0	0				
F_TFS117	1409-1409			Imputation flag for TFS117		
				0 = Not imputed	4725	1953
				1 = Imputed from SASS (SASS donor source code was imputed)	1	1
				2 = Imputed from SASS (SASS donor source code was not imputed)	34	11
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	7
5 = Imputed by proration	0	0				
F_TFS118	1410-1410			Imputation flag for TFS118		
				0 = Not imputed	4639	1902
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	4	4
				3 = Imputed from another TFS source code	83	42
				4 = Imputed by hot deck	35	24
5 = Imputed by proration	0	0				

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS119	1411-	1411		Imputation flag for TFS119		
				0 = Not imputed	4672	1922
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	5	4
				3 = Imputed from another TFS source code	45	18
				4 = Imputed by hot deck	39	28
			5 = Imputed by proration	0	0	
F_TFS120	1412-	1412		Imputation flag for TFS120		
				0 = Not imputed	4672	1922
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	9	9
				3 = Imputed from another TFS source code	45	18
				4 = Imputed by hot deck	35	23
			5 = Imputed by proration	0	0	
F_TFS121	1413-	1413		Imputation flag for TFS121		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
			5 = Imputed by proration	0	0	
F_TFS122	1414-	1414		Imputation flag for TFS122		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
			5 = Imputed by proration	0	0	
F_TFS123	1415-	1415		Imputation flag for TFS123		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
			5 = Imputed by proration	0	0	
F_TFS124	1416-	1416		Imputation flag for TFS124		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
			5 = Imputed by proration	0	0	
F_TFS125	1417-	1417		Imputation flag for TFS125		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
			5 = Imputed by proration	0	0	
F_TFS126	1418-	1418		Imputation flag for TFS126		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
			5 = Imputed by proration	0	0	
F_TFS127	1419-	1419		Imputation flag for TFS127		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
			5 = Imputed by proration	0	0	

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS128	1420- 1420			Imputation flag for TFS128		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
5 = Imputed by proration	0	0				
F_TFS129	1421- 1421			Imputation flag for TFS129		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
5 = Imputed by proration	0	0				
F_TFS130	1422- 1422			Imputation flag for TFS130		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
5 = Imputed by proration	0	0				
F_TFS131	1423- 1423			Imputation flag for TFS131		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
5 = Imputed by proration	0	0				
F_TFS132	1424- 1424			Imputation flag for TFS132		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
5 = Imputed by proration	0	0				
F_TFS133	1425- 1425			Imputation flag for TFS133		
				0 = No. imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
5 = Imputed by proration	0	0				
F_TFS134	1426- 1426			Imputation flag for TFS134		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
5 = Imputed by proration	0	0				
F_TFS135	1427- 1427			Imputation flag for TFS135		
				0 = Not imputed	4757	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	2	0
5 = Imputed by proration	0	0				
F_TFS136	1428- 1428			Imputation flag for TFS136		
				0 = Not imputed	4758	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	2	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	0
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS137	1429-	1429		Imputation flag for TFS137		
				0 = Not imputed	4759	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	1	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	1	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
5 = Imputed by proration	0	0				
F_TFS138	1430-	1430		Imputation flag for TFS138		
				0 = Not imputed	4760	1972
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	1	0
5 = Imputed by proration	0	0				
F_TFS139	1431-	1431		Imputation flag for TFS139		
				0 = Not imputed	4756	1968
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	5	4
5 = Imputed by proration	0	0				
F_TFS140	1432-	1432		Imputation flag for TFS140		
				0 = Not imputed	4749	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	12	12
5 = Imputed by proration	0	0				
F_TFS141	1433-	1433		Imputation flag for TFS141		
				0 = Not imputed	4747	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	14	5
5 = Imputed by proration	0	0				
F_TFS142	1434-	1434		Imputation flag for TFS142		
				0 = Not imputed	4749	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	12	2
5 = Imputed by proration	0	0				
F_TFS143	1435-	1435		Imputation flag for TFS143		
				0 = Not imputed	4746	1968
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	15	4
5 = Imputed by proration	0	0				
F_TFS144	1436-	1436		Imputation flag for TFS144		
				0 = Not imputed	4750	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	11	3
5 = Imputed by proration	0	0				
F_TFS145	1437-	1437		Imputation flag for TFS145		
				0 = Not imputed	4748	1968
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	13	4
5 = Imputed by proration	0	0				

BEST COPY AVAILABLE

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK(RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS146			1438-1438	Imputation flag for TFS146		
				0 = Not imputed	4749	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	12	3
5 = Imputed by proration	0	0				
F_TFS147			1439-1439	Imputation flag for TFS147		
				0 = Not imputed	4749	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	12	3
5 = Imputed by proration	0	0				
F_TFS148			1440-1440	Imputation flag for TFS148		
				0 = Not imputed	4748	1970
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	13	2
5 = Imputed by proration	0	0				
F_TFS149			1441-1441	Imputation flag for TFS149		
				0 = Not imputed	4745	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	16	3
5 = Imputed by proration	0	0				
F_TFS150			1442-1442	Imputation flag for TFS150		
				0 = Not imputed	4745	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	16	3
5 = Imputed by proration	0	0				
F_TFS151			1443-1443	Imputation flag for TFS151		
				0 = Not imputed	4745	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	16	3
5 = Imputed by proration	0	0				
F_TFS152			1444-1444	Imputation flag for TFS152		
				0 = Not imputed	4745	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	16	3
5 = Imputed by proration	0	0				
F_TFS153			1445-1445	Imputation flag for TFS153		
				0 = Not imputed	4744	1969
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	17	3
5 = Imputed by proration	0	0				
F_TFS154			1445-1446	Imputation flag for TFS154		
				0 = Not imputed	4755	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	1	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	5	5
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS155	1447-1447			Imputation flag for TFS155		
				0 = Not imputed	4749	1965
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	1	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	11	7
5 = Imputed by proration	0	0				
F_TFS156	1448-1448			Imputation flag for TFS156		
				0 = Not imputed	4749	1963
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	1	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	11	9
5 = Imputed by proration	0	0				
F_TFS157	1449-1449			Imputation flag for TFS157		
				0 = Not imputed	4749	1965
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	1	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	11	7
5 = Imputed by proration	0	0				
F_TFS158	1450-1450			Imputation flag for TFS158		
				0 = Not imputed	4752	1965
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	1	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	8	7
5 = Imputed by proration	0	0				
F_TFS159	1451-1451			Imputation flag for TFS159		
				0 = Not imputed	4752	1965
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	9	7
5 = Imputed by proration	0	0				
F_TFS160	1452-1452			Imputation flag for TFS160		
				0 = Not imputed	4717	1937
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	44	35
5 = Imputed by proration	0	0				
F_TFS161	1453-1453			Imputation flag for TFS161		
				0 = Not imputed	4723	1945
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	38	27
5 = Imputed by proration	0	0				
F_TFS162	1454-1454			Imputation flag for TFS162		
				0 = Not imputed	4726	1947
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	35	25
5 = Imputed by proration	0	0				
F_TFS163	1455-1455			Imputation flag for TFS163		
				0 = Not imputed	4731	1949
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	30	23
5 = Imputed by proration	0	0				

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS164	1456-1456			Imputation flag for TFS164		
				0 = Not imputed	4731	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	9	2
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	10
			5 = Imputed by proration	0	0	
F_TFS165	1457-1457			Imputation flag for TFS165		
				0 = Not imputed	4613	1860
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	148	112
			5 = Imputed by proration	0	0	
F_TFS166	1458-1458			Imputation flag for TFS166		
				0 = Not imputed	4742	1967
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	19	5
			5 = Imputed by proration	0	0	
F_TFS167	1459-1459			Imputation flag for TFS167		
				0 = Not imputed	4742	1950
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	19	22
			5 = Imputed by proration	0	0	
F_TFS168	1460-1460			Imputation flag for TFS168		
				0 = Not imputed	4692	1918
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	69	54
			5 = Imputed by proration	0	0	
F_TFS169	1461-1461			Imputation flag for TFS169		
				0 = Not imputed	4631	1884
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	130	88
			5 = Imputed by proration	0	0	
F_TFS170	1462-1462			Imputation flag for TFS170		
				0 = Not imputed	4751	1960
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	10	12
			5 = Imputed by proration	0	0	
F_TFS171	1463-1463			Imputation flag for TFS171		
				0 = Not imputed	4728	1947
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	33	25
			5 = Imputed by proration	0	0	
F_TFS172	1464-1464			Imputation flag for TFS172		
				0 = Not imputed	4739	1953
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	22	19
			5 = Imputed by proration	0	0	

