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Variable Name	Variable Label
SU_ID	SU_ID
CCD_STUDENT_SCHL_COUNT	Rounded count of students attending school from CCD file.
CCD_SCHL_PCT_REDUCED_LUNCH	Calculated percentage of students at school receiving reduced lunch based on counts reported by CCD.
CCD_SCHL_PCT_NON_WHITE	Calculated percentage of non-white students at school based on counts reported by CCD.
CCD_LOCALE	2-digit NCES locale classificaiton code that describes the type of area where the school is located.
CCD_LOCALE_LABEL	The NCES locales collapsed into basic urban, suburban, town, and rural categories.
CCD_STATE	2-letter abbreviation of the schools state as reported by CCD.
CCD_DIST_STUDENT_COUNT	
CCD_DIST_PCT_REDUCED_LUNCH	Calculated percentage of students at district receiving reduced lunch based on counts reported by CCD.
CCD_DIST_PCT_NON_WHITE	Calculated percentage of non-white students at district based on counts reported by CCD.
MDR_DERIVED_SUBJECT	Subject classification based on job codes.
MDR_STATE	Rounded count of students attending school district from MDR
MDR_CCD_SCHL_GRADE_LEVEL	School Classification (grade range). Identifies institutions by major grade range from MDR and where missing from CCD.
MDR_GENDER	Sex Code. Gender of individual reported by MDR
MDR_JOB1	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB2	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB3	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB4	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB5	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB6	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

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Variable Name	Variable Label
MDR_JOB7	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB8	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
FINAL_STATUS	Case final classification
STARTDATE	Start Date
ENDDATE	End Date
PROGRESS	Progress
DURATION__IN_SECONDS_	Duration (in seconds)
FINISHED	Finished
RECORDEDDATE	Recorded Date
Q1	Have you taught at least one US history course to students in grades 6-12 during the current 2022-23 school year?
Q2	Does this describe you? "The ONLY US history classes I am teaching during the current 2022-23 school year are AP US History and/or College Credit courses."
Q3	Which of the following describes your US history teaching assignment(s) during the current 2022-23 school year?
Q4	How many teachers teach US history in your building this school year (2022-23)?
Q5A	Do you plan lessons or curriculum with other US history teachers?
Q5B_1	On which of the following do you and your US history team members collaborate? Select all that apply. - Pacing and sequence of the course
Q5B_2	On which of the following do you and your US history team members collaborate? Select all that apply. - Unit plans
Q5B_3	On which of the following do you and your US history team members collaborate? Select all that apply. - Tests, assessments, and projects
Q5B_4	On which of the following do you and your US history team members collaborate? Select all that apply. - Day-to-day lessons
Q5C_1	For each of the activities listed below, how closely would you say that you and your team are aligned? - Pacing and sequence of the course
Q5C_2	For each of the activities listed below, how closely would you say that you and your team are aligned? - Unit Plans

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Variable Name	Variable Label
Q5C_3	For each of the activities listed below, how closely would you say that you and your team are aligned? - Tests, assessments, and projects
Q5C_4	For each of the activities listed below, how closely would you say that you and your team are aligned? - Day-to-day lessons
Q6	Which of the following BEST describes how curricular decisions at the DISTRICT office affect what you do in your US history class? - Selected Choice
Q6_TEXT	Which of the following BEST describes how curricular decisions at the DISTRICT office affect what you do in your US history class? - Other Specified
Q7_1	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A school principal
Q7_2	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A curriculum coordinator, instructional coach, or other administrator
Q7_3	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A fellow teacher who is a department/division/course chair or lead
Q7_4	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A team of teachers who collaborate as a PLC or course team
Q7_5	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - The individual classroom teacher
Q7_6	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - The state's academic standards for social studies
Q8	Which of the following BEST describes how curricular decisions in your SCHOOL affect what you do in your US history class? - Selected Choice
Q8_TEXT	Which of the following BEST describes how curricular decisions in your SCHOOL affect what you do in your US history class? - Other Specified
Q9_1	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give a common assessment to our students every unit.
Q9_2	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give a common assessment to our students every quarter or semester.
Q9_3	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give a common assessment to our students once a year.

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Variable Name	Variable Label
Q9_4	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I do a common project with our students at least once a year.
Q9_5	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give our own assessments, but we use a common pool of questions and prompts.
Q9_6	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I do NOT give assessments in common; we assess our students with tests and projects of our own.
Q9_7	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My state requires us to administer a common statewide assessment in US history.
Q9_8	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - Other Selected
Q9_8_TEXT	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - Other Specified
Q10	Which of the following BEST describes how your US history course(s) is organized? - Selected Choice
Q10_TEXT	Which of the following BEST describes how your US history course(s) is organized? - Other Specified
Q11_1	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as its own unit.
Q11_2	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of colonial history.
Q11_3	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of the history of the early republic.
Q11_4	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of the history of the Civil War.
Q11_5	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of the history of Reconstruction.
Q11_6	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of African American history.

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Q11_7	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach about its lasting legacy in the nation.
Q11_8	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I do not incorporate the history of slavery into my course.
Q12_1	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as its own unit.
Q12_2	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as part of a unit on colonial history.
Q12_3	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as part of a unit on nineteenth-century westward expansion.
Q12_4	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as part of a unit on the Civil Rights Movement.
Q12_5	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach about Native tribal nations as part of contemporary American society.
Q12_6	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I include Native American history in all the units I teach.
Q12_7	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I do not incorporate Native American history into my course.
Q13	Which of the following BEST describes the scope of your US history course(s)? (scale: first half US history - both halves US history)
Q14_TEXT	What two or three things/themes do you wish students would always remember about the American Revolution?
Q15_TEXT	What two or three things/themes do you wish students would always remember about US Westward Expansion?
Q16_TEXT	What two or three things/themes do you wish students would always remember about the Civil War?
Q17_TEXT	What two or three things/themes do you wish students would always remember about Reconstruction?
Q18_TEXT	What two or three things/themes do you wish students would always remember about the Gilded Age and Progressive Era?

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Q19_TEXT	What two or three things/themes do you wish students would always remember about the Civil Rights Movement?
Q20_1	How much emphasis do you place on the following topics/eras in your US History class? - Native America before European Colonization (scale: not a priority - high priority)
Q20_2	How much emphasis do you place on the following topics/eras in your US History class? - The Age of Exploration and Colonization (scale: not a priority - high priority)
Q20_3	How much emphasis do you place on the following topics/eras in your US History class? - The Colonial Period of British North America (scale: not a priority - high priority)
Q20_4	How much emphasis do you place on the following topics/eras in your US History class? - The American Revolution and Founding of the Republic (scale: not a priority - high priority)
Q20_5	How much emphasis do you place on the following topics/eras in your US History class? - Early National Period (scale: not a priority - high priority)
Q20_6	How much emphasis do you place on the following topics/eras in your US History class? - Early Nineteenth Century and Westward Expansion (Jacksonian America) (scale: not a priority - high priority)
Q20_7	How much emphasis do you place on the following topics/eras in your US History class? - Slavery and the Antebellum South (scale: not a priority - high priority)
Q20_8	How much emphasis do you place on the following topics/eras in your US History class? - The Sectional Crisis and the Civil War (scale: not a priority - high priority)
Q20_9	How much emphasis do you place on the following topics/eras in your US History class? - Reconstruction (scale: not a priority - high priority)
Q20_10	How much emphasis do you place on the following topics/eras in your US History class? - The Gilded Age and Industrial America (scale: not a priority - high priority)
Q20_11	How much emphasis do you place on the following topics/eras in your US History class? - The United States Becomes a World Power (scale: not a priority - high priority)
Q20_12	How much emphasis do you place on the following topics/eras in your US History class? - The Progressive Era (scale: not a priority - high priority)
Q20_13	How much emphasis do you place on the following topics/eras in your US History class? - World War I (scale: not a priority - high priority)
Q20_14	How much emphasis do you place on the following topics/eras in your US History class? - The Roaring '20s (scale: not a priority - high priority)
Q20_15	How much emphasis do you place on the following topics/eras in your US History class? - The Great Depression and the New Deal (scale: not a priority - high priority)
Q20_16	How much emphasis do you place on the following topics/eras in your US History class? - World War II (scale: not a priority - high priority)

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Q20_17	How much emphasis do you place on the following topics/eras in your US History class? - Postwar American Society and Culture (scale: not a priority - high priority)
Q20_18	How much emphasis do you place on the following topics/eras in your US History class? - The Cold War and Nuclear Age (scale: not a priority - high priority)
Q20_19	How much emphasis do you place on the following topics/eras in your US History class? - The Civil Rights Movement (scale: not a priority - high priority)
Q20_20	How much emphasis do you place on the following topics/eras in your US History class? - The Great Society (scale: not a priority - high priority)
Q20_21	How much emphasis do you place on the following topics/eras in your US History class? - The Counterculture (scale: not a priority - high priority)
Q20_22	How much emphasis do you place on the following topics/eras in your US History class? - The Vietnam War (scale: not a priority - high priority)
Q20_23	How much emphasis do you place on the following topics/eras in your US History class? - Reagan and the Conservative Movement (scale: not a priority - high priority)
Q20_24	How much emphasis do you place on the following topics/eras in your US History class? - The Information Age (scale: not a priority - high priority)
Q20_25	How much emphasis do you place on the following topics/eras in your US History class? - Clinton and the New Democrats (scale: not a priority - high priority)
Q20_26	How much emphasis do you place on the following topics/eras in your US History class? - The War on Terror (scale: not a priority - high priority)
Q20_27	How much emphasis do you place on the following topics/eras in your US History class? - The Great Recession and Present Day (scale: not a priority - high priority)
Q21_1	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Native America before European Colonization
Q21_2	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Age of Exploration and Colonization
Q21_3	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Colonial Period of British North America
Q21_4	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The American Revolution and Founding of the Republic
Q21_5	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Early National Period
Q21_6	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Early Nineteenth Century and Westward Expansion (Jacksonian America)

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Q21_7	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Slavery and the Antebellum South
Q21_8	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Sectional Crisis and the Civil War
Q21_9	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Reconstruction
Q21_10	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Gilded Age and Industrial America
Q21_11	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The United States Becoming a World Power
Q21_12	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Progressive Era
Q21_13	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - World War I
Q21_14	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Roaring '20s
Q21_15	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Great Depression and the New Deal
Q21_16	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - World War II
Q21_17	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Postwar American Society and Culture
Q21_18	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Cold War and Nuclear Age
Q21_19	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Civil Rights Movement
Q21_20	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Great Society
Q21_21	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Counterculture
Q21_22	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Vietnam War
Q21_23	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Reagan and the Conservative Movement

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Variable Name	Variable Label
Q21_24	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Information Age
Q21_25	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Clinton and the New Democrats
Q21_26	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The War on Terror
Q21_27	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Great Recession and Present Day
Q22A_1	What makes Native American before European Colonization difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22A_2	What makes Native American before European Colonization difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22A_3	What makes Native American before European Colonization difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22A_4	What makes Native American before European Colonization difficult? Select all that apply. - This topic area provokes unnecessary controversy and conflict.
Q22A_5	What makes Native American before European Colonization difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic well.
Q22A_6	What makes Native American before European Colonization difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic.
Q22A_7	What makes Native American before European Colonization difficult? Select all that apply. - Other Selected
Q22A_7_TEXT	What makes Native American before European Colonization difficult? Select all that apply. - Other Specified
Q22B_1	What makes the Age of Exploration and Colonization difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22B_2	What makes the Age of Exploration and Colonization difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22B_3	What makes the Age of Exploration and Colonization difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22B_4	What makes the Age of Exploration and Colonization difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22B_5	What makes the Age of Exploration and Colonization difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

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Variable Name	Variable Label
Q22B_6	What makes the Age of Exploration and Colonization difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22B_7	What makes the Age of Exploration and Colonization difficult? Select all that apply. - Other Selected
Q22B_7_TEXT	What makes the Age of Exploration and Colonization difficult? Select all that apply. - Other Specified
Q22C_1	What makes the Colonial Period of British North America difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22C_2	What makes the Colonial Period of British North America difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22C_3	What makes the Colonial Period of British North America difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22C_4	What makes the Colonial Period of British North America difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22C_5	What makes the Colonial Period of British North America difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22C_6	What makes the Colonial Period of British North America difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22C_7	What makes the Colonial Period of British North America difficult? Select all that apply. - Other Selected
Q22C_7_TEXT	What makes the Colonial Period of British North America difficult? Select all that apply. - Other Specified
Q22D_1	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22D_2	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22D_3	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22D_4	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

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Variable Name	Variable Label
Q22D_5	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22D_6	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22D_7	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - Other Selected
Q22D_7_TEXT	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - Other Specified
Q22E_1	What makes the Early National Period difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22E_2	What makes the Early National Period difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22E_3	What makes the Early National Period difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22E_4	What makes the Early National Period difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22E_5	What makes the Early National Period difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22E_6	What makes the Early National Period difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22E_7	What makes the Early National Period difficult? Select all that apply. - Other Selected
Q22E_7_TEXT	What makes the Early National Period difficult? Select all that apply. - Other Specified
Q22F_1	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22F_2	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22F_3	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22F_4	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

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Q22F_5	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22F_6	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22F_7	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - Other Selected
Q22F_7_TEXT	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - Other Specified
Q22G_1	What makes Slavery and the Antebellum South difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22G_2	What makes Slavery and the Antebellum South difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22G_3	What makes Slavery and the Antebellum South difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22G_4	What makes Slavery and the Antebellum South difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22G_5	What makes Slavery and the Antebellum South difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22G_6	What makes Slavery and the Antebellum South difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22G_7	What makes Slavery and the Antebellum South difficult? Select all that apply. - Other Selected
Q22G_7_TEXT	What makes Slavery and the Antebellum South difficult? Select all that apply. - Other Specified
Q22H_1	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22H_2	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22H_3	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22H_4	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

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Q22H_5	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22H_6	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22H_7	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - Other Selected
Q22H_7_TEXT	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - Other Specified
Q22I_1	What makes Reconstruction difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22I_2	What makes Reconstruction difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22I_3	What makes Reconstruction difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22I_4	What makes Reconstruction difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22I_5	What makes Reconstruction difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22I_6	What makes Reconstruction difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22I_7	What makes Reconstruction difficult? Select all that apply. - Other Selected
Q22I_7_TEXT	What makes Reconstruction difficult? Select all that apply. - Other Specified
Q22J_1	What makes the Gilded Age and Industrial America difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22J_2	What makes the Gilded Age and Industrial America difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22J_3	What makes the Gilded Age and Industrial America difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22J_4	What makes the Gilded Age and Industrial America difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22J_5	What makes the Gilded Age and Industrial America difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22J_6	What makes the Gilded Age and Industrial America difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

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Q22J_7	What makes the Gilded Age and Industrial America difficult? Select all that apply. - Other Selected
Q22J_7_TEXT	What makes the Gilded Age and Industrial America difficult? Select all that apply. - Other Specified
Q22K_1	What makes the United States Becomes a World Power difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22K_2	What makes the United States Becomes a World Power difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22K_3	What makes the United States Becomes a World Power difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22K_4	What makes the United States Becomes a World Power difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22K_5	What makes the United States Becomes a World Power difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22K_6	What makes the United States Becomes a World Power difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22K_7	What makes the United States Becomes a World Power difficult? Select all that apply. - Other Selected
Q22K_7_TEXT	What makes the United States Becomes a World Power difficult? Select all that apply. - Other Specified
Q22L_1	What makes the Progressive Era difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22L_2	What makes the Progressive Era difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22L_3	What makes the Progressive Era difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22L_4	What makes the Progressive Era difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22L_5	What makes the Progressive Era difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22L_6	What makes the Progressive Era difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22L_7	What makes the Progressive Era difficult? Select all that apply. - Other Selected

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Variable Name	Variable Label
Q22L_7_TEXT	What makes the Progressive Era difficult? Select all that apply. - Other Specified
Q22M_1	What makes World War I difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22M_2	What makes World War I difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22M_3	What makes World War I difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22M_4	What makes World War I difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22M_5	What makes World War I difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22M_6	What makes World War I difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22M_7	What makes World War I difficult? Select all that apply. - Other Selected
Q22M_7_TEXT	What makes World War I difficult? Select all that apply. - Other Specified
Q22N_1	What makes the Roaring '20s difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22N_2	What makes the Roaring '20s difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22N_3	What makes the Roaring '20s difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22N_4	What makes the Roaring '20s difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22N_5	What makes the Roaring '20s difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22N_6	What makes the Roaring '20s difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22N_7	What makes the Roaring '20s difficult? Select all that apply. - Other Selected
Q22N_7_TEXT	What makes the Roaring '20s difficult? Select all that apply. - Other Specified
Q22O_1	What makes the Great Depression and the New Deal difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22O_2	What makes the Great Depression and the New Deal difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

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Variable Name	Variable Label
Q22O_3	What makes the Great Depression and the New Deal difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22O_4	What makes the Great Depression and the New Deal difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22O_5	What makes the Great Depression and the New Deal difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22O_6	What makes the Great Depression and the New Deal difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22O_7	What makes the Great Depression and the New Deal difficult? Select all that apply. - Other Selected
Q22O_7_TEXT	What makes the Great Depression and the New Deal difficult? Select all that apply. - Other Specified
Q22P_1	What makes World War II difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22P_2	What makes World War II difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22P_3	What makes World War II difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22P_4	What makes World War II difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22P_5	What makes World War II difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22P_6	What makes World War II difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22P_7	What makes World War II difficult? Select all that apply. - Other Selected
Q22P_7_TEXT	What makes World War II difficult? Select all that apply. - Other Specified
Q22Q_1	What makes Postwar American Society and Culture difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22Q_2	What makes Postwar American Society and Culture difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22Q_3	What makes Postwar American Society and Culture difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22Q_4	What makes Postwar American Society and Culture difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

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Variable Name	Variable Label
Q22Q_5	What makes Postwar American Society and Culture difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22Q_6	What makes Postwar American Society and Culture difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22Q_7	What makes Postwar American Society and Culture difficult? Select all that apply. - Other Selected
Q22Q_7_TEXT	What makes Postwar American Society and Culture difficult? Select all that apply. - Other Specified
Q22R_1	What makes the Cold War and Nuclear Age difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22R_2	What makes the Cold War and Nuclear Age difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22R_3	What makes the Cold War and Nuclear Age difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22R_4	What makes the Cold War and Nuclear Age difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22R_5	What makes the Cold War and Nuclear Age difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22R_6	What makes the Cold War and Nuclear Age difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22R_7	What makes the Cold War and Nuclear Age difficult? Select all that apply. - Other Selected
Q22R_7_TEXT	What makes the Cold War and Nuclear Age difficult? Select all that apply. - Other Specified
Q22S_1	What makes the Civil Rights Movement difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22S_2	What makes the Civil Rights Movement difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22S_3	What makes the Civil Rights Movement difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22S_4	What makes the Civil Rights Movement difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22S_5	What makes the Civil Rights Movement difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

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Variable Name	Variable Label
Q22S_6	What makes the Civil Rights Movement difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22S_7	What makes the Civil Rights Movement difficult? Select all that apply. - Other Selected
Q22S_7_TEXT	What makes the Civil Rights Movement difficult? Select all that apply. - Other Specified
Q22T_1	What makes the Great Society difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22T_2	What makes the Great Society difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22T_3	What makes the Great Society difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22T_4	What makes the Great Society difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22T_5	What makes the Great Society difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22T_6	What makes the Great Society difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22T_7	What makes the Great Society difficult? Select all that apply. - Other Selected
Q22T_7_TEXT	What makes the Great Society difficult? Select all that apply. - Other Specified
Q22U_1	What makes the Counterculture difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22U_2	What makes the Counterculture difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22U_3	What makes the Counterculture difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22U_4	What makes the Counterculture difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22U_5	What makes the Counterculture difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22U_6	What makes the Counterculture difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22U_7	What makes the Counterculture difficult? Select all that apply. - Other Selected
Q22U_7_TEXT	What makes the Counterculture difficult? Select all that apply. - Other Specified
Q22V_1	What makes the Vietnam War difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

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Variable Name	Variable Label
Q22V_2	What makes the Vietnam War difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22V_3	What makes the Vietnam War difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22V_4	What makes the Vietnam War difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22V_5	What makes the Vietnam War difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22V_6	What makes the Vietnam War difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22V_7	What makes the Vietnam War difficult? Select all that apply. - Other Selected
Q22V_7_TEXT	What makes the Vietnam War difficult? Select all that apply. - Other Specified
Q22W_1	What makes Reagan and the Conservative Movement difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22W_2	What makes Reagan and the Conservative Movement difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22W_3	What makes Reagan and the Conservative Movement difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22W_4	What makes Reagan and the Conservative Movement difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22W_5	What makes Reagan and the Conservative Movement difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22W_6	What makes Reagan and the Conservative Movement difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22W_7	What makes Reagan and the Conservative Movement difficult? Select all that apply. - Other Selected
Q22W_7_TEXT	What makes Reagan and the Conservative Movement difficult? Select all that apply. - Other Specified
Q22X_1	What makes the Information Age difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22X_2	What makes the Information Age difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22X_3	What makes the Information Age difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

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Variable Name	Variable Label
Q22X_4	What makes the Information Age difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22X_5	What makes the Information Age difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22X_6	What makes the Information Age difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22X_7	What makes the Information Age difficult? Select all that apply. - Other Selected
Q22X_7_TEXT	What makes the Information Age difficult? Select all that apply. - Other Specified
Q22Y_1	What makes Clinton and the New Democrats difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22Y_2	What makes Clinton and the New Democrats difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22Y_3	What makes Clinton and the New Democrats difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22Y_4	What makes Clinton and the New Democrats difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22Y_5	What makes Clinton and the New Democrats difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22Y_6	What makes Clinton and the New Democrats difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22Y_7	What makes Clinton and the New Democrats difficult? Select all that apply. - Other Selected
Q22Y_7_TEXT	What makes Clinton and the New Democrats difficult? Select all that apply. - Other Specified
Q22Z_1	What makes the War on Terror difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22Z_2	What makes the War on Terror difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22Z_3	What makes the War on Terror difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22Z_4	What makes the War on Terror difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22Z_5	What makes the War on Terror difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

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Variable Name	Variable Label
Q22Z_6	What makes the War on Terror difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22Z_7	What makes the War on Terror difficult? Select all that apply. - Other Selected
Q22Z_7_TEXT	What makes the War on Terror difficult? Select all that apply. - Other Specified
Q22AA_1	What makes the Great Recession and Present Day difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22AA_2	What makes the Great Recession and Present Day difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22AA_3	What makes the Great Recession and Present Day difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22AA_4	What makes the Great Recession and Present Day difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22AA_5	What makes the Great Recession and Present Day difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22AA_6	What makes the Great Recession and Present Day difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22AA_7	What makes the Great Recession and Present Day difficult? Select all that apply. - Other Selected
Q22AA_7_TEXT	What makes the Great Recession and Present Day difficult? Select all that apply. - Other Specified
Q23_1	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Native America before European Colonization
Q23_2	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Age of Exploration and Colonization
Q23_3	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Colonial Period of British North America
Q23_4	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The American Revolution and Founding of the Republic
Q23_5	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Early National Period
Q23_6	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Early Nineteenth Century and Westward Expansion (Jacksonian America)
Q23_7	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Slavery and the Antebellum South

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Variable Name	Variable Label
Q23_8	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Sectional Crisis and the Civil War
Q23_9	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Reconstruction
Q23_10	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Gilded Age and Industrial America
Q23_11	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The United States Becomes a World Power
Q23_12	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Progressive Era
Q23_13	Please select up to three of your favorite topics/eras to teach in US History and explain why. - World War I
Q23_14	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Roaring '20s
Q23_15	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Great Depression and the New Deal
Q23_16	Please select up to three of your favorite topics/eras to teach in US History and explain why. - World War II
Q23_17	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Postwar American Society and Culture
Q23_18	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Cold War and Nuclear Age
Q23_19	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Civil Rights Movement
Q23_20	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Great Society
Q23_21	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Counterculture
Q23_22	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Vietnam War
Q23_23	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Reagan and the Conservative Movement
Q23_24	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Information Age

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Variable Name	Variable Label
Q23_25	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Clinton and the New Democrats
Q23_26	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The War on Terror
Q23_27	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Great Recession and Present Day
Q24A_TEXT	Please explain why you chose Native America before European Colonization.
Q24B_TEXT	Please explain why you chose the Age of Exploration and Colonization.
Q24C_TEXT	Please explain why you chose the Colonial Period of British North America.
Q24D_TEXT	Please explain why you chose the American Revolution and Founding of the Republic.
Q24E_TEXT	Please explain why you chose the Early National Period.
Q24F_TEXT	Please explain why you chose the Early Nineteenth Century and Westward Expansion (Jacksonian America).
Q24G_TEXT	Please explain why you chose Slavery and the Antebellum South.
Q24H_TEXT	Please explain why you chose the Sectional Crisis and the Civil War.
Q24I_TEXT	Please explain why you chose Reconstruction.
Q24J_TEXT	Please explain why you chose the Gilded Age and Industrial America
Q24K_TEXT	Please explain why you chose the United States Becomes a World Power.
Q24L_TEXT	Please explain why you chose the Progressive Era.
Q24M_TEXT	Please explain why you chose World War I.
Q24N_TEXT	Please explain why you chose the Roaring '20s.
Q24O_TEXT	Please explain why you chose the Great Depression and the New Deal.
Q24P_TEXT	Please explain why you chose World War II.
Q24Q_TEXT	Please explain why you chose Postwar American Society and Culture.
Q24R_TEXT	Please explain why you chose the Cold War and Nuclear Age.
Q24S_TEXT	Please explain why you chose the Civil Rights Movement.
Q24T_TEXT	Please explain why you chose the Great Society.
Q24U_TEXT	Please explain why you chose the Counterculture.
Q24V_TEXT	Please explain why you chose the Vietnam War.

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Variable Name	Variable Label
Q24W_TEXT	Please explain why you chose Reagan and the Conservative Movement.
Q24X_TEXT	Please explain why you chose the Information Age.
Q24Y_TEXT	Please explain why you chose the Clinton and the New Democrats.
Q24Z_TEXT	Please explain why you chose the War on Terror.
Q24AA_TEXT	Please explain why you chose the Great Recession and Present Day.
Q25_1	Which of the following materials do you use to teach US history? Select all that apply. - A hard copy of a US history textbook.
Q25_2	Which of the following materials do you use to teach US history? Select all that apply. - A digitally licensed version of a US history text from a textbook publisher.
Q25_3	Which of the following materials do you use to teach US history? Select all that apply. - Free online resources from history education providers and institutions.
Q25_4	Which of the following materials do you use to teach US history? Select all that apply. - Paid online resources from history education providers and institutions.
Q25_5	Which of the following materials do you use to teach US history? Select all that apply. - Free online resources from other teachers.
Q25_6	Which of the following materials do you use to teach US history? Select all that apply. - Paid online resources from other teachers.
Q25_7	Which of the following materials do you use to teach US history? Select all that apply. - Materials that I design and write myself.
Q25_8	Which of the following materials do you use to teach US history? Select all that apply. - Materials shared with me by other teachers.
Q25_9	Which of the following materials do you use to teach US history? Select all that apply. - My state's curriculum framework/standards.
Q25_10	Which of the following materials do you use to teach US history? Select all that apply. - My district's curriculum framework/standards.
Q26_1	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - I regularly assign textbook pages for homework.
Q26_2	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - I regularly assign students to read textbook pages in class.
Q26_3	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - I have students use the textbook as a reference for in-class work.
Q26_4	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - We use a textbook on a regular basis, but it's part of a set of other texts and resources we use.

