

Teacher Career/Vocational Choice Survey

Code number _____

Teacher Career/Vocational Choice Survey

The University of Virginia
National Research Center on the Gifted and Talented
1996

About the Survey: The National Research Center on the Gifted and Talented is conducting a national study designed to gather information on the representation of minority (non-White) teachers in gifted education programs and services. Our goal is to explore the career decisions of minority teachers relative to education, particularly gifted education. The questions are *not* to evaluate you individually, but to give us information on your career decisions as a minority teacher.

Since our goal is to understand the decision making of minority teachers, you will be asked a variety of questions. The first section focuses on gifted education options offered by your district and whether you personally provide such services. The second section asks you to share factors that affected your decisions to become or not become a teacher of gifted students. Finally, we ask you to provide information on your educational background and preparation in gifted education, as well as demographic information.

General Instructions: Some of the questions are answered by checking a single response to indicate your choice. We have also provided ample space for you to share information on factors that affected your decision to teach or not teach in gifted education.

Your responses are valuable. Please take a few minutes to complete this questionnaire and return it to us as soon as possible. When you're finished, please return the survey in the stamped addressed envelope.

Confidentiality: You may be assured of complete confidentiality. Your name will never be placed on the questionnaire. Your answers will be treated as confidential. Individual information will not be shared with anyone outside the research team and will only be reported in a statistical form that does not identify any individual's response.

Ford, D. Y. (1999). *Factors affecting the career decision making of minority teachers in gifted education* (CRS99212). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/crs99212.pdf>

I. SCHOOL INFORMATION ON GIFTED EDUCATION OPTIONS

The following items relate to your professional history, and to the school district in which you currently teach.

1. The first column lists services that may be offered to gifted students. In the second column, place a check by the services offered to gifted students in your district. In the third column, place a check if you teach or provide services in these areas. Check all that apply.

Services for gifted students	Services for gifted students offered by my district	I teach or offer services for gifted students in this area
Summer enrichment classes		
Saturday/weekend classes		
Mentorships, internships		
Early kindergarten admission		
College courses for high school students		
College credit for high school courses		
Opportunities for high school students to go to college and take classes		
Full-time magnet school or school based program		
Part-time magnet school or school based program		
Ability grouping		
Enrichment in the regular classroom		
Curricular modifications in the regular classroom delivered in a planned, sustained basis		
Resource rooms		
Courses added to a student's load (e.g., honors seminars, early bird classes)		
Clubs and extracurricular activities		
Field trips		
Special televised courses		

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Services for gifted students	Services for gifted students offered by my district	I teach or offer services for gifted students in this area
Self-instructional materials and systems (e.g., correspondence study)		
Gifted education teacher serving as a resource in the regular classroom		
Acceleration within the regular classroom		
Grade acceleration		
Advanced placement program		
Honors or advanced classes in all subjects		
Honors or advanced classes in some subjects		
International baccalaureate		
Other (specify):		

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II. CAREER DECISION MAKING

This section has two parts. However, you only need to complete the part related to your career choices. *Part A* is to be completed if you currently provide services to gifted students, have done so in the past, or wish to do so. *Part B* is to be completed if you do not provide services to gifted students, have not done so, and do not wish to do so. Again, answer part A *or* part B.

Part A. Please describe the process you went through in deciding to become a teacher of gifted students. Tell us your story as best you can recall. We are interested in factors, persons, and events that affected your decision. Provide as much detail as possible so that we can get a complete picture of your decision making. (Use the back of this sheet and add additional pages if necessary to complete your story).

Go to page 6 when you are finished.

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Part B. Please describe the process you went through in deciding not to become a teacher of gifted students. Tell us your story as best you can recall. We are interested in factors, persons, and events that affected your decision. Provide as much detail as possible so that we can get a complete picture of your decision making. (Use the back of this sheet and add additional pages if necessary to complete your story).

Go to page 6 when you are finished.

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III. DEMOGRAPHICS

1. Gender:

male
 female

2. Race/ethnicity:

White (not of Hispanic origin)
 Black/African American (not of Hispanic origin)
 Hispanic American
 Asian American/Pacific Islander
 Native American/American Indian/Native Alaskan
 Other (specify: _____)

3. Age:

21–30
 31–40
 41–50
 51–60
 61+

4. Please indicate degree(s) that you have earned beyond a high school diploma, the year the degree(s) was earned, and your major.

Degree Earned	Year	Major/Area/Emphasis
Pre-Bachelor's/Associate's		
Bachelor's		
Master's		
Specialist		
Doctorate		

5. What grade level(s) do you currently teach? _____

6. What subject(s) do you teach? (check all that apply)

Mathematics
 Language Arts/English
 Science
 Social Studies
 Other (specify) _____

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7. How long have you been a teacher?

- less than 5 years
- 5 – 10 years
- more than 10 years

8a. Do you currently teach or provide services to gifted students?

- no
- yes

8b. If no, did you teach or provide services to gifted students in the past?

- no
- yes

8c. If yes to 8a or 8b, how long have you taught/did you teach in a gifted program?

- less than 1 year
- 1 – 3 years
- 4 – 6 years
- 7 – 10 years
- more than 10 years

9. What type of district do you teach in?

- urban
- rural
- suburban

10. What is the percentage of minority students in your district?

- less than 10%
- 10 – 25%
- 26 – 50%
- 51 – 75%
- more than 75%

THANK YOU FOR COMPLETING THIS SURVEY
PLEASE RETURN THE SURVEY IN THE ENVELOPE PROVIDED