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS173	1465-1465			Imputation flag for TFS173		
				0 = Not imputed	4739	1957
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	22	15
			5 = Imputed by proration	0	0	
F_TFS174	1466-1466			Imputation flag for TFS174		
				0 = Not imputed	4733	1949
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	28	23
			5 = Imputed by proration	0	0	
F_TFS175	1467-1467			Imputation flag for TFS175		
				0 = Not imputed	4740	1954
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	18
			5 = Imputed by proration	0	0	
F_TFS176	1468-1468			Imputation flag for TFS176		
				0 = Not imputed	4744	1958
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	17	14
			5 = Imputed by proration	0	0	
F_TFS177	1469-1469			Imputation flag for TFS177		
				0 = Not imputed	4735	1948
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	26	24
			5 = Imputed by proration	0	0	
F_TFS178	1470-1470			Imputation flag for TFS178		
				0 = Not imputed	4740	1946
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	26
			5 = Imputed by proration	0	0	
F_TFS179	1471-1471			Imputation flag for TFS179		
				0 = Not imputed	4738	1955
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	23	17
			5 = Imputed by proration	0	0	
F_TFS180	1472-1472			Imputation flag for TFS180		
				0 = Not imputed	4744	1957
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	17	15
			5 = Imputed by proration	0	0	
F_TFS181	1473-1473			Imputation flag for TFS181		
				0 = Not imputed	4745	1956
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	16	16
			5 = Imputed by proration	0	0	

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK(RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

PAGE 235
 JUNE 1994

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS182			1474-	Imputation flag for TFS182		
			1474	0 = Not imputed	4740	1956
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	16
		5 = Imputed by proration	0	0		
F_TFS183			1475-	Imputation flag for TFS183		
			1475	0 = Not imputed	4744	1955
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	17	17
		5 = Imputed by proration	0	0		
F_TFS184			1476-	Imputation flag for TFS184		
			1476	0 = Not imputed	4736	1955
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	25	17
		5 = Imputed by proration	0	0		
F_TFS185			1477-	Imputation flag for TFS185		
			1477	0 = Not imputed	4735	1958
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	26	14
		5 = Imputed by proration	0	0		
F_TFS186			1478-	Imputation flag for TFS186		
			1478	0 = Not imputed	4738	1956
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	23	16
		5 = Imputed by proration	0	0		
F_TFS187			1479-	Imputation flag for TFS187		
			1479	0 = Not imputed	4737	1957
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	24	15
		5 = Imputed by proration	0	0		
F_TFS188			1480-	Imputation flag for TFS188		
			1480	0 = Not imputed	4741	1956
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	20	16
		5 = Imputed by proration	0	0		
F_TFS189			1481-	Imputation flag for TFS189		
			1481	0 = Not imputed	4741	1951
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	20	21
		5 = Imputed by proration	0	0		
F_TFS190			1482-	Imputation flag for TFS190		
			1482	0 = Not imputed	4740	1955
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	17
		5 = Imputed by proration	0	0		

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS191			1483-	Imputation flag for TFS191		
			1483	0 = Not imputed	4741	1957
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	20	15
			5 = Imputed by proration	0	0	
F_TFS192			1484-	Imputation flag for TFS192		
			1484	0 = Not imputed	4719	1947
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	13	5
				4 = Imputed by hot deck	29	20
			5 = Imputed by proration	0	0	
F_TFS193			1485-	Imputation flag for TFS193		
			1485	0 = Not imputed	4613	1897
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	23	10
				4 = Imputed by hot deck	41	30
			5 = Imputed by proration	84	35	
F_TFS194			1486-	Imputation flag for TFS194		
			1486	0 = Not imputed	4671	1916
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	29	16
				4 = Imputed by hot deck	61	40
			5 = Imputed by proration	0	0	
F_TFS195			1487-	Imputation flag for TFS195		
			1487	0 = Not imputed	4613	1889
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	33	19
				4 = Imputed by hot deck	71	49
			5 = Imputed by proration	44	15	
F_TFS196			1488-	Imputation flag for TFS196		
			1488	0 = Not imputed	4671	1913
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	32	17
				4 = Imputed by hot deck	58	42
			5 = Imputed by proration	0	0	
F_TFS197			1489-	Imputation flag for TFS197		
			1489	0 = Not imputed	4484	1827
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	46	25
				4 = Imputed by hot deck	85	53
			5 = Imputed by proration	146	67	
F_TFS198			1490-	Imputation flag for TFS198		
			1490	0 = Not imputed	4615	1868
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	146	104
			5 = Imputed by proration	0	0	
F_TFS199			1491-	Imputation flag for TFS199		
			1491	0 = Not imputed	4710	1941
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	16	1
				4 = Imputed by hot deck	35	30
			5 = Imputed by proration	0	0	

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS200	1492-1492			Imputation flag for TFS200	4439	1869
				0 = Not imputed	0	0
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	34	7
				3 = Imputed from another TFS source code	68	38
				4 = Imputed by hot deck	220	58
F_TFS201	1493-1493			Imputation flag for TFS201	4719	1940
				0 = Not imputed	0	0
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	13	3
				3 = Imputed from another TFS source code	29	29
				4 = Imputed by hot deck	0	0
F_TFS202	1494-1494			Imputation flag for TFS202	4437	1812
				0 = Not imputed	0	0
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	74	29
				3 = Imputed from another TFS source code	106	70
				4 = Imputed by hot deck	144	61
F_TFS203	1495-1495			Imputation flag for TFS203	4734	1930
				0 = Not imputed	0	0
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	27	42
				4 = Imputed by hot deck	0	0
F_TFS204	1496-1496			Imputation flag for TFS204	4652	1898
				0 = Not imputed	0	0
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	51	25
				3 = Imputed from another TFS source code	58	49
				4 = Imputed by hot deck	0	0
F_TFS205	1497-1497			Imputation flag for TFS205	4529	1877
				0 = Not imputed	0	0
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	57	28
				3 = Imputed from another TFS source code	81	54
				4 = Imputed by hot deck	94	13
F_TFS206	1498-1498			Imputation flag for TFS206	4371	1751
				0 = Not imputed	0	0
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	1	0
				3 = Imputed from another TFS source code	258	165
				4 = Imputed by hot deck	131	56
F_TFS207	1499-1499			Imputation flag for TFS207	4683	1938
				0 = Not imputed	3	4
				1 = Imputed from SASS (SASS donor source code was imputed)	54	24
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	21	6
				4 = Imputed by hot deck	0	0
F_TFS208	1500-1500			Imputation flag for TFS208	4683	1938
				0 = Not imputed	3	4
				1 = Imputed from SASS (SASS donor source code was imputed)	54	24
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	21	6
				4 = Imputed by hot deck	0	0

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS209	1501-	1501		Imputation flag for TFS209		
				0 = Not imputed	4683	1938
				1 = Imputed from SASS (SASS donor source code was imputed)	3	4
				2 = Imputed from SASS (SASS donor source code was not imputed)	54	24
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	6
			5 = Imputed by proration	0	0	
F_TFS210	1502-	1502		Imputation flag for TFS210		
				0 = Not imputed	4683	1938
				1 = Imputed from SASS (SASS donor source code was imputed)	3	4
				2 = Imputed from SASS (SASS donor source code was not imputed)	54	24
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	6
			5 = Imputed by proration	0	0	
F_TFS211	1503-	1503		Imputation flag for TFS211		
				0 = Not imputed	4683	1938
				1 = Imputed from SASS (SASS donor source code was imputed)	3	4
				2 = Imputed from SASS (SASS donor source code was not imputed)	54	24
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	6
			5 = Imputed by proration	0	0	
F_TFS212	1504-	1504		Imputation flag for TFS212		
				0 = Not imputed	4683	1938
				1 = Imputed from SASS (SASS donor source code was imputed)	3	4
				2 = Imputed from SASS (SASS donor source code was not imputed)	54	24
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	6
			5 = Imputed by proration	0	0	
F_TFS213	1505-	1505		Imputation flag for TFS213		
				0 = Not imputed	4683	1938
				1 = Imputed from SASS (SASS donor source code was imputed)	3	4
				2 = Imputed from SASS (SASS donor source code was not imputed)	54	24
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	21	6
			5 = Imputed by proration	0	0	
F_TFS214	1506-	1506		Imputation flag for TFS214		
				0 = Not imputed	4504	1811
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	257	161
			5 = Imputed by proration	0	0	
F_TFS215	1507-	1507		Imputation flag for TFS215		
				0 = Not imputed	4742	1959
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	19	13
			5 = Imputed by proration	0	0	
F_TFS216	1508-	1508		Imputation flag for TFS216		
				0 = Not imputed	4721	1941
				1 = Imputed from SASS (SASS donor source code was imputed)	2	2
				2 = Imputed from SASS (SASS donor source code was not imputed)	38	29
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
			5 = Imputed by proration	0	0	
F_TFS217	1509-	1509		Imputation flag for TFS217		
				0 = Not imputed	4715	1941
				1 = Imputed from SASS (SASS donor source code was imputed)	2	1
				2 = Imputed from SASS (SASS donor source code was not imputed)	14	6
				3 = Imputed from another TFS source code	30	24
				4 = Imputed by hot deck	0	0
			5 = Imputed by proration	0	0	