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Variable Name	Variable Label
Q26_5	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - Students can access assigned readings from a digitally published text OR from a hard-copy textbook.
Q26_6	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - Students ONLY access assigned readings from a digitally published text, not from a hard-copy textbook.
Q26_7	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - We never use textbooks.
Q26_8	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - My district/school currently has no adopted textbook or licensed digital resource for US history.
Q27_TEXT	If you use a hard-copy or digitally licensed US history text in your on-level courses, which ones do you use?
Q28_1	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Discovery Education
Q28_2	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Newsela
Q28_3	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - CommonLit
Q28_4	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Nat Geo Education (National Geographic)
Q28_5	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Exploros
Q28_6	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - InspireEd
Q28_7	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Safari Montage
Q28_8	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - ActiveClassroom (Social Studies School Service)
Q28_9	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - The DBQ Project
Q28_10	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Choices Program (Brown University)

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Variable Name	Variable Label
Q28_11	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Teacher Created Materials (TCM)
Q28_12	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Albert.io
Q28_13	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - AMSCO (Perfection Learning)
Q28_14	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Scholastic News/ Upfront (New York Times)
Q28_15	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Other Selected
Q28_15_TEXT	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Other Specified
Q29_1	How often have you used the free history teaching resources listed below? - Stanford History Education Group (scale: used often - not sure I've heard of this)
Q29_2	How often have you used the free history teaching resources listed below? - Gilder Lehrman Institute of American History (scale: used often - not sure I've heard of this)
Q29_3	How often have you used the free history teaching resources listed below? - NCSS C3 Framework (scale: used often - not sure I've heard of this)
Q29_4	How often have you used the free history teaching resources listed below? - Federal Museums, Archives, and Institutions (scale: used often - not sure I've heard of this)
Q29_5	How often have you used the free history teaching resources listed below? - TeachingHistory.org (scale: used often - not sure I've heard of this)
Q29_6	How often have you used the free history teaching resources listed below? - Teaching American History (Ashbrook Center) (scale: used often - not sure I've heard of this)
Q29_7	How often have you used the free history teaching resources listed below? - Learning for Justice (formerly Teaching Tolerance) (scale: used often - not sure I've heard of this)
Q29_8	How often have you used the free history teaching resources listed below? - Facing History and Ourselves (scale: used often - not sure I've heard of this)
Q29_9	How often have you used the free history teaching resources listed below? - National Geographic (scale: used often - not sure I've heard of this)
Q29_10	How often have you used the free history teaching resources listed below? - Digital Public Library of America (scale: used often - not sure I've heard of this)

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Variable Name	Variable Label
Q29_11	How often have you used the free history teaching resources listed below? - PBS Learning Media (scale: used often - not sure I've heard of this)
Q29_12	How often have you used the free history teaching resources listed below? - Digital History (University of Houston) (scale: used often - not sure I've heard of this)
Q29_13	How often have you used the free history teaching resources listed below? - UMBC Center for History Education (scale: used often - not sure I've heard of this)
Q29_14	How often have you used the free history teaching resources listed below? - Educating for American Democracy (EAD) Roadmap (scale: used often - not sure I've heard of this)
Q29_15	How often have you used the free history teaching resources listed below? - National Council for History Education (scale: used often - not sure I've heard of this)
Q29_16	How often have you used the free history teaching resources listed below? - The 1619 Project Education Network (scale: used often - not sure I've heard of this)
Q29_17	How often have you used the free history teaching resources listed below? - Hillsdale 1776 Curriculum (scale: used often - not sure I've heard of this)
Q29_18	How often have you used the free history teaching resources listed below? - American Birthright (Civics Alliance) (scale: used often - not sure I've heard of this)
Q29_19	How often have you used the free history teaching resources listed below? - 1776 Unites (scale: used often - not sure I've heard of this)
Q29_20	How often have you used the free history teaching resources listed below? - Teachers Pay Teachers (scale: used often - not sure I've heard of this)
Q29_21	How often have you used the free history teaching resources listed below? - Pinterest (scale: used often - not sure I've heard of this)
Q29_22	How often have you used the free history teaching resources listed below? - Khan Academy (scale: used often - not sure I've heard of this)
Q29_23	How often have you used the free history teaching resources listed below? - C3 Teachers (Inquires) (scale: used often - not sure I've heard of this)
Q29_24	How often have you used the free history teaching resources listed below? - American Yawp (scale: used often - not sure I've heard of this)
Q29_25	How often have you used the free history teaching resources listed below? - History Matters: The US History Survey Course on the Web (George Mason University) (scale: used often - not sure I've heard of this)
Q29_26	How often have you used the free history teaching resources listed below? - Zinn Education Project (scale: used often - not sure I've heard of this)
Q29_27	How often have you used the free history teaching resources listed below? - AP Central for APUSH (College Board) (scale: used often - not sure I've heard of this)

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Variable Name	Variable Label
Q29_28	How often have you used the free history teaching resources listed below? - Heimmler's Histories (scale: used often - not sure I've heard of this)
Q29_29	How often have you used the free history teaching resources listed below? - Crash Course US History (John Green) (scale: used often - not sure I've heard of this)
Q29_30	How often have you used the free history teaching resources listed below? - Social media groups and/or forums (scale: used often - not sure I've heard of this)
Q30_TEXT	For any resources that you said you avoid, please describe why you avoid using them.
Q31_TEXT	Please name any free local (town, region, or state) history teaching resources that you use on a regular basis in your US history course(s).
Q32_TEXT	If there are any significant US history resources that you use frequently that were NOT listed, please list them here.
Q34_1	How important are the following skills for US history students to learn in your class? - Developing critical thinking skills (scale: not at all important - very important)
Q34_2	How important are the following skills for US history students to learn in your class? - Teaching students to analyze primary sources (scale: not at all important - very important)
Q34_3	How important are the following skills for US history students to learn in your class? - Embedding core knowledge of key events, people, and eras in American history (scale: not at all important - very important)
Q34_4	How important are the following skills for US history students to learn in your class? - Teaching students to build arguments using evidence from primary sources (scale: not at all important - very important)
Q34_5	How important are the following skills for US history students to learn in your class? - Teaching students to think in terms of causes and effects (scale: not at all important - very important)
Q34_6	How important are the following skills for US history students to learn in your class? - Teaching students to understand the contingency of historical events (scale: not at all important - very important)
Q34_7	How important are the following skills for US history students to learn in your class? - Introducing students to historiographical debates (scale: not at all important - very important)
Q34_8	How important are the following skills for US history students to learn in your class? - Getting students to articulate how they feel about the past (scale: not at all important - very important)
Q34_9	How important are the following skills for US history students to learn in your class? - Teaching students how to do research (scale: not at all important - very important)

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Variable Name	Variable Label
Q34_10	How important are the following skills for US history students to learn in your class? - Teaching students how to write a thesis-driven essay (scale: not at all important - very important)
Q35_1	How important are the following goals and values to teaching US history? - Presenting US history as a story of violence, oppression, and/or injustice (scale: not at all important - very important)
Q35_2	How important are the following goals and values to teaching US history? - Presenting US history as a series of conflicts over power (scale: not at all important - very important)
Q35_3	How important are the following goals and values to teaching US history? - Presenting US history as a complex mix of accomplishments and setbacks (scale: not at all important - very important)
Q35_4	How important are the following goals and values to teaching US history? - Presenting US history as a consistent fulfillment of the promises of the nation's founding (scale: not at all important - very important)
Q35_5	How important are the following goals and values to teaching US history? - Presenting multiple sides of every story (scale: not at all important - very important)
Q36_1	How important are the following goals and values to teaching US history? - Making connections to the present (scale: not at all important - very important)
Q36_2	How important are the following goals and values to teaching US history? - Instilling civic pride in the nation (scale: not at all important - very important)
Q36_3	How important are the following goals and values to teaching US history? - Building an appreciation for diversity (scale: not at all important - very important)
Q36_4	How important are the following goals and values to teaching US history? - Instilling core knowledge of national heritage (scale: not at all important - very important)
Q36_5	How important are the following goals and values to teaching US history? - Focusing on challenging/controversial topics (scale: not at all important - very important)
Q37_1	How important are the following goals and values to teaching US history? - Developing informed citizens for participation in a democratic society (scale: not at all important - very important)
Q37_2	How important are the following goals and values to teaching US history? - Expecting students to confront the role of racism in our nation's character (scale: not at all important - very important)
Q37_3	How important are the following goals and values to teaching US history? - Cultivating an appreciation of the United States as an exceptional nation (scale: not at all important - very important)
Q37_4	How important are the following goals and values to teaching US history? - Helping students see the role of God in our nation's destiny (scale: not at all important - very important)

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Variable Name	Variable Label
Q37_5	How important are the following goals and values to teaching US history? - Building a shared sense of national identity among students across social groups (scale: not at all important - very important)
Q37	Have you ever personally faced objections or criticisms to the way you teach certain topics in US history? (scale: frequently - never)
Q38_TEXT	If yes, which topic has generated the most objections or criticisms for you?
Q39_1	From whom have the objections or criticisms come? Select all that apply. - Students
Q39_2	From whom have the objections or criticisms come? Select all that apply. - Parents
Q39_3	From whom have the objections or criticisms come? Select all that apply. - School or district administrators
Q39_4	From whom have the objections or criticisms come? Select all that apply. - Colleagues
Q39_5	From whom have the objections or criticisms come? Select all that apply. - Local school board
Q39_6	From whom have the objections or criticisms come? Select all that apply. - Community members
Q39_7	From whom have the objections or criticisms come? Select all that apply. - State education agency
Q39_8	From whom have the objections or criticisms come? Select all that apply. - State board of education
Q39_9	From whom have the objections or criticisms come? Select all that apply. - State legislature
Q39_10	From whom have the objections or criticisms come? Select all that apply. - Press
Q39_11	From whom have the objections or criticisms come? Select all that apply. - Other Selected
Q39_11_TEXT	From whom have the objections or criticisms come? Select all that apply. - Other Specified
Q40_1	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I changed the way I taught the topic.
Q40_2	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I did further research to enrich my teaching.
Q40_3	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I sought out professional development.
Q40_4	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I sought out administrative support.
Q40_5	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I stopped teaching the topic.

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Variable Name	Variable Label
Q40_6	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I did not change the way I taught the topic.
Q40_7	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - Other Selected
Q40_7_TEXT	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - Other Specified
Q41_1	How do you identify? Select all that apply. - Female
Q41_2	How do you identify? Select all that apply. - Male
Q41_3	How do you identify? Select all that apply. - Transgender, non-binary, or another gender
Q42_1	Which of the following do you mark on US census forms? Select all that apply. - Asian American/Pacific Islander
Q42_2	Which of the following do you mark on US census forms? Select all that apply. - Black/African American
Q42_3	Which of the following do you mark on US census forms? Select all that apply. - Hispanic/Latino
Q42_4	Which of the following do you mark on US census forms? Select all that apply. - Native American/Alaska Native
Q42_5	Which of the following do you mark on US census forms? Select all that apply. - White
Q_RACE	Respondent race - single variable
Q43	Excluding student teaching, how many years have you worked as a social studies teacher, INCLUDING this year?
Q44_1	What degrees have you earned? Select all that apply. - Bachelor's degree
Q44_2	What degrees have you earned? Select all that apply. - Master's degree
Q44_3	What degrees have you earned? Select all that apply. - Doctoral degree
Q45_1	What was your undergraduate major(s)? Select all that apply. - Elementary or Secondary Education
Q45_2	What was your undergraduate major(s)? Select all that apply. - History
Q45_3	What was your undergraduate major(s)? Select all that apply. - History Education
Q45_4	What was your undergraduate major(s)? Select all that apply. - Geography or Geography Education
Q45_5	What was your undergraduate major(s)? Select all that apply. - Physical Education
Q45_6	What was your undergraduate major(s)? Select all that apply. - Special Education

SECTION INDEX OF VARIABLES

Variable Name	Variable Label
Q45_7	What was your undergraduate major(s)? Select all that apply. - General Social Science or Social Studies Education
Q45_8	What was your undergraduate major(s)? Select all that apply. - Political Science
Q45_9	What was your undergraduate major(s)? Select all that apply. - Economics
Q45_10	What was your undergraduate major(s)? Select all that apply. - Sociology
Q45_11	What was your undergraduate major(s)? Select all that apply. - Another Social Science
Q45_12	What was your undergraduate major(s)? Select all that apply. - English/Literature/Rhetoric
Q45_13	What was your undergraduate major(s)? Select all that apply. - English Language Learning
Q45_14	What was your undergraduate major(s)? Select all that apply. - Early Childhood Education
Q45_15	What was your undergraduate major(s)? Select all that apply. - Foreign Language
Q45_16	What was your undergraduate major(s)? Select all that apply. - Ethnic Studies
Q45_17	What was your undergraduate major(s)? Select all that apply. - Gender Studies
Q45_18	What was your undergraduate major(s)? Select all that apply. - Communications
Q45_19	What was your undergraduate major(s)? Select all that apply. - Business
Q45_20	What was your undergraduate major(s)? Select all that apply. - Philosophy
Q45_21	What was your undergraduate major(s)? Select all that apply. - Other academic discipline selected
Q45_21_TEXT	What was your undergraduate major(s)? Select all that apply. - Other academic discipline specified
Q46	Did you have any undergraduate minors?
Q47_1	What was your undergraduate minor(s)? Select all that apply. - Elementary or Secondary Education
Q47_2	What was your undergraduate minor(s)? Select all that apply. - History
Q47_3	What was your undergraduate minor(s)? Select all that apply. - History Education
Q47_4	What was your undergraduate minor(s)? Select all that apply. - Geography or Geography Education
Q47_5	What was your undergraduate minor(s)? Select all that apply. - Physical Education
Q47_6	What was your undergraduate minor(s)? Select all that apply. - Special Education
Q47_7	What was your undergraduate minor(s)? Select all that apply. - General Social Science or Social Studies Education

SECTION INDEX OF VARIABLES

Variable Name	Variable Label
Q47_8	What was your undergraduate minor(s)? Select all that apply. - Political Science
Q47_9	What was your undergraduate minor(s)? Select all that apply. - Economics
Q47_10	What was your undergraduate minor(s)? Select all that apply. - Sociology
Q47_11	What was your undergraduate minor(s)? Select all that apply. - Another Social Science
Q47_12	What was your undergraduate minor(s)? Select all that apply. - English/Literature/Rhetoric
Q47_13	What was your undergraduate minor(s)? Select all that apply. - English Language Learning
Q47_14	What was your undergraduate minor(s)? Select all that apply. - Early Childhood Education
Q47_15	What was your undergraduate minor(s)? Select all that apply. - Foreign Language
Q47_16	What was your undergraduate minor(s)? Select all that apply. - Ethnic Studies
Q47_17	What was your undergraduate minor(s)? Select all that apply. - Gender Studies
Q47_18	What was your undergraduate minor(s)? Select all that apply. - Communications
Q47_19	What was your undergraduate minor(s)? Select all that apply. - Business
Q47_20	What was your undergraduate minor(s)? Select all that apply. - Philosophy
Q47_21	What was your undergraduate minor(s)? Select all that apply. - Other academic discipline selected
Q47_21_TEXT	What was your undergraduate minor(s)? Select all that apply. - Other academic discipline specified
Q48_1	In what field did you receive your master's degree? Select all that apply. - Elementary or Secondary Education
Q48_2	In what field did you receive your master's degree? Select all that apply. - History
Q48_3	In what field did you receive your master's degree? Select all that apply. - History Education
Q48_4	In what field did you receive your master's degree? Select all that apply. - Geography or Geography Education
Q48_5	In what field did you receive your master's degree? Select all that apply. - Physical Education
Q48_6	In what field did you receive your master's degree? Select all that apply. - Special Education

SECTION INDEX OF VARIABLES

Variable Name	Variable Label
Q48_7	In what field did you receive your master's degree? Select all that apply. - General Social Science or Social Studies Education
Q48_8	In what field did you receive your master's degree? Select all that apply. - Political Science
Q48_9	In what field did you receive your master's degree? Select all that apply. - Economics
Q48_10	In what field did you receive your master's degree? Select all that apply. - Sociology
Q48_11	In what field did you receive your master's degree? Select all that apply. - Another Social Science
Q48_12	In what field did you receive your master's degree? Select all that apply. - English/Literature/Rhetoric
Q48_13	In what field did you receive your master's degree? Select all that apply. - English Language Learning
Q48_14	In what field did you receive your master's degree? Select all that apply. - Early Childhood Education
Q48_15	In what field did you receive your master's degree? Select all that apply. - Foreign Language
Q48_16	In what field did you receive your master's degree? Select all that apply. - Ethnic Studies
Q48_17	In what field did you receive your master's degree? Select all that apply. - Gender Studies
Q48_18	In what field did you receive your master's degree? Select all that apply. - Communications
Q48_19	In what field did you receive your master's degree? Select all that apply. - Business
Q48_20	In what field did you receive your master's degree? Select all that apply. - Philosophy
Q48_21	In what field did you receive your master's degree? Select all that apply. - Other academic discipline selected
Q48_21_TEXT	In what field did you receive your master's degree? Select all that apply. - Other academic discipline specified
Q49_1	In what field did you receive your doctoral degree? Select all that apply. - Elementary or Secondary Education
Q49_2	In what field did you receive your doctoral degree? Select all that apply. - History
Q49_3	In what field did you receive your doctoral degree? Select all that apply. - History Education
Q49_4	In what field did you receive your doctoral degree? Select all that apply. - Geography or Geography Education

SECTION INDEX OF VARIABLES

Variable Name	Variable Label
Q49_5	In what field did you receive your doctoral degree? Select all that apply. - Physical Education
Q49_6	In what field did you receive your doctoral degree? Select all that apply. - Special Education
Q49_7	In what field did you receive your doctoral degree? Select all that apply. - General Social Science or Social Studies Education
Q49_8	In what field did you receive your doctoral degree? Select all that apply. - Political Science
Q49_9	In what field did you receive your doctoral degree? Select all that apply. - Economics
Q49_10	In what field did you receive your doctoral degree? Select all that apply. - Sociology
Q49_11	In what field did you receive your doctoral degree? Select all that apply. - Another Social Science
Q49_12	In what field did you receive your doctoral degree? Select all that apply. - English/Literature/Rhetoric
Q49_13	In what field did you receive your doctoral degree? Select all that apply. - English Language Learning
Q49_14	In what field did you receive your doctoral degree? Select all that apply. - Early Childhood Education
Q49_15	In what field did you receive your doctoral degree? Select all that apply. - Foreign Language
Q49_16	In what field did you receive your doctoral degree? Select all that apply. - Ethnic Studies
Q49_17	In what field did you receive your doctoral degree? Select all that apply. - Gender Studies
Q49_18	In what field did you receive your doctoral degree? Select all that apply. - Communications
Q49_19	In what field did you receive your doctoral degree? Select all that apply. - Business
Q49_20	In what field did you receive your doctoral degree? Select all that apply. - Philosophy
Q49_21	In what field did you receive your doctoral degree? Select all that apply. - Other academic discipline selected
Q49_21_TEXT	In what field did you receive your doctoral degree? Select all that apply. - Other academic discipline specified
Q50_TEXT	Which subjects does your teachers' license qualify you to teach?
QGIFTCARD	Please select the e-gift card you would like to receive.

SECTION INDEX OF VARIABLES

Variable Name	Variable Label
GENDER_Q41_AGG	Gender, aggregated
GENDER_Q41_MDR	Composite from survey items Q41_1 2 and 3 plus MDR_Gender for Q41 nonrespondents

Variable: SU_ID

Label: SU_ID

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Unique case identifier	3,012	100.0%	100.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: CCD_STUDENT_SCHL_COUNT

Label: Rounded count of students attending school from CCD file.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Count Available	3,005	99.8%	100.0%
RESERVED CODES:			
-2: No data reported by CCD	2	0.1%	n/a
-1: No NCES ID reported by MDR to connect with CCD data	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: CCD_SCHL_PCT_REDUCED_LUNCH

Label: Calculated percentage of students at school receiving reduced lunch based on counts reported by CCD.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Percent Available	3,005	99.8%	100.0%
RESERVED CODES:			
-2: No data reported by CCD	2	0.1%	n/a

Variable: CCD_SCHL_PCT_REDUCED_LUNCH

Label: Calculated percentage of students at school receiving reduced lunch based on counts reported by CCD.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-1: No NCES ID reported by MDR to connect with CCD data	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: CCD_SCHL_PCT_NON_WHITE

Label: Calculated percentage of non-white students at school based on counts reported by CCD.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Percent Available	3,005	99.8%	100.0%
RESERVED CODES:			
-2: No data reported by CCD	2	0.1%	n/a
-1: No NCES ID reported by MDR to connect with CCD data	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: CCD_LOCALE

Label: 2-digit NCES locale classification code that describes the type of area where the school is located.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
11: City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.	322	10.7%	10.7%
12: City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.	248	8.2%	8.2%
13: City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.	199	6.6%	6.6%
21: Suburban, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.	905	30.0%	30.0%
22: Suburban, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.	99	3.3%	3.3%
23: Suburban, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.	60	2.0%	2.0%
31: Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.	87	2.9%	2.9%
32: Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.	195	6.5%	6.5%
33: Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.	102	3.4%	3.4%
41: Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.	402	13.3%	13.3%

Variable: CCD_LOCALE

Label: 2-digit NCES locale classificaiton code that describes the type of area where the school is located.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
42: Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.	269	8.9%	8.9%
43: Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.	124	4.1%	4.1%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: CCD_LOCALE_LABEL

Label: The NCES locales collapsed into basic urban, suburban, town, and rural categories.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
R: Rural/Non-Metro	795	26.4%	26.4%
S: Suburban	1,064	35.3%	35.3%
T: Town	384	12.7%	12.7%
U: Urban	769	25.5%	25.5%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: CCD_STATE

Label: 2-letter abbreviation of the schools state as reported by CCD.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
AL: Alabama	192	6.4%	6.4%
CO: Colorado	242	8.0%	8.0%
CT: Connecticut	202	6.7%	6.7%
IA: Iowa	234	7.8%	7.8%
IL: Illinois	598	19.9%	19.9%
PA: Pennsylvania	335	11.1%	11.1%
TX: Texas	620	20.6%	20.6%
VA: Virginia	346	11.5%	11.5%
WA: Washington	243	8.1%	8.1%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: CCD_DIST_STUDENT_COUNT

Label:

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Count Available	3,010	99.9%	100.0%
RESERVED CODES:			
-1: No NCES ID reported by MDR to connect with CCD data	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: CCD_DIST_PCT_REDUCED_LUNCH

Label: Calculated percentage of students at district receiving reduced lunch based on counts reported by CCD.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Percent Available	3,010	99.9%	100.0%
RESERVED CODES:			
-1: No NCES ID reported by MDR to connect with CCD data	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: CCD_DIST_PCT_NON_WHITE

Label: Calculated percentage of non-white students at district based on counts reported by CCD.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Percent Available	3,009	99.9%	100.0%
RESERVED CODES:			
-2: No data reported by CCD	1	0.0%	n/a
-1: No NCES ID reported by MDR to connect with CCD data	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: MDR_DERIVED_SUBJECT

Label: Subject classification based on job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: US history (if Job code = 342)	726	24.1%	24.1%
2: State/local history teacher (else if job code = 467)	45	1.5%	1.5%
3: Other history (else if job codes = 343 or 556)	650	21.6%	21.6%
4: Other social studies (else if job codes = 340, 341, 344, 345, 346, 347, 348, 349, 350, or 435)	1,591	52.8%	52.8%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_STATE

Label: Rounded count of students attending school district from MDR

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
AL: Alabama	192	6.4%	6.4%
CO: Colorado	242	8.0%	8.0%
CT: Connecticut	202	6.7%	6.7%
IA: Iowa	234	7.8%	7.8%
IL: Illinois	598	19.9%	19.9%
PA: Pennsylvania	335	11.1%	11.1%
TX: Texas	620	20.6%	20.6%
VA: Virginia	346	11.5%	11.5%
WA: Washington	243	8.1%	8.1%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_CCD_SCHL_GRADE_LEVEL

Label: School Classification (grade range). Identifies institutions by major grade range from MDR and where missing from CCD.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
10-12: 10th Grade to 12th Grade	74	2.5%	2.5%
4-6: 4th Grade to 6th Grade	13	0.4%	0.4%
5-8: 5th Grade to 8th Grade	924	30.7%	30.7%
6-8: 6th Grade to 8th Grade	16	0.5%	0.5%
7-12: 7th Grade to 12th Grade	143	4.7%	4.7%
7-8: 7th Grade to 8th Grade	3	0.1%	0.1%
7-9: 7th Grade to 9th Grade	180	6.0%	6.0%
9-11: 9th Grade to 11th Grade	1	0.0%	0.0%
9-12: 9th Grade to 12th Grade	1,320	43.8%	43.8%
K-12: Kindergarten to 12th Grade	191	6.3%	6.3%
K-5: Kindergarten to 5th Grade	1	0.0%	0.0%
K-6: Kindergarten to 6th Grade	14	0.5%	0.5%
K-8: Kindergarten to 8th Grade	119	4.0%	4.0%
No ID: There was no NCES ID because school was a charter or alternative school.	5	0.2%	0.2%
Not Available: No MDR grade available and CCD indicated that data was not available.	1	0.0%	0.0%
Not Reported: No MDR grade available and CCD did not report that data.	1	0.0%	0.0%
PK-12: Pre-kindergarten to 12th Grade	2	0.1%	0.1%
PK-8: Pre-kindergarten to 8th Grade	4	0.1%	0.1%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_GENDER

Label: Sex Code. Gender of individual reported by MDR

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
F: Female	1,210	40.2%	40.2%
M: Male	1,460	48.5%	48.5%
U: Unknown	342	11.4%	11.4%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_JOB1

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
010: Sec Curric/Instruct Director	1	0.0%	0.0%
016: Instructional Media Svcs Dir	1	0.0%	0.0%
076: Student Information System Dir	1	0.0%	0.0%
083: Substance Abuse Prevntn Coord	1	0.0%	0.0%
101: First Grade Teacher	1	0.0%	0.0%
104: Fourth Grade Teacher	3	0.1%	0.1%
105: Fifth Grade Teacher	18	0.6%	0.6%
106: Sixth Grade Teacher	168	5.6%	5.6%
107: Seventh Grade Teacher	265	8.8%	8.8%
108: Eighth Grade Teacher	329	10.9%	10.9%
113: At Risk/Alternative Tchr	11	0.4%	0.4%
114: Tenth Grade Teacher	21	0.7%	0.7%
115: Eleventh Grade Teacher	14	0.5%	0.5%
116: Twelfth Grade Teacher	8	0.3%	0.3%
121: Ninth Grade Teacher	14	0.5%	0.5%
123: Teacher Mentor	6	0.2%	0.2%
124: Team Leader	2	0.1%	0.1%
201: Principal	1	0.0%	0.0%
203: Secondary Principal	1	0.0%	0.0%
204: Assistant Principal	1	0.0%	0.0%
300: Math Teacher	3	0.1%	0.1%
319: Writing/Composition Teacher	2	0.1%	0.1%
320: Science Teacher	8	0.3%	0.3%
323: Earth/Space Science Teacher	1	0.0%	0.0%
340: Social Studies Teacher	879	29.2%	29.2%

Issued: February 7, 2024

Variable: MDR_JOB1

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
341: Social Studies Dept Chairprsn	76	2.5%	2.5%
342: U S History Teacher	290	9.6%	9.6%
343: World History/Culture Teacher	58	1.9%	1.9%
344: Civics/Government Teacher	92	3.1%	3.1%
345: Economics Teacher	64	2.1%	2.1%
346: Geography Teacher	88	2.9%	2.9%
347: Psychology Teacher	2	0.1%	0.1%
348: Sociology/Anthropology Teacher	3	0.1%	0.1%
355: Humanities Teacher	13	0.4%	0.4%
359: Literature Teacher	1	0.0%	0.0%
360: English/Language Arts Teacher	137	4.5%	4.5%
361: English Dept Chairperson	2	0.1%	0.1%
363: Reading Teacher	9	0.3%	0.3%
365: Journalism Teacher	1	0.0%	0.0%
367: Speech/Debate Teacher	5	0.2%	0.2%
369: Drama Teacher	5	0.2%	0.2%
381: Career & Tech Ed Dept Chair	1	0.0%	0.0%
398: Response To Intervention Tchr	1	0.0%	0.0%
400: Foreign/World Lang Teacher	5	0.2%	0.2%
402: French Teacher	2	0.1%	0.1%
403: Spanish Teacher	9	0.3%	0.3%
415: Community Service Coordinator	1	0.0%	0.0%
424: Internet/Website Teacher	1	0.0%	0.0%
443: Dance Teacher	1	0.0%	0.0%
444: Adaptive Pe Teacher	1	0.0%	0.0%

Issued: February 7, 2024

Variable: MDR_JOB1

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
450: Special Education Teacher	4	0.1%	0.1%
451: Special Ed Dept Chairperson	1	0.0%	0.0%
456: Teacher Of Gifted Children	6	0.2%	0.2%
457: Speech-Language Pathologist	1	0.0%	0.0%
458: Title I Teacher	1	0.0%	0.0%
461: Computer Science Teacher	5	0.2%	0.2%
464: Computer Literacy Teacher	3	0.1%	0.1%
467: State/Local History Teacher	10	0.3%	0.3%
470: Physical Education Teacher	6	0.2%	0.2%
472: Health Teacher	1	0.0%	0.0%
480: Driver Education Teacher	4	0.1%	0.1%
484: Current Events Teacher	10	0.3%	0.3%
485: Webmaster	3	0.1%	0.1%
499: Art History/Appreciation Tchr	1	0.0%	0.0%
500: Art Teacher	6	0.2%	0.2%
512: Band Director	2	0.1%	0.1%
520: Library/Media Specialist	1	0.0%	0.0%
527: School Newspaper Advisor	1	0.0%	0.0%
528: Yearbook Advisor	5	0.2%	0.2%
534: Dropout Prevention Coordinator	1	0.0%	0.0%
540: Resource Teacher	3	0.1%	0.1%
550: Bilingual Education Teacher	8	0.3%	0.3%
551: English Language Learner Tchr	6	0.2%	0.2%
552: Study Skills Teacher	2	0.1%	0.1%
556: History Teacher	284	9.4%	9.4%

Issued: February 7, 2024

Variable: MDR_JOB1

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
559: Student Activity Coordinator	2	0.1%	0.1%
563: Paraprofessional/Instruct Aide	3	0.1%	0.1%
564: Library Aide	1	0.0%	0.0%
565: Computer Technician	1	0.0%	0.0%
590: School Psychologist	1	0.0%	0.0%
720: Superintendent Office	1	0.0%	0.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_JOB2

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: No code	1,321	43.9%	43.9%
012: Title I Coordinator	1	0.0%	0.0%
104: Fourth Grade Teacher	1	0.0%	0.0%
105: Fifth Grade Teacher	7	0.2%	0.2%
106: Sixth Grade Teacher	38	1.3%	1.3%
107: Seventh Grade Teacher	57	1.9%	1.9%
108: Eighth Grade Teacher	102	3.4%	3.4%
113: At Risk/Alternative Tchr	6	0.2%	0.2%
115: Eleventh Grade Teacher	7	0.2%	0.2%
116: Twelfth Grade Teacher	3	0.1%	0.1%
121: Ninth Grade Teacher	11	0.4%	0.4%
123: Teacher Mentor	1	0.0%	0.0%
124: Team Leader	8	0.3%	0.3%
191: Esports Coach	2	0.1%	0.1%
192: Girls Wrestling Coach	4	0.1%	0.1%
270: Character Education Director	1	0.0%	0.0%
300: Math Teacher	7	0.2%	0.2%
319: Writing/Composition Teacher	2	0.1%	0.1%
320: Science Teacher	22	0.7%	0.7%
324: Physical Science Teacher	1	0.0%	0.0%
325: Environmental Science Teacher	1	0.0%	0.0%
340: Social Studies Teacher	473	15.7%	15.7%
341: Social Studies Dept Chairprsn	2	0.1%	0.1%
342: U S History Teacher	265	8.8%	8.8%
343: World History/Culture Teacher	114	3.8%	3.8%