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TFS218	1510- 1510			Imputation flag for TFS218	4719	1943
				0 = Not imputed	1	5
				1 = Imputed from SASS (SASS donor source code was imputed)	41	24
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
F_TFS219	1511- 1511			Imputation flag for TFS219	4717	1939
				0 = Not imputed	1	5
				1 = Imputed from SASS (SASS donor source code was imputed)	41	24
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	2	4
				4 = Imputed by hot deck	0	0
F_TFS220	1512- 1512			Imputation flag for TFS220	4710	1940
				0 = Not imputed	0	0
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	51	32
				4 = Imputed by hot deck	0	0
F_TFS225	1513- 1513			Imputation flag for TFS225	4761	1972
				0 = Not imputed	0	0
				1 = Imputed from SASS (SASS donor source code was imputed)	0	0
				2 = Imputed from SASS (SASS donor source code was not imputed)	0	0
				3 = Imputed from another TFS source code	0	0
				4 = Imputed by hot deck	0	0
F_TSC001	1514- 1514			Imputation flag for TSC001	4761	1972
				0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC002	1515- 1515			Imputation flag for TSC002	4761	1972
				0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC011	1516- 1516			Imputation flag for TSC011	4761	1972
				0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC012	1517- 1517			Imputation flag for TSC012	4742	1964
				0 = Original data	0	0
				1 = Imputed data	19	8
				2 = Donor-based imputation	0	0
F_TSC013	1518- 1518			Imputation flag for TSC013	4741	1958
				0 = Original data	0	0
				1 = Imputed data	20	14
				2 = Donor-based imputation	0	0
F_TSC014	1519- 1519			Imputation flag for TSC014	4738	1956
				0 = Original data	0	0
				1 = Imputed data	23	16
				2 = Donor-based imputation	0	0
F_TSC015	1520- 1520			Imputation flag for TSC015	4740	1957
				0 = Original data	4	2
				1 = Imputed data	17	13
				2 = Donor-based imputation	0	0
F_TSC016	1521- 1521			Imputation flag for TSC016	4740	1946
				0 = Original data	0	0
				1 = Imputed data	21	26
				2 = Donor-based imputation	0	0

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC017	1522- 1522			Imputation flag for TSC017		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC018	1523- 1523			Imputation flag for TSC018		
				0 = Original data	4740	1962
				1 = Imputed data	0	0
				2 = Donor-based imputation	21	10
F_TSC019	1524- 1524			Imputation flag for TSC019		
				0 = Original data	4728	1958
				1 = Imputed data	0	0
				2 = Donor-based imputation	33	14
F_TSC020	1525- 1525			Imputation flag for TSC020		
				0 = Original data	4720	1934
				1 = Imputed data	0	0
				2 = Donor-based imputation	41	38
F_TSC021	1526- 1526			Imputation flag for TSC021		
				0 = Original data	4720	1934
				1 = Imputed data	0	0
				2 = Donor-based imputation	41	38
F_TSC022	1527- 1527			Imputation flag for TSC022		
				0 = Original data	4732	1942
				1 = Imputed data	0	0
				2 = Donor-based imputation	29	30
F_TSC023	1528- 1528			Imputation flag for TSC023		
				0 = Original data	4753	1971
				1 = Imputed data	0	0
				2 = Donor-based imputation	8	1
F_TSC024	1529- 1529			Imputation flag for TSC024		
				0 = Original data	4753	1971
				1 = Imputed data	0	0
				2 = Donor-based imputation	8	1
F_TSC025	1530- 1530			Imputation flag for TSC025		
				0 = Original data	4753	1971
				1 = Imputed data	0	0
				2 = Donor-based imputation	8	1
F_TSC026	1531- 1531			Imputation flag for TSC026		
				0 = Original data	4753	1971
				1 = Imputed data	0	0
				2 = Donor-based imputation	8	1
F_TSC027	1532- 1532			Imputation flag for TSC027		
				0 = Original data	4753	1971
				1 = Imputed data	0	0
				2 = Donor-based imputation	8	1
F_TSC028	1533- 1533			Imputation flag for TSC028		
				0 = Original data	4690	1907
				1 = Imputed data	44	55
				2 = Donor-based imputation	27	10
F_FTPVT	1534- 1534			Imputation flag for FTPVT		
				0 = Original data	4706	1907
				1 = Imputed data	25	36
				2 = Donor-based imputation	30	29
F_PTPVT	1535- 1535			Imputation flag for PTPVT		
				0 = Original data	4683	1817
				1 = Imputed data	47	126
				2 = Donor-based imputation	31	29
F_FTPUB	1536- 1536			Imputation flag for FTPUB		
				0 = Original data	4689	1928
				1 = Imputed data	27	29
				2 = Donor-based imputation	45	15

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_PT PUB	1537-	1537		Imputation flag for PT PUB	4308	1921
				0 = Original data	410	34
				1 = Imputed data	43	17
				2 = Donor-based imputation		
F_TSC033	1538-	1538		Imputation flag for TSC033	4720	1943
				0 = Original data	0	0
				1 = Imputed data	41	29
				2 = Donor-based imputation		
F_TSC034	1539-	1539		Imputation flag for TSC034	4714	1941
				0 = Original data	0	0
				1 = Imputed data	47	31
				2 = Donor-based imputation		
F_TSC035	1540-	1540		Imputation flag for TSC035	4707	1940
				0 = Original data	0	0
				1 = Imputed data	54	32
				2 = Donor-based imputation		
F_TSC036	1541-	1541		Imputation flag for TSC036	4667	1918
				0 = Original data	0	0
				1 = Imputed data	94	54
				2 = Donor-based imputation		
F_TSC037	1542-	1542		Imputation flag for TSC037	4688	1937
				0 = Original data	0	0
				1 = Imputed data	73	35
				2 = Donor-based imputation		
F_TSC038	1543-	1543		Imputation flag for TSC038	4718	1949
				0 = Original data	0	0
				1 = Imputed data	43	23
				2 = Donor-based imputation		
F_TSC039	1544-	1544		Imputation flag for TSC039	4698	1942
				0 = Original data	0	0
				1 = Imputed data	63	30
				2 = Donor-based imputation		
F_TSC040	1545-	1545		Imputation flag for TSC040	4759	1967
				0 = Original data	2	5
				1 = Imputed data	0	0
				2 = Donor-based imputation		
F_TSC041	1546-	1546		Imputation flag for TSC041	4730	1946
				0 = Original data	1	4
				1 = Imputed data	30	22
				2 = Donor-based imputation		
F_TSC042	1547-	1547		Imputation flag for TSC042	4725	1947
				0 = Original data	1	4
				1 = Imputed data	35	21
				2 = Donor-based imputation		
F_TSC043	1548-	1548		Imputation flag for TSC043	4712	1938
				0 = Original data	49	34
				1 = Imputed data	0	0
				2 = Donor-based imputation		
F_TSC044	1549-	1549		Imputation flag for TSC044	4673	1931
				0 = Original data	49	34
				1 = Imputed data	39	7
				2 = Donor-based imputation		
F_TSC045	1550-	1550		Imputation flag for TSC045	4733	1957
				0 = Original data	28	15
				1 = Imputed data	0	0
				2 = Donor-based imputation		
F_TSC046	1551-	1551		Imputation flag for TSC046	4726	1951
				0 = Original data	28	15
				1 = Imputed data	7	6
				2 = Donor-based imputation		

BEST COPY AVAILABLE

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC047	1552-	1552		Imputation flag for TSC047		
				0 = Original data	4715	1949
				1 = Imputed data	28	15
				2 = Donor-based imputation	18	8
F_TSC048	1553-	1553		Imputation flag for TSC048		
				0 = Original data	4683	1938
				1 = Imputed data	78	34
				2 = Donor-based imputation	0	0
F_TSC049	1554-	1554		Imputation flag for TSC049		
				0 = Original data	4681	1936
				1 = Imputed data	78	34
				2 = Donor-based imputation	2	2
F_TSC050	1555-	1555		Imputation flag for TSC050		
				0 = Original data	4643	1923
				1 = Imputed data	78	34
				2 = Donor-based imputation	40	15
F_TSC051	1556-	1556		Imputation flag for TSC051		
				0 = Original data	4669	1931
				1 = Imputed data	78	34
				2 = Donor-based imputation	14	7
F_TSC052	1557-	1557		Imputation flag for TSC052		
				0 = Original data	4681	1936
				1 = Imputed data	78	34
				2 = Donor-based imputation	2	2
F_TSC053	1558-	1558		Imputation flag for TSC053		
				0 = Original data	4663	1933
				1 = Imputed data	78	34
				2 = Donor-based imputation	20	5
F_TSC054	1559-	1559		Imputation flag for TSC054		
				0 = Original data	4662	1935
				1 = Imputed data	78	34
				2 = Donor-based imputation	21	3
F_TSC055	1560-	1560		Imputation flag for TSC055		
				0 = Original data	4681	1936
				1 = Imputed data	78	34
				2 = Donor-based imputation	2	2
F_TSC056	1561-	1561		Imputation flag for TSC056		
				0 = Original data	4675	1936
				1 = Imputed data	78	34
				2 = Donor-based imputation	8	2
F_TSC057	1562-	1562		Imputation flag for TSC057		
				0 = Original data	4678	1934
				1 = Imputed data	78	34
				2 = Donor-based imputation	5	4
F_TSC058	1563-	1563		Imputation flag for TSC058		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC059	1564-	1564		Imputation flag for TSC059		
				0 = Original data	4758	1971
				1 = Imputed data	3	1
				2 = Donor-based imputation	0	0
F_TSC060	1565-	1565		Imputation flag for TSC060		
				0 = Original data	4534	1863
				1 = Imputed data	227	109
				2 = Donor-based imputation	0	0
F_TSC061	1566-	1566		Imputation flag for TSC061		
				0 = Original data	4433	1805
				1 = Imputed data	227	109
				2 = Donor-based imputation	101	58

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC062	1567-	1567		Imputation flag for TSC062	4729	1953
				0 = Original data	0	0
				1 = Imputed data	32	19
				2 = Donor-based imputation		
F_TMEDUC	1568-	1568		Imputation flag for TMEDUCRS	3912	1653
				0 = Original data	318	125
				1 = Imputed data	531	194
				2 = Donor-based imputation		
F_TMEDGC	1569-	1569		Imputation flag for TMEDGCRS	4251	1792
				0 = Original data	0	0
				1 = Imputed data	510	180
				2 = Donor-based imputation		
F_TSC065	1570-	1570		Imputation flag for TSC065	4761	1972
				0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation		
F_TSC066	1571-	1571		Imputation flag for TSC066	4352	1736
				0 = Original data	0	0
				1 = Imputed data	409	236
				2 = Donor-based imputation		
F_MAINUC	1572-	1572		Imputation flag for MAINUCRS	4084	1660
				0 = Original data	94	24
				1 = Imputed data	583	288
				2 = Donor-based imputation		
F_MAINGC	1573-	1573		Imputation flag for MAINGCRS	4188	1685
				0 = Original data	0	0
				1 = Imputed data	573	287
				2 = Donor-based imputation		
F_TSC069	1574-	1574		Imputation flag for TSC069	4583	1907
				0 = Original data	0	0
				1 = Imputed data	178	65
				2 = Donor-based imputation		
F_TSC070	1575-	1575		Imputation flag for TSC070	4621	1921
				0 = Original data	0	0
				1 = Imputed data	140	51
				2 = Donor-based imputation		
F_TSC071	1576-	1576		Imputation flag for TSC071	4420	1867
				0 = Original data	0	0
				1 = Imputed data	341	105
				2 = Donor-based imputation		
F_TSC072	1577-	1577		Imputation flag for TSC072	4722	1956
				0 = Original data	0	0
				1 = Imputed data	39	16
				2 = Donor-based imputation		
F_TSC073	1578-	1578		Imputation flag for TSC073	4594	1918
				0 = Original data	0	0
				1 = Imputed data	167	54
				2 = Donor-based imputation		
F_TSC074	1579-	1579		Imputation flag for TSC074	4654	1935
				0 = Original data	0	0
				1 = Imputed data	107	37
				2 = Donor-based imputation		
F_TSC075	1580-	1580		Imputation flag for TSC075	4691	1937
				0 = Original data	0	0
				1 = Imputed data	70	35
				2 = Donor-based imputation		
F_TSC076	1581-	1581		Imputation flag for TSC076	4639	1883
				0 = Original data	9	8
				1 = Imputed data	113	81
				2 = Donor-based imputation		

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC077	1582-	1582		Imputation flag for TSC077		
				0 = Original data	4631	1874
				1 = Imputed data	24	4
				2 = Donor-based imputation	106	94
F_TSC078	1583-	1583		Imputation flag for TSC078		
				0 = Original data	4633	1864
				1 = Imputed data	9	4
				2 = Donor-based imputation	119	104
F_TSC079	1584-	1584		Imputation flag for TSC079		
				0 = Original data	4643	1869
				1 = Imputed data	0	0
				2 = Donor-based imputation	118	103
F_TSC080	1585-	1585		Imputation flag for TSC080		
				0 = Original data	4617	1863
				1 = Imputed data	40	16
				2 = Donor-based imputation	104	93
F_TSC081	1586-	1586		Imputation flag for TSC081		
				0 = Original data	4629	1870
				1 = Imputed data	31	18
				2 = Donor-based imputation	101	84
F_TSC082	1587-	1587		Imputation flag for TSC082		
				0 = Original data	4660	1887
				1 = Imputed data	0	0
				2 = Donor-based imputation	101	85
F_TSC083	1588-	1588		Imputation flag for TSC083		
				0 = Original data	4610	1865
				1 = Imputed data	45	13
				2 = Donor-based imputation	106	94
F_TSC084	1589-	1589		Imputation flag for TSC084		
				0 = Original data	4630	1866
				1 = Imputed data	12	4
				2 = Donor-based imputation	119	102
F_TSC085	1590-	1590		Imputation flag for TSC085		
				0 = Original data	4643	1872
				1 = Imputed data	0	0
				2 = Donor-based imputation	118	100
F_TSC086	1591-	1591		Imputation flag for TSC086		
				0 = Original data	4597	1854
				1 = Imputed data	58	24
				2 = Donor-based imputation	106	94
F_TSC087	1592-	1592		Imputation flag for TSC087		
				0 = Original data	4659	1878
				1 = Imputed data	3	2
				2 = Donor-based imputation	99	92
F_TSC088	1593-	1593		Imputation flag for TSC088		
				0 = Original data	4663	1883
				1 = Imputed data	0	0
				2 = Donor-based imputation	98	89
F_TSC089	1594-	1594		Imputation flag for TSC089		
				0 = Original data	4599	1855
				1 = Imputed data	56	23
				2 = Donor-based imputation	106	94
F_TSC090	1595-	1595		Imputation flag for TSC090		
				0 = Original data	4665	1885
				1 = Imputed data	3	1
				2 = Donor-based imputation	93	86
F_TSC091	1596-	1596		Imputation flag for TSC091		
				0 = Original data	4668	1885
				1 = Imputed data	0	0
				2 = Donor-based imputation	93	87



1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC092	1597-1597			Imputation flag for TSC092		
				0 = Original data	4585	1848
				1 = Imputed data	70	30
				2 = Donor-based imputation	106	94
F_TSC093	1598-1598			Imputation flag for TSC093		
				0 = Original data	4648	1875
				1 = Imputed data	14	6
				2 = Donor-based imputation	99	91
F_TSC094	1599-1599			Imputation flag for TSC094		
				0 = Original data	4661	1882
				1 = Imputed data	0	0
				2 = Donor-based imputation	100	90
F_TSC095	1600-1600			Imputation flag for TSC095		
				0 = Original data	4560	1821
				1 = Imputed data	95	57
				2 = Donor-based imputation	106	94
F_TSC096	1601-1601			Imputation flag for TSC096		
				0 = Original data	4654	1882
				1 = Imputed data	10	4
				2 = Donor-based imputation	97	86
F_TSC097	1602-1602			Imputation flag for TSC097		
				0 = Original data	4663	1887
				1 = Imputed data	0	0
				2 = Donor-based imputation	98	85
F_TSC098	1603-1603			Imputation flag for TSC098		
				0 = Original data	4732	1949
				1 = Imputed data	0	0
				2 = Donor-based imputation	29	23
r_TSC099	1604-1604			Imputation flag for TSC099		
				0 = Original data	4686	1945
				1 = Imputed data	0	0
				2 = Donor-based imputation	75	29
F_TSC100	1605-1605			Imputation flag for TSC100		
				0 = Original data	4690	1948
				1 = Imputed data	0	0
				2 = Donor-based imputation	71	24
F_TSC101	1606-1606			Imputation flag for TSC101		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC102	1607-1607			Imputation flag for TSC102		
				0 = Original data	4700	1963
				1 = Imputed data	0	0
				2 = Donor-based imputation	61	9
F_TSC103	1608-1608			Imputation flag for TSC103		
				0 = Original data	4651	1930
				1 = Imputed data	0	0
				2 = Donor-based imputation	110	42
F_TSC104	1609-1609			Imputation flag for TSC104		
				0 = Original data	4607	1881
				1 = Imputed data	146	78
				2 = Donor-based imputation	8	13
F_TSC105	1610-1610			Imputation flag for TSC105		
				0 = Original data	4651	1916
				1 = Imputed data	93	34
				2 = Donor-based imputation	17	22
F_TSC106	1611-1611			Imputation flag for TSC106		
				0 = Original data	4644	1914
				1 = Imputed data	93	34
				2 = Donor-based imputation	24	24