Issued: February 7, 2024

Variable: MDR_JOB2

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
344: Civics/Government Teacher	94	3.1%	3.1%
345: Economics Teacher	21	0.7%	0.7%
346: Geography Teacher	53	1.8%	1.8%
347: Psychology Teacher	33	1.1%	1.1%
348: Sociology/Anthropology Teacher	14	0.5%	0.5%
349: Philosophy Teacher	1	0.0%	0.0%
350: Minorities Teacher	2	0.1%	0.1%
355: Humanities Teacher	7	0.2%	0.2%
359: Literature Teacher	2	0.1%	0.1%
360: English/Language Arts Teacher	3	0.1%	0.1%
362: Remedial Reading Teacher	1	0.0%	0.0%
363: Reading Teacher	12	0.4%	0.4%
365: Journalism Teacher	1	0.0%	0.0%
367: Speech/Debate Teacher	2	0.1%	0.1%
372: Child Development Teacher	1	0.0%	0.0%
385: Family/Consumer Sciences Tchr	2	0.1%	0.1%
393: Computer Applications Teacher	2	0.1%	0.1%
394: Technology Education Dept Chair	1	0.0%	0.0%
398: Response To Intervention Tchr	1	0.0%	0.0%
400: Foreign/World Lang Teacher	1	0.0%	0.0%
403: Spanish Teacher	1	0.0%	0.0%
425: Photography Teacher	1	0.0%	0.0%
435: Political Science Teacher	2	0.1%	0.1%
450: Special Education Teacher	1	0.0%	0.0%
453: Tchr Of Emotionally Challenged	1	0.0%	0.0%

Issued: February 7, 2024

Variable: MDR_JOB2

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
456: Teacher Of Gifted Children	8	0.3%	0.3%
457: Speech-Language Pathologist	1	0.0%	0.0%
464: Computer Literacy Teacher	1	0.0%	0.0%
467: State/Local History Teacher	27	0.9%	0.9%
468: Law Teacher	4	0.1%	0.1%
470: Physical Education Teacher	3	0.1%	0.1%
472: Health Teacher	4	0.1%	0.1%
484: Current Events Teacher	13	0.4%	0.4%
485: Webmaster	1	0.0%	0.0%
510: Music Teacher	1	0.0%	0.0%
516: General Music Teacher	1	0.0%	0.0%
518: Custodial Personnel	1	0.0%	0.0%
520: Library/Media Specialist	4	0.1%	0.1%
527: School Newspaper Advisor	1	0.0%	0.0%
528: Yearbook Advisor	4	0.1%	0.1%
550: Bilingual Education Teacher	3	0.1%	0.1%
551: English Language Learner Tchr	4	0.1%	0.1%
552: Study Skills Teacher	3	0.1%	0.1%
556: History Teacher	205	6.8%	6.8%
567: Title I Reading Teacher	1	0.0%	0.0%
569: In School Suspension Director	1	0.0%	0.0%
576: STEM Teacher	1	0.0%	0.0%
595: Religious Studies Teacher	2	0.1%	0.1%
625: Technology Services Director	1	0.0%	0.0%

Issued: February 7, 2024

Variable: MDR_JOB2

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_JOB3

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: No code	2,333	77.5%	77.5%
006: Athletic Director	1	0.0%	0.0%
103: Third Grade Teacher	1	0.0%	0.0%
104: Fourth Grade Teacher	1	0.0%	0.0%
105: Fifth Grade Teacher	1	0.0%	0.0%
106: Sixth Grade Teacher	4	0.1%	0.1%
107: Seventh Grade Teacher	5	0.2%	0.2%
108: Eighth Grade Teacher	23	0.8%	0.8%
113: At Risk/Alternative Tchr	1	0.0%	0.0%
122: Head Teacher	1	0.0%	0.0%
124: Team Leader	1	0.0%	0.0%
298: Grant Writer/Partnerships	1	0.0%	0.0%
300: Math Teacher	3	0.1%	0.1%
319: Writing/Composition Teacher	3	0.1%	0.1%
320: Science Teacher	4	0.1%	0.1%
327: General Science Teacher	1	0.0%	0.0%

Variable: MDR_JOB3

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
340: Social Studies Teacher	183	6.1%	6.1%
342: U S History Teacher	117	3.9%	3.9%
343: World History/Culture Teacher	70	2.3%	2.3%
344: Civics/Government Teacher	40	1.3%	1.3%
345: Economics Teacher	9	0.3%	0.3%
346: Geography Teacher	16	0.5%	0.5%
347: Psychology Teacher	11	0.4%	0.4%
348: Sociology/Anthropology Teacher	23	0.8%	0.8%
349: Philosophy Teacher	2	0.1%	0.1%
350: Minorities Teacher	7	0.2%	0.2%
359: Literature Teacher	1	0.0%	0.0%
360: English/Language Arts Teacher	1	0.0%	0.0%
374: Keyboarding/Typing Teacher	1	0.0%	0.0%
382: Agricultural Education Teacher	1	0.0%	0.0%
385: Family/Consumer Sciences Tchr	2	0.1%	0.1%
387: Personal Finance Teacher	5	0.2%	0.2%
393: Computer Applications Teacher	2	0.1%	0.1%
398: Response To Intervention Tchr	1	0.0%	0.0%
435: Political Science Teacher	11	0.4%	0.4%
450: Special Education Teacher	1	0.0%	0.0%
456: Teacher Of Gifted Children	2	0.1%	0.1%
467: State/Local History Teacher	26	0.9%	0.9%
468: Law Teacher	7	0.2%	0.2%
470: Physical Education Teacher	1	0.0%	0.0%
472: Health Teacher	1	0.0%	0.0%

Issued: February 7, 2024

Variable: MDR_JOB3

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
484: Current Events Teacher	2	0.1%	0.1%
485: Webmaster	1	0.0%	0.0%
510: Music Teacher	1	0.0%	0.0%
530: School Counselor	1	0.0%	0.0%
550: Bilingual Education Teacher	1	0.0%	0.0%
551: English Language Learner Tchr	2	0.1%	0.1%
556: History Teacher	73	2.4%	2.4%
563: Paraprofessional/Instruct Aide	1	0.0%	0.0%
576: STEM Teacher	2	0.1%	0.1%
595: Religious Studies Teacher	3	0.1%	0.1%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_JOB4

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: No code	2,800	93.0%	93.0%
073: Instructional Technology Dir	1	0.0%	0.0%
105: Fifth Grade Teacher	1	0.0%	0.0%
106: Sixth Grade Teacher	1	0.0%	0.0%
107: Seventh Grade Teacher	1	0.0%	0.0%
108: Eighth Grade Teacher	3	0.1%	0.1%

Variable: MDR_JOB4

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
113: At Risk/Alternative Tchr	1	0.0%	0.0%
192: Girls Wrestling Coach	1	0.0%	0.0%
320: Science Teacher	2	0.1%	0.1%
322: Biology Teacher	1	0.0%	0.0%
340: Social Studies Teacher	34	1.1%	1.1%
342: U S History Teacher	42	1.4%	1.4%
343: World History/Culture Teacher	35	1.2%	1.2%
344: Civics/Government Teacher	13	0.4%	0.4%
345: Economics Teacher	1	0.0%	0.0%
346: Geography Teacher	2	0.1%	0.1%
347: Psychology Teacher	10	0.3%	0.3%
348: Sociology/Anthropology Teacher	12	0.4%	0.4%
349: Philosophy Teacher	1	0.0%	0.0%
350: Minorities Teacher	1	0.0%	0.0%
355: Humanities Teacher	1	0.0%	0.0%
369: Drama Teacher	1	0.0%	0.0%
385: Family/Consumer Sciences Tchr	1	0.0%	0.0%
387: Personal Finance Teacher	2	0.1%	0.1%
388: Technology Education Teacher	2	0.1%	0.1%
398: Response To Intervention Tchr	1	0.0%	0.0%
425: Photography Teacher	1	0.0%	0.0%
435: Political Science Teacher	4	0.1%	0.1%
457: Speech-Language Pathologist	1	0.0%	0.0%
467: State/Local History Teacher	12	0.4%	0.4%
468: Law Teacher	4	0.1%	0.1%

Issued: February 7, 2024

Variable: MDR_JOB4

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
470: Physical Education Teacher	1	0.0%	0.0%
484: Current Events Teacher	1	0.0%	0.0%
494: Consumer Economics Teacher	1	0.0%	0.0%
510: Music Teacher	1	0.0%	0.0%
531: Guidance/Testing	1	0.0%	0.0%
556: History Teacher	14	0.5%	0.5%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_JOB5

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: No code	2,945	97.8%	97.8%
106: Sixth Grade Teacher	1	0.0%	0.0%
107: Seventh Grade Teacher	1	0.0%	0.0%
108: Eighth Grade Teacher	1	0.0%	0.0%
115: Eleventh Grade Teacher	1	0.0%	0.0%
191: Esports Coach	1	0.0%	0.0%
192: Girls Wrestling Coach	1	0.0%	0.0%
340: Social Studies Teacher	9	0.3%	0.3%
342: U S History Teacher	9	0.3%	0.3%
343: World History/Culture Teacher	17	0.6%	0.6%

Variable: MDR_JOB5

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
344: Civics/Government Teacher	3	0.1%	0.1%
345: Economics Teacher	1	0.0%	0.0%
347: Psychology Teacher	5	0.2%	0.2%
348: Sociology/Anthropology Teacher	4	0.1%	0.1%
387: Personal Finance Teacher	1	0.0%	0.0%
429: Life Skills Teacher	1	0.0%	0.0%
461: Computer Science Teacher	1	0.0%	0.0%
467: State/Local History Teacher	6	0.2%	0.2%
556: History Teacher	3	0.1%	0.1%
595: Religious Studies Teacher	1	0.0%	0.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_JOB6

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: No code	2,986	99.1%	99.1%
108: Eighth Grade Teacher	1	0.0%	0.0%
340: Social Studies Teacher	3	0.1%	0.1%
342: U S History Teacher	3	0.1%	0.1%
343: World History/Culture Teacher	5	0.2%	0.2%
347: Psychology Teacher	5	0.2%	0.2%

Variable: MDR_JOB6

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
348: Sociology/Anthropology Teacher	3	0.1%	0.1%
387: Personal Finance Teacher	1	0.0%	0.0%
426: Career Education Teacher	1	0.0%	0.0%
465: Technology Coordinator	1	0.0%	0.0%
467: State/Local History Teacher	1	0.0%	0.0%
496: Engineering Teacher	1	0.0%	0.0%
573: Criminal Justice Teacher	1	0.0%	0.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_JOB7

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: No code	3,001	99.6%	99.6%
340: Social Studies Teacher	1	0.0%	0.0%
343: World History/Culture Teacher	1	0.0%	0.0%
347: Psychology Teacher	2	0.1%	0.1%
348: Sociology/Anthropology Teacher	3	0.1%	0.1%
386: Business/Office Ed Teacher	1	0.0%	0.0%
467: State/Local History Teacher	1	0.0%	0.0%
468: Law Teacher	1	0.0%	0.0%
556: History Teacher	1	0.0%	0.0%

Variable: MDR_JOB7

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: MDR_JOB8

Label: For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: No code	3,006	99.8%	99.8%
347: Psychology Teacher	2	0.1%	0.1%
348: Sociology/Anthropology Teacher	2	0.1%	0.1%
380: Career & Technical Ed Teacher	1	0.0%	0.0%
388: Technology Education Teacher	1	0.0%	0.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: FINAL_STATUS

Label: Case final classification

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Complete - Partial: Cases that completed survey at least Q13 or more.	812	27.0%	27.0%
Complete-Full: Cases that received all the questions and completed survey. They may have skipped or refused some questions.	2,200	73.0%	73.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: STARTDATE

Label: Start Date

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Date Provided	3,012	100.0%	100.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: ENDDATE

Label: End Date

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Date Provided	3,012	100.0%	100.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: PROGRESS

Label: Progress

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Value Provided	3,012	100.0%	100.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: DURATION__IN_SECONDS__

Label: Duration (in seconds)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Value Provided	3,012	100.0%	100.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: FINISHED

Label: Finished

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: False	812	27.0%	27.0%
1: True	2,200	73.0%	73.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: RECORDEDDATE

Label: Recorded Date

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
Date Provided	3,012	100.0%	100.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: Q1

Label: Have you taught at least one US history course to students in grades 6-12 during the current 2022-23 school year?

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Yes	3,011	100.0%	100.0%
RESERVED CODES:			
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q2

Label: Does this describe you? "The ONLY US history classes I am teaching during the current 2022-23 school year are AP US History and/or College Credit courses."

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
2: No	3,012	100.0%	100.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: Q3

Label: Which of the following describes your US history teaching assignment(s) during the current 2022-23 school year?

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Teaching students in middle grades 6-8	1,346	44.7%	44.7%
2: Teaching students in high school grades 9-12	1,593	52.9%	52.9%
3: I have taught US history to both middle and high school grade-level students during the current 2022-23 school year	73	2.4%	2.4%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: Q4

Label: How many teachers teach US history in your building this school year (2022-23)?

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: It's just me	365	12.1%	12.1%
2: Me and one other teacher	674	22.4%	22.4%
3: Me and 2-5 other teachers	1,526	50.7%	50.7%
4: Me and 6-10 teachers	376	12.5%	12.5%
5: Me and more than 10 teachers	68	2.3%	2.3%
RESERVED CODES:			
-10: BREAK OFF	1	0.0%	n/a
-3: MISSING	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q5A

Label: Do you plan lessons or curriculum with other US history teachers?

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: No, I plan alone.	559	18.6%	21.2%
2: Some of us choose to plan together, but collaboration is not required.	732	24.3%	27.8%
3: All of us work together, but collaboration is not required.	399	13.2%	15.2%
4: We are required to work together as a course team/PLC.	941	31.2%	35.8%
RESERVED CODES:			
-10: BREAK OFF	15	0.5%	n/a
-7: N/A -- R is the only history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q5B_1

Label: On which of the following do you and your US history team members collaborate? Select all that apply. - Pacing and sequence of the course

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	307	10.2%	15.9%
1: Selected	1,626	54.0%	84.1%
RESERVED CODES:			
-10: BREAK OFF	154	5.1%	n/a
-8: N/A -- R does not collaborate with other US history teachers	559	18.6%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a

Variable: Q5B_1

Label: On which of the following do you and your US history team members collaborate? Select all that apply. - Pacing and sequence of the course

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q5B_2

Label: On which of the following do you and your US history team members collaborate? Select all that apply. - Unit plans

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	620	20.6%	32.1%
1: Selected	1,313	43.6%	67.9%
RESERVED CODES:			
-10: BREAK OFF	154	5.1%	n/a
-8: N/A -- R does not collaborate with other US history teachers	559	18.6%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q5B_3

Label: On which of the following do you and your US history team members collaborate? Select all that apply. - Tests, assessments, and projects

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	434	14.4%	22.5%
1: Selected	1,499	49.8%	77.5%
RESERVED CODES:			
-10: BREAK OFF	154	5.1%	n/a
-8: N/A -- R does not collaborate with other US history teachers	559	18.6%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q5B_4

Label: On which of the following do you and your US history team members collaborate? Select all that apply. - Day-to-day lessons

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	809	26.9%	41.9%
1: Selected	1,124	37.3%	58.1%
RESERVED CODES:			
-10: BREAK OFF	154	5.1%	n/a
-8: N/A -- R does not collaborate with other US history teachers	559	18.6%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q5C_1

Label: For each of the activities listed below, how closely would you say that you and your team are aligned? - Pacing and sequence of the course

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not aligned at all	28	0.9%	1.4%
2: Somewhat aligned	397	13.2%	20.5%
3: Mostly aligned	1,018	33.8%	52.7%
4: Totally aligned	490	16.3%	25.3%
RESERVED CODES:			
-10: BREAK OFF	154	5.1%	n/a
-8: N/A -- R does not collaborate with other US history teachers	559	18.6%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q5C_2

Label: For each of the activities listed below, how closely would you say that you and your team are aligned? - Unit Plans

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not aligned at all	73	2.4%	3.8%
2: Somewhat aligned	514	17.1%	26.6%
3: Mostly aligned	833	27.7%	43.1%
4: Totally aligned	512	17.0%	26.5%
RESERVED CODES:			
-10: BREAK OFF	154	5.1%	n/a
-8: N/A -- R does not collaborate with other US history teachers	559	18.6%	n/a

Variable: Q5C_2

Label: For each of the activities listed below, how closely would you say that you and your team are aligned? - Unit Plans

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q5C_3

Label: For each of the activities listed below, how closely would you say that you and your team are aligned? - Tests, assessments, and projects

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not aligned at all	130	4.3%	6.7%
2: Somewhat aligned	500	16.6%	25.9%
3: Mostly aligned	668	22.2%	34.6%
4: Totally aligned	632	21.0%	32.7%
RESERVED CODES:			
-10: BREAK OFF	154	5.1%	n/a
-8: N/A -- R does not collaborate with other US history teachers	559	18.6%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	4	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q5C_4

Label: For each of the activities listed below, how closely would you say that you and your team are aligned? - Day-to-day lessons

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not aligned at all	317	10.5%	16.4%
2: Somewhat aligned	825	27.4%	42.7%
3: Mostly aligned	614	20.4%	31.8%
4: Totally aligned	176	5.8%	9.1%
RESERVED CODES:			
-10: BREAK OFF	154	5.1%	n/a
-8: N/A -- R does not collaborate with other US history teachers	559	18.6%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q6

Label: Which of the following BEST describes how curricular decisions at the DISTRICT office affect what you do in your US history class? - Selected Choice

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Someone at the district office creates a document outlining what we're supposed to teach, and then we follow it. Pacing, readings, assignments, activities are all specified and required by the district office.	119	4.0%	4.2%
2: Someone at the district office creates a document outlining what we're supposed to teach, and then we are required to/expected to follow it. Pacing is specified, but readings, assignments, and activities are left up to the teachers.	959	31.8%	34.2%
3: Someone at the district office creates a document outlining what we're supposed to teach, but it is not enforced.	266	8.8%	9.5%
4: I don't receive anything from the district office that directs my teaching.	1,037	34.4%	37.0%
5: Other, please describe:	424	14.1%	15.1%
RESERVED CODES:			
-10: BREAK OFF	202	6.7%	n/a
-3: MISSING	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q6_TEXT

Label: Which of the following BEST describes how curricular decisions at the DISTRICT office affect what you do in your US history class? - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	423	14.0%	100.0%
RESERVED CODES:			
BREAK OFF	202	6.7%	n/a
N/A -- Other not selected	2,381	79.1%	n/a

Variable: Q6_TEXT

Label: Which of the following BEST describes how curricular decisions at the DISTRICT office affect what you do in your US history class? - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
MISSING	6	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q7_1

Label: How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A school principal

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: No influence	1,115	37.0%	40.2%
2: A little influence	1,311	43.5%	47.2%
3: A significant influence	304	10.1%	11.0%
4: The most influence	46	1.5%	1.7%
RESERVED CODES:			
-10: BREAK OFF	202	6.7%	n/a
-4: N/A -- Has not taught at least one US history course to students in grades 6-12 in 22-23 school year	32	1.1%	n/a
-3: MISSING	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q7_2

Label: How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A curriculum coordinator, instructional coach, or other administrator

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: No influence	669	22.2%	25.7%
2: A little influence	1,030	34.2%	39.6%
3: A significant influence	667	22.1%	25.6%
4: The most influence	235	7.8%	9.0%
RESERVED CODES:			
-10: BREAK OFF	202	6.7%	n/a
-4: N/A -- Has not taught at least one US history course to students in grades 6-12 in 22-23 school year	206	6.8%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q7_3

Label: How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A fellow teacher who is a department/division/course chair or lead

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: No influence	644	21.4%	25.0%
2: A little influence	937	31.1%	36.4%
3: A significant influence	745	24.7%	28.9%
4: The most influence	251	8.3%	9.7%
RESERVED CODES:			
-10: BREAK OFF	202	6.7%	n/a

Variable: Q7_3

Label: How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A fellow teacher who is a department/division/course chair or lead

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-4: N/A -- Has not taught at least one US history course to students in grades 6-12 in 22-23 school year	227	7.5%	n/a
-3: MISSING	6	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q7_4

Label: How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A team of teachers who collaborate as a PLC or course team

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: No influence	575	19.1%	22.1%
2: A little influence	717	23.8%	27.6%
3: A significant influence	759	25.2%	29.2%
4: The most influence	551	18.3%	21.2%
RESERVED CODES:			
-10: BREAK OFF	202	6.7%	n/a
-4: N/A -- Has not taught at least one US history course to students in grades 6-12 in 22-23 school year	205	6.8%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q7_5

Label: How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - The individual classroom teacher

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: No influence	90	3.0%	3.2%
2: A little influence	268	8.9%	9.6%
3: A significant influence	756	25.1%	27.2%
4: The most influence	1,665	55.3%	59.9%
RESERVED CODES:			
-10: BREAK OFF	202	6.7%	n/a
-4: N/A -- Has not taught at least one US history course to students in grades 6-12 in 22-23 school year	29	1.0%	n/a
-3: MISSING	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q7_6

Label: How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - The state's academic standards for social studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: No influence	52	1.7%	1.9%
2: A little influence	390	12.9%	14.0%
3: A significant influence	1,182	39.2%	42.4%
4: The most influence	1,161	38.5%	41.7%
RESERVED CODES:			
-10: BREAK OFF	202	6.7%	n/a

Variable: Q7_6

Label: How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - The state's academic standards for social studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-4: N/A -- Has not taught at least one US history course to students in grades 6-12 in 22-23 school year	21	0.7%	n/a
-3: MISSING	4	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q8

Label: Which of the following BEST describes how curricular decisions in your SCHOOL affect what you do in your US history class? - Selected Choice

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: An administrator, course leader, and/or teacher team at my school creates a document outlining what we're supposed to teach, and we are expected to teach it.	501	16.6%	17.8%
2: An administrator, course leader, and/or teacher team at my school creates a document outlining what we're supposed to teach, but it's optional.	187	6.2%	6.7%
3: Teachers share lesson ideas with each other and plan some things together, but we don't have one set of documents that reflects what we all do.	867	28.8%	30.9%
4: Administrators ask me for paperwork describing my units and lessons, but I'm the only one deciding what happens in my classroom.	608	20.2%	21.7%
5: I'm the only one deciding what happens in my classroom. Administrators do not ask for information about my units and lessons.	484	16.1%	17.2%
6: Other, please describe:	161	5.3%	5.7%
RESERVED CODES:			

Variable: Q8

Label: Which of the following BEST describes how curricular decisions in your SCHOOL affect what you do in your US history class? - Selected Choice

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-10: BREAK OFF	202	6.7%	n/a
-3: MISSING	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q8_TEXT

Label: Which of the following BEST describes how curricular decisions in your SCHOOL affect what you do in your US history class? - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	161	5.3%	100.0%
RESERVED CODES:			
BREAK OFF	202	6.7%	n/a
N/A -- Other not selected	2,647	87.9%	n/a
MISSING	2	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q9_1

Label: Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give a common assessment to our students every unit.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,436	47.7%	58.4%
1: Selected	1,021	33.9%	41.6%
RESERVED CODES:			
-10: BREAK OFF	187	6.2%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q9_2

Label: Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give a common assessment to our students every quarter or semester.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,943	64.5%	79.1%
1: Selected	514	17.1%	20.9%
RESERVED CODES:			
-10: BREAK OFF	187	6.2%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q9_3

Label: Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give a common assessment to our students once a year.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,302	76.4%	93.7%
1: Selected	155	5.1%	6.3%
RESERVED CODES:			
-10: BREAK OFF	187	6.2%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q9_4

Label: Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I do a common project with our students at least once a year.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,074	68.9%	84.4%
1: Selected	383	12.7%	15.6%
RESERVED CODES:			
-10: BREAK OFF	187	6.2%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q9_5

Label: Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give our own assessments, but we use a common pool of questions and prompts.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,161	71.7%	88.0%
1: Selected	296	9.8%	12.0%
RESERVED CODES:			
-10: BREAK OFF	187	6.2%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q9_6

Label: Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I do NOT give assessments in common; we assess our students with tests and projects of our own.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,777	59.0%	72.3%
1: Selected	680	22.6%	27.7%
RESERVED CODES:			
-10: BREAK OFF	187	6.2%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q9_7

Label: Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My state requires us to administer a common statewide assessment in US history.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,171	72.1%	88.4%
1: Selected	286	9.5%	11.6%
RESERVED CODES:			
-10: BREAK OFF	187	6.2%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q9_8

Label: Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,364	78.5%	96.2%
1: Selected	93	3.1%	3.8%
RESERVED CODES:			
-10: BREAK OFF	187	6.2%	n/a
-7: N/A -- R is the only US history teacher in their school building this year	365	12.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q9_8_TEXT

Label: Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	91	3.0%	100.0%
RESERVED CODES:			
BREAK OFF	188	6.2%	n/a
N/A -- R is the only history teacher in their school building this year	365	12.1%	n/a
N/A -- Other not selected	2,364	78.5%	n/a
MISSING	4	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q10

Label: Which of the following BEST describes how your US history course(s) is organized? - Selected Choice

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: My course is organized chronologically.	2,093	69.5%	75.6%
2: My course is organized thematically.	500	16.6%	18.1%
3: Other, please specify:	174	5.8%	6.3%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q10_TEXT

Label: Which of the following BEST describes how your US history course(s) is organized? - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	174	5.8%	100.0%
RESERVED CODES:			
BREAK OFF	245	8.1%	n/a
N/A -- Other not selected	2,593	86.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q11_1

Label: Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as its own unit.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,439	81.0%	88.2%
1: Selected	325	10.8%	11.8%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q11_2

Label: Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of colonial history.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,382	45.9%	50.0%
1: Selected	1,382	45.9%	50.0%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q11_3

Label: Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of the history of the early republic.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,475	49.0%	53.4%
1: Selected	1,289	42.8%	46.6%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q11_4

Label: Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of the history of the Civil War.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	962	31.9%	34.8%
1: Selected	1,802	59.8%	65.2%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q11_5

Label: Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of the history of Reconstruction.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,076	35.7%	38.9%
1: Selected	1,688	56.0%	61.1%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q11_6

Label: Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of African American history.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,961	65.1%	70.9%
1: Selected	803	26.7%	29.1%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q11_7

Label: Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach about its lasting legacy in the nation.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,341	44.5%	48.5%
1: Selected	1,423	47.2%	51.5%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q11_8

Label: Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I do not incorporate the history of slavery into my course.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,669	88.6%	96.6%
1: Selected	95	3.2%	3.4%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	3	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q12_1

Label: Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as its own unit.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,346	77.9%	84.9%
1: Selected	416	13.8%	15.1%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q12_2

Label: Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as part of a unit on colonial history.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,376	45.7%	49.8%
1: Selected	1,386	46.0%	50.2%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q12_3

Label: Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as part of a unit on nineteenth-century westward expansion.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	679	22.5%	24.6%
1: Selected	2,083	69.2%	75.4%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q12_4

Label: Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as part of a unit on the Civil Rights Movement.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,864	61.9%	67.5%
1: Selected	898	29.8%	32.5%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q12_5

Label: Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach about Native tribal nations as part of contemporary American society.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,200	73.0%	79.7%
1: Selected	562	18.7%	20.3%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q12_6

Label: Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I include Native American history in all the units I teach.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,268	75.3%	82.1%
1: Selected	494	16.4%	17.9%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q12_7

Label: Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I do not incorporate Native American history into my course.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,659	88.3%	96.3%
1: Selected	103	3.4%	3.7%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q13

Label: Which of the following BEST describes the scope of your US history course(s)?
(scale: first half US history - both halves US history)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: I teach the "first half" of US history (precolonial to 1877).	859	28.5%	31.1%
2: I teach the "second half" of US history (1877 to present).	974	32.3%	35.3%
3: I teach "both halves" of US history (precolonial to present).	925	30.7%	33.5%
RESERVED CODES:			
-10: BREAK OFF	245	8.1%	n/a
-3: MISSING	9	0.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q14_TEXT

Label: What two or three things/themes do you wish students would always remember about the American Revolution?

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	1,454	48.3%	100.0%
RESERVED CODES:			
BREAK OFF	472	15.7%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
MISSING	112	3.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q15_TEXT

Label: What two or three things/themes do you wish students would always remember about US Westward Expansion?

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	1,451	48.2%	100.0%
RESERVED CODES:			
BREAK OFF	472	15.7%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
MISSING	115	3.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q16_TEXT

Label: What two or three things/themes do you wish students would always remember about the Civil War?

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	2,256	74.9%	100.0%
RESERVED CODES:			
BREAK OFF	578	19.2%	n/a
MISSING	178	5.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q17_TEXT

Label: What two or three things/themes do you wish students would always remember about Reconstruction?

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	1,538	51.1%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
MISSING	120	4.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q18_TEXT

Label: What two or three things/themes do you wish students would always remember about the Gilded Age and Progressive Era?

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	1,519	50.4%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
MISSING	139	4.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q19_TEXT

Label: What two or three things/themes do you wish students would always remember about the Civil Rights Movement?