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC107			1612- 1612	Imputation flag for TSC107		
				0 = Original data	4747	1957
				1 = Imputed data	0	0
				2 = Donor-based imputation	14	15
F_TSC108			1613- 1613	Imputation flag for TSC108		
				0 = Original data	4677	1846
				1 = Imputed data	11	6
				2 = Donor-based imputation	73	120
F_TSC109			1614- 1614	Imputation flag for TSC109		
				0 = Original data	4660	1844
				1 = Imputed data	11	6
				2 = Donor-based imputation	90	122
F_TSC110			1615- 1615	Imputation flag for TSC110		
				0 = Original data	4743	1958
				1 = Imputed data	0	0
				2 = Donor-based imputation	18	14
F_TSC111			1616- 1616	Imputation flag for TSC111		
				0 = Original data	4715	1943
				1 = Imputed data	0	0
				2 = Donor-based imputation	46	29
F_TSC112			1617- 1617	Imputation flag for TSC112		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC113			1618- 1618	Imputation flag for TSC113		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC114			1619- 1619	Imputation flag for TSC114		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC115			1620- 1620	Imputation flag for TSC115		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC116			1621- 1621	Imputation flag for TSC116		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC117			1622- 1622	Imputation flag for TSC117		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC118			1623- 1623	Imputation flag for TSC118		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC119			1624- 1624	Imputation flag for TSC119		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC120			1625- 1625	Imputation flag for TSC120		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC121			1626- 1626	Imputation flag for TSC121		
				0 = Original data	4761	1972
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC122			1627-	Imputation flag for TSC122	4761	1972
			1627	0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC123			1628-	Imputation flag for TSC123	4761	1972
			1628	0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC124			1629-	Imputation flag for TSC124	4761	1972
			1629	0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC125			1630-	Imputation flag for TSC125	4761	1972
			1630	0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC126			1631-	Imputation flag for TSC126	4761	1972
			1631	0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC127			1632-	Imputation flag for TSC127	4761	1972
			1632	0 = Original data	0	0
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0
F_TSC128			1633-	Imputation flag for TSC128	4746	1964
			1633	0 = Original data	0	0
				1 = Imputed data	15	8
				2 = Donor-based imputation	0	0
F_TSC129			1634-	Imputation flag for TSC129	4673	1950
			1634	0 = Original data	0	0
				1 = Imputed data	88	22
				2 = Donor-based imputation	0	0
F_TSC130			1635-	Imputation flag for TSC130	4655	1922
			1635	0 = Original data	11	9
				1 = Imputed data	95	41
				2 = Donor-based imputation	0	0
F_TSC131			1636-	Imputation flag for TSC131	4624	1920
			1636	0 = Original data	42	12
				1 = Imputed data	95	40
				2 = Donor-based imputation	0	0
F_TSC132			1637-	Imputation flag for TSC132	4603	1917
			1637	0 = Original data	67	16
				1 = Imputed data	91	39
				2 = Donor-based imputation	0	0
F_TSC133			1638-	Imputation flag for TSC133	4602	1916
			1638	0 = Original data	69	16
				1 = Imputed data	90	40
				2 = Donor-based imputation	0	0
F_TSC134			1639-	Imputation flag for TSC134	4728	1959
			1639	0 = Original data	0	0
				1 = Imputed data	33	13
				2 = Donor-based imputation	0	0
F_TSC135			1640	Imputation flag for TSC135	4725	1954
			1640	0 = Original data	0	0
				1 = Imputed data	36	18
				2 = Donor-based imputation	0	0
F_TSC136			1641-	Imputation flag for TSC136	4217	1759
			1641	0 = Original data	544	213
				1 = Imputed data	0	0
				2 = Donor-based imputation	0	0

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK(RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC137	1642	1642		Imputation flag for TSC137		
				0 = Original data	4568	1897
				1 = Imputed data	191	75
				2 = Donor-based imputation	2	0
F_TSC138	1643	1643		Imputation flag for TSC138		
				0 = Original data	4580	1907
				1 = Imputed data	181	65
				2 = Donor-based imputation	0	0
F_TSC139	1644	1644		Imputation flag for TSC139		
				0 = Original data	4452	1852
				1 = Imputed data	308	119
				2 = Donor-based imputation	1	1
F_TSC140	1645	1645		Imputation flag for TSC140		
				0 = Original data	4571	1910
				1 = Imputed data	8	0
				2 = Donor-based imputation	182	62
F_TSC141	1646	1646		Imputation flag for TSC141		
				0 = Original data	4505	1887
				1 = Imputed data	16	13
				2 = Donor-based imputation	240	72
F_TSC142	1647	1647		Imputation flag for TSC142		
				0 = Original data	4480	1881
				1 = Imputed data	40	19
				2 = Donor-based imputation	241	72
F_TSC143	1648	1648		Imputation flag for TSC143		
				0 = Original data	4556	1902
				1 = Imputed data	26	6
				2 = Donor-based imputation	179	64
F_TSC144	1649	1649		Imputation flag for TSC144		
				0 = Original data	4557	1901
				1 = Imputed data	40	4
				2 = Donor-based imputation	164	67
F_TSC145	1650	1650		Imputation flag for TSC145		
				0 = Original data	4499	1863
				1 = Imputed data	260	109
				2 = Donor-based imputation	2	0
F_TSC146	1651	1651		Imputation flag for TSC146		
				0 = Original data	4505	1876
				1 = Imputed data	256	96
				2 = Donor-based imputation	0	0
F_TSC147	1652	1652		Imputation flag for TSC147		
				0 = Original data	4380	1832
				1 = Imputed data	380	139
				2 = Donor-based imputation	1	1
F_TSC148	1653	1653		Imputation flag for TSC148		
				0 = Original data	4496	1880
				1 = Imputed data	50	19
				2 = Donor-based imputation	215	73
F_TSC149	1654	1654		Imputation flag for TSC149		
				0 = Original data	4455	1861
				1 = Imputed data	48	30
				2 = Donor-based imputation	258	81
F_TSC150	1655	1655		Imputation flag for TSC150		
				0 = Original data	4431	1857
				1 = Imputed data	52	27
				2 = Donor-based imputation	278	88
F_TSC151	1656	1656		Imputation flag for TSC151		
				0 = Original data	4487	1875
				1 = Imputed data	80	26
				2 = Donor-based imputation	194	71

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC152	1657-	1657		Imputation flag for TSC152	4493	1874
				0 = Original data	84	22
				1 = Imputed data	184	76
				2 = Donor-based imputation		
F_TSC153	1658-	1658		Imputation flag for TSC153	4456	1859
				0 = Original data	303	113
				1 = Imputed data	2	0
				2 = Donor-based imputation		
F_TSC154	1659-	1659		Imputation flag for TSC154	4482	1872
				0 = Original data	279	100
				1 = Imputed data	0	0
				2 = Donor-based imputation		
F_TSC155	1660-	1660		Imputation flag for TSC155	4343	1829
				0 = Original data	417	142
				1 = Imputed data	1	1
				2 = Donor-based imputation		
F_TSC156	1661-	1661		Imputation flag for TSC156	4458	1872
				0 = Original data	80	26
				1 = Imputed data	223	74
				2 = Donor-based imputation		
F_TSC157	1662-	1662		Imputation flag for TSC157	4418	1854
				0 = Original data	75	35
				1 = Imputed data	268	83
				2 = Donor-based imputation		
F_TSC158	1663-	1663		Imputation flag for TSC158	4391	1848
				0 = Original data	71	31
				1 = Imputed data	299	93
				2 = Donor-based imputation		
F_TSC159	1664-	1664		Imputation flag for TSC159	4451	1866
				0 = Original data	126	43
				1 = Imputed data	184	63
				2 = Donor-based imputation		
F_TSC160	1665-	1665		Imputation flag for TSC160	4456	1867
				0 = Original data	114	29
				1 = Imputed data	191	76
				2 = Donor-based imputation		
F_TSC161	1666-	1666		Imputation flag for TSC161	4381	1822
				0 = Original data	378	150
				1 = Imputed data	2	0
				2 = Donor-based imputation		
F_TSC162	1667-	1667		Imputation flag for TSC162	4403	1836
				0 = Original data	358	136
				1 = Imputed data	0	0
				2 = Donor-based imputation		
F_TSC163	1668-	1668		Imputation flag for TSC163	4288	1803
				0 = Original data	472	168
				1 = Imputed data	1	1
				2 = Donor-based imputation		
F_TSC164	1669-	1669		Imputation flag for TSC164	4387	1833
				0 = Original data	127	50
				1 = Imputed data	247	89
				2 = Donor-based imputation		
F_TSC165	1670-	1670		Imputation flag for TSC165	4346	1817
				0 = Original data	125	57
				1 = Imputed data	290	98
				2 = Donor-based imputation		
F_TSC166	1671-	1671		Imputation flag for TSC166	4320	1814
				0 = Original data	114	49
				1 = Imputed data	327	109
				2 = Donor-based imputation		