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	1,535	51.0%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
MISSING	123	4.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_1

Label: How much emphasis do you place on the following topics/eras in your US History class? - Native America before European Colonization (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	100	3.3%	6.5%
2: Low Priority	385	12.8%	24.8%
3: Mid Priority	569	18.9%	36.7%
4: High Priority	368	12.2%	23.7%
5: Not Covered	128	4.2%	8.3%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	16	0.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_2

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Age of Exploration and Colonization (scale: not a priority-high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	54	1.8%	3.5%
2: Low Priority	342	11.4%	22.1%
3: Mid Priority	587	19.5%	37.9%
4: High Priority	474	15.7%	30.6%
5: Not Covered	93	3.1%	6.0%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	16	0.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_3

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Colonial Period of British North America (scale: not a priority-high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	40	1.3%	2.6%
2: Low Priority	210	7.0%	13.6%
3: Mid Priority	600	19.9%	38.7%
4: High Priority	643	21.3%	41.5%
5: Not Covered	56	1.9%	3.6%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a

Variable: Q20_3

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Colonial Period of British North America (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	17	0.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_4

Label: How much emphasis do you place on the following topics/eras in your US History class? - The American Revolution and Founding of the Republic (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	12	0.4%	0.8%
2: Low Priority	36	1.2%	2.3%
3: Mid Priority	236	7.8%	15.2%
4: High Priority	1,232	40.9%	79.4%
5: Not Covered	35	1.2%	2.3%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	15	0.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_5

Label: How much emphasis do you place on the following topics/eras in your US History class? - Early National Period (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	31	1.0%	2.0%
2: Low Priority	231	7.7%	14.9%
3: Mid Priority	609	20.2%	39.3%
4: High Priority	633	21.0%	40.9%
5: Not Covered	44	1.5%	2.8%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	18	0.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_6

Label: How much emphasis do you place on the following topics/eras in your US History class? - Early Nineteenth Century and Westward Expansion (Jacksonian America) (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	21	0.7%	1.4%
2: Low Priority	127	4.2%	8.2%
3: Mid Priority	621	20.6%	40.1%
4: High Priority	739	24.5%	47.7%
5: Not Covered	42	1.4%	2.7%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a

Variable: Q20_6

Label: How much emphasis do you place on the following topics/eras in your US History class? - Early Nineteenth Century and Westward Expansion (Jacksonian America) (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	16	0.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_7

Label: How much emphasis do you place on the following topics/eras in your US History class? - Slavery and the Antebellum South (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	14	0.5%	0.9%
2: Low Priority	55	1.8%	3.5%
3: Mid Priority	364	12.1%	23.5%
4: High Priority	1,081	35.9%	69.7%
5: Not Covered	36	1.2%	2.3%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	16	0.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_8

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Sectional Crisis and the Civil War (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	98	3.3%	4.1%
2: Low Priority	118	3.9%	4.9%
3: Mid Priority	369	12.3%	15.4%
4: High Priority	1,363	45.3%	56.8%
5: Not Covered	453	15.0%	18.9%
RESERVED CODES:			
-10: BREAK OFF	578	19.2%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_9

Label: How much emphasis do you place on the following topics/eras in your US History class? - Reconstruction (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	68	2.3%	2.8%
2: Low Priority	179	5.9%	7.5%
3: Mid Priority	652	21.6%	27.2%
4: High Priority	1,137	37.7%	47.4%
5: Not Covered	363	12.1%	15.1%
RESERVED CODES:			
-10: BREAK OFF	578	19.2%	n/a
-3: MISSING	35	1.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_10

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Gilded Age and Industrial America (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	7	0.2%	1.2%
2: Low Priority	42	1.4%	7.1%
3: Mid Priority	230	7.6%	39.0%
4: High Priority	290	9.6%	49.2%
5: Not Covered	21	0.7%	3.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	1,068	35.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_11

Label: How much emphasis do you place on the following topics/eras in your US History class? - The United States Becomes a World Power (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	14	0.5%	0.9%
2: Low Priority	114	3.8%	7.0%
3: Mid Priority	599	19.9%	36.6%
4: High Priority	861	28.6%	52.7%
5: Not Covered	47	1.6%	2.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a

Variable: Q20_11

Label: How much emphasis do you place on the following topics/eras in your US History class? - The United States Becomes a World Power (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	23	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_12

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Progressive Era (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	27	0.9%	1.7%
2: Low Priority	123	4.1%	7.5%
3: Mid Priority	603	20.0%	36.9%
4: High Priority	833	27.7%	51.0%
5: Not Covered	48	1.6%	2.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	24	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_13

Label: How much emphasis do you place on the following topics/eras in your US History class? - World War I (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	30	1.0%	1.8%
2: Low Priority	184	6.1%	11.2%
3: Mid Priority	563	18.7%	34.4%
4: High Priority	818	27.2%	50.0%
5: Not Covered	42	1.4%	2.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_14

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Roaring '20s (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	33	1.1%	2.0%
2: Low Priority	259	8.6%	15.9%
3: Mid Priority	719	23.9%	44.0%
4: High Priority	573	19.0%	35.1%
5: Not Covered	50	1.7%	3.1%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a

Variable: Q20_14

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Roaring '20s (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	24	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_15

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Great Depression and the New Deal (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	25	0.8%	1.5%
2: Low Priority	58	1.9%	3.5%
3: Mid Priority	368	12.2%	22.5%
4: High Priority	1,142	37.9%	69.8%
5: Not Covered	44	1.5%	2.7%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_16

Label: How much emphasis do you place on the following topics/eras in your US History class? - World War II (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	17	0.6%	1.0%
2: Low Priority	42	1.4%	2.6%
3: Mid Priority	319	10.6%	19.5%
4: High Priority	1,215	40.3%	74.4%
5: Not Covered	41	1.4%	2.5%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	24	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_17

Label: How much emphasis do you place on the following topics/eras in your US History class? - Postwar American Society and Culture (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	26	0.9%	1.6%
2: Low Priority	237	7.9%	14.5%
3: Mid Priority	687	22.8%	42.0%
4: High Priority	615	20.4%	37.6%
5: Not Covered	71	2.4%	4.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a

Variable: Q20_17

Label: How much emphasis do you place on the following topics/eras in your US History class? - Postwar American Society and Culture (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	22	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_18

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Cold War and Nuclear Age (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	24	0.8%	1.5%
2: Low Priority	89	3.0%	5.4%
3: Mid Priority	451	15.0%	27.6%
4: High Priority	989	32.8%	60.5%
5: Not Covered	82	2.7%	5.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	23	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_19

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Civil Rights Movement (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	9	0.3%	0.5%
2: Low Priority	26	0.9%	1.6%
3: Mid Priority	215	7.1%	13.1%
4: High Priority	1,330	44.2%	81.2%
5: Not Covered	57	1.9%	3.5%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_20

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Great Society (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	66	2.2%	4.0%
2: Low Priority	388	12.9%	23.7%
3: Mid Priority	674	22.4%	41.2%
4: High Priority	346	11.5%	21.1%
5: Not Covered	162	5.4%	9.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a

Variable: Q20_20

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Great Society (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	22	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_21

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Counterculture (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	87	2.9%	5.3%
2: Low Priority	460	15.3%	28.2%
3: Mid Priority	651	21.6%	39.9%
4: High Priority	273	9.1%	16.7%
5: Not Covered	162	5.4%	9.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	25	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_22

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Vietnam War (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	39	1.3%	2.4%
2: Low Priority	157	5.2%	9.6%
3: Mid Priority	611	20.3%	37.4%
4: High Priority	713	23.7%	43.6%
5: Not Covered	114	3.8%	7.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	24	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_23

Label: How much emphasis do you place on the following topics/eras in your US History class? - Reagan and the Conservative Movement (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	82	2.7%	5.0%
2: Low Priority	319	10.6%	19.5%
3: Mid Priority	604	20.1%	37.0%
4: High Priority	354	11.8%	21.7%
5: Not Covered	274	9.1%	16.8%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a

Variable: Q20_23

Label: How much emphasis do you place on the following topics/eras in your US History class? - Reagan and the Conservative Movement (scale: not a priority-high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	25	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_24

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Information Age (scale: not a priority- high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	102	3.4%	6.2%
2: Low Priority	446	14.8%	27.3%
3: Mid Priority	507	16.8%	31.0%
4: High Priority	266	8.8%	16.3%
5: Not Covered	313	10.4%	19.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	24	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_25

Label: How much emphasis do you place on the following topics/eras in your US History class? - Clinton and the New Democrats (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	156	5.2%	9.5%
2: Low Priority	475	15.8%	29.1%
3: Mid Priority	470	15.6%	28.8%
4: High Priority	175	5.8%	10.7%
5: Not Covered	358	11.9%	21.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	24	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_26

Label: How much emphasis do you place on the following topics/eras in your US History class? - The War on Terror (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	76	2.5%	4.7%
2: Low Priority	316	10.5%	19.4%
3: Mid Priority	492	16.3%	30.1%
4: High Priority	465	15.4%	28.5%
5: Not Covered	284	9.4%	17.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a

Variable: Q20_26

Label: How much emphasis do you place on the following topics/eras in your US History class? - The War on Terror (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	25	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q20_27

Label: How much emphasis do you place on the following topics/eras in your US History class? - The Great Recession and Present Day (scale: not a priority - high priority)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not a Priority	158	5.2%	9.7%
2: Low Priority	400	13.3%	24.5%
3: Mid Priority	426	14.1%	26.1%
4: High Priority	243	8.1%	14.9%
5: Not Covered	407	13.5%	24.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	24	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_1

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Native America before European Colonization

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,156	38.4%	76.3%
1: Selected	360	12.0%	23.7%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_2

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Age of Exploration and Colonization

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,352	44.9%	89.2%
1: Selected	164	5.4%	10.8%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_3

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Colonial Period of British North America

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,348	44.8%	88.9%
1: Selected	168	5.6%	11.1%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_4

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The American Revolution and Founding of the Republic

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,386	46.0%	91.4%
1: Selected	130	4.3%	8.6%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_5

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Early National Period

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,032	34.3%	68.1%
1: Selected	484	16.1%	31.9%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_6

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Early Nineteenth Century and Westward Expansion (Jacksonian America)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,258	41.8%	83.0%
1: Selected	258	8.6%	17.0%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_7

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Slavery and the Antebellum South

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,197	39.7%	79.0%
1: Selected	319	10.6%	21.0%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_8

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Sectional Crisis and the Civil War

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,123	70.5%	90.3%
1: Selected	229	7.6%	9.7%
RESERVED CODES:			
-10: BREAK OFF	578	19.2%	n/a
-3: MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_9

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Reconstruction

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,908	63.3%	81.1%
1: Selected	444	14.7%	18.9%
RESERVED CODES:			
-10: BREAK OFF	578	19.2%	n/a
-3: MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_10

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Gilded Age and Industrial America

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,287	42.7%	81.1%
1: Selected	299	9.9%	18.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_11

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The United States Becoming a World Power

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,448	48.1%	91.3%
1: Selected	138	4.6%	8.7%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_12

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Progressive Era

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,369	45.5%	86.3%
1: Selected	217	7.2%	13.7%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_13

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - World War I

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,534	50.9%	96.7%
1: Selected	52	1.7%	3.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_14

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Roaring '20s

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,507	50.0%	95.0%
1: Selected	79	2.6%	5.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_15

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Great Depression and the New Deal

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,444	47.9%	91.0%
1: Selected	142	4.7%	9.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_16

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - World War II

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,537	51.0%	96.9%
1: Selected	49	1.6%	3.1%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_17

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Postwar American Society and Culture

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,456	48.3%	91.8%
1: Selected	130	4.3%	8.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_18

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Cold War and Nuclear Age

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,438	47.7%	90.7%
1: Selected	148	4.9%	9.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_19

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Civil Rights Movement

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,433	47.6%	90.4%
1: Selected	153	5.1%	9.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_20

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Great Society

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,424	47.3%	89.8%
1: Selected	162	5.4%	10.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_21

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Counterculture

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,422	47.2%	89.7%
1: Selected	164	5.4%	10.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_22

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Vietnam War

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,479	49.1%	93.3%
1: Selected	107	3.6%	6.7%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_23

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Reagan and the Conservative Movement

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,314	43.6%	82.8%
1: Selected	272	9.0%	17.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_24

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Information Age

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,408	46.7%	88.8%
1: Selected	178	5.9%	11.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_25

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Clinton and the New Democrats

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,286	42.7%	81.1%
1: Selected	300	10.0%	18.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_26

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The War on Terror

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,412	46.9%	89.0%
1: Selected	174	5.8%	11.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q21_27

Label: Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Great Recession and Present Day

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,203	39.9%	75.9%
1: Selected	383	12.7%	24.1%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22A_1

Label: What makes Native American before European Colonization difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	223	7.4%	62.1%
1: Selected	136	4.5%	37.9%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,156	38.4%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22A_2

Label: What makes Native American before European Colonization difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	348	11.6%	96.9%
1: Selected	11	0.4%	3.1%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,156	38.4%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22A_3

Label: What makes Native American before European Colonization difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	308	10.2%	85.8%
1: Selected	51	1.7%	14.2%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,156	38.4%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22A_4

Label: What makes Native American before European Colonization difficult? Select all that apply. - This topic area provokes unnecessary controversy and conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	341	11.3%	95.0%
1: Selected	18	0.6%	5.0%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,156	38.4%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22A_5

Label: What makes Native American before European Colonization difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	161	5.3%	44.8%
1: Selected	198	6.6%	55.2%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,156	38.4%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22A_5

Label: What makes Native American before European Colonization difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22A_6

Label: What makes Native American before European Colonization difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	246	8.2%	68.5%
1: Selected	113	3.8%	31.5%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,156	38.4%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22A_7

Label: What makes Native American before European Colonization difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	302	10.0%	84.1%
1: Selected	57	1.9%	15.9%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,156	38.4%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22A_7_TEXT

Label: What makes Native American before European Colonization difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	57	1.9%	100.0%
RESERVED CODES:			
BREAK OFF	472	15.7%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Other not selected	302	10.0%	n/a
N/A -- Did not select topic as challenging to teach	1,156	38.4%	n/a
MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22B_1

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	142	4.7%	88.8%
1: Selected	18	0.6%	11.3%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,352	44.9%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	52	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22B_2

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	158	5.2%	98.8%
1: Selected	2	0.1%	1.3%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,352	44.9%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22B_2

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	52	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22B_3

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	136	4.5%	85.0%
1: Selected	24	0.8%	15.0%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,352	44.9%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	52	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22B_4

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	147	4.9%	91.9%
1: Selected	13	0.4%	8.1%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,352	44.9%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	52	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22B_5

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	86	2.9%	53.8%
1: Selected	74	2.5%	46.3%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,352	44.9%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22B_5

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	52	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22B_6

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	80	2.7%	50.0%
1: Selected	80	2.7%	50.0%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,352	44.9%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	52	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22B_7

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	143	4.7%	89.4%
1: Selected	17	0.6%	10.6%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,352	44.9%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	52	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22B_7_TEXT

Label: What makes the Age of Exploration and Colonization difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	17	0.6%	100.0%
RESERVED CODES:			
BREAK OFF	474	15.7%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Other not selected	143	4.7%	n/a
N/A -- Did not select topic as challenging to teach	1,352	44.9%	n/a
MISSING	52	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22C_1

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	146	4.8%	87.4%
1: Selected	21	0.7%	12.6%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,348	44.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22C_2

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	165	5.5%	98.8%
1: Selected	2	0.1%	1.2%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,348	44.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22C_2

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22C_3

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	134	4.4%	80.2%
1: Selected	33	1.1%	19.8%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,348	44.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22C_4

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	160	5.3%	95.8%
1: Selected	7	0.2%	4.2%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,348	44.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22C_5

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	104	3.5%	62.3%
1: Selected	63	2.1%	37.7%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,348	44.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22C_5

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22C_6

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	65	2.2%	38.9%
1: Selected	102	3.4%	61.1%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,348	44.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22C_7

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	147	4.9%	88.0%
1: Selected	20	0.7%	12.0%
RESERVED CODES:			
-10: BREAK OFF	472	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,348	44.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22C_7_TEXT

Label: What makes the Colonial Period of British North America difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	20	0.7%	100.0%
RESERVED CODES:			
BREAK OFF	472	15.7%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Other not selected	147	4.9%	n/a
N/A -- Did not select topic as challenging to teach	1,348	44.8%	n/a
MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22D_1

Label: What makes the American Revolution and Founding of the Republic difficult?
 Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	119	4.0%	93.0%
1: Selected	9	0.3%	7.0%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,386	46.0%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22D_2

Label: What makes the American Revolution and Founding of the Republic difficult?
 Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	127	4.2%	99.2%
1: Selected	1	0.0%	0.8%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,386	46.0%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22D_2

Label: What makes the American Revolution and Founding of the Republic difficult?
Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22D_3

Label: What makes the American Revolution and Founding of the Republic difficult?
Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	111	3.7%	86.7%
1: Selected	17	0.6%	13.3%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,386	46.0%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22D_4

Label: What makes the American Revolution and Founding of the Republic difficult?
 Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	118	3.9%	92.2%
1: Selected	10	0.3%	7.8%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,386	46.0%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22D_5

Label: What makes the American Revolution and Founding of the Republic difficult?
 Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	66	2.2%	51.6%
1: Selected	62	2.1%	48.4%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,386	46.0%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22D_5

Label: What makes the American Revolution and Founding of the Republic difficult?
Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22D_6

Label: What makes the American Revolution and Founding of the Republic difficult?
Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	57	1.9%	44.5%
1: Selected	71	2.4%	55.5%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,386	46.0%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22D_7

Label: What makes the American Revolution and Founding of the Republic difficult?
 Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	103	3.4%	80.5%
1: Selected	25	0.8%	19.5%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,386	46.0%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22D_7_TEXT

Label: What makes the American Revolution and Founding of the Republic difficult?
 Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	25	0.8%	100.0%
RESERVED CODES:			
BREAK OFF	473	15.7%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Other not selected	103	3.4%	n/a
N/A -- Did not select topic as challenging to teach	1,386	46.0%	n/a
MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22E_1

Label: What makes the Early National Period difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	416	13.8%	86.1%
1: Selected	67	2.2%	13.9%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,032	34.3%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22E_2

Label: What makes the Early National Period difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	480	15.9%	99.4%
1: Selected	3	0.1%	0.6%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,032	34.3%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22E_2

Label: What makes the Early National Period difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22E_3

Label: What makes the Early National Period difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	369	12.3%	76.4%
1: Selected	114	3.8%	23.6%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,032	34.3%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22E_4

Label: What makes the Early National Period difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	477	15.8%	98.8%
1: Selected	6	0.2%	1.2%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,032	34.3%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22E_5

Label: What makes the Early National Period difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	275	9.1%	56.9%
1: Selected	208	6.9%	43.1%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,032	34.3%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22E_5

Label: What makes the Early National Period difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22E_6

Label: What makes the Early National Period difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	194	6.4%	40.2%
1: Selected	289	9.6%	59.8%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,032	34.3%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22E_7

Label: What makes the Early National Period difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	445	14.8%	92.1%
1: Selected	38	1.3%	7.9%
RESERVED CODES:			
-10: BREAK OFF	473	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,032	34.3%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22E_7_TEXT

Label: What makes the Early National Period difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	38	1.3%	100.0%
RESERVED CODES:			
BREAK OFF	473	15.7%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Other not selected	445	14.8%	n/a
N/A -- Did not select topic as challenging to teach	1,032	34.3%	n/a
MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22F_1

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	227	7.5%	88.7%
1: Selected	29	1.0%	11.3%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,258	41.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22F_2

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	255	8.5%	99.6%
1: Selected	1	0.0%	0.4%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,258	41.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22F_2

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22F_3

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	214	7.1%	83.6%
1: Selected	42	1.4%	16.4%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,258	41.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22F_4

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	232	7.7%	90.6%
1: Selected	24	0.8%	9.4%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,258	41.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22F_5

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	110	3.7%	43.0%
1: Selected	146	4.8%	57.0%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,258	41.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22F_5

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22F_6

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	141	4.7%	55.1%
1: Selected	115	3.8%	44.9%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,258	41.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22F_7

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	235	7.8%	91.8%
1: Selected	21	0.7%	8.2%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,258	41.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22F_7_TEXT

Label: What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	21	0.7%	100.0%
RESERVED CODES:			
BREAK OFF	474	15.7%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Other not selected	235	7.8%	n/a
N/A -- Did not select topic as challenging to teach	1,258	41.8%	n/a
MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22G_1

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	285	9.5%	91.1%
1: Selected	28	0.9%	8.9%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,197	39.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	54	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22G_2

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	304	10.1%	97.1%
1: Selected	9	0.3%	2.9%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,197	39.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22G_2

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. -
My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	54	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22G_3

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. -
I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	306	10.2%	97.8%
1: Selected	7	0.2%	2.2%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,197	39.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	54	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22G_4

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	89	3.0%	28.4%
1: Selected	224	7.4%	71.6%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,197	39.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	54	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22G_5

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	196	6.5%	62.6%
1: Selected	117	3.9%	37.4%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,197	39.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a

Variable: Q22G_5

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	54	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22G_6

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	269	8.9%	85.9%
1: Selected	44	1.5%	14.1%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,197	39.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	54	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22G_7

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	278	9.2%	88.8%
1: Selected	35	1.2%	11.2%
RESERVED CODES:			
-10: BREAK OFF	474	15.7%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,197	39.7%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	54	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22G_7_TEXT

Label: What makes Slavery and the Antebellum South difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	34	1.1%	100.0%
RESERVED CODES:			
BREAK OFF	474	15.7%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Other not selected	278	9.2%	n/a
N/A -- Did not select topic as challenging to teach	1,197	39.7%	n/a
MISSING	55	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22H_1

Label: What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	213	7.1%	93.4%
1: Selected	15	0.5%	6.6%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	2,123	70.5%	n/a
-3: MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22H_2

Label: What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	223	7.4%	97.8%
1: Selected	5	0.2%	2.2%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	2,123	70.5%	n/a
-3: MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22H_3

Label: What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	218	7.2%	95.6%
1: Selected	10	0.3%	4.4%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	2,123	70.5%	n/a
-3: MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22H_4

Label: What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	138	4.6%	60.5%
1: Selected	90	3.0%	39.5%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	2,123	70.5%	n/a
-3: MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22H_5

Label: What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	110	3.7%	48.2%
1: Selected	118	3.9%	51.8%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	2,123	70.5%	n/a
-3: MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22H_6

Label: What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	171	5.7%	75.0%
1: Selected	57	1.9%	25.0%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	2,123	70.5%	n/a
-3: MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22H_7

Label: What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	189	6.3%	82.9%
1: Selected	39	1.3%	17.1%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	2,123	70.5%	n/a
-3: MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22H_7_TEXT

Label: What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	39	1.3%	100.0%
RESERVED CODES:			
BREAK OFF	579	19.2%	n/a
N/A -- Other not selected	189	6.3%	n/a
N/A -- Did not select topic as challenging to teach	2,123	70.5%	n/a
MISSING	82	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22I_1

Label: What makes Reconstruction difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	394	13.1%	89.3%
1: Selected	47	1.6%	10.7%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,908	63.3%	n/a
-3: MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22I_2

Label: What makes Reconstruction difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	432	14.3%	98.0%
1: Selected	9	0.3%	2.0%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,908	63.3%	n/a
-3: MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22I_3

Label: What makes Reconstruction difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	413	13.7%	93.7%
1: Selected	28	0.9%	6.3%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,908	63.3%	n/a
-3: MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22I_4

Label: What makes Reconstruction difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	313	10.4%	71.0%
1: Selected	128	4.2%	29.0%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,908	63.3%	n/a
-3: MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22I_5

Label: What makes Reconstruction difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	170	5.6%	38.5%
1: Selected	271	9.0%	61.5%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,908	63.3%	n/a
-3: MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22I_6

Label: What makes Reconstruction difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	299	9.9%	67.8%
1: Selected	142	4.7%	32.2%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,908	63.3%	n/a
-3: MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22I_7

Label: What makes Reconstruction difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	380	12.6%	86.2%
1: Selected	61	2.0%	13.8%
RESERVED CODES:			
-10: BREAK OFF	579	19.2%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,908	63.3%	n/a
-3: MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22I_7_TEXT

Label: What makes Reconstruction difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	61	2.0%	100.0%
RESERVED CODES:			
BREAK OFF	579	19.2%	n/a
N/A -- Other not selected	380	12.6%	n/a
N/A -- Did not select topic as challenging to teach	1,908	63.3%	n/a
MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22J_1

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	257	8.5%	86.2%
1: Selected	41	1.4%	13.8%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,287	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22J_2

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	295	9.8%	99.0%
1: Selected	3	0.1%	1.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,287	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22J_2

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22J_3

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	234	7.8%	78.5%
1: Selected	64	2.1%	21.5%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,287	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22J_4

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	297	9.9%	99.7%
1: Selected	1	0.0%	0.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,287	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22J_5

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	202	6.7%	67.8%
1: Selected	96	3.2%	32.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,287	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22J_5

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22J_6

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	100	3.3%	33.6%
1: Selected	198	6.6%	66.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,287	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22J_7

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	272	9.0%	91.3%
1: Selected	26	0.9%	8.7%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,287	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22J_7_TEXT

Label: What makes the Gilded Age and Industrial America difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	26	0.9%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	272	9.0%	n/a
N/A -- Did not select topic as challenging to teach	1,287	42.7%	n/a
MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22K_1

Label: What makes the United States Becomes a World Power difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	118	3.9%	86.8%
1: Selected	18	0.6%	13.2%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,448	48.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22K_2

Label: What makes the United States Becomes a World Power difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	136	4.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,448	48.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22K_3

Label: What makes the United States Becomes a World Power difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	112	3.7%	82.4%
1: Selected	24	0.8%	17.6%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,448	48.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22K_4

Label: What makes the United States Becomes a World Power difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	124	4.1%	91.2%
1: Selected	12	0.4%	8.8%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,448	48.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22K_5

Label: What makes the United States Becomes a World Power difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	85	2.8%	62.5%
1: Selected	51	1.7%	37.5%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,448	48.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22K_6

Label: What makes the United States Becomes a World Power difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	66	2.2%	48.5%
1: Selected	70	2.3%	51.5%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,448	48.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22K_6

Label: What makes the United States Becomes a World Power difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22K_7

Label: What makes the United States Becomes a World Power difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	126	4.2%	92.6%
1: Selected	10	0.3%	7.4%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,448	48.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22K_7_TEXT

Label: What makes the United States Becomes a WorldPower difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	10	0.3%	100.0%
RESERVED CODES:			
BREAK OFF	496	16.5%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	126	4.2%	n/a
N/A -- Did not select topic as challenging to teach	1,448	48.1%	n/a
MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22L_1

Label: What makes the Progressive Era difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	191	6.3%	89.7%
1: Selected	22	0.7%	10.3%
RESERVED CODES:			
-10: BREAK OFF	499	16.6%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,369	45.5%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22L_2

Label: What makes the Progressive Era difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	212	7.0%	99.5%
1: Selected	1	0.0%	0.5%
RESERVED CODES:			
-10: BREAK OFF	499	16.6%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,369	45.5%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22L_3

Label: What makes the Progressive Era difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	174	5.8%	81.7%
1: Selected	39	1.3%	18.3%
RESERVED CODES:			
-10: BREAK OFF	499	16.6%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,369	45.5%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22L_4

Label: What makes the Progressive Era difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	204	6.8%	95.8%
1: Selected	9	0.3%	4.2%
RESERVED CODES:			
-10: BREAK OFF	499	16.6%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,369	45.5%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22L_5

Label: What makes the Progressive Era difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	143	4.7%	67.1%
1: Selected	70	2.3%	32.9%
RESERVED CODES:			
-10: BREAK OFF	499	16.6%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,369	45.5%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22L_6

Label: What makes the Progressive Era difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	80	2.7%	37.6%
1: Selected	133	4.4%	62.4%
RESERVED CODES:			
-10: BREAK OFF	499	16.6%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,369	45.5%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22L_7

Label: What makes the Progressive Era difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	194	6.4%	91.1%
1: Selected	19	0.6%	8.9%
RESERVED CODES:			
-10: BREAK OFF	499	16.6%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,369	45.5%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22L_7_TEXT

Label: What makes the Progressive Era difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	18	0.6%	100.0%
RESERVED CODES:			
BREAK OFF	499	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	194	6.4%	n/a
N/A -- Did not select topic as challenging to teach	1,369	45.5%	n/a
MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22M_1

Label: What makes World War I difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	46	1.5%	88.5%
1: Selected	6	0.2%	11.5%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,534	50.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22M_2

Label: What makes World War I difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	52	1.7%	100.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,534	50.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22M_3

Label: What makes World War I difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	42	1.4%	80.8%
1: Selected	10	0.3%	19.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,534	50.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22M_4

Label: What makes World War I difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	51	1.7%	98.1%
1: Selected	1	0.0%	1.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,534	50.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22M_5

Label: What makes World War I difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	26	0.9%	50.0%
1: Selected	26	0.9%	50.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,534	50.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22M_6

Label: What makes World War I difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	36	1.2%	69.2%
1: Selected	16	0.5%	30.8%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,534	50.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22M_7

Label: What makes World War I difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	46	1.5%	88.5%
1: Selected	6	0.2%	11.5%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,534	50.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22M_7_TEXT

Label: What makes World War I difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	6	0.2%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	46	1.5%	n/a
N/A -- Did not select topic as challenging to teach	1,534	50.9%	n/a
MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22N_1

Label: What makes the Roaring '20s difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	72	2.4%	91.1%
1: Selected	7	0.2%	8.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,507	50.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22N_2

Label: What makes the Roaring '20s difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	76	2.5%	96.2%
1: Selected	3	0.1%	3.8%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,507	50.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22N_3

Label: What makes the Roaring '20s difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	60	2.0%	75.9%
1: Selected	19	0.6%	24.1%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,507	50.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22N_4

Label: What makes the Roaring '20s difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	76	2.5%	96.2%
1: Selected	3	0.1%	3.8%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,507	50.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22N_5

Label: What makes the Roaring '20s difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	39	1.3%	49.4%
1: Selected	40	1.3%	50.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,507	50.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22N_6

Label: What makes the Roaring '20s difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	55	1.8%	69.6%
1: Selected	24	0.8%	30.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,507	50.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22N_7

Label: What makes the Roaring '20s difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	67	2.2%	84.8%
1: Selected	12	0.4%	15.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,507	50.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22N_7_TEXT

Label: What makes the Roaring '20s difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	12	0.4%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	67	2.2%	n/a
N/A -- Did not select topic as challenging to teach	1,507	50.0%	n/a
MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22O_1

Label: What makes the Great Depression and the New Deal difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	129	4.3%	92.8%
1: Selected	10	0.3%	7.2%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,444	47.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22O_2

Label: What makes the Great Depression and the New Deal difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	138	4.6%	99.3%
1: Selected	1	0.0%	0.7%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,444	47.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22O_3

Label: What makes the Great Depression and the New Deal difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	127	4.2%	91.4%
1: Selected	12	0.4%	8.6%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,444	47.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22O_4

Label: What makes the Great Depression and the New Deal difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	134	4.4%	96.4%
1: Selected	5	0.2%	3.6%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,444	47.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22O_5

Label: What makes the Great Depression and the New Deal difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	81	2.7%	58.3%
1: Selected	58	1.9%	41.7%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,444	47.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22O_5

Label: What makes the Great Depression and the New Deal difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22O_6

Label: What makes the Great Depression and the New Deal difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	57	1.9%	41.0%
1: Selected	82	2.7%	59.0%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,444	47.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22O_7

Label: What makes the Great Depression and the New Deal difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	117	3.9%	84.2%
1: Selected	22	0.7%	15.8%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,444	47.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22O_7_TEXT

Label: What makes the Great Depression and the New Deal difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	22	0.7%	100.0%
RESERVED CODES:			
BREAK OFF	497	16.5%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	117	3.9%	n/a
N/A -- Did not select topic as challenging to teach	1,444	47.9%	n/a
MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22P_1

Label: What makes World War II difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	44	1.5%	91.7%
1: Selected	4	0.1%	8.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,537	51.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22P_2

Label: What makes World War II difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	48	1.6%	100.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,537	51.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22P_3

Label: What makes World War II difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	46	1.5%	95.8%
1: Selected	2	0.1%	4.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,537	51.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22P_4

Label: What makes World War II difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	41	1.4%	85.4%
1: Selected	7	0.2%	14.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,537	51.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22P_5

Label: What makes World War II difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	14	0.5%	29.2%
1: Selected	34	1.1%	70.8%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,537	51.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22P_6

Label: What makes World War II difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	43	1.4%	89.6%
1: Selected	5	0.2%	10.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,537	51.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22P_7

Label: What makes World War II difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	39	1.3%	81.3%
1: Selected	9	0.3%	18.8%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,537	51.0%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22P_7_TEXT

Label: What makes World War II difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	9	0.3%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	39	1.3%	n/a
N/A -- Did not select topic as challenging to teach	1,537	51.0%	n/a
MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Q_1

Label: What makes Postwar American Society and Culture difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	109	3.6%	83.8%
1: Selected	21	0.7%	16.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,456	48.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Q_2

Label: What makes Postwar American Society and Culture difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	130	4.3%	100.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,456	48.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Q_3

Label: What makes Postwar American Society and Culture difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	105	3.5%	80.8%
1: Selected	25	0.8%	19.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,456	48.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Q_4

Label: What makes Postwar American Society and Culture difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	119	4.0%	91.5%
1: Selected	11	0.4%	8.5%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,456	48.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Q_5

Label: What makes Postwar American Society and Culture difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	48	1.6%	36.9%
1: Selected	82	2.7%	63.1%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,456	48.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Q_6

Label: What makes Postwar American Society and Culture difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	75	2.5%	57.7%
1: Selected	55	1.8%	42.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,456	48.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22Q_6

Label: What makes Postwar American Society and Culture difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Q_7

Label: What makes Postwar American Society and Culture difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	119	4.0%	91.5%
1: Selected	11	0.4%	8.5%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,456	48.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Q_7_TEXT

Label: What makes Postwar American Society and Culture difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	11	0.4%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	119	4.0%	n/a
N/A -- Did not select topic as challenging to teach	1,456	48.3%	n/a
MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22R_1

Label: What makes the Cold War and Nuclear Age difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	126	4.2%	86.3%
1: Selected	20	0.7%	13.7%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,438	47.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22R_2

Label: What makes the Cold War and Nuclear Age difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	145	4.8%	99.3%
1: Selected	1	0.0%	0.7%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,438	47.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22R_3

Label: What makes the Cold War and Nuclear Age difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	136	4.5%	93.2%
1: Selected	10	0.3%	6.8%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,438	47.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22R_4

Label: What makes the Cold War and Nuclear Age difficult? Select all that apply. -
This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	141	4.7%	96.6%
1: Selected	5	0.2%	3.4%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,438	47.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22R_5

Label: What makes the Cold War and Nuclear Age difficult? Select all that apply. -
There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	59	2.0%	40.4%
1: Selected	87	2.9%	59.6%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,438	47.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22R_5

Label: What makes the Cold War and Nuclear Age difficult? Select all that apply. -
There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22R_6

Label: What makes the Cold War and Nuclear Age difficult? Select all that apply. -
Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	94	3.1%	64.4%
1: Selected	52	1.7%	35.6%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,438	47.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22R_7

Label: What makes the Cold War and Nuclear Age difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	124	4.1%	84.9%
1: Selected	22	0.7%	15.1%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,438	47.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22R_7_TEXT

Label: What makes the Cold War and Nuclear Age difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	22	0.7%	100.0%
RESERVED CODES:			
BREAK OFF	496	16.5%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	124	4.1%	n/a
N/A -- Did not select topic as challenging to teach	1,438	47.7%	n/a
MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22S_1

Label: What makes the Civil Rights Movement difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	145	4.8%	94.8%
1: Selected	8	0.3%	5.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,433	47.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22S_2

Label: What makes the Civil Rights Movement difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	151	5.0%	98.7%
1: Selected	2	0.1%	1.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,433	47.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22S_2

Label: What makes the Civil Rights Movement difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22S_3

Label: What makes the Civil Rights Movement difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	153	5.1%	100.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,433	47.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22S_4

Label: What makes the Civil Rights Movement difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	61	2.0%	39.9%
1: Selected	92	3.1%	60.1%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,433	47.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22S_5

Label: What makes the Civil Rights Movement difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	99	3.3%	64.7%
1: Selected	54	1.8%	35.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,433	47.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22S_5

Label: What makes the Civil Rights Movement difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22S_6

Label: What makes the Civil Rights Movement difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	133	4.4%	86.9%
1: Selected	20	0.7%	13.1%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,433	47.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22S_7

Label: What makes the Civil Rights Movement difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	121	4.0%	79.1%
1: Selected	32	1.1%	20.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,433	47.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22S_7_TEXT

Label: What makes the Civil Rights Movement difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	32	1.1%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	121	4.0%	n/a
N/A -- Did not select topic as challenging to teach	1,433	47.6%	n/a
MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22T_1

Label: What makes the Great Society difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	122	4.1%	75.8%
1: Selected	39	1.3%	24.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,424	47.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22T_2

Label: What makes the Great Society difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	160	5.3%	99.4%
1: Selected	1	0.0%	0.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,424	47.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22T_2

Label: What makes the Great Society difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22T_3

Label: What makes the Great Society difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	120	4.0%	74.5%
1: Selected	41	1.4%	25.5%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,424	47.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22T_4

Label: What makes the Great Society difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	154	5.1%	95.7%
1: Selected	7	0.2%	4.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,424	47.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22T_5

Label: What makes the Great Society difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	64	2.1%	39.8%
1: Selected	97	3.2%	60.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,424	47.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22T_6

Label: What makes the Great Society difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	93	3.1%	57.8%
1: Selected	68	2.3%	42.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,424	47.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22T_7

Label: What makes the Great Society difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	154	5.1%	95.7%
1: Selected	7	0.2%	4.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,424	47.3%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22T_7_TEXT

Label: What makes the Great Society difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	6	0.2%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	154	5.1%	n/a
N/A -- Did not select topic as challenging to teach	1,424	47.3%	n/a
MISSING	74	2.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22U_1

Label: What makes the Counterculture difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	132	4.4%	81.0%
1: Selected	31	1.0%	19.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,422	47.2%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22U_2

Label: What makes the Counterculture difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	162	5.4%	99.4%
1: Selected	1	0.0%	0.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,422	47.2%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22U_3

Label: What makes the Counterculture difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	136	4.5%	83.4%
1: Selected	27	0.9%	16.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,422	47.2%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22U_4

Label: What makes the Counterculture difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	139	4.6%	85.3%
1: Selected	24	0.8%	14.7%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,422	47.2%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22U_5

Label: What makes the Counterculture difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	71	2.4%	43.6%
1: Selected	92	3.1%	56.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,422	47.2%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22U_6

Label: What makes the Counterculture difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	138	4.6%	84.7%
1: Selected	25	0.8%	15.3%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,422	47.2%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22U_7

Label: What makes the Counterculture difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	155	5.1%	95.1%
1: Selected	8	0.3%	4.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,422	47.2%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22U_7_TEXT

Label: What makes the Counterculture difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	8	0.3%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	155	5.1%	n/a
N/A -- Did not select topic as challenging to teach	1,422	47.2%	n/a
MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22V_1

Label: What makes the Vietnam War difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	87	2.9%	81.3%
1: Selected	20	0.7%	18.7%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,479	49.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22V_2

Label: What makes the Vietnam War difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	107	3.6%	100.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,479	49.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22V_3

Label: What makes the Vietnam War difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	95	3.2%	88.8%
1: Selected	12	0.4%	11.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,479	49.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22V_4

Label: What makes the Vietnam War difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	83	2.8%	77.6%
1: Selected	24	0.8%	22.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,479	49.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22V_5

Label: What makes the Vietnam War difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	48	1.6%	44.9%
1: Selected	59	2.0%	55.1%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,479	49.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22V_6

Label: What makes the Vietnam War difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	86	2.9%	80.4%
1: Selected	21	0.7%	19.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,479	49.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22V_7

Label: What makes the Vietnam War difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	100	3.3%	93.5%
1: Selected	7	0.2%	6.5%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,479	49.1%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22V_7_TEXT

Label: What makes the Vietnam War difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	7	0.2%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	100	3.3%	n/a
N/A -- Did not select topic as challenging to teach	1,479	49.1%	n/a
MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22W_1

Label: What makes Reagan and the Conservative Movement difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	217	7.2%	79.8%
1: Selected	55	1.8%	20.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,314	43.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22W_2

Label: What makes Reagan and the Conservative Movement difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	270	9.0%	99.3%
1: Selected	2	0.1%	0.7%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,314	43.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22W_3

Label: What makes Reagan and the Conservative Movement difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	221	7.3%	81.3%
1: Selected	51	1.7%	18.8%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,314	43.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22W_4

Label: What makes Reagan and the Conservative Movement difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	222	7.4%	81.6%
1: Selected	50	1.7%	18.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,314	43.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22W_5

Label: What makes Reagan and the Conservative Movement difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	120	4.0%	44.1%
1: Selected	152	5.0%	55.9%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,314	43.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22W_5

Label: What makes Reagan and the Conservative Movement difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22W_6

Label: What makes Reagan and the Conservative Movement difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	184	6.1%	67.6%
1: Selected	88	2.9%	32.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,314	43.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22W_7

Label: What makes Reagan and the Conservative Movement difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	247	8.2%	90.8%
1: Selected	25	0.8%	9.2%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,314	43.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22W_7_TEXT

Label: What makes Reagan and the Conservative Movement difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	25	0.8%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	247	8.2%	n/a
N/A -- Did not select topic as challenging to teach	1,314	43.6%	n/a
MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22X_1

Label: What makes the Information Age difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	116	3.9%	65.9%
1: Selected	60	2.0%	34.1%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,408	46.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22X_2

Label: What makes the Information Age difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	175	5.8%	99.4%
1: Selected	1	0.0%	0.6%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,408	46.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22X_2

Label: What makes the Information Age difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22X_3

Label: What makes the Information Age difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	147	4.9%	83.5%
1: Selected	29	1.0%	16.5%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,408	46.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22X_4

Label: What makes the Information Age difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	172	5.7%	97.7%
1: Selected	4	0.1%	2.3%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,408	46.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22X_5

Label: What makes the Information Age difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	49	1.6%	27.8%
1: Selected	127	4.2%	72.2%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,408	46.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22X_6

Label: What makes the Information Age difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	150	5.0%	85.2%
1: Selected	26	0.9%	14.8%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,408	46.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22X_7

Label: What makes the Information Age difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	158	5.2%	89.8%
1: Selected	18	0.6%	10.2%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,408	46.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22X_7_TEXT

Label: What makes the Information Age difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	18	0.6%	100.0%
RESERVED CODES:			
BREAK OFF	497	16.5%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	158	5.2%	n/a
N/A -- Did not select topic as challenging to teach	1,408	46.7%	n/a
MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Y_1

Label: What makes Clinton and the New Democrats difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	220	7.3%	73.6%
1: Selected	79	2.6%	26.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,286	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Y_2

Label: What makes Clinton and the New Democrats difficult? Select all that apply. -
My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	297	9.9%	99.3%
1: Selected	2	0.1%	0.7%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,286	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Y_3

Label: What makes Clinton and the New Democrats difficult? Select all that apply. - I
have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	262	8.7%	87.6%
1: Selected	37	1.2%	12.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,286	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Y_4

Label: What makes Clinton and the New Democrats difficult? Select all that apply. -
This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	272	9.0%	91.0%
1: Selected	27	0.9%	9.0%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,286	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Y_5

Label: What makes Clinton and the New Democrats difficult? Select all that apply. -
There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	94	3.1%	31.4%
1: Selected	205	6.8%	68.6%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,286	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22Y_5

Label: What makes Clinton and the New Democrats difficult? Select all that apply. -
There are significant time constraints that prevent me from teaching this
topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Y_6

Label: What makes Clinton and the New Democrats difficult? Select all that apply. -
Students appear uninterested, disengaged, or academically unprepared for this
topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	221	7.3%	73.9%
1: Selected	78	2.6%	26.1%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,286	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Y_7

Label: What makes Clinton and the New Democrats difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	265	8.8%	88.6%
1: Selected	34	1.1%	11.4%
RESERVED CODES:			
-10: BREAK OFF	495	16.4%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,286	42.7%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Y_7_TEXT

Label: What makes Clinton and the New Democrats difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	34	1.1%	100.0%
RESERVED CODES:			
BREAK OFF	495	16.4%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	265	8.8%	n/a
N/A -- Did not select topic as challenging to teach	1,286	42.7%	n/a
MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Z_1

Label: What makes the War on Terror difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	126	4.2%	72.8%
1: Selected	47	1.6%	27.2%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,412	46.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Z_2

Label: What makes the War on Terror difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	173	5.7%	100.0%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,412	46.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Z_3

Label: What makes the War on Terror difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	163	5.4%	94.2%
1: Selected	10	0.3%	5.8%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,412	46.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Z_4

Label: What makes the War on Terror difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	134	4.4%	77.5%
1: Selected	39	1.3%	22.5%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,412	46.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Z_5

Label: What makes the War on Terror difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	68	2.3%	39.3%
1: Selected	105	3.5%	60.7%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,412	46.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Z_6

Label: What makes the War on Terror difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	155	5.1%	89.6%
1: Selected	18	0.6%	10.4%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,412	46.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Z_7

Label: What makes the War on Terror difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	149	4.9%	86.1%
1: Selected	24	0.8%	13.9%
RESERVED CODES:			
-10: BREAK OFF	496	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,412	46.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22Z_7_TEXT

Label: What makes the War on Terror difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	24	0.8%	100.0%
RESERVED CODES:			
BREAK OFF	496	16.5%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	149	4.9%	n/a
N/A -- Did not select topic as challenging to teach	1,412	46.9%	n/a
MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22AA_1

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	284	9.4%	74.5%
1: Selected	97	3.2%	25.5%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,203	39.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22AA_2

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	378	12.5%	99.2%
1: Selected	3	0.1%	0.8%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,203	39.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22AA_2

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22AA_3

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	370	12.3%	97.1%
1: Selected	11	0.4%	2.9%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,203	39.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22AA_4

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	303	10.1%	79.5%
1: Selected	78	2.6%	20.5%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,203	39.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22AA_5

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	127	4.2%	33.3%
1: Selected	254	8.4%	66.7%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,203	39.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a

Variable: Q22AA_5

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22AA_6

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	321	10.7%	84.3%
1: Selected	60	2.0%	15.7%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,203	39.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22AA_7

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	320	10.6%	84.0%
1: Selected	61	2.0%	16.0%
RESERVED CODES:			
-10: BREAK OFF	497	16.5%	n/a
-8: N/A -- Did not select topic as challenging to teach	1,203	39.9%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q22AA_7_TEXT

Label: What makes the Great Recession and Present Day difficult? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	61	2.0%	100.0%
RESERVED CODES:			
BREAK OFF	497	16.5%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Other not selected	320	10.6%	n/a
N/A -- Did not select topic as challenging to teach	1,203	39.9%	n/a
MISSING	72	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_1

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - Native America before European Colonization

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,348	44.8%	88.0%
1: Selected	184	6.1%	12.0%
RESERVED CODES:			
-10: BREAK OFF	477	15.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	29	1.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_2

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Age of Exploration and Colonization

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,336	44.4%	87.2%
1: Selected	196	6.5%	12.8%
RESERVED CODES:			
-10: BREAK OFF	477	15.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	29	1.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_3

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Colonial Period of British North America

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,319	43.8%	86.1%
1: Selected	213	7.1%	13.9%
RESERVED CODES:			
-10: BREAK OFF	477	15.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	29	1.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_4

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The American Revolution and Founding of the Republic

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	702	23.3%	45.8%
1: Selected	830	27.6%	54.2%
RESERVED CODES:			
-10: BREAK OFF	477	15.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	29	1.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_5

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - Early National Period

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,382	45.9%	90.2%
1: Selected	150	5.0%	9.8%
RESERVED CODES:			
-10: BREAK OFF	477	15.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	29	1.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_6

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - Early Nineteenth Century and Westward Expansion (Jacksonian America)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,185	39.3%	77.3%
1: Selected	347	11.5%	22.7%
RESERVED CODES:			
-10: BREAK OFF	477	15.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	29	1.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_7

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - Slavery and the Antebellum South

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,227	40.7%	80.1%
1: Selected	305	10.1%	19.9%
RESERVED CODES:			
-10: BREAK OFF	477	15.8%	n/a
-7: N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
-3: MISSING	29	1.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_8

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Sectional Crisis and the Civil War

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,679	55.7%	70.3%
1: Selected	708	23.5%	29.7%
RESERVED CODES:			
-10: BREAK OFF	587	19.5%	n/a
-3: MISSING	38	1.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_9

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - Reconstruction

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,007	66.6%	84.1%
1: Selected	380	12.6%	15.9%
RESERVED CODES:			
-10: BREAK OFF	587	19.5%	n/a
-3: MISSING	38	1.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_10

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Gilded Age and Industrial America

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,366	45.4%	84.4%
1: Selected	253	8.4%	15.6%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_11

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The United States Becomes a World Power

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,477	49.0%	91.2%
1: Selected	142	4.7%	8.8%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_12

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Progressive Era

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,375	45.7%	84.9%
1: Selected	244	8.1%	15.1%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_13

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - World War I

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,335	44.3%	82.5%
1: Selected	284	9.4%	17.5%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_14

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Roaring '20s

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,348	44.8%	83.3%
1: Selected	271	9.0%	16.7%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_15

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Great Depression and the New Deal

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	469	15.6%	80.6%
1: Selected	113	3.8%	19.4%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-8: N/A -- Option not displayed until 6/8/23 due to error	1,037	34.4%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_16

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - World War II

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	958	31.8%	59.2%
1: Selected	661	21.9%	40.8%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_17

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - Postwar American Society and Culture

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,495	49.6%	92.3%
1: Selected	124	4.1%	7.7%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_18

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Cold War and Nuclear Age

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,234	41.0%	76.2%
1: Selected	385	12.8%	23.8%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_19

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Civil Rights Movement

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,029	34.2%	63.6%
1: Selected	590	19.6%	36.4%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_20

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Great Society

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,565	52.0%	96.7%
1: Selected	54	1.8%	3.3%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_21

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Counterculture

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,539	51.1%	95.1%
1: Selected	80	2.7%	4.9%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_22

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Vietnam War

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,423	47.2%	87.9%
1: Selected	196	6.5%	12.1%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_23

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - Reagan and the Conservative Movement

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,570	52.1%	97.0%
1: Selected	49	1.6%	3.0%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_24

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Information Age

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,599	53.1%	98.8%
1: Selected	20	0.7%	1.2%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_25

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - Clinton and the New Democrats

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,609	53.4%	99.4%
1: Selected	10	0.3%	0.6%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_26

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The War on Terror

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,552	51.5%	95.9%
1: Selected	67	2.2%	4.1%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q23_27

Label: Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Great Recession and Present Day

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,590	52.8%	98.2%
1: Selected	29	1.0%	1.8%
RESERVED CODES:			
-10: BREAK OFF	501	16.6%	n/a
-7: N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
-3: MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24A_TEXT

Label: Please explain why you chose Native America before European Colonization.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	166	5.5%	100.0%
RESERVED CODES:			
BREAK OFF	477	15.8%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Did not select as a favorite topic to teach	1,348	44.8%	n/a
MISSING	47	1.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24B_TEXT

Label: Please explain why you chose the Age of Exploration and Colonization.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	172	5.7%	100.0%
RESERVED CODES:			
BREAK OFF	477	15.8%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Did not select as a favorite topic to teach	1,336	44.4%	n/a
MISSING	53	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24C_TEXT

Label: Please explain why you chose the Colonial Period of British North America.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	192	6.4%	100.0%
RESERVED CODES:			
BREAK OFF	477	15.8%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Did not select as a favorite topic to teach	1,319	43.8%	n/a
MISSING	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24D_TEXT

Label: Please explain why you chose the American Revolution and Founding of the Republic.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	758	25.2%	100.0%
RESERVED CODES:			
BREAK OFF	477	15.8%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Did not select as a favorite topic to teach	702	23.3%	n/a
MISSING	101	3.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24E_TEXT

Label: Please explain why you chose the Early National Period.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	137	4.5%	100.0%
RESERVED CODES:			
BREAK OFF	477	15.8%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Did not select as a favorite topic to teach	1,382	45.9%	n/a
MISSING	42	1.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24F_TEXT

Label: Please explain why you chose the Early Nineteenth Century and Westward Expansion (Jacksonian America).

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	320	10.6%	100.0%
RESERVED CODES:			
BREAK OFF	477	15.8%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Did not select as a favorite topic to teach	1,185	39.3%	n/a
MISSING	56	1.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24G_TEXT

Label: Please explain why you chose Slavery and the Antebellum South.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	283	9.4%	100.0%
RESERVED CODES:			
BREAK OFF	477	15.8%	n/a
N/A -- R teaches only the 'second half' of US history (1877 - present)	974	32.3%	n/a
N/A -- Did not select as a favorite topic to teach	1,227	40.7%	n/a
MISSING	51	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24H_TEXT

Label: Please explain why you chose the Sectional Crisis and the Civil War.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	662	22.0%	100.0%
RESERVED CODES:			
BREAK OFF	587	19.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,679	55.7%	n/a
MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24I_TEXT

Label: Please explain why you chose Reconstruction.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	352	11.7%	100.0%
RESERVED CODES:			
BREAK OFF	587	19.5%	n/a
N/A -- Did not select as a favorite topic to teach	2,007	66.6%	n/a
MISSING	66	2.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24J_TEXT

Label: Please explain why you chose the Gilded Age and Industrial America

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	233	7.7%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,366	45.4%	n/a
MISSING	53	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24K_TEXT

Label: Please explain why you chose the United States Becomes a World Power.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	127	4.2%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,477	49.0%	n/a
MISSING	48	1.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24L_TEXT

Label: Please explain why you chose the Progressive Era.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	234	7.8%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,375	45.7%	n/a
MISSING	43	1.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24M_TEXT

Label: Please explain why you chose World War I.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	261	8.7%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,335	44.3%	n/a
MISSING	56	1.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24N_TEXT

Label: Please explain why you chose the Roaring '20s.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	252	8.4%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,348	44.8%	n/a
MISSING	52	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24O_TEXT

Label: Please explain why you chose the Great Depression and the New Deal.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	103	3.4%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,506	50.0%	n/a
MISSING	43	1.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24P_TEXT

Label: Please explain why you chose World War II.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	604	20.1%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	958	31.8%	n/a
MISSING	90	3.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24Q_TEXT

Label: Please explain why you chose Postwar American Society and Culture.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	116	3.9%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,495	49.6%	n/a
MISSING	41	1.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24R_TEXT

Label: Please explain why you chose the Cold War and Nuclear Age.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	362	12.0%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,234	41.0%	n/a
MISSING	56	1.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24S_TEXT

Label: Please explain why you chose the Civil Rights Movement.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	540	17.9%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,029	34.2%	n/a
MISSING	83	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24T_TEXT

Label: Please explain why you chose the Great Society.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	49	1.6%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,565	52.0%	n/a
MISSING	38	1.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24U_TEXT

Label: Please explain why you chose the Counterculture.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	75	2.5%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,539	51.1%	n/a
MISSING	38	1.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24V_TEXT

Label: Please explain why you chose the Vietnam War.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	183	6.1%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,423	47.2%	n/a
MISSING	46	1.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24W_TEXT

Label: Please explain why you chose Reagan and the Conservative Movement.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	48	1.6%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,570	52.1%	n/a
MISSING	34	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24X_TEXT

Label: Please explain why you chose the Information Age.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	18	0.6%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,599	53.1%	n/a
MISSING	35	1.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24Y_TEXT

Label: Please explain why you chose the Clinton and the New Democrats.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	10	0.3%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,609	53.4%	n/a
MISSING	33	1.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24Z_TEXT

Label: Please explain why you chose the War on Terror.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	62	2.1%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,552	51.5%	n/a
MISSING	38	1.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q24AA_TEXT

Label: Please explain why you chose the Great Recession and Present Day.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	26	0.9%	100.0%
RESERVED CODES:			
BREAK OFF	501	16.6%	n/a
N/A -- R teaches only the 'first half' of US history (precolonial - 1877)	859	28.5%	n/a
N/A -- Did not select as a favorite topic to teach	1,590	52.8%	n/a
MISSING	36	1.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_1

Label: Which of the following materials do you use to teach US history? Select all that apply. - A hard copy of a US history textbook.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,192	39.6%	50.5%
1: Selected	1,169	38.8%	49.5%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_2

Label: Which of the following materials do you use to teach US history? Select all that apply. - A digitally licensed version of a US history text from a textbook publisher.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,541	51.2%	65.3%
1: Selected	820	27.2%	34.7%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_3

Label: Which of the following materials do you use to teach US history? Select all that apply. - Free online resources from history education providers and institutions.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	588	19.5%	24.9%
1: Selected	1,773	58.9%	75.1%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_4

Label: Which of the following materials do you use to teach US history? Select all that apply. - Paid online resources from history education providers and institutions.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,638	54.4%	69.4%
1: Selected	723	24.0%	30.6%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_5

Label: Which of the following materials do you use to teach US history? Select all that apply. - Free online resources from other teachers.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,010	33.5%	42.8%
1: Selected	1,351	44.9%	57.2%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_6

Label: Which of the following materials do you use to teach US history? Select all that apply. - Paid online resources from other teachers.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,650	54.8%	69.9%
1: Selected	711	23.6%	30.1%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_7

Label: Which of the following materials do you use to teach US history? Select all that apply. - Materials that I design and write myself.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	351	11.7%	14.9%
1: Selected	2,010	66.7%	85.1%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_8

Label: Which of the following materials do you use to teach US history? Select all that apply. - Materials shared with me by other teachers.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	730	24.2%	30.9%
1: Selected	1,631	54.2%	69.1%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_9

Label: Which of the following materials do you use to teach US history? Select all that apply. - My state's curriculum framework/standards.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	936	31.1%	39.6%
1: Selected	1,425	47.3%	60.4%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q25_10

Label: Which of the following materials do you use to teach US history? Select all that apply. - My district's curriculum framework/standards.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,527	50.7%	64.7%
1: Selected	834	27.7%	35.3%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q26_1

Label: Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - I regularly assign textbook pages for homework.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,102	69.8%	89.0%
1: Selected	259	8.6%	11.0%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q26_2

Label: Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - I regularly assign students to read textbook pages in class.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,993	66.2%	84.4%
1: Selected	368	12.2%	15.6%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q26_3

Label: Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - I have students use the textbook as a reference for in-class work.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,298	43.1%	55.0%
1: Selected	1,063	35.3%	45.0%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q26_4

Label: Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - We use a textbook on a regular basis, but it's part of a set of other texts and resources we use.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,915	63.6%	81.1%
1: Selected	446	14.8%	18.9%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q26_5

Label: Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - Students can access assigned readings from a digitally published text OR from a hard-copy textbook.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,760	58.4%	74.5%
1: Selected	601	20.0%	25.5%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q26_6

Label: Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - Students ONLY access assigned readings from a digitally published text, not from a hard-copy textbook.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,168	72.0%	91.8%
1: Selected	193	6.4%	8.2%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q26_7

Label: Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - We never use textbooks.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,618	53.7%	68.5%
1: Selected	743	24.7%	31.5%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q26_8

Label: Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - My district/school currently has no adopted textbook or licensed digital resource for US history.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,212	73.4%	93.7%
1: Selected	149	4.9%	6.3%
RESERVED CODES:			
-10: BREAK OFF	644	21.4%	n/a
-3: MISSING	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q27_TEXT

Label: If you use a hard-copy or digitally licensed US history text in your on-level courses, which ones do you use?