1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK(RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC167			1672-	Imputation flag for TSC167		
			1672	0 = Original data	4379	1828
				1 = Imputed data	197	75
				2 = Donor-based imputation	185	69
F_TSC168			1673-	Imputation flag for TSC168		
			1673	0 = Original data	4378	1828
				1 = Imputed data	179	54
				2 = Donor-based imputation	204	90
F_TSC169			1674-	Imputation flag for TSC169		
			1674	0 = Original data	4661	1929
				1 = Imputed data	98	43
				2 = Donor-based imputation	2	0
F_TSC170			1675-	Imputation flag for TSC170		
			1675	0 = Original data	4688	1941
				1 = Imputed data	73	31
				2 = Donor-based imputation	0	0
F_TSC171			1676-	Imputation flag for TSC171		
			1676	0 = Original data	4582	1912
				1 = Imputed data	179	60
				2 = Donor-based imputation	0	0
F_TSC172			1677-	Imputation flag for TSC172		
			1677	0 = Original data	4671	1938
				1 = Imputed data	34	8
				2 = Donor-based imputation	56	26
F_TSC173			1678-	Imputation flag for TSC173		
			1678	0 = Original data	4632	1924
				1 = Imputed data	37	12
				2 = Donor-based imputation	92	36
F_TSC174			1679-	Imputation flag for TSC174		
			1679	0 = Original data	4609	1917
				1 = Imputed data	45	16
				2 = Donor-based imputation	107	39
F_TSC175			1680-	Imputation flag for TSC175		
			1680	0 = Original data	4657	1935
				1 = Imputed data	48	19
				2 = Donor-based imputation	56	18
F_TSC176			1681-	Imputation flag for TSC176		
			1681	0 = Original data	4663	1933
				1 = Imputed data	36	11
				2 = Donor-based imputation	62	28
F_TSC177			1682-	Imputation flag for TSC177		
			1682	0 = Original data	4708	1948
				1 = Imputed data	53	24
				2 = Donor-based imputation	0	0
F_TSC178			1683-	Imputation flag for TSC178		
			1683	0 = Original data	4716	1948
				1 = Imputed data	45	24
				2 = Donor-based imputation	0	0
F_TSC179			1684-	Imputation flag for TSC179		
			1684	0 = Original data	4658	1931
				1 = Imputed data	103	41
				2 = Donor-based imputation	0	0
F_TSC180			1685-	Imputation flag for TSC180		
			1685	0 = Original data	4716	1951
				1 = Imputed data	18	6
				2 = Donor-based imputation	27	15
F_TSC181			1686-	Imputation flag for TSC181		
			1686	0 = Original data	4693	1944
				1 = Imputed data	22	8
				2 = Donor-based imputation	46	20

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
F_TSC182	1687-	1687		Imputation flag for TSC182	4680	1940		
				0 = Original data			24	9
				1 = Imputed data			57	23
F_TSC183	1688-	1688		Imputation flag for TSC183	4701	1951		
				0 = Original data			31	11
				1 = Imputed data			29	10
F_TSC184	1689-	1689		Imputation flag for TSC184	4705	1950		
				0 = Original data			21	8
				1 = Imputed data			35	14
F_TSC185	1690-	1690		Imputation flag for TSC185	4733	1955		
				0 = Original data			28	17
				1 = Imputed data			0	0
F_TSC186	1691-	1691		Imputation flag for TSC186	4737	1959		
				0 = Original data			24	13
				1 = Imputed data			0	0
F_TSC187	1692-	1692		Imputation flag for TSC187	4710	1947		
				0 = Original data			51	25
				1 = Imputed data			0	0
F_TSC188	1693-	1693		Imputation flag for TSC188	4738	1957		
				0 = Original data			8	2
				1 = Imputed data			15	13
F_TSC189	1694-	1694		Imputation flag for TSC189	4726	1954		
				0 = Original data			9	3
				1 = Imputed data			26	15
F_TSC190	1695-	1695		Imputation flag for TSC190	4715	1952		
				0 = Original data			16	7
				1 = Imputed data			30	13
F_TSC191	1696-	1696		Imputation flag for TSC191	4732	1959		
				0 = Original data			14	8
				1 = Imputed data			15	5
F_TSC192	1697-	1697		Imputation flag for TSC192	4730	1958		
				0 = Original data			3	3
				1 = Imputed data			0	11
F_TSC193	1698-	1698		Imputation flag for TSC193	4746	1961		
				0 = Original data			15	11
				1 = Imputed data			0	0
F_TSC194	1699-	1699		Imputation flag for TSC194	4747	1962		
				0 = Original data			14	10
				1 = Imputed data			0	0
F_TSC195	1700-	1700		Imputation flag for TSC195	4737	1957		
				0 = Original data			24	15
				1 = Imputed data			0	0
F_TSC196	1701-	1701		Imputation flag for TSC196	4745	1962		
				0 = Original data			8	2
				1 = Imputed data			8	8

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC197			1702- 1702	Imputation flag for TSC197		
				0 = Original data	4741	1959
				1 = Imputed data	7	2
				2 = Donor-based imputation	13	11
F_TSC198			1703- 1703	Imputation flag for TSC198		
				0 = Original data	4734	1959
				1 = Imputed data	10	5
				2 = Donor-based imputation	17	8
F_TSC199			1704- 1704	Imputation flag for TSC199		
				0 = Original data	4742	1963
				1 = Imputed data	11	5
				2 = Donor-based imputation	8	4
F_TSC200			1705- 1705	Imputation flag for TSC200		
				0 = Original data	4748	1963
				1 = Imputed data	6	3
				2 = Donor-based imputation	7	6
F_TSC201			1706- 1706	Imputation flag for TSC201		
				0 = Original data	4747	1967
				1 = Imputed data	14	5
				2 = Donor-based imputation	0	0
F_TSC202			1707- 1707	Imputation flag for TSC202		
				0 = Original data	4748	1968
				1 = Imputed data	13	4
				2 = Donor-based imputation	0	0
F_TSC203			1708- 1708	Imputation flag for TSC203		
				0 = Original data	4744	1964
				1 = Imputed data	17	8
				2 = Donor-based imputation	0	0
F_TSC204			1709- 1709	Imputation flag for TSC204		
				0 = Original data	4747	1965
				1 = Imputed data	6	1
				2 = Donor-based imputation	8	6
F_TSC205			1710- 1710	Imputation flag for TSC205		
				0 = Original data	4742	1955
				1 = Imputed data	7	5
				2 = Donor-based imputation	12	12
F_TSC206			1711- 1711	Imputation flag for TSC206		
				0 = Original data	4741	1959
				1 = Imputed data	5	5
				2 = Donor-based imputation	15	8
F_TSC207			1712- 1712	Imputation flag for TSC207		
				0 = Original data	4743	1968
				1 = Imputed data	10	3
				2 = Donor-based imputation	8	1
F_TSC208			1713- 1713	Imputation flag for TSC208		
				0 = Original data	4747	1968
				1 = Imputed data	8	2
				2 = Donor-based imputation	6	2
F_TSC209			1714- 1714	Imputation flag for TSC209		
				0 = Original data	4750	1966
				1 = Imputed data	11	6
				2 = Donor-based imputation	0	0
F_TSC210			1715- 1715	Imputation flag for TSC210		
				0 = Original data	4752	1968
				1 = Imputed data	9	4
				2 = Donor-based imputation	0	0
F_TSC211			1716- 1716	Imputation flag for TSC211		
				0 = Original data	4749	1965
				1 = Imputed data	12	7
				2 = Donor-based imputation	0	0

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies			
	Public	Private			Public	Private		
F_TSC212			1717-	Imputation flag for TSC212	4750	1966		
			1717	0 = Original data			6	1
				1 = Imputed data			5	5
				2 = Donor-based imputation				
F_TSC213			1718-	Imputation flag for TSC213	4743	1965		
			1718	0 = Original data			5	1
				1 = Imputed data			8	6
				2 = Donor-based imputation				
F_TSC214			1719-	Imputation flag for TSC214	4748	1966		
			1719	0 = Original data			2	1
				1 = Imputed data			11	5
				2 = Donor-based imputation				
F_TSC215			1720-	Imputation flag for TSC215	4749	1968		
			1720	0 = Original data			8	3
				1 = Imputed data			4	1
				2 = Donor-based imputation				
F_TSC216			1721-	Imputation flag for TSC216	4751	1968		
			1721	0 = Original data			6	2
				1 = Imputed data			4	2
				2 = Donor-based imputation				
F_TSC217			1722-	Imputation flag for TSC217	4743	1960		
			1722	0 = Original data			0	0
				1 = Imputed data			18	12
				2 = Donor-based imputation				
F_TSC218			1723-	Imputation flag for TSC218	4748	1965		
			1723	0 = Original data			0	0
				1 = Imputed data			13	7
				2 = Donor-based imputation				
F_TSC219			1724-	Imputation flag for TSC219	3945	1585		
			1724	0 = Original data			0	0
				1 = Imputed data			816	387
				2 = Donor-based imputation				
F_TSC220			1725-	Imputation flag for TSC220	4383	1785		
			1725	0 = Original data			213	106
				1 = Imputed data			165	81
				2 = Donor-based imputation				
F_TSC221			1726-	Imputation flag for TSC221	4500	1851		
			1726	0 = Original data			96	40
				1 = Imputed data			165	81
				2 = Donor-based imputation				
F_TSC222			1727-	Imputation flag for TSC222	4725	1949		
			1727	0 = Original data			0	0
				1 = Imputed data			36	23
				2 = Donor-based imputation				
F_TSC223			1728-	Imputation flag for TSC223	4721	1947		
			1728	0 = Original data			0	0
				1 = Imputed data			40	25
				2 = Donor-based imputation				
F_TSC224			1729-	Imputation flag for TSC224	4726	1948		
			1729	0 = Original data			0	0
				1 = Imputed data			35	24
				2 = Donor-based imputation				
F_TSC225			1730-	Imputation flag for TSC225	4728	1948		
			1730	0 = Original data			0	0
				1 = Imputed data			33	24
				2 = Donor-based imputation				
F_TSC226			1731-	Imputation flag for TSC226	4728	1946		
			1731	0 = Original data			0	0
				1 = Imputed data			33	26
				2 = Donor-based imputation				