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	1,809	60.1%	100.0%
RESERVED CODES:			
BREAK OFF	687	22.8%	n/a
N/A -- Never uses textbooks & district has no adopted textbook or licensed digital resource	70	2.3%	n/a
N/A -- Does not use a textbook	124	4.1%	n/a
MISSING	322	10.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_1

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Discovery Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,172	38.9%	69.9%
1: Selected	505	16.8%	30.1%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_2

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Newsela

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	802	26.6%	47.8%
1: Selected	875	29.1%	52.2%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_3

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - CommonLit

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,453	48.2%	86.6%
1: Selected	224	7.4%	13.4%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_4

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Nat Geo Education (National Geographic)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,481	49.2%	88.3%
1: Selected	196	6.5%	11.7%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_5

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Exploros

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,650	54.8%	98.4%
1: Selected	27	0.9%	1.6%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_6

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - InspireEd

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,630	54.1%	97.2%
1: Selected	47	1.6%	2.8%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_7

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Safari Montage

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,622	53.9%	96.7%
1: Selected	55	1.8%	3.3%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_8

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - ActiveClassroom (Social Studies School Service)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,613	53.6%	96.2%
1: Selected	64	2.1%	3.8%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_9

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - The DBQ Project

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,236	41.0%	73.7%
1: Selected	441	14.6%	26.3%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_10

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Choices Program (Brown University)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,521	50.5%	90.7%
1: Selected	156	5.2%	9.3%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_11

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Teacher Created Materials (TCM)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,591	52.8%	94.9%
1: Selected	86	2.9%	5.1%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_12

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Albert.io

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,625	54.0%	96.9%
1: Selected	52	1.7%	3.1%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_13

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - AMSCO (Perfection Learning)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,573	52.2%	93.8%
1: Selected	104	3.5%	6.2%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_14

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Scholastic News/ Upfront (New York Times)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,344	44.6%	80.1%
1: Selected	333	11.1%	19.9%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_15

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,334	44.3%	79.5%
1: Selected	343	11.4%	20.5%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-7: N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
-3: MISSING	105	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q28_15_TEXT

Label: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	341	11.3%	100.0%
RESERVED CODES:			
BREAK OFF	687	22.8%	n/a
N/A -- Other not selected	1,334	44.3%	n/a
N/A -- District has not purchased access to digital social studies platforms or resources	543	18.0%	n/a
MISSING	107	3.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_1

Label: How often have you used the free history teaching resources listed below? - Stanford History Education Group (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	528	17.5%	23.4%
2: Used it occasionally	637	21.1%	28.2%
3: Heard of this but never used it	294	9.8%	13.0%
4: Heard of this, but I purposefully avoided using it	17	0.6%	0.8%
5: Never heard of this	615	20.4%	27.2%
6: Not sure whether I've heard of this	169	5.6%	7.5%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	65	2.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_2

Label: How often have you used the free history teaching resources listed below? -
Gilder Lehrman Institute of American History (scale: used often - not sure I've
heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	431	14.3%	18.9%
2: Used it occasionally	874	29.0%	38.4%
3: Heard of this but never used it	309	10.3%	13.6%
4: Heard of this, but I purposefully avoided using it	14	0.5%	0.6%
5: Never heard of this	514	17.1%	22.6%
6: Not sure whether I've heard of this	136	4.5%	6.0%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	47	1.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_3

Label: How often have you used the free history teaching resources listed below? -
NCSS C3 Framework (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	138	4.6%	6.2%
2: Used it occasionally	491	16.3%	21.9%
3: Heard of this but never used it	508	16.9%	22.7%
4: Heard of this, but I purposefully avoided using it	30	1.0%	1.3%
5: Never heard of this	854	28.4%	38.1%
6: Not sure whether I've heard of this	219	7.3%	9.8%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a

Variable: Q29_3

Label: How often have you used the free history teaching resources listed below? -
NCSS C3 Framework (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	85	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_4

Label: How often have you used the free history teaching resources listed below? -
Federal Museums, Archives, and Institutions (scale: used often - not sure I've
heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	687	22.8%	30.1%
2: Used it occasionally	1,203	39.9%	52.6%
3: Heard of this but never used it	224	7.4%	9.8%
4: Heard of this, but I purposefully avoided using it	13	0.4%	0.6%
5: Never heard of this	109	3.6%	4.8%
6: Not sure whether I've heard of this	50	1.7%	2.2%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	39	1.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_5

Label: How often have you used the free history teaching resources listed below? - TeachingHistory.org (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	181	6.0%	8.0%
2: Used it occasionally	1,086	36.1%	47.9%
3: Heard of this but never used it	431	14.3%	19.0%
4: Heard of this, but I purposefully avoided using it	20	0.7%	0.9%
5: Never heard of this	396	13.1%	17.5%
6: Not sure whether I've heard of this	151	5.0%	6.7%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	60	2.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_6

Label: How often have you used the free history teaching resources listed below? - Teaching American History (Ashbrook Center) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	80	2.7%	3.6%
2: Used it occasionally	317	10.5%	14.1%
3: Heard of this but never used it	370	12.3%	16.5%
4: Heard of this, but I purposefully avoided using it	19	0.6%	0.8%
5: Never heard of this	1,179	39.1%	52.4%
6: Not sure whether I've heard of this	283	9.4%	12.6%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a

Variable: Q29_6

Label: How often have you used the free history teaching resources listed below? - Teaching American History (Ashbrook Center) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	77	2.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_7

Label: How often have you used the free history teaching resources listed below? - Learning for Justice (formerly Teaching Tolerance) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	226	7.5%	10.0%
2: Used it occasionally	716	23.8%	31.6%
3: Heard of this but never used it	380	12.6%	16.8%
4: Heard of this, but I purposefully avoided using it	68	2.3%	3.0%
5: Never heard of this	702	23.3%	31.0%
6: Not sure whether I've heard of this	172	5.7%	7.6%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	61	2.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_8

Label: How often have you used the free history teaching resources listed below? - Facing History and Ourselves (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	200	6.6%	8.9%
2: Used it occasionally	462	15.3%	20.6%
3: Heard of this but never used it	306	10.2%	13.6%
4: Heard of this, but I purposefully avoided using it	25	0.8%	1.1%
5: Never heard of this	1,017	33.8%	45.2%
6: Not sure whether I've heard of this	238	7.9%	10.6%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	77	2.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_9

Label: How often have you used the free history teaching resources listed below? - National Geographic (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	220	7.3%	9.8%
2: Used it occasionally	1,268	42.1%	56.4%
3: Heard of this but never used it	673	22.3%	30.0%
4: Heard of this, but I purposefully avoided using it	18	0.6%	0.8%
5: Never heard of this	44	1.5%	2.0%
6: Not sure whether I've heard of this	24	0.8%	1.1%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a

Variable: Q29_9

Label: How often have you used the free history teaching resources listed below? -
National Geographic (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	78	2.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_10

Label: How often have you used the free history teaching resources listed below? -
Digital Public Library of America (scale: used often - not sure I've heard of
this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	66	2.2%	2.9%
2: Used it occasionally	540	17.9%	24.1%
3: Heard of this but never used it	494	16.4%	22.0%
4: Heard of this, but I purposefully avoided using it	21	0.7%	0.9%
5: Never heard of this	870	28.9%	38.8%
6: Not sure whether I've heard of this	254	8.4%	11.3%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	80	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_11

Label: How often have you used the free history teaching resources listed below? -
 PBS Learning Media (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	404	13.4%	17.8%
2: Used it occasionally	1,388	46.1%	61.2%
3: Heard of this but never used it	324	10.8%	14.3%
4: Heard of this, but I purposefully avoided using it	18	0.6%	0.8%
5: Never heard of this	90	3.0%	4.0%
6: Not sure whether I've heard of this	45	1.5%	2.0%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	56	1.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_12

Label: How often have you used the free history teaching resources listed below? -
 Digital History (University of Houston) (scale: used often - not sure I've heard
 of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	61	2.0%	2.7%
2: Used it occasionally	390	12.9%	17.3%
3: Heard of this but never used it	302	10.0%	13.4%
4: Heard of this, but I purposefully avoided using it	15	0.5%	0.7%
5: Never heard of this	1,222	40.6%	54.2%
6: Not sure whether I've heard of this	264	8.8%	11.7%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a

Variable: Q29_12

Label: How often have you used the free history teaching resources listed below? - Digital History (University of Houston) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	71	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_13

Label: How often have you used the free history teaching resources listed below? - UMBC Center for History Education (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	12	0.4%	0.5%
2: Used it occasionally	125	4.2%	5.6%
3: Heard of this but never used it	303	10.1%	13.5%
4: Heard of this, but I purposefully avoided using it	25	0.8%	1.1%
5: Never heard of this	1,425	47.3%	63.7%
6: Not sure whether I've heard of this	347	11.5%	15.5%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	88	2.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_14

Label: How often have you used the free history teaching resources listed below? -
Educating for American Democracy (EAD) Roadmap (scale: used often - not
sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	15	0.5%	0.7%
2: Used it occasionally	59	2.0%	2.6%
3: Heard of this but never used it	277	9.2%	12.4%
4: Heard of this, but I purposefully avoided using it	21	0.7%	0.9%
5: Never heard of this	1,534	50.9%	68.5%
6: Not sure whether I've heard of this	335	11.1%	14.9%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	84	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_15

Label: How often have you used the free history teaching resources listed below? -
National Council for History Education (scale: used often - not sure I've heard
of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	63	2.1%	2.8%
2: Used it occasionally	627	20.8%	27.9%
3: Heard of this but never used it	696	23.1%	30.9%
4: Heard of this, but I purposefully avoided using it	25	0.8%	1.1%
5: Never heard of this	648	21.5%	28.8%
6: Not sure whether I've heard of this	191	6.3%	8.5%
RESERVED CODES:			

Variable: Q29_15

Label: How often have you used the free history teaching resources listed below? - National Council for History Education (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	75	2.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_16

Label: How often have you used the free history teaching resources listed below? - The 1619 Project Education Network (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	54	1.8%	2.4%
2: Used it occasionally	335	11.1%	14.9%
3: Heard of this but never used it	888	29.5%	39.4%
4: Heard of this, but I purposefully avoided using it	425	14.1%	18.8%
5: Never heard of this	423	14.0%	18.8%
6: Not sure whether I've heard of this	130	4.3%	5.8%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	70	2.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_17

Label: How often have you used the free history teaching resources listed below? - Hillsdale 1776 Curriculum (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	19	0.6%	0.8%
2: Used it occasionally	73	2.4%	3.3%
3: Heard of this but never used it	325	10.8%	14.5%
4: Heard of this, but I purposefully avoided using it	176	5.8%	7.9%
5: Never heard of this	1,351	44.9%	60.4%
6: Not sure whether I've heard of this	293	9.7%	13.1%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	88	2.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_18

Label: How often have you used the free history teaching resources listed below? - American Birthright (Civics Alliance) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	6	0.2%	0.3%
2: Used it occasionally	61	2.0%	2.7%
3: Heard of this but never used it	269	8.9%	12.0%
4: Heard of this, but I purposefully avoided using it	52	1.7%	2.3%
5: Never heard of this	1,539	51.1%	68.6%
6: Not sure whether I've heard of this	318	10.6%	14.2%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a

Variable: Q29_18

Label: How often have you used the free history teaching resources listed below? - American Birthright (Civics Alliance) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	80	2.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_19

Label: How often have you used the free history teaching resources listed below? - 1776 Unites (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	8	0.3%	0.4%
2: Used it occasionally	40	1.3%	1.8%
3: Heard of this but never used it	284	9.4%	12.7%
4: Heard of this, but I purposefully avoided using it	64	2.1%	2.9%
5: Never heard of this	1,526	50.7%	68.3%
6: Not sure whether I've heard of this	311	10.3%	13.9%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	92	3.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_20

Label: How often have you used the free history teaching resources listed below? -
Teachers Pay Teachers (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	480	15.9%	21.1%
2: Used it occasionally	914	30.3%	40.2%
3: Heard of this but never used it	470	15.6%	20.7%
4: Heard of this, but I purposefully avoided using it	344	11.4%	15.1%
5: Never heard of this	48	1.6%	2.1%
6: Not sure whether I've heard of this	16	0.5%	0.7%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	53	1.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_21

Label: How often have you used the free history teaching resources listed below? -
Pinterest (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	60	2.0%	2.7%
2: Used it occasionally	545	18.1%	24.3%
3: Heard of this but never used it	1,044	34.7%	46.6%
4: Heard of this, but I purposefully avoided using it	415	13.8%	18.5%
5: Never heard of this	116	3.9%	5.2%
6: Not sure whether I've heard of this	62	2.1%	2.8%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a

Variable: Q29_21

Label: How often have you used the free history teaching resources listed below? - Pinterest (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	83	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_22

Label: How often have you used the free history teaching resources listed below? - Khan Academy (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	132	4.4%	5.8%
2: Used it occasionally	1,087	36.1%	47.9%
3: Heard of this but never used it	870	28.9%	38.3%
4: Heard of this, but I purposefully avoided using it	94	3.1%	4.1%
5: Never heard of this	65	2.2%	2.9%
6: Not sure whether I've heard of this	21	0.7%	0.9%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	56	1.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_23

Label: How often have you used the free history teaching resources listed below? - C3 Teachers (Inquires) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	95	3.2%	4.3%
2: Used it occasionally	279	9.3%	12.5%
3: Heard of this but never used it	370	12.3%	16.6%
4: Heard of this, but I purposefully avoided using it	28	0.9%	1.3%
5: Never heard of this	1,193	39.6%	53.4%
6: Not sure whether I've heard of this	268	8.9%	12.0%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	92	3.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_24

Label: How often have you used the free history teaching resources listed below? - American Yawp (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	47	1.6%	2.1%
2: Used it occasionally	164	5.4%	7.4%
3: Heard of this but never used it	256	8.5%	11.5%
4: Heard of this, but I purposefully avoided using it	26	0.9%	1.2%
5: Never heard of this	1,437	47.7%	64.5%
6: Not sure whether I've heard of this	298	9.9%	13.4%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a

Variable: Q29_24

Label: How often have you used the free history teaching resources listed below? -
American Yawp (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	97	3.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_25

Label: How often have you used the free history teaching resources listed below? -
History Matters: The US History Survey Course on the Web (George Mason
University) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	35	1.2%	1.6%
2: Used it occasionally	390	12.9%	17.3%
3: Heard of this but never used it	448	14.9%	19.8%
4: Heard of this, but I purposefully avoided using it	26	0.9%	1.2%
5: Never heard of this	1,088	36.1%	48.2%
6: Not sure whether I've heard of this	271	9.0%	12.0%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	67	2.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_26

Label: How often have you used the free history teaching resources listed below? - Zinn Education Project (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	128	4.2%	5.7%
2: Used it occasionally	472	15.7%	21.0%
3: Heard of this but never used it	434	14.4%	19.3%
4: Heard of this, but I purposefully avoided using it	139	4.6%	6.2%
5: Never heard of this	877	29.1%	38.9%
6: Not sure whether I've heard of this	202	6.7%	9.0%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	73	2.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_27

Label: How often have you used the free history teaching resources listed below? - AP Central for APUSH (College Board) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	203	6.7%	9.0%
2: Used it occasionally	472	15.7%	20.9%
3: Heard of this but never used it	828	27.5%	36.6%
4: Heard of this, but I purposefully avoided using it	92	3.1%	4.1%
5: Never heard of this	513	17.0%	22.7%
6: Not sure whether I've heard of this	153	5.1%	6.8%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a

Variable: Q29_27

Label: How often have you used the free history teaching resources listed below? - AP Central for APUSH (College Board) (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	64	2.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_28

Label: How often have you used the free history teaching resources listed below? - Heimmler's Histories (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	115	3.8%	5.2%
2: Used it occasionally	208	6.9%	9.3%
3: Heard of this but never used it	240	8.0%	10.7%
4: Heard of this, but I purposefully avoided using it	28	0.9%	1.3%
5: Never heard of this	1,362	45.2%	61.0%
6: Not sure whether I've heard of this	280	9.3%	12.5%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	92	3.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_29

Label: How often have you used the free history teaching resources listed below? -
Crash Course US History (John Green) (scale: used often - not sure I've heard
of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	689	22.9%	30.2%
2: Used it occasionally	1,117	37.1%	48.9%
3: Heard of this but never used it	180	6.0%	7.9%
4: Heard of this, but I purposefully avoided using it	69	2.3%	3.0%
5: Never heard of this	179	5.9%	7.8%
6: Not sure whether I've heard of this	50	1.7%	2.2%
RESERVED CODES:			
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	41	1.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q29_30

Label: How often have you used the free history teaching resources listed below? -
Social media groups and/or forums (scale: used often - not sure I've heard of
this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Used this often	129	4.3%	5.8%
2: Used it occasionally	657	21.8%	29.3%
3: Heard of this but never used it	617	20.5%	27.5%
4: Heard of this, but I purposefully avoided using it	413	13.7%	18.4%
5: Never heard of this	288	9.6%	12.8%
6: Not sure whether I've heard of this	138	4.6%	6.2%
RESERVED CODES:			

Variable: Q29_30

Label: How often have you used the free history teaching resources listed below? - Social media groups and/or forums (scale: used often - not sure I've heard of this)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-10: BREAK OFF	687	22.8%	n/a
-3: MISSING	83	2.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q30_TEXT

Label: For any resources that you said you avoid, please describe why you avoid using them.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	2,055	68.2%	100.0%
RESERVED CODES:			
BREAK OFF	700	23.2%	n/a
MISSING	257	8.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q31_TEXT

Label: Please name any free local (town, region, or state) history teaching resources that you use on a regular basis in your US history course(s).

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	2,290	76.0%	100.0%
RESERVED CODES:			
BREAK OFF	722	24.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q32_TEXT

Label: If there are any significant US history resources that you use frequently that were NOT listed, please list them here.

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	2,286	75.9%	100.0%
RESERVED CODES:			
BREAK OFF	726	24.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_1

Label: How important are the following skills for US history students to learn in your class? - Developing critical thinking skills (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	8	0.3%	0.4%
2: Somewhat important	53	1.8%	2.4%
3: Important/very important	2,190	72.7%	97.3%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	15	0.5%	n/a
-2: I'm not familiar with this concept or skill	8	0.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_2

Label: How important are the following skills for US history students to learn in your class? - Teaching students to analyze primary sources (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	13	0.4%	0.6%
2: Somewhat important	396	13.1%	17.6%
3: Important/very important	1,844	61.2%	81.8%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	17	0.6%	n/a
-2: I'm not familiar with this concept or skill	4	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_3

Label: How important are the following skills for US history students to learn in your class? - Embedding core knowledge of key events, people, and eras in American history (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	19	0.6%	0.8%
2: Somewhat important	615	20.4%	27.3%
3: Important/very important	1,620	53.8%	71.9%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	15	0.5%	n/a
-2: I'm not familiar with this concept or skill	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_4

Label: How important are the following skills for US history students to learn in your class? - Teaching students to build arguments using evidence from primary sources (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	30	1.0%	1.3%
2: Somewhat important	531	17.6%	23.6%
3: Important/very important	1,691	56.1%	75.1%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	14	0.5%	n/a
-2: I'm not familiar with this concept or skill	8	0.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_5

Label: How important are the following skills for US history students to learn in your class? - Teaching students to think in terms of causes and effects (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	5	0.2%	0.2%
2: Somewhat important	284	9.4%	12.6%
3: Important/very important	1,957	65.0%	87.1%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	18	0.6%	n/a
-2: I'm not familiar with this concept or skill	10	0.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_6

Label: How important are the following skills for US history students to learn in your class? - Teaching students to understand the contingency of historical events (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	36	1.2%	1.6%
2: Somewhat important	744	24.7%	33.7%
3: Important/very important	1,425	47.3%	64.6%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	20	0.7%	n/a
-2: I'm not familiar with this concept or skill	49	1.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_7

Label: How important are the following skills for US history students to learn in your class? - Introducing students to historiographical debates (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	288	9.6%	13.2%
2: Somewhat important	1,257	41.7%	57.5%
3: Important/very important	642	21.3%	29.4%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	18	0.6%	n/a
-2: I'm not familiar with this concept or skill	69	2.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_8

Label: How important are the following skills for US history students to learn in your class? - Getting students to articulate how they feel about the past (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	136	4.5%	6.1%
2: Somewhat important	1,006	33.4%	44.8%
3: Important/very important	1,103	36.6%	49.1%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	24	0.8%	n/a
-2: I'm not familiar with this concept or skill	5	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_9

Label: How important are the following skills for US history students to learn in your class? - Teaching students how to do research (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	78	2.6%	3.5%
2: Somewhat important	713	23.7%	31.7%
3: Important/very important	1,455	48.3%	64.8%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	18	0.6%	n/a
-2: I'm not familiar with this concept or skill	10	0.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q34_10

Label: How important are the following skills for US history students to learn in your class? - Teaching students how to write a thesis-driven essay (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	236	7.8%	10.5%
2: Somewhat important	924	30.7%	41.2%
3: Important/very important	1,083	36.0%	48.3%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	20	0.7%	n/a
-2: I'm not familiar with this concept or skill	11	0.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q35_1

Label: How important are the following goals and values to teaching US history? - Presenting US history as a story of violence, oppression, and/or injustice (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	613	20.4%	28.8%
2: Somewhat important	967	32.1%	45.5%
3: Important/very important	546	18.1%	25.7%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	20	0.7%	n/a
-2: I'm not familiar with this goal or value	128	4.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q35_2

Label: How important are the following goals and values to teaching US history? -
Presenting US history as a series of conflicts over power (scale: not at all
important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	245	8.1%	11.2%
2: Somewhat important	1,096	36.4%	49.9%
3: Important/very important	855	28.4%	38.9%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	20	0.7%	n/a
-2: I'm not familiar with this goal or value	58	1.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q35_3

Label: How important are the following goals and values to teaching US history? -
Presenting US history as a complex mix of accomplishments and setbacks
(scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	42	1.4%	1.9%
2: Somewhat important	464	15.4%	20.7%
3: Important/very important	1,731	57.5%	77.4%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	18	0.6%	n/a
-2: I'm not familiar with this goal or value	19	0.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q35_4

Label: How important are the following goals and values to teaching US history? -
Presenting US history as a consistent fulfillment of the promises of the nation's
founding (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	644	21.4%	29.8%
2: Somewhat important	948	31.5%	43.9%
3: Important/very important	567	18.8%	26.3%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	26	0.9%	n/a
-2: I'm not familiar with this goal or value	89	3.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q35_5

Label: How important are the following goals and values to teaching US history? -
Presenting multiple sides of every story (scale: not at all important - very
important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	28	0.9%	1.2%
2: Somewhat important	294	9.8%	13.1%
3: Important/very important	1,926	63.9%	85.7%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	18	0.6%	n/a
-2: I'm not familiar with this goal or value	8	0.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q36_1

Label: How important are the following goals and values to teaching US history? -
Making connections to the present (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	7	0.2%	0.3%
2: Somewhat important	159	5.3%	7.1%
3: Important/very important	2,087	69.3%	92.6%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	17	0.6%	n/a
-2: I'm not familiar with this goal or value	4	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q36_2

Label: How important are the following goals and values to teaching US history? -
Instilling civic pride in the nation (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	258	8.6%	11.5%
2: Somewhat important	857	28.5%	38.2%
3: Important/very important	1,129	37.5%	50.3%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	19	0.6%	n/a
-2: I'm not familiar with this goal or value	11	0.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q36_3

Label: How important are the following goals and values to teaching US history? -
Building an appreciation for diversity (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	28	0.9%	1.2%
2: Somewhat important	356	11.8%	15.8%
3: Important/very important	1,864	61.9%	82.9%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	18	0.6%	n/a
-2: I'm not familiar with this goal or value	8	0.3%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q36_4

Label: How important are the following goals and values to teaching US history? -
Instilling core knowledge of national heritage (scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	104	3.5%	4.6%
2: Somewhat important	766	25.4%	34.2%
3: Important/very important	1,372	45.6%	61.2%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	20	0.7%	n/a
-2: I'm not familiar with this goal or value	12	0.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q36_5

**Label: How important are the following goals and values to teaching US history? -
Focusing on challenging/controversial topics (scale: not at all important - very important)**

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	94	3.1%	4.2%
2: Somewhat important	912	30.3%	40.6%
3: Important/very important	1,238	41.1%	55.2%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	19	0.6%	n/a
-2: I'm not familiar with this goal or value	11	0.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q37_1

**Label: How important are the following goals and values to teaching US history? -
Developing informed citizens for participation in a democratic society (scale: not at all important - very important)**

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	8	0.3%	0.4%
2: Somewhat important	126	4.2%	5.6%
3: Important/very important	2,117	70.3%	94.0%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	16	0.5%	n/a
-2: I'm not familiar with this goal or value	7	0.2%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q37_2

**Label: How important are the following goals and values to teaching US history? -
Expecting students to confront the role of racism in our nation's character
(scale: not at all important - very important)**

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	186	6.2%	8.4%
2: Somewhat important	856	28.4%	38.8%
3: Important/very important	1,162	38.6%	52.7%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	20	0.7%	n/a
-2: I'm not familiar with this goal or value	50	1.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q37_3

**Label: How important are the following goals and values to teaching US history? -
Cultivating an appreciation of the United States as an exceptional nation (scale:
not at all important - very important)**

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	551	18.3%	24.8%
2: Somewhat important	817	27.1%	36.7%
3: Important/very important	856	28.4%	38.5%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	21	0.7%	n/a
-2: I'm not familiar with this goal or value	29	1.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q37_4

Label: How important are the following goals and values to teaching US history? -
Helping students see the role of God in our nation's destiny (scale: not at all
important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	1,433	47.6%	66.9%
2: Somewhat important	443	14.7%	20.7%
3: Important/very important	267	8.9%	12.5%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	22	0.7%	n/a
-2: I'm not familiar with this goal or value	109	3.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q37_5

Label: How important are the following goals and values to teaching US history? -
Building a shared sense of national identity among students across social groups
(scale: not at all important - very important)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Not at all important	228	7.6%	10.2%
2: Somewhat important	828	27.5%	37.2%
3: Important/very important	1,172	38.9%	52.6%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	22	0.7%	n/a
-2: I'm not familiar with this goal or value	24	0.8%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q37

Label: Have you ever personally faced objections or criticisms to the way you teach certain topics in US history? (scale: frequently - never)

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Yes, frequently	50	1.7%	2.2%
2: Yes, several times over my career	310	10.3%	13.7%
3: Yes, but probably only once or twice	894	29.7%	39.6%
4: No, not ever	1,004	33.3%	44.5%
RESERVED CODES:			
-10: BREAK OFF	738	24.5%	n/a
-3: MISSING	16	0.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q38_TEXT

Label: If yes, which topic has generated the most objections or criticisms for you?

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	1,157	38.4%	100.0%
RESERVED CODES:			
BREAK OFF	747	24.8%	n/a
N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
MISSING	104	3.5%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_1

Label: From whom have the objections or criticisms come? Select all that apply. -
Students

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	695	23.1%	56.0%
1: Selected	545	18.1%	44.0%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_2

Label: From whom have the objections or criticisms come? Select all that apply. -
Parents

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	354	11.8%	28.5%
1: Selected	886	29.4%	71.5%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_3

Label: From whom have the objections or criticisms come? Select all that apply. -
School or district administrators

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,114	37.0%	89.8%
1: Selected	126	4.2%	10.2%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_4

Label: From whom have the objections or criticisms come? Select all that apply. -
Colleagues

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,099	36.5%	88.6%
1: Selected	141	4.7%	11.4%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_5

Label: From whom have the objections or criticisms come? Select all that apply. -
Local school board

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,202	39.9%	96.9%
1: Selected	38	1.3%	3.1%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_6

Label: From whom have the objections or criticisms come? Select all that apply. -
Community members

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,104	36.7%	89.0%
1: Selected	136	4.5%	11.0%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_7

Label: From whom have the objections or criticisms come? Select all that apply. -
State education agency

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,232	40.9%	99.4%
1: Selected	8	0.3%	0.6%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_8

Label: From whom have the objections or criticisms come? Select all that apply. -
State board of education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,228	40.8%	99.0%
1: Selected	12	0.4%	1.0%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_9

Label: From whom have the objections or criticisms come? Select all that apply. -
State legislature

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,221	40.5%	98.5%
1: Selected	19	0.6%	1.5%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_10

Label: From whom have the objections or criticisms come? Select all that apply. -
Press

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,218	40.4%	98.2%
1: Selected	22	0.7%	1.8%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_11

Label: From whom have the objections or criticisms come? Select all that apply. -
Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,200	39.8%	96.8%
1: Selected	40	1.3%	3.2%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q39_11_TEXT

Label: From whom have the objections or criticisms come? Select all that apply. -
Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	40	1.3%	100.0%
RESERVED CODES:			
BREAK OFF	747	24.8%	n/a
N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
N/A -- Other not selected	1,200	39.8%	n/a
MISSING	21	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q40_1

Label: How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I changed the way I taught the topic.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,057	35.1%	85.2%
1: Selected	184	6.1%	14.8%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	20	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q40_2

Label: How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I did further research to enrich my teaching.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	985	32.7%	79.4%
1: Selected	256	8.5%	20.6%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	20	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q40_3

Label: How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I sought out professional development.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,139	37.8%	91.8%
1: Selected	102	3.4%	8.2%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	20	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q40_4

Label: How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I sought out administrative support.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,047	34.8%	84.4%
1: Selected	194	6.4%	15.6%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	20	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q40_5

Label: How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I stopped teaching the topic.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,202	39.9%	96.9%
1: Selected	39	1.3%	3.1%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	20	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q40_6

Label: How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I did not change the way I taught the topic.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	626	20.8%	50.4%
1: Selected	615	20.4%	49.6%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	20	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q40_7

Label: How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - Other Selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,099	36.5%	88.6%
1: Selected	142	4.7%	11.4%
RESERVED CODES:			
-10: BREAK OFF	747	24.8%	n/a
-7: N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
-3: MISSING	20	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q40_7_TEXT

Label: How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - Other Specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	142	4.7%	100.0%
RESERVED CODES:			
BREAK OFF	747	24.8%	n/a
N/A -- Reports never facing objections or criticisms to the way R teaches history	1,004	33.3%	n/a
N/A -- Other not selected	1,099	36.5%	n/a
MISSING	20	0.7%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q41_1

Label: How do you identify? Select all that apply. - Female

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,158	38.4%	53.0%
1: Selected	1,027	34.1%	47.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	77	2.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q41_2

Label: How do you identify? Select all that apply. - Male

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,030	34.2%	47.1%
1: Selected	1,155	38.3%	52.9%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	77	2.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q41_3

Label: How do you identify? Select all that apply. - Transgender, non-binary, or another gender

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,178	72.3%	99.7%
1: Selected	7	0.2%	0.3%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	77	2.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q42_1

Label: Which of the following do you mark on US census forms? Select all that apply. - Asian American/Pacific Islander

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,099	69.7%	98.9%
1: Selected	24	0.8%	1.1%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	139	4.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q42_2

Label: Which of the following do you mark on US census forms? Select all that apply. -
Black/African American

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,035	67.6%	95.9%
1: Selected	88	2.9%	4.1%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	139	4.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q42_3

Label: Which of the following do you mark on US census forms? Select all that apply. -
Hispanic/Latino

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,960	65.1%	92.3%
1: Selected	163	5.4%	7.7%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	139	4.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q42_4

Label: Which of the following do you mark on US census forms? Select all that apply. - Native American/Alaska Native

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,097	69.6%	98.8%
1: Selected	26	0.9%	1.2%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	139	4.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q42_5

Label: Which of the following do you mark on US census forms? Select all that apply. - White

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	229	7.6%	10.8%
1: Selected	1,894	62.9%	89.2%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	139	4.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q_RACE

Label: Respondent race - single variable

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Asian American/Pacific Islander	8	0.3%	0.4%
2: Black/African American	80	2.7%	3.8%
3: Hispanic/Latino	163	5.4%	7.7%
4: Native American/Alaska Native	5	0.2%	0.2%
5: White	1,838	61.0%	86.6%
6: Multiracial	29	1.0%	1.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	139	4.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q43

Label: Excluding student teaching, how many years have you worked as a social studies teacher, INCLUDING this year?