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC227			1732-	Imputation flag for TSC227		
			1732	0 = Original data	4714	1942
				1 = Imputed data	0	0
				2 = Donor-based imputation	47	30
F_TSC228			1733-	Imputation flag for TSC228		
			1733	0 = Original data	4722	1951
				1 = Imputed data	0	0
				2 = Donor-based imputation	39	21
F_TSC229			1734-	Imputation flag for TSC229		
			1734	0 = Original data	4710	1945
				1 = Imputed data	0	0
				2 = Donor-based imputation	51	27
F_TSC230			1735-	Imputation flag for TSC230		
			1735	0 = Original data	4719	1947
				1 = Imputed data	0	0
				2 = Donor-based imputation	42	25
F_TSC231			1736-	Imputation flag for TSC231		
			1736	0 = Original data	4708	1938
				1 = Imputed data	0	0
				2 = Donor-based imputation	53	34
F_TSC232			1737-	Imputation flag for TSC232		
			1737	0 = Original data	4721	1947
				1 = Imputed data	0	0
				2 = Donor-based imputation	40	25
F_TSC233			1738-	Imputation flag for TSC233		
			1738	0 = Original data	4722	1936
				1 = Imputed data	0	0
				2 = Donor-based imputation	39	36
F_TSC234			1739-	Imputation flag for TSC234		
			1739	0 = Original data	4717	1938
				1 = Imputed data	0	0
				2 = Donor-based imputation	44	34
F_TSC235			1740-	Imputation flag for TSC235		
			1740	0 = Original data	4720	1941
				1 = Imputed data	0	0
				2 = Donor-based imputation	41	31
F_TSC236			1741-	Imputation flag for TSC236		
			1741	0 = Original data	4727	1932
				1 = Imputed data	0	0
				2 = Donor-based imputation	34	40
F_TSC237			1742-	Imputation flag for TSC237		
			1742	0 = Original data	4706	1943
				1 = Imputed data	0	0
				2 = Donor-based imputation	55	29
F_TSC238			1743-	Imputation flag for TSC238		
			1743	0 = Original data	4702	1940
				1 = Imputed data	0	0
				2 = Donor-based imputation	59	32
F_TSC239			1744-	Imputation flag for TSC239		
			1744	0 = Original data	4703	1941
				1 = Imputed data	0	0
				2 = Donor-based imputation	58	31
F_TSC240			1745-	Imputation flag for TSC240		
			1745	0 = Original data	4704	1938
				1 = Imputed data	0	0
				2 = Donor-based imputation	57	34
F_TSC241			1746-	Imputation flag for TSC241		
			1746	0 = Original data	4699	1936
				1 = Imputed data	0	0
				2 = Donor-based imputation	62	36



1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK(RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC242			1747-	Imputation flag for TSC242	4693	1933
			1747	0 = Original data	0	0
				1 = Imputed data	68	39
				2 = Donor-based imputation		
F_TSC243			1748-	Imputation flag for TSC243	4684	1927
			1748	0 = Original data	0	0
				1 = Imputed data	77	45
				2 = Donor-based imputation		
F_TSC244			1749-	Imputation flag for TSC244	4699	1940
			1749	0 = Original data	0	0
				1 = Imputed data	62	32
				2 = Donor-based imputation		
F_TSC245			1750-	Imputation flag for TSC245	4693	1922
			1750	0 = Original data	0	0
				1 = Imputed data	68	50
				2 = Donor-based imputation		
F_TSC246			1751-	Imputation flag for TSC246	4667	1903
			1751	0 = Original data	0	0
				1 = Imputed data	94	69
				2 = Donor-based imputation		
F_TSC247			1752-	Imputation flag for TSC247	4691	1934
			1752	0 = Original data	0	0
				1 = Imputed data	70	38
				2 = Donor-based imputation		
F_TSC248			1753-	Imputation flag for TSC248	4706	1940
			1753	0 = Original data	0	0
				1 = Imputed data	55	32
				2 = Donor-based imputation		
F_TSC249			1754-	Imputation flag for TSC249	4715	1944
			1754	0 = Original data	0	0
				1 = Imputed data	46	28
				2 = Donor-based imputation		
F_TSC250			1755-	Imputation flag for TSC250	4717	1944
			1755	0 = Original data	0	0
				1 = Imputed data	44	28
				2 = Donor-based imputation		
F_TSC251			1756-	Imputation flag for TSC251	4710	1941
			1756	0 = Original data	0	0
				1 = Imputed data	51	31
				2 = Donor-based imputation		
F_TSC252			1757-	Imputation flag for TSC252	4717	1945
			1757	0 = Original data	0	0
				1 = Imputed data	44	27
				2 = Donor-based imputation		
F_TSC253			1758-	Imputation flag for TSC253	4676	1922
			1758	0 = Original data	0	0
				1 = Imputed data	85	50
				2 = Donor-based imputation		
F_TSC254			1759-	Imputation flag for TSC254	4701	1938
			1759	0 = Original data	0	0
				1 = Imputed data	60	34
				2 = Donor-based imputation		
F_TSC255			1760-	Imputation flag for TSC255	4699	1936
			1760	0 = Original data	0	0
				1 = Imputed data	62	36
				2 = Donor-based imputation		
F_TSC256			1761-	Imputation flag for TSC256	4689	1938
			1761	0 = Original data	0	0
				1 = Imputed data	72	34
				2 = Donor-based imputation		

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC257			1762-	Imputation flag for TSC257		
			1762	0 = Original data	4696	1934
				1 = Imputed data	0	0
				2 = Donor-based imputation	65	38
F_TSC258			1763-	Imputation flag for TSC258		
			1763	0 = Original data	4696	1937
				1 = Imputed data	0	0
				2 = Donor-based imputation	65	35
F_TSC259			1764-	Imputation flag for TSC259		
			1764	0 = Original data	4693	1937
				1 = Imputed data	0	0
				2 = Donor-based imputation	68	35
F_TSC260			1765-	Imputation flag for TSC260		
			1765	0 = Original data	4701	1939
				1 = Imputed data	0	0
				2 = Donor-based imputation	60	33
F_TSC261			1766-	Imputation flag for TSC261		
			1766	0 = Original data	4688	1935
				1 = Imputed data	0	0
				2 = Donor-based imputation	73	37
F_TSC262			1767-	Imputation flag for TSC262		
			1767	0 = Original data	4679	1935
				1 = Imputed data	0	0
				2 = Donor-based imputation	82	37
F_TSC263			1768-	Imputation flag for TSC263		
			1768	0 = Original data	4673	1933
				1 = Imputed data	0	0
				2 = Donor-based imputation	88	39
F_TSC264			1769-	Imputation flag for TSC264		
			1769	0 = Original data	4684	1935
				1 = Imputed data	0	0
				2 = Donor-based imputation	77	37
F_TSC265			1770-	Imputation flag for TSC265		
			1770	0 = Original data	4700	1937
				1 = Imputed data	0	0
				2 = Donor-based imputation	61	35
F_TSC266			1771-	Imputation flag for TSC266		
			1771	0 = Original data	4691	1942
				1 = Imputed data	0	0
				2 = Donor-based imputation	70	30
F_TSC267			1772-	Imputation flag for TSC267		
			1772	0 = Original data	4684	1943
				1 = Imputed data	0	0
				2 = Donor-based imputation	77	29
F_TSC268			1773-	Imputation flag for TSC268		
			1773	0 = Original data	4675	1939
				1 = Imputed data	0	0
				2 = Donor-based imputation	86	33
F_TSC269			1774-	Imputation flag for TSC269		
			1774	0 = Original data	4661	1937
				1 = Imputed data	0	0
				2 = Donor-based imputation	100	35
F_TSC270			1775-	Imputation flag for TSC270		
			1775	0 = Original data	4679	1939
				1 = Imputed data	0	0
				2 = Donor-based imputation	82	33
F_TSC271			1776-	Imputation flag for TSC271		
			1776	0 = Original data	4694	1937
				1 = Imputed data	0	0
				2 = Donor-based imputation	67	35

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC272	1777-	1777		Imputation flag for TSC272		
				0 = Original data	4560	1893
				1 = Imputed data	0	0
				2 = Donor-based imputation	201	79
F_TSC273	1778-	1778		Imputation flag for TSC273		
				0 = Original data	4671	1932
				1 = Imputed data	0	0
				2 = Donor-based imputation	90	40
F_TSC274	1779-	1779		Imputation flag for TSC274		
				0 = Original data	4684	1938
				1 = Imputed data	0	0
				2 = Donor-based imputation	77	34
F_TSC275	1780-	1780		Imputation flag for TSC275		
				0 = Original data	4682	1935
				1 = Imputed data	0	0
				2 = Donor-based imputation	79	37
F_TSC276	1781-	1781		Imputation flag for TSC276		
				0 = Original data	4688	1943
				1 = Imputed data	0	0
				2 = Donor-based imputation	73	29
F_TSC277	1782-	1782		Imputation flag for TSC277		
				0 = Original data	4512	1785
				1 = Imputed data	0	0
				2 = Donor-based imputation	249	187
F_TSC278	1783-	1783		Imputation flag for TSC278		
				0 = Original data	4692	1941
				1 = Imputed data	0	0
				2 = Donor-based imputation	69	31
F_TSC279	1784-	1784		Imputation flag for TSC279		
				0 = Original data	4661	1913
				1 = Imputed data	0	0
				2 = Donor-based imputation	100	59
F_TSC280	1785-	1785		Imputation flag for TSC280		
				0 = Original data	4691	1939
				1 = Imputed data	19	6
				2 = Donor-based imputation	51	27
F_TSC281	1786-	1786		Imputation flag for TSC281		
				0 = Original data	4669	1929
				1 = Imputed data	41	16
				2 = Donor-based imputation	51	27
F_TSC282	1787-	1787		Imputation flag for TSC282		
				0 = Original data	4656	1922
				1 = Imputed data	54	23
				2 = Donor-based imputation	51	27
F_TSC283	1788-	1788		Imputation flag for TSC283		
				0 = Original data	4686	1933
				1 = Imputed data	24	12
				2 = Donor-based imputation	51	27
F_TSC284	1789-	1789		Imputation flag for TSC284		
				0 = Original data	4672	1932
				1 = Imputed data	38	13
				2 = Donor-based imputation	51	27
F_TSC285	1790-	1790		Imputation flag for TSC285		
				0 = Original data	4670	1931
				1 = Imputed data	40	14
				2 = Donor-based imputation	51	27
F_TSC286	1791-	1791		Imputation flag for TSC286		
				0 = Original data	4692	1907
				1 = Imputed data	0	0
				2 = Donor-based imputation	69	65

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_TSC287	1792-	1792		Imputation flag for TSC287		
				0 = Original data	4494	1797
				1 = Imputed data	24	27
				2 = Donor-based imputation	243	148
F_TSC288	1793-	1793		Imputation flag for TSC288		
				0 = Original data	4692	1906
				1 = Imputed data	0	0
				2 = Donor-based imputation	69	66
F_TSC289	1794-	1794		Imputation flag for TSC289		
				0 = Original data	4469	1787
				1 = Imputed data	58	41
				2 = Donor-based imputation	234	144
F_TSC290	1795-	1795		Imputation flag for TSC290		
				0 = Original data	4692	1906
				1 = Imputed data	0	0
				2 = Donor-based imputation	69	66
F_TSC291	1796-	1796		Imputation flag for TSC291		
				0 = Original data	4200	1694
				1 = Imputed data	68	39
				2 = Donor-based imputation	493	239
F_TSC292	1797-	1797		Imputation flag for TSC292		
				0 = Original data	4442	1675
				1 = Imputed data	0	0
				2 = Donor-based imputation	319	297
F_TSC293	1798-	1798		Imputation flag for TSC293		
				0 = Original data	4692	1907
				1 = Imputed data	0	0
				2 = Donor-based imputation	69	65
F_TSC294	1799-	1799		Imputation flag for TSC294		
				0 = Original data	4186	1783
				1 = Imputed data	30	13
				2 = Donor-based imputation	545	176
F_TSC295	1800-	1800		Imputation flag for TSC295		
				0 = Original data	4692	1907
				1 = Imputed data	0	0
				2 = Donor-based imputation	69	65
F_TSC296	1801-	1801		Imputation flag for TSC296		
				0 = Original data	4087	1639
				1 = Imputed data	155	58
				2 = Donor-based imputation	519	275
F_TSC297	1802-	1802		Imputation flag for TSC297		
				0 = Original data	4671	1898
				1 = Imputed data	0	0
				2 = Donor-based imputation	90	74
F_TSC298	1803-	1803		Imputation flag for TSC298		
				0 = Original data	4691	1905
				1 = Imputed data	0	0
				2 = Donor-based imputation	70	67
F_TSC299	1804-	1804		Imputation flag for TSC299		
				0 = Original data	4347	1726
				1 = Imputed data	70	32
				2 = Donor-based imputation	344	214
F_TSC300	1805-	1805		Imputation flag for TSC300		
				0 = Original data	3936	1515
				1 = Imputed data	0	0
				2 = Donor-based imputation	825	457
F_CONTRS	1806-	1806		Imputation flag for CONTRSVC		
				0 = Original data	--	1784
				1 = Imputed data	--	0
				2 = Donor-based imputation	--	188

1991-92 TEACHER FOLLOW-UP SURVEY
CODEBOOK (RESTRICTED-USE VERSION)
IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_HOUSEX			1807-	Imputation flag for HOUSEXPS		
			1807	0 = Original data	4586	1873
				1 = Imputed data	0	0
				2 = Donor-based imputation	175	99
F_MEALS			1808-	Imputation flag for MEALS		
			1808	0 = Original data	4586	1873
				1 = Imputed data	0	0
				2 = Donor-based imputation	175	99
F_YUITIO			1809-	Imputation flag for TUITION		
			1809	0 = Original data	4586	1873
				1 = Imputed data	0	0
				2 = Donor-based imputation	175	99
F_CHLDCA			1810-	Imputation flag for CHLDCARE		
			1810	0 = Original data	4586	1873
				1 = Imputed data	0	0
				2 = Donor-based imputation	175	99
F_COLLEG			1811-	Imputation flag for COLLEGE		
			1811	0 = Original data	4586	1873
				1 = Imputed data	0	0
				2 = Donor-based imputation	175	99
F_TRANSP			1812-	Imputation flag for TRANSP		
			1812	0 = Original data	4586	1873
				1 = Imputed data	0	0
				2 = Donor-based imputation	175	99
F_NONE			1813-	Imputation flag for NONE		
			1813	0 = Original data	4586	1873
				1 = Imputed data	0	0
				2 = Donor-based imputation	175	99
F_FAMLYI			1814-	Imputation flag for FAMLYINC		
			1814	0 = Original data	4268	1675
				1 = Imputed data	0	0
				2 = Donor-based imputation	493	297
F_SEX			1815-	Imputation flag for SEX		
			1815	0 = Original data	4694	1919
				1 = Imputed data	0	0
				2 = Donor-based imputation	67	53
F_RACE			1816-	Imputation flag for RACE		
			1816	0 = Original data	4653	1906
				1 = Imputed data	0	0
				2 = Donor-based imputation	108	66
F_TRIBE			1817-	Imputation flag for TRIBE		
			1817	0 = Original data	4647	1904
				1 = Imputed data	0	0
				2 = Donor-based imputation	114	68
F_HISPAN			1818-	Imputation flag for HISPANIC		
			1818	0 = Original data	4486	1839
				1 = Imputed data	0	0
				2 = Donor-based imputation	275	133
F_BIRTHY			1819-	Imputation flag for BIRTHYR		
			1819	0 = Original data	4667	1904
				1 = Imputed data	0	0
				2 = Donor-based imputation	94	68
F_MARITA			1820-	Imputation flag for MARITAL		
			1820	0 = Original data	4689	1917
				1 = Imputed data	0	0
				2 = Donor-based imputation	72	55
F_DEPCHL			1821-	Imputation flag for DEPCHLON		
			1821	0 = Original data	4672	1902
				1 = Imputed data	0	0
				2 = Donor-based imputation	89	70

1991-92 TEACHER FOLLOW-UP SURVEY
 CODEBOOK (RESTRICTED-USE VERSION)
 IMPUTATION FLAGS

Variable Name	Source Code		Location	Description	Unweighted Frequencies	
	Public	Private			Public	Private
F_AGEYOU			1822-	Imputation flag for AGEYOUNG		
			1822	0 = Original data	4659	1893
				1 = Imputed data	0	0
			2 = Donor-based imputation	102	79	
F_OTHERD			1823-	Imputation flag for OTHERDEP		
			1823	0 = Original data	4666	1889
				1 = Imputed data	0	0
			2 = Donor-based imputation	95	33	
F_DEPCOU			1824-	Imputation flag for DEPCOUNT		
			1824	0 = Original data	4656	1880
				1 = Imputed data	13	13
			2 = Donor-based imputation	92	79	
F_SURVMI			1825-	Imputation flag for SURVMINS		
			1825	0 = Original data	4761	1972
				1 = Imputed data	0	0
			2 = Donor-based imputation	0	0	

*U.S. GOVERNMENT PRINTING OFFICE: 1994-300-807/13122

United States
Department of Education
Washington, DC 20208-5651

Official Business
Penalty for Private Use, \$300



BEST COPY AVAILABLE