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Less than 1 year	15	0.5%	0.7%
2: 1–2 years	137	4.5%	6.1%
3: 3–5 years	281	9.3%	12.4%
4: 6–10 years	450	14.9%	19.9%
5: 11–20 years	705	23.4%	31.2%
6: 21 or more years	674	22.4%	29.8%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q44_1

Label: What degrees have you earned? Select all that apply. - Bachelor's degree

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	434	14.4%	19.2%
1: Selected	1,828	60.7%	80.8%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q44_2

Label: What degrees have you earned? Select all that apply. - Master's degree

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	749	24.9%	33.1%
1: Selected	1,513	50.2%	66.9%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q44_3

Label: What degrees have you earned? Select all that apply. - Doctoral degree

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	2,188	72.6%	96.7%
1: Selected	74	2.5%	3.3%
RESERVED CODES:			

Variable: Q44_3

Label: What degrees have you earned? Select all that apply. - Doctoral degree

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-10: BREAK OFF	750	24.9%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_1

Label: What was your undergraduate major(s)? Select all that apply. - Elementary or Secondary Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	830	27.6%	73.3%
1: Selected	302	10.0%	26.7%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_2

Label: What was your undergraduate major(s)? Select all that apply. - History

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	544	18.1%	48.1%
1: Selected	588	19.5%	51.9%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_3

Label: What was your undergraduate major(s)? Select all that apply. - History Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	945	31.4%	83.5%
1: Selected	187	6.2%	16.5%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_4

Label: What was your undergraduate major(s)? Select all that apply. - Geography or Geography Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,100	36.5%	97.2%
1: Selected	32	1.1%	2.8%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_5

Label: What was your undergraduate major(s)? Select all that apply. - Physical Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,106	36.7%	97.7%
1: Selected	26	0.9%	2.3%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_6

Label: What was your undergraduate major(s)? Select all that apply. - Special Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,117	37.1%	98.7%
1: Selected	15	0.5%	1.3%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_7

Label: What was your undergraduate major(s)? Select all that apply. - General Social Science or Social Studies Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	964	32.0%	85.2%
1: Selected	168	5.6%	14.8%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_8

Label: What was your undergraduate major(s)? Select all that apply. - Political Science

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,025	34.0%	90.5%
1: Selected	107	3.6%	9.5%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_9

Label: What was your undergraduate major(s)? Select all that apply. - Economics

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,101	36.6%	97.3%
1: Selected	31	1.0%	2.7%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_10

Label: What was your undergraduate major(s)? Select all that apply. - Sociology

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,098	36.5%	97.0%
1: Selected	34	1.1%	3.0%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_11

Label: What was your undergraduate major(s)? Select all that apply. - Another Social Science

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,085	36.0%	95.8%
1: Selected	47	1.6%	4.2%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_12

Label: What was your undergraduate major(s)? Select all that apply. - English/Literature/Rhetoric

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,095	36.4%	96.7%
1: Selected	37	1.2%	3.3%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_13

Label: What was your undergraduate major(s)? Select all that apply. - English Language Learning

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,127	37.4%	99.6%
1: Selected	5	0.2%	0.4%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_14

Label: What was your undergraduate major(s)? Select all that apply. - Early Childhood Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,126	37.4%	99.5%
1: Selected	6	0.2%	0.5%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_15

Label: What was your undergraduate major(s)? Select all that apply. - Foreign Language

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,123	37.3%	99.2%
1: Selected	9	0.3%	0.8%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_16

Label: What was your undergraduate major(s)? Select all that apply. - Ethnic Studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,124	37.3%	99.3%
1: Selected	8	0.3%	0.7%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_17

Label: What was your undergraduate major(s)? Select all that apply. - Gender Studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,128	37.5%	99.6%
1: Selected	4	0.1%	0.4%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_18

Label: What was your undergraduate major(s)? Select all that apply. -
Communications

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,109	36.8%	98.0%
1: Selected	23	0.8%	2.0%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_19

Label: What was your undergraduate major(s)? Select all that apply. - Business

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,106	36.7%	97.7%
1: Selected	26	0.9%	2.3%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_20

Label: What was your undergraduate major(s)? Select all that apply. - Philosophy

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,129	37.5%	99.7%
1: Selected	3	0.1%	0.3%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_21

Label: What was your undergraduate major(s)? Select all that apply. - Other academic discipline selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,032	34.3%	91.2%
1: Selected	100	3.3%	8.8%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-7: N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
-3: MISSING	1	0.0%	n/a
-2: MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q45_21_TEXT

Label: What was your undergraduate major(s)? Select all that apply. - Other academic discipline specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	100	3.3%	100.0%
RESERVED CODES:			
BREAK OFF	751	24.9%	n/a
N/A -- Other not selected	1,032	34.3%	n/a
N/A -- Did not report earning bachelor's degree	434	14.4%	n/a
MISSING	1	0.0%	n/a
MISSING -- BA originally not selected but recoded due to reporting having undergraduate minor	694	23.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q46

Label: Did you have any undergraduate minors?

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Yes	1,240	41.2%	55.2%
2: No	1,008	33.5%	44.8%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-3: MISSING	13	0.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_1

Label: What was your undergraduate minor(s)? Select all that apply. - Elementary or Secondary Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	482	16.0%	88.3%
1: Selected	64	2.1%	11.7%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_2

Label: What was your undergraduate minor(s)? Select all that apply. - History

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	461	15.3%	84.4%
1: Selected	85	2.8%	15.6%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_3

Label: What was your undergraduate minor(s)? Select all that apply. - History Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	529	17.6%	96.9%
1: Selected	17	0.6%	3.1%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_4

Label: What was your undergraduate minor(s)? Select all that apply. - Geography or Geography Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	524	17.4%	96.0%
1: Selected	22	0.7%	4.0%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a

Variable: Q47_4

Label: What was your undergraduate minor(s)? Select all that apply. - Geography or Geography Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_5

Label: What was your undergraduate minor(s)? Select all that apply. - Physical Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	534	17.7%	97.8%
1: Selected	12	0.4%	2.2%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_6

Label: What was your undergraduate minor(s)? Select all that apply. - Special Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	542	18.0%	99.3%
1: Selected	4	0.1%	0.7%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_7

Label: What was your undergraduate minor(s)? Select all that apply. - General Social Science or Social Studies Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	517	17.2%	94.7%
1: Selected	29	1.0%	5.3%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a

Variable: Q47_7

Label: What was your undergraduate minor(s)? Select all that apply. - General Social Science or Social Studies Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_8

Label: What was your undergraduate minor(s)? Select all that apply. - Political Science

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	460	15.3%	84.2%
1: Selected	86	2.9%	15.8%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_9

Label: What was your undergraduate minor(s)? Select all that apply. - Economics

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	530	17.6%	97.1%
1: Selected	16	0.5%	2.9%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_10

Label: What was your undergraduate minor(s)? Select all that apply. - Sociology

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	509	16.9%	93.2%
1: Selected	37	1.2%	6.8%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_11

Label: What was your undergraduate minor(s)? Select all that apply. - Another Social Science

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	520	17.3%	95.2%
1: Selected	26	0.9%	4.8%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_12

Label: What was your undergraduate minor(s)? Select all that apply. - English/Literature/Rhetoric

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	508	16.9%	93.0%
1: Selected	38	1.3%	7.0%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a

Variable: Q47_12

Label: What was your undergraduate minor(s)? Select all that apply. - English/Literature/Rhetoric

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_13

Label: What was your undergraduate minor(s)? Select all that apply. - English Language Learning

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	541	18.0%	99.1%
1: Selected	5	0.2%	0.9%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_14

Label: What was your undergraduate minor(s)? Select all that apply. - Early Childhood Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	542	18.0%	99.3%
1: Selected	4	0.1%	0.7%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_15

Label: What was your undergraduate minor(s)? Select all that apply. - Foreign Language

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	521	17.3%	95.4%
1: Selected	25	0.8%	4.6%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a

Variable: Q47_15

Label: What was your undergraduate minor(s)? Select all that apply. - Foreign Language

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_16

Label: What was your undergraduate minor(s)? Select all that apply. - Ethnic Studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	534	17.7%	97.8%
1: Selected	12	0.4%	2.2%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_17

Label: What was your undergraduate minor(s)? Select all that apply. - Gender Studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	538	17.9%	98.5%
1: Selected	8	0.3%	1.5%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_18

Label: What was your undergraduate minor(s)? Select all that apply. - Communications

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	542	18.0%	99.3%
1: Selected	4	0.1%	0.7%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_19

Label: What was your undergraduate minor(s)? Select all that apply. - Business

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	534	17.7%	97.8%
1: Selected	12	0.4%	2.2%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_20

Label: What was your undergraduate minor(s)? Select all that apply. - Philosophy

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	536	17.8%	98.2%
1: Selected	10	0.3%	1.8%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_21

Label: What was your undergraduate minor(s)? Select all that apply. - Other academic discipline selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	387	12.8%	70.9%
1: Selected	159	5.3%	29.1%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-9: N/A -- Did not report earning bachelor's degree & Did not have any undergraduate minors	432	14.3%	n/a
-8: N/A -- Did not report earning bachelor's degree	2	0.1%	n/a
-7: N/A -- Did not have any undergraduate minors	576	19.1%	n/a
-3: MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q47_21_TEXT

Label: What was your undergraduate minor(s)? Select all that apply. - Other academic discipline specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	1,169	38.8%	100.0%
RESERVED CODES:			
BREAK OFF	751	24.9%	n/a
N/A -- Other not selected	387	12.8%	n/a
MISSING	705	23.4%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_1

Label: In what field did you receive your master's degree? Select all that apply. -
Elementary or Secondary Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	886	29.4%	58.6%
1: Selected	626	20.8%	41.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_2

Label: In what field did you receive your master's degree? Select all that apply. -
History

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,185	39.3%	78.4%
1: Selected	327	10.9%	21.6%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_3

Label: In what field did you receive your master's degree? Select all that apply. -
History Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,392	46.2%	92.1%
1: Selected	120	4.0%	7.9%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_4

Label: In what field did you receive your master's degree? Select all that apply. -
Geography or Geography Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,501	49.8%	99.3%
1: Selected	11	0.4%	0.7%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_5

Label: In what field did you receive your master's degree? Select all that apply. -
Physical Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,504	49.9%	99.5%
1: Selected	8	0.3%	0.5%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_6

Label: In what field did you receive your master's degree? Select all that apply. -
Special Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,465	48.6%	96.9%
1: Selected	47	1.6%	3.1%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_7

Label: In what field did you receive your master's degree? Select all that apply. -
General Social Science or Social Studies Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,418	47.1%	93.8%
1: Selected	94	3.1%	6.2%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_8

Label: In what field did you receive your master's degree? Select all that apply. -
Political Science

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,461	48.5%	96.6%
1: Selected	51	1.7%	3.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_9

Label: In what field did you receive your master's degree? Select all that apply. -
Economics

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,500	49.8%	99.2%
1: Selected	12	0.4%	0.8%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_10

Label: In what field did you receive your master's degree? Select all that apply. -
Sociology

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,499	49.8%	99.1%
1: Selected	13	0.4%	0.9%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_11

Label: In what field did you receive your master's degree? Select all that apply. -
Another Social Science

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,478	49.1%	97.8%
1: Selected	34	1.1%	2.2%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_12

Label: In what field did you receive your master's degree? Select all that apply. -
English/Literature/Rhetoric

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,491	49.5%	98.6%
1: Selected	21	0.7%	1.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_13

Label: In what field did you receive your master's degree? Select all that apply. - English Language Learning

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,483	49.2%	98.1%
1: Selected	29	1.0%	1.9%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_14

Label: In what field did you receive your master's degree? Select all that apply. - Early Childhood Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,511	50.2%	99.9%
1: Selected	1	0.0%	0.1%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_15

Label: In what field did you receive your master's degree? Select all that apply. -
Foreign Language

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,509	50.1%	99.8%
1: Selected	3	0.1%	0.2%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_16

Label: In what field did you receive your master's degree? Select all that apply. -
Ethnic Studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,504	49.9%	99.5%
1: Selected	8	0.3%	0.5%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_17

Label: In what field did you receive your master's degree? Select all that apply. -
Gender Studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,511	50.2%	99.9%
1: Selected	1	0.0%	0.1%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_18

Label: In what field did you receive your master's degree? Select all that apply. -
Communications

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,505	50.0%	99.5%
1: Selected	7	0.2%	0.5%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_19

Label: In what field did you receive your master's degree? Select all that apply. -
Business

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,497	49.7%	99.0%
1: Selected	15	0.5%	1.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_20

Label: In what field did you receive your master's degree? Select all that apply. -
Philosophy

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,509	50.1%	99.8%
1: Selected	3	0.1%	0.2%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_21

Label: In what field did you receive your master's degree? Select all that apply. - Other academic discipline selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	1,049	34.8%	69.4%
1: Selected	463	15.4%	30.6%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning master's degree	749	24.9%	n/a
-3: MISSING	1	0.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q48_21_TEXT

Label: In what field did you receive your master's degree? Select all that apply. - Other academic discipline specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	460	15.3%	100.0%
RESERVED CODES:			
BREAK OFF	750	24.9%	n/a
N/A -- Other not selected	1,049	34.8%	n/a
N/A -- Did not report earning master's degree	749	24.9%	n/a
MISSING	4	0.1%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_1

Label: In what field did you receive your doctoral degree? Select all that apply. -
Elementary or Secondary Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	56	1.9%	75.7%
1: Selected	18	0.6%	24.3%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_2

Label: In what field did you receive your doctoral degree? Select all that apply. -
History

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	61	2.0%	82.4%
1: Selected	13	0.4%	17.6%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_3

Label: In what field did you receive your doctoral degree? Select all that apply. -
History Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	74	2.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_4

Label: In what field did you receive your doctoral degree? Select all that apply. -
Geography or Geography Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	73	2.4%	98.6%
1: Selected	1	0.0%	1.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_5

Label: In what field did you receive your doctoral degree? Select all that apply. -
Physical Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	73	2.4%	98.6%
1: Selected	1	0.0%	1.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_6

Label: In what field did you receive your doctoral degree? Select all that apply. -
Special Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	72	2.4%	97.3%
1: Selected	2	0.1%	2.7%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_7

Label: In what field did you receive your doctoral degree? Select all that apply. -
General Social Science or Social Studies Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	71	2.4%	95.9%
1: Selected	3	0.1%	4.1%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_8

Label: In what field did you receive your doctoral degree? Select all that apply. -
Political Science

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	70	2.3%	94.6%
1: Selected	4	0.1%	5.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_9

Label: In what field did you receive your doctoral degree? Select all that apply. -
Economics

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	74	2.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_10

Label: In what field did you receive your doctoral degree? Select all that apply. -
Sociology

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	73	2.4%	98.6%
1: Selected	1	0.0%	1.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_11

Label: In what field did you receive your doctoral degree? Select all that apply. -
Another Social Science

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	73	2.4%	98.6%
1: Selected	1	0.0%	1.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_12

Label: In what field did you receive your doctoral degree? Select all that apply. -
English/Literature/Rhetoric

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	74	2.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_13

Label: In what field did you receive your doctoral degree? Select all that apply. - English Language Learning

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	74	2.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_14

Label: In what field did you receive your doctoral degree? Select all that apply. - Early Childhood Education

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	74	2.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_15

Label: In what field did you receive your doctoral degree? Select all that apply. - Foreign Language

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	74	2.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_16

Label: In what field did you receive your doctoral degree? Select all that apply. - Ethnic Studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	74	2.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_17

Label: In what field did you receive your doctoral degree? Select all that apply. -
Gender Studies

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	73	2.4%	98.6%
1: Selected	1	0.0%	1.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_18

Label: In what field did you receive your doctoral degree? Select all that apply. -
Communications

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	74	2.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_19

Label: In what field did you receive your doctoral degree? Select all that apply. -
Business

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	74	2.5%	100.0%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_20

Label: In what field did you receive your doctoral degree? Select all that apply. -
Philosophy

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	72	2.4%	97.3%
1: Selected	2	0.1%	2.7%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_21

Label: In what field did you receive your doctoral degree? Select all that apply. - Other academic discipline selected

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
0: Not Selected	36	1.2%	48.6%
1: Selected	38	1.3%	51.4%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-7: N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q49_21_TEXT

Label: In what field did you receive your doctoral degree? Select all that apply. - Other academic discipline specified

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	38	1.3%	100.0%
RESERVED CODES:			
BREAK OFF	750	24.9%	n/a
N/A -- Other not selected	36	1.2%	n/a
N/A -- Did not report earning doctoral degree	2,188	72.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: Q50_TEXT

Label: Which subjects does your teachers' license qualify you to teach?

Variable type: Nominal

LABEL	COUNT	PCT	VALID PCT
Response Provided	3,012	100.0%	100.0%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

Variable: QGIFTCARD

Label: Please select the e-gift card you would like to receive.

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Amazon	1,530	50.8%	70.5%
2: Starbucks	279	9.3%	12.9%
3: Target	162	5.4%	7.5%
4: Walmart	130	4.3%	6.0%
5: I do NOT want to receive an e-giftcard	69	2.3%	3.2%
RESERVED CODES:			
-10: BREAK OFF	751	24.9%	n/a
-3: MISSING	91	3.0%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: GENDER_Q41_AGG

Label: Gender, aggregated

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Male	1,152	38.2%	52.7%
2: Female	1,023	34.0%	46.8%
3: Trans, Non-Binary, Other	10	0.3%	0.5%
RESERVED CODES:			
-10: BREAK OFF	750	24.9%	n/a
-1: Prefer not to answer	77	2.6%	n/a
TOTALS	3,012	100.0%	100.0%

Variable: GENDER_Q41_MDR

Label: Composite from survey items Q41_1 2 and 3 plus MDR_Gender for Q41 nonrespondents

Variable type: Scale

LABEL	COUNT	PCT	VALID PCT
1: Male	1,554	51.6%	51.6%
2: Female	1,344	44.6%	44.6%
3: Transgender, non-binary, other	6	0.2%	0.2%
4: Unknown	108	3.6%	3.6%
RESERVED CODES:			
TOTALS	3,012	100.0%	100.0%

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Variable Name	Variable Label
CCD_DIST_PCT_NON_WHITE	Calculated percentage of non-white students at district based on counts reported by CCD.
CCD_DIST_PCT_REDUCED_LUNCH	Calculated percentage of students at district receiving reduced lunch based on counts reported by CCD.
CCD_DIST_STUDENT_COUNT	
CCD_LOCALE	2-digit NCES locale classification code that describes the type of area where the school is located.
CCD_LOCALE_LABEL	The NCES locales collapsed into basic urban, suburban, town, and rural categories.
CCD_SCHL_PCT_NON_WHITE	Calculated percentage of non-white students at school based on counts reported by CCD.
CCD_SCHL_PCT_REDUCED_LUNCH	Calculated percentage of students at school receiving reduced lunch based on counts reported by CCD.
CCD_STATE	2-letter abbreviation of the schools state as reported by CCD.
CCD_STUDENT_SCHL_COUNT	Rounded count of students attending school from CCD file.
DURATION__IN_SECONDS_	Duration (in seconds)
ENDDATE	End Date
FINAL_STATUS	Case final classification
FINISHED	Finished
GENDER_Q41_AGG	Gender, aggregated
GENDER_Q41_MDR	Composite from survey items Q41_1 2 and 3 plus MDR_Gender for Q41 nonrespondents
MDR_CCD_SCHL_GRADE_LEVEL	School Classification (grade range). Identifies institutions by major grade range from MDR and where missing from CCD.
MDR_DERIVED_SUBJECT	Subject classification based on job codes.
MDR_GENDER	Sex Code. Gender of individual reported by MDR
MDR_JOB1	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB2	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB3	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.

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Variable Name	Variable Label
MDR_JOB4	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB5	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB6	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB7	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_JOB8	For K12 Personnel, Job 1 - 8 are individual job codes reported by MDR. One individual can have up to 8 job codes.
MDR_STATE	Rounded count of students attending school district from MDR
PROGRESS	Progress
Q1	Have you taught at least one US history course to students in grades 6-12 during the current 2022-23 school year?
Q10	Which of the following BEST describes how your US history course(s) is organized? - Selected Choice
Q10_TEXT	Which of the following BEST describes how your US history course(s) is organized? - Other Specified
Q11_1	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as its own unit.
Q11_2	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of colonial history.
Q11_3	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of the history of the early republic.
Q11_4	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of the history of the Civil War.
Q11_5	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of the history of Reconstruction.
Q11_6	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach it as part of African American history.

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Variable Name	Variable Label
Q11_7	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I teach about its lasting legacy in the nation.
Q11_8	Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? Select all that apply. - I do not incorporate the history of slavery into my course.
Q12_1	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as its own unit.
Q12_2	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as part of a unit on colonial history.
Q12_3	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as part of a unit on nineteenth-century westward expansion.
Q12_4	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach it as part of a unit on the Civil Rights Movement.
Q12_5	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I teach about Native tribal nations as part of contemporary American society.
Q12_6	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I include Native American history in all the units I teach.
Q12_7	Which of the following describes how Native American history is integrated into your US history course(s)? Select all that apply. - I do not incorporate Native American history into my course.
Q13	Which of the following BEST describes the scope of your US history course(s)? (scale: first half US history - both halves US history)
Q14_TEXT	What two or three things/themes do you wish students would always remember about the American Revolution?
Q15_TEXT	What two or three things/themes do you wish students would always remember about US Westward Expansion?
Q16_TEXT	What two or three things/themes do you wish students would always remember about the Civil War?
Q17_TEXT	What two or three things/themes do you wish students would always remember about Reconstruction?
Q18_TEXT	What two or three things/themes do you wish students would always remember about the Gilded Age and Progressive Era?

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Variable Name	Variable Label
Q19_TEXT	What two or three things/themes do you wish students would always remember about the Civil Rights Movement?
Q2	Does this describe you? "The ONLY US history classes I am teaching during the current 2022-23 school year are AP US History and/or College Credit courses."
Q20_1	How much emphasis do you place on the following topics/eras in your US History class? - Native America before European Colonization (scale: not a priority - high priority)
Q20_10	How much emphasis do you place on the following topics/eras in your US History class? - The Gilded Age and Industrial America (scale: not a priority - high priority)
Q20_11	How much emphasis do you place on the following topics/eras in your US History class? - The United States Becomes a World Power (scale: not a priority - high priority)
Q20_12	How much emphasis do you place on the following topics/eras in your US History class? - The Progressive Era (scale: not a priority - high priority)
Q20_13	How much emphasis do you place on the following topics/eras in your US History class? - World War I (scale: not a priority - high priority)
Q20_14	How much emphasis do you place on the following topics/eras in your US History class? - The Roaring '20s (scale: not a priority - high priority)
Q20_15	How much emphasis do you place on the following topics/eras in your US History class? - The Great Depression and the New Deal (scale: not a priority - high priority)
Q20_16	How much emphasis do you place on the following topics/eras in your US History class? - World War II (scale: not a priority - high priority)
Q20_17	How much emphasis do you place on the following topics/eras in your US History class? - Postwar American Society and Culture (scale: not a priority - high priority)
Q20_18	How much emphasis do you place on the following topics/eras in your US History class? - The Cold War and Nuclear Age (scale: not a priority - high priority)
Q20_19	How much emphasis do you place on the following topics/eras in your US History class? - The Civil Rights Movement (scale: not a priority - high priority)
Q20_2	How much emphasis do you place on the following topics/eras in your US History class? - The Age of Exploration and Colonization (scale: not a priority - high priority)
Q20_20	How much emphasis do you place on the following topics/eras in your US History class? - The Great Society (scale: not a priority - high priority)
Q20_21	How much emphasis do you place on the following topics/eras in your US History class? - The Counterculture (scale: not a priority - high priority)
Q20_22	How much emphasis do you place on the following topics/eras in your US History class? - The Vietnam War (scale: not a priority - high priority)

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Variable Name	Variable Label
Q20_23	How much emphasis do you place on the following topics/eras in your US History class? - Reagan and the Conservative Movement (scale: not a priority - high priority)
Q20_24	How much emphasis do you place on the following topics/eras in your US History class? - The Information Age (scale: not a priority - high priority)
Q20_25	How much emphasis do you place on the following topics/eras in your US History class? - Clinton and the New Democrats (scale: not a priority - high priority)
Q20_26	How much emphasis do you place on the following topics/eras in your US History class? - The War on Terror (scale: not a priority - high priority)
Q20_27	How much emphasis do you place on the following topics/eras in your US History class? - The Great Recession and Present Day (scale: not a priority - high priority)
Q20_3	How much emphasis do you place on the following topics/eras in your US History class? - The Colonial Period of British North America (scale: not a priority - high priority)
Q20_4	How much emphasis do you place on the following topics/eras in your US History class? - The American Revolution and Founding of the Republic (scale: not a priority - high priority)
Q20_5	How much emphasis do you place on the following topics/eras in your US History class? - Early National Period (scale: not a priority - high priority)
Q20_6	How much emphasis do you place on the following topics/eras in your US History class? - Early Nineteenth Century and Westward Expansion (Jacksonian America) (scale: not a priority - high priority)
Q20_7	How much emphasis do you place on the following topics/eras in your US History class? - Slavery and the Antebellum South (scale: not a priority - high priority)
Q20_8	How much emphasis do you place on the following topics/eras in your US History class? - The Sectional Crisis and the Civil War (scale: not a priority - high priority)
Q20_9	How much emphasis do you place on the following topics/eras in your US History class? - Reconstruction (scale: not a priority - high priority)
Q21_1	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Native America before European Colonization
Q21_10	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Gilded Age and Industrial America
Q21_11	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The United States Becoming a World Power
Q21_12	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Progressive Era
Q21_13	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - World War I

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Variable Name	Variable Label
Q21_14	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Roaring '20s
Q21_15	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Great Depression and the New Deal
Q21_16	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - World War II
Q21_17	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Postwar American Society and Culture
Q21_18	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Cold War and Nuclear Age
Q21_19	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Civil Rights Movement
Q21_2	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Age of Exploration and Colonization
Q21_20	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Great Society
Q21_21	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Counterculture
Q21_22	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Vietnam War
Q21_23	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Reagan and the Conservative Movement
Q21_24	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Information Age
Q21_25	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Clinton and the New Democrats
Q21_26	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The War on Terror
Q21_27	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Great Recession and Present Day
Q21_3	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Colonial Period of British North America
Q21_4	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The American Revolution and Founding of the Republic

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Variable Name	Variable Label
Q21_5	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Early National Period
Q21_6	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Early Nineteenth Century and Westward Expansion (Jacksonian America)
Q21_7	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Slavery and the Antebellum South
Q21_8	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - The Sectional Crisis and the Civil War
Q21_9	Which of the following topics/eras do you find most challenging to teach? Select up to 3. - Reconstruction
Q22AA_1	What makes the Great Recession and Present Day difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22AA_2	What makes the Great Recession and Present Day difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22AA_3	What makes the Great Recession and Present Day difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22AA_4	What makes the Great Recession and Present Day difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22AA_5	What makes the Great Recession and Present Day difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22AA_6	What makes the Great Recession and Present Day difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22AA_7	What makes the Great Recession and Present Day difficult? Select all that apply. - Other Selected
Q22AA_7_TEXT	What makes the Great Recession and Present Day difficult? Select all that apply. - Other Specified
Q22A_1	What makes Native American before European Colonization difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22A_2	What makes Native American before European Colonization difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22A_3	What makes Native American before European Colonization difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22A_4	What makes Native American before European Colonization difficult? Select all that apply. - This topic area provokes unnecessary controversy and conflict.

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Variable Name	Variable Label
Q22A_5	What makes Native American before European Colonization difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic well.
Q22A_6	What makes Native American before European Colonization difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic.
Q22A_7	What makes Native American before European Colonization difficult? Select all that apply. - Other Selected
Q22A_7_TEXT	What makes Native American before European Colonization difficult? Select all that apply. - Other Specified
Q22B_1	What makes the Age of Exploration and Colonization difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22B_2	What makes the Age of Exploration and Colonization difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22B_3	What makes the Age of Exploration and Colonization difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22B_4	What makes the Age of Exploration and Colonization difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22B_5	What makes the Age of Exploration and Colonization difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22B_6	What makes the Age of Exploration and Colonization difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22B_7	What makes the Age of Exploration and Colonization difficult? Select all that apply. - Other Selected
Q22B_7_TEXT	What makes the Age of Exploration and Colonization difficult? Select all that apply. - Other Specified
Q22C_1	What makes the Colonial Period of British North America difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22C_2	What makes the Colonial Period of British North America difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22C_3	What makes the Colonial Period of British North America difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22C_4	What makes the Colonial Period of British North America difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

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Variable Name	Variable Label
Q22C_5	What makes the Colonial Period of British North America difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22C_6	What makes the Colonial Period of British North America difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22C_7	What makes the Colonial Period of British North America difficult? Select all that apply. - Other Selected
Q22C_7_TEXT	What makes the Colonial Period of British North America difficult? Select all that apply. - Other Specified
Q22D_1	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22D_2	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22D_3	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22D_4	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22D_5	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22D_6	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22D_7	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - Other Selected
Q22D_7_TEXT	What makes the American Revolution and Founding of the Republic difficult? Select all that apply. - Other Specified
Q22E_1	What makes the Early National Period difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22E_2	What makes the Early National Period difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22E_3	What makes the Early National Period difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

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Variable Name	Variable Label
Q22E_4	What makes the Early National Period difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22E_5	What makes the Early National Period difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22E_6	What makes the Early National Period difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22E_7	What makes the Early National Period difficult? Select all that apply. - Other Selected
Q22E_7_TEXT	What makes the Early National Period difficult? Select all that apply. - Other Specified
Q22F_1	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22F_2	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22F_3	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22F_4	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22F_5	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22F_6	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22F_7	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - Other Selected
Q22F_7_TEXT	What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? Select all that apply. - Other Specified
Q22G_1	What makes Slavery and the Antebellum South difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22G_2	What makes Slavery and the Antebellum South difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22G_3	What makes Slavery and the Antebellum South difficult? Select all that apply. - I have never developed a personal interest in this topic/era.

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Variable Name	Variable Label
Q22G_4	What makes Slavery and the Antebellum South difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22G_5	What makes Slavery and the Antebellum South difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22G_6	What makes Slavery and the Antebellum South difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22G_7	What makes Slavery and the Antebellum South difficult? Select all that apply. - Other Selected
Q22G_7_TEXT	What makes Slavery and the Antebellum South difficult? Select all that apply. - Other Specified
Q22H_1	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22H_2	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22H_3	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22H_4	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22H_5	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22H_6	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22H_7	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - Other Selected
Q22H_7_TEXT	What makes the Sectional Crisis and the Civil War difficult? Select all that apply. - Other Specified
Q22I_1	What makes Reconstruction difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22I_2	What makes Reconstruction difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22I_3	What makes Reconstruction difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22I_4	What makes Reconstruction difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

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Variable Name	Variable Label
Q22I_5	What makes Reconstruction difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22I_6	What makes Reconstruction difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22I_7	What makes Reconstruction difficult? Select all that apply. - Other Selected
Q22I_7_TEXT	What makes Reconstruction difficult? Select all that apply. - Other Specified
Q22J_1	What makes the Gilded Age and Industrial America difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22J_2	What makes the Gilded Age and Industrial America difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22J_3	What makes the Gilded Age and Industrial America difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22J_4	What makes the Gilded Age and Industrial America difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22J_5	What makes the Gilded Age and Industrial America difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22J_6	What makes the Gilded Age and Industrial America difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22J_7	What makes the Gilded Age and Industrial America difficult? Select all that apply. - Other Selected
Q22J_7_TEXT	What makes the Gilded Age and Industrial America difficult? Select all that apply. - Other Specified
Q22K_1	What makes the United States Becomes a World Power difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22K_2	What makes the United States Becomes a World Power difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22K_3	What makes the United States Becomes a World Power difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22K_4	What makes the United States Becomes a World Power difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22K_5	What makes the United States Becomes a World Power difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.

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Variable Name	Variable Label
Q22K_6	What makes the United States Becomes a World Power difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22K_7	What makes the United States Becomes a World Power difficult? Select all that apply. - Other Selected
Q22K_7_TEXT	What makes the United States Becomes a World Power difficult? Select all that apply. - Other Specified
Q22L_1	What makes the Progressive Era difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22L_2	What makes the Progressive Era difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22L_3	What makes the Progressive Era difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22L_4	What makes the Progressive Era difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22L_5	What makes the Progressive Era difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22L_6	What makes the Progressive Era difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22L_7	What makes the Progressive Era difficult? Select all that apply. - Other Selected
Q22L_7_TEXT	What makes the Progressive Era difficult? Select all that apply. - Other Specified
Q22M_1	What makes World War I difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22M_2	What makes World War I difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22M_3	What makes World War I difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22M_4	What makes World War I difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22M_5	What makes World War I difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22M_6	What makes World War I difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22M_7	What makes World War I difficult? Select all that apply. - Other Selected

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Variable Name	Variable Label
Q22M_7_TEXT	What makes World War I difficult? Select all that apply. - Other Specified
Q22N_1	What makes the Roaring '20s difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22N_2	What makes the Roaring '20s difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22N_3	What makes the Roaring '20s difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22N_4	What makes the Roaring '20s difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22N_5	What makes the Roaring '20s difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22N_6	What makes the Roaring '20s difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22N_7	What makes the Roaring '20s difficult? Select all that apply. - Other Selected
Q22N_7_TEXT	What makes the Roaring '20s difficult? Select all that apply. - Other Specified
Q22O_1	What makes the Great Depression and the New Deal difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22O_2	What makes the Great Depression and the New Deal difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22O_3	What makes the Great Depression and the New Deal difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22O_4	What makes the Great Depression and the New Deal difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22O_5	What makes the Great Depression and the New Deal difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22O_6	What makes the Great Depression and the New Deal difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22O_7	What makes the Great Depression and the New Deal difficult? Select all that apply. - Other Selected
Q22O_7_TEXT	What makes the Great Depression and the New Deal difficult? Select all that apply. - Other Specified
Q22P_1	What makes World War II difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

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Variable Name	Variable Label
Q22P_2	What makes World War II difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22P_3	What makes World War II difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22P_4	What makes World War II difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22P_5	What makes World War II difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22P_6	What makes World War II difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22P_7	What makes World War II difficult? Select all that apply. - Other Selected
Q22P_7_TEXT	What makes World War II difficult? Select all that apply. - Other Specified
Q22Q_1	What makes Postwar American Society and Culture difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22Q_2	What makes Postwar American Society and Culture difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22Q_3	What makes Postwar American Society and Culture difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22Q_4	What makes Postwar American Society and Culture difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22Q_5	What makes Postwar American Society and Culture difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22Q_6	What makes Postwar American Society and Culture difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22Q_7	What makes Postwar American Society and Culture difficult? Select all that apply. - Other Selected
Q22Q_7_TEXT	What makes Postwar American Society and Culture difficult? Select all that apply. - Other Specified
Q22R_1	What makes the Cold War and Nuclear Age difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22R_2	What makes the Cold War and Nuclear Age difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.

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Variable Name	Variable Label
Q22R_3	What makes the Cold War and Nuclear Age difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22R_4	What makes the Cold War and Nuclear Age difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22R_5	What makes the Cold War and Nuclear Age difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22R_6	What makes the Cold War and Nuclear Age difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22R_7	What makes the Cold War and Nuclear Age difficult? Select all that apply. - Other Selected
Q22R_7_TEXT	What makes the Cold War and Nuclear Age difficult? Select all that apply. - Other Specified
Q22S_1	What makes the Civil Rights Movement difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22S_2	What makes the Civil Rights Movement difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22S_3	What makes the Civil Rights Movement difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22S_4	What makes the Civil Rights Movement difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22S_5	What makes the Civil Rights Movement difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22S_6	What makes the Civil Rights Movement difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22S_7	What makes the Civil Rights Movement difficult? Select all that apply. - Other Selected
Q22S_7_TEXT	What makes the Civil Rights Movement difficult? Select all that apply. - Other Specified
Q22T_1	What makes the Great Society difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22T_2	What makes the Great Society difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22T_3	What makes the Great Society difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22T_4	What makes the Great Society difficult? Select all that apply. - This topic area provokes controversy and/or conflict.

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Variable Name	Variable Label
Q22T_5	What makes the Great Society difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22T_6	What makes the Great Society difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22T_7	What makes the Great Society difficult? Select all that apply. - Other Selected
Q22T_7_TEXT	What makes the Great Society difficult? Select all that apply. - Other Specified
Q22U_1	What makes the Counterculture difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22U_2	What makes the Counterculture difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22U_3	What makes the Counterculture difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22U_4	What makes the Counterculture difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22U_5	What makes the Counterculture difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22U_6	What makes the Counterculture difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22U_7	What makes the Counterculture difficult? Select all that apply. - Other Selected
Q22U_7_TEXT	What makes the Counterculture difficult? Select all that apply. - Other Specified
Q22V_1	What makes the Vietnam War difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22V_2	What makes the Vietnam War difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22V_3	What makes the Vietnam War difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22V_4	What makes the Vietnam War difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22V_5	What makes the Vietnam War difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22V_6	What makes the Vietnam War difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22V_7	What makes the Vietnam War difficult? Select all that apply. - Other Selected
Q22V_7_TEXT	What makes the Vietnam War difficult? Select all that apply. - Other Specified

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Variable Name	Variable Label
Q22W_1	What makes Reagan and the Conservative Movement difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22W_2	What makes Reagan and the Conservative Movement difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22W_3	What makes Reagan and the Conservative Movement difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22W_4	What makes Reagan and the Conservative Movement difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22W_5	What makes Reagan and the Conservative Movement difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22W_6	What makes Reagan and the Conservative Movement difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22W_7	What makes Reagan and the Conservative Movement difficult? Select all that apply. - Other Selected
Q22W_7_TEXT	What makes Reagan and the Conservative Movement difficult? Select all that apply. - Other Specified
Q22X_1	What makes the Information Age difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22X_2	What makes the Information Age difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22X_3	What makes the Information Age difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22X_4	What makes the Information Age difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22X_5	What makes the Information Age difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22X_6	What makes the Information Age difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22X_7	What makes the Information Age difficult? Select all that apply. - Other Selected
Q22X_7_TEXT	What makes the Information Age difficult? Select all that apply. - Other Specified
Q22Y_1	What makes Clinton and the New Democrats difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

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Variable Name	Variable Label
Q22Y_2	What makes Clinton and the New Democrats difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22Y_3	What makes Clinton and the New Democrats difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22Y_4	What makes Clinton and the New Democrats difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22Y_5	What makes Clinton and the New Democrats difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22Y_6	What makes Clinton and the New Democrats difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22Y_7	What makes Clinton and the New Democrats difficult? Select all that apply. - Other Selected
Q22Y_7_TEXT	What makes Clinton and the New Democrats difficult? Select all that apply. - Other Specified
Q22Z_1	What makes the War on Terror difficult? Select all that apply. - I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
Q22Z_2	What makes the War on Terror difficult? Select all that apply. - My chairs/administrators discourage coverage of this topic/era.
Q22Z_3	What makes the War on Terror difficult? Select all that apply. - I have never developed a personal interest in this topic/era.
Q22Z_4	What makes the War on Terror difficult? Select all that apply. - This topic area provokes controversy and/or conflict.
Q22Z_5	What makes the War on Terror difficult? Select all that apply. - There are significant time constraints that prevent me from teaching this topic/era well.
Q22Z_6	What makes the War on Terror difficult? Select all that apply. - Students appear uninterested, disengaged, or academically unprepared for this topic/era.
Q22Z_7	What makes the War on Terror difficult? Select all that apply. - Other Selected
Q22Z_7_TEXT	What makes the War on Terror difficult? Select all that apply. - Other Specified
Q23_1	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Native America before European Colonization
Q23_10	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Gilded Age and Industrial America
Q23_11	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The United States Becomes a World Power
Q23_12	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Progressive Era

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Variable Name	Variable Label
Q23_13	Please select up to three of your favorite topics/eras to teach in US History and explain why. - World War I
Q23_14	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Roaring '20s
Q23_15	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Great Depression and the New Deal
Q23_16	Please select up to three of your favorite topics/eras to teach in US History and explain why. - World War II
Q23_17	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Postwar American Society and Culture
Q23_18	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Cold War and Nuclear Age
Q23_19	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Civil Rights Movement
Q23_2	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Age of Exploration and Colonization
Q23_20	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Great Society
Q23_21	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Counterculture
Q23_22	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Vietnam War
Q23_23	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Reagan and the Conservative Movement
Q23_24	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Information Age
Q23_25	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Clinton and the New Democrats
Q23_26	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The War on Terror
Q23_27	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Great Recession and Present Day
Q23_3	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Colonial Period of British North America

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Variable Name	Variable Label
Q23_4	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The American Revolution and Founding of the Republic
Q23_5	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Early National Period
Q23_6	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Early Nineteenth Century and Westward Expansion (Jacksonian America)
Q23_7	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Slavery and the Antebellum South
Q23_8	Please select up to three of your favorite topics/eras to teach in US History and explain why. - The Sectional Crisis and the Civil War
Q23_9	Please select up to three of your favorite topics/eras to teach in US History and explain why. - Reconstruction
Q24AA_TEXT	Please explain why you chose the Great Recession and Present Day.
Q24A_TEXT	Please explain why you chose Native America before European Colonization.
Q24B_TEXT	Please explain why you chose the Age of Exploration and Colonization.
Q24C_TEXT	Please explain why you chose the Colonial Period of British North America.
Q24D_TEXT	Please explain why you chose the American Revolution and Founding of the Republic.
Q24E_TEXT	Please explain why you chose the Early National Period.
Q24F_TEXT	Please explain why you chose the Early Nineteenth Century and Westward Expansion (Jacksonian America).
Q24G_TEXT	Please explain why you chose Slavery and the Antebellum South.
Q24H_TEXT	Please explain why you chose the Sectional Crisis and the Civil War.
Q24I_TEXT	Please explain why you chose Reconstruction.
Q24J_TEXT	Please explain why you chose the Gilded Age and Industrial America
Q24K_TEXT	Please explain why you chose the United States Becomes a World Power.
Q24L_TEXT	Please explain why you chose the Progressive Era.
Q24M_TEXT	Please explain why you chose World War I.
Q24N_TEXT	Please explain why you chose the Roaring '20s.
Q24O_TEXT	Please explain why you chose the Great Depression and the New Deal.
Q24P_TEXT	Please explain why you chose World War II.
Q24Q_TEXT	Please explain why you chose Postwar American Society and Culture.

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Variable Name	Variable Label
Q24R_TEXT	Please explain why you chose the Cold War and Nuclear Age.
Q24S_TEXT	Please explain why you chose the Civil Rights Movement.
Q24T_TEXT	Please explain why you chose the Great Society.
Q24U_TEXT	Please explain why you chose the Counterculture.
Q24V_TEXT	Please explain why you chose the Vietnam War.
Q24W_TEXT	Please explain why you chose Reagan and the Conservative Movement.
Q24X_TEXT	Please explain why you chose the Information Age.
Q24Y_TEXT	Please explain why you chose the Clinton and the New Democrats.
Q24Z_TEXT	Please explain why you chose the War on Terror.
Q25_1	Which of the following materials do you use to teach US history? Select all that apply. - A hard copy of a US history textbook.
Q25_10	Which of the following materials do you use to teach US history? Select all that apply. - My district's curriculum framework/standards.
Q25_2	Which of the following materials do you use to teach US history? Select all that apply. - A digitally licensed version of a US history text from a textbook publisher.
Q25_3	Which of the following materials do you use to teach US history? Select all that apply. - Free online resources from history education providers and institutions.
Q25_4	Which of the following materials do you use to teach US history? Select all that apply. - Paid online resources from history education providers and institutions.
Q25_5	Which of the following materials do you use to teach US history? Select all that apply. - Free online resources from other teachers.
Q25_6	Which of the following materials do you use to teach US history? Select all that apply. - Paid online resources from other teachers.
Q25_7	Which of the following materials do you use to teach US history? Select all that apply. - Materials that I design and write myself.
Q25_8	Which of the following materials do you use to teach US history? Select all that apply. - Materials shared with me by other teachers.
Q25_9	Which of the following materials do you use to teach US history? Select all that apply. - My state's curriculum framework/standards.
Q26_1	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - I regularly assign textbook pages for homework.
Q26_2	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - I regularly assign students to read textbook pages in class.

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Variable Name	Variable Label
Q26_3	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - I have students use the textbook as a reference for in-class work.
Q26_4	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - We use a textbook on a regular basis, but it's part of a set of other texts and resources we use.
Q26_5	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - Students can access assigned readings from a digitally published text OR from a hard-copy textbook.
Q26_6	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - Students ONLY access assigned readings from a digitally published text, not from a hard-copy textbook.
Q26_7	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - We never use textbooks.
Q26_8	Which of the following describe how textbooks are used in your US history classroom? Select all that apply. - My district/school currently has no adopted textbook or licensed digital resource for US history.
Q27_TEXT	If you use a hard-copy or digitally licensed US history text in your on-level courses, which ones do you use?
Q28_1	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Discovery Education
Q28_10	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Choices Program (Brown University)
Q28_11	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Teacher Created Materials (TCM)
Q28_12	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Albert.io
Q28_13	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - AMSCO (Perfection Learning)
Q28_14	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Scholastic News/ Upfront (New York Times)
Q28_15	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Other Selected

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Variable Name	Variable Label
Q28_15_TEXT	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Other Specified
Q28_2	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Newsela
Q28_3	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - CommonLit
Q28_4	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Nat Geo Education (National Geographic)
Q28_5	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Exploros
Q28_6	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - InspireEd
Q28_7	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - Safari Montage
Q28_8	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - ActiveClassroom (Social Studies School Service)
Q28_9	Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply. - The DBQ Project
Q29_1	How often have you used the free history teaching resources listed below? - Stanford History Education Group (scale: used often - not sure I've heard of this)
Q29_10	How often have you used the free history teaching resources listed below? - Digital Public Library of America (scale: used often - not sure I've heard of this)
Q29_11	How often have you used the free history teaching resources listed below? - PBS Learning Media (scale: used often - not sure I've heard of this)
Q29_12	How often have you used the free history teaching resources listed below? - Digital History (University of Houston) (scale: used often - not sure I've heard of this)
Q29_13	How often have you used the free history teaching resources listed below? - UMBC Center for History Education (scale: used often - not sure I've heard of this)
Q29_14	How often have you used the free history teaching resources listed below? - Educating for American Democracy (EAD) Roadmap (scale: used often - not sure I've heard of this)
Q29_15	How often have you used the free history teaching resources listed below? - National Council for History Education (scale: used often - not sure I've heard of this)
Q29_16	How often have you used the free history teaching resources listed below? - The 1619 Project Education Network (scale: used often - not sure I've heard of this)

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Variable Name	Variable Label
Q29_17	How often have you used the free history teaching resources listed below? - Hillsdale 1776 Curriculum (scale: used often - not sure I've heard of this)
Q29_18	How often have you used the free history teaching resources listed below? - American Birthright (Civics Alliance) (scale: used often - not sure I've heard of this)
Q29_19	How often have you used the free history teaching resources listed below? - 1776 Unites (scale: used often - not sure I've heard of this)
Q29_2	How often have you used the free history teaching resources listed below? - Gilder Lehrman Institute of American History (scale: used often - not sure I've heard of this)
Q29_20	How often have you used the free history teaching resources listed below? - Teachers Pay Teachers (scale: used often - not sure I've heard of this)
Q29_21	How often have you used the free history teaching resources listed below? - Pinterest (scale: used often - not sure I've heard of this)
Q29_22	How often have you used the free history teaching resources listed below? - Khan Academy (scale: used often - not sure I've heard of this)
Q29_23	How often have you used the free history teaching resources listed below? - C3 Teachers (Inquires) (scale: used often - not sure I've heard of this)
Q29_24	How often have you used the free history teaching resources listed below? - American Yawp (scale: used often - not sure I've heard of this)
Q29_25	How often have you used the free history teaching resources listed below? - History Matters: The US History Survey Course on the Web (George Mason University) (scale: used often - not sure I've heard of this)
Q29_26	How often have you used the free history teaching resources listed below? - Zinn Education Project (scale: used often - not sure I've heard of this)
Q29_27	How often have you used the free history teaching resources listed below? - AP Central for APUSH (College Board) (scale: used often - not sure I've heard of this)
Q29_28	How often have you used the free history teaching resources listed below? - Heimmler's Histories (scale: used often - not sure I've heard of this)
Q29_29	How often have you used the free history teaching resources listed below? - Crash Course US History (John Green) (scale: used often - not sure I've heard of this)
Q29_3	How often have you used the free history teaching resources listed below? - NCSS C3 Framework (scale: used often - not sure I've heard of this)
Q29_30	How often have you used the free history teaching resources listed below? - Social media groups and/or forums (scale: used often - not sure I've heard of this)
Q29_4	How often have you used the free history teaching resources listed below? - Federal Museums, Archives, and Institutions (scale: used often - not sure I've heard of this)

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Variable Name	Variable Label
Q29_5	How often have you used the free history teaching resources listed below? - TeachingHistory.org (scale: used often - not sure I've heard of this)
Q29_6	How often have you used the free history teaching resources listed below? - Teaching American History (Ashbrook Center) (scale: used often - not sure I've heard of this)
Q29_7	How often have you used the free history teaching resources listed below? - Learning for Justice (formerly Teaching Tolerance) (scale: used often - not sure I've heard of this)
Q29_8	How often have you used the free history teaching resources listed below? - Facing History and Ourselves (scale: used often - not sure I've heard of this)
Q29_9	How often have you used the free history teaching resources listed below? - National Geographic (scale: used often - not sure I've heard of this)
Q3	Which of the following describes your US history teaching assignment(s) during the current 2022-23 school year?
Q30_TEXT	For any resources that you said you avoid, please describe why you avoid using them.
Q31_TEXT	Please name any free local (town, region, or state) history teaching resources that you use on a regular basis in your US history course(s).
Q32_TEXT	If there are any significant US history resources that you use frequently that were NOT listed, please list them here.
Q34_1	How important are the following skills for US history students to learn in your class? - Developing critical thinking skills (scale: not at all important - very important)
Q34_10	How important are the following skills for US history students to learn in your class? - Teaching students how to write a thesis-driven essay (scale: not at all important - very important)
Q34_2	How important are the following skills for US history students to learn in your class? - Teaching students to analyze primary sources (scale: not at all important - very important)
Q34_3	How important are the following skills for US history students to learn in your class? - Embedding core knowledge of key events, people, and eras in American history (scale: not at all important - very important)
Q34_4	How important are the following skills for US history students to learn in your class? - Teaching students to build arguments using evidence from primary sources (scale: not at all important - very important)
Q34_5	How important are the following skills for US history students to learn in your class? - Teaching students to think in terms of causes and effects (scale: not at all important - very important)
Q34_6	How important are the following skills for US history students to learn in your class? - Teaching students to understand the contingency of historical events (scale: not at all important - very important)

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Variable Name	Variable Label
Q34_7	How important are the following skills for US history students to learn in your class? - Introducing students to historiographical debates (scale: not at all important - very important)
Q34_8	How important are the following skills for US history students to learn in your class? - Getting students to articulate how they feel about the past (scale: not at all important - very important)
Q34_9	How important are the following skills for US history students to learn in your class? - Teaching students how to do research (scale: not at all important - very important)
Q35_1	How important are the following goals and values to teaching US history? - Presenting US history as a story of violence, oppression, and/or injustice (scale: not at all important - very important)
Q35_2	How important are the following goals and values to teaching US history? - Presenting US history as a series of conflicts over power (scale: not at all important - very important)
Q35_3	How important are the following goals and values to teaching US history? - Presenting US history as a complex mix of accomplishments and setbacks (scale: not at all important - very important)
Q35_4	How important are the following goals and values to teaching US history? - Presenting US history as a consistent fulfillment of the promises of the nation's founding (scale: not at all important - very important)
Q35_5	How important are the following goals and values to teaching US history? - Presenting multiple sides of every story (scale: not at all important - very important)
Q36_1	How important are the following goals and values to teaching US history? - Making connections to the present (scale: not at all important - very important)
Q36_2	How important are the following goals and values to teaching US history? - Instilling civic pride in the nation (scale: not at all important - very important)
Q36_3	How important are the following goals and values to teaching US history? - Building an appreciation for diversity (scale: not at all important - very important)
Q36_4	How important are the following goals and values to teaching US history? - Instilling core knowledge of national heritage (scale: not at all important - very important)
Q36_5	How important are the following goals and values to teaching US history? - Focusing on challenging/controversial topics (scale: not at all important - very important)
Q37	Have you ever personally faced objections or criticisms to the way you teach certain topics in US history? (scale: frequently - never)
Q37_1	How important are the following goals and values to teaching US history? - Developing informed citizens for participation in a democratic society (scale: not at all important - very important)

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Variable Name	Variable Label
Q37_2	How important are the following goals and values to teaching US history? - Expecting students to confront the role of racism in our nation's character (scale: not at all important - very important)
Q37_3	How important are the following goals and values to teaching US history? - Cultivating an appreciation of the United States as an exceptional nation (scale: not at all important - very important)
Q37_4	How important are the following goals and values to teaching US history? - Helping students see the role of God in our nation's destiny (scale: not at all important - very important)
Q37_5	How important are the following goals and values to teaching US history? - Building a shared sense of national identity among students across social groups (scale: not at all important - very important)
Q38_TEXT	If yes, which topic has generated the most objections or criticisms for you?
Q39_1	From whom have the objections or criticisms come? Select all that apply. - Students
Q39_10	From whom have the objections or criticisms come? Select all that apply. - Press
Q39_11	From whom have the objections or criticisms come? Select all that apply. - Other Selected
Q39_11_TEXT	From whom have the objections or criticisms come? Select all that apply. - Other Specified
Q39_2	From whom have the objections or criticisms come? Select all that apply. - Parents
Q39_3	From whom have the objections or criticisms come? Select all that apply. - School or district administrators
Q39_4	From whom have the objections or criticisms come? Select all that apply. - Colleagues
Q39_5	From whom have the objections or criticisms come? Select all that apply. - Local school board
Q39_6	From whom have the objections or criticisms come? Select all that apply. - Community members
Q39_7	From whom have the objections or criticisms come? Select all that apply. - State education agency
Q39_8	From whom have the objections or criticisms come? Select all that apply. - State board of education
Q39_9	From whom have the objections or criticisms come? Select all that apply. - State legislature
Q4	How many teachers teach US history in your building this school year (2022-23)?
Q40_1	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I changed the way I taught the topic.
Q40_2	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I did further research to enrich my teaching.

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Variable Name	Variable Label
Q40_3	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I sought out professional development.
Q40_4	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I sought out administrative support.
Q40_5	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I stopped teaching the topic.
Q40_6	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - I did not change the way I taught the topic.
Q40_7	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - Other Selected
Q40_7_TEXT	How did the experience of facing direct pressure change how you taught the topic? Select all that apply. - Other Specified
Q41_1	How do you identify? Select all that apply. - Female
Q41_2	How do you identify? Select all that apply. - Male
Q41_3	How do you identify? Select all that apply. - Transgender, non-binary, or another gender
Q42_1	Which of the following do you mark on US census forms? Select all that apply. - Asian American/Pacific Islander
Q42_2	Which of the following do you mark on US census forms? Select all that apply. - Black/African American
Q42_3	Which of the following do you mark on US census forms? Select all that apply. - Hispanic/Latino
Q42_4	Which of the following do you mark on US census forms? Select all that apply. - Native American/Alaska Native
Q42_5	Which of the following do you mark on US census forms? Select all that apply. - White
Q43	Excluding student teaching, how many years have you worked as a social studies teacher, INCLUDING this year?
Q44_1	What degrees have you earned? Select all that apply. - Bachelor's degree
Q44_2	What degrees have you earned? Select all that apply. - Master's degree
Q44_3	What degrees have you earned? Select all that apply. - Doctoral degree
Q45_1	What was your undergraduate major(s)? Select all that apply. - Elementary or Secondary Education
Q45_10	What was your undergraduate major(s)? Select all that apply. - Sociology
Q45_11	What was your undergraduate major(s)? Select all that apply. - Another Social Science

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Variable Name	Variable Label
Q45_12	What was your undergraduate major(s)? Select all that apply. - English/Literature/Rhetoric
Q45_13	What was your undergraduate major(s)? Select all that apply. - English Language Learning
Q45_14	What was your undergraduate major(s)? Select all that apply. - Early Childhood Education
Q45_15	What was your undergraduate major(s)? Select all that apply. - Foreign Language
Q45_16	What was your undergraduate major(s)? Select all that apply. - Ethnic Studies
Q45_17	What was your undergraduate major(s)? Select all that apply. - Gender Studies
Q45_18	What was your undergraduate major(s)? Select all that apply. - Communications
Q45_19	What was your undergraduate major(s)? Select all that apply. - Business
Q45_2	What was your undergraduate major(s)? Select all that apply. - History
Q45_20	What was your undergraduate major(s)? Select all that apply. - Philosophy
Q45_21	What was your undergraduate major(s)? Select all that apply. - Other academic discipline selected
Q45_21_TEXT	What was your undergraduate major(s)? Select all that apply. - Other academic discipline specified
Q45_3	What was your undergraduate major(s)? Select all that apply. - History Education
Q45_4	What was your undergraduate major(s)? Select all that apply. - Geography or Geography Education
Q45_5	What was your undergraduate major(s)? Select all that apply. - Physical Education
Q45_6	What was your undergraduate major(s)? Select all that apply. - Special Education
Q45_7	What was your undergraduate major(s)? Select all that apply. - General Social Science or Social Studies Education
Q45_8	What was your undergraduate major(s)? Select all that apply. - Political Science
Q45_9	What was your undergraduate major(s)? Select all that apply. - Economics
Q46	Did you have any undergraduate minors?
Q47_1	What was your undergraduate minor(s)? Select all that apply. - Elementary or Secondary Education
Q47_10	What was your undergraduate minor(s)? Select all that apply. - Sociology
Q47_11	What was your undergraduate minor(s)? Select all that apply. - Another Social Science
Q47_12	What was your undergraduate minor(s)? Select all that apply. - English/Literature/Rhetoric
Q47_13	What was your undergraduate minor(s)? Select all that apply. - English Language Learning

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Variable Name	Variable Label
Q47_14	What was your undergraduate minor(s)? Select all that apply. - Early Childhood Education
Q47_15	What was your undergraduate minor(s)? Select all that apply. - Foreign Language
Q47_16	What was your undergraduate minor(s)? Select all that apply. - Ethnic Studies
Q47_17	What was your undergraduate minor(s)? Select all that apply. - Gender Studies
Q47_18	What was your undergraduate minor(s)? Select all that apply. - Communications
Q47_19	What was your undergraduate minor(s)? Select all that apply. - Business
Q47_2	What was your undergraduate minor(s)? Select all that apply. - History
Q47_20	What was your undergraduate minor(s)? Select all that apply. - Philosophy
Q47_21	What was your undergraduate minor(s)? Select all that apply. - Other academic discipline selected
Q47_21_TEXT	What was your undergraduate minor(s)? Select all that apply. - Other academic discipline specified
Q47_3	What was your undergraduate minor(s)? Select all that apply. - History Education
Q47_4	What was your undergraduate minor(s)? Select all that apply. - Geography or Geography Education
Q47_5	What was your undergraduate minor(s)? Select all that apply. - Physical Education
Q47_6	What was your undergraduate minor(s)? Select all that apply. - Special Education
Q47_7	What was your undergraduate minor(s)? Select all that apply. - General Social Science or Social Studies Education
Q47_8	What was your undergraduate minor(s)? Select all that apply. - Political Science
Q47_9	What was your undergraduate minor(s)? Select all that apply. - Economics
Q48_1	In what field did you receive your master's degree? Select all that apply. - Elementary or Secondary Education
Q48_10	In what field did you receive your master's degree? Select all that apply. - Sociology
Q48_11	In what field did you receive your master's degree? Select all that apply. - Another Social Science
Q48_12	In what field did you receive your master's degree? Select all that apply. - English/Literature/Rhetoric
Q48_13	In what field did you receive your master's degree? Select all that apply. - English Language Learning

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Variable Name	Variable Label
Q48_14	In what field did you receive your master's degree? Select all that apply. - Early Childhood Education
Q48_15	In what field did you receive your master's degree? Select all that apply. - Foreign Language
Q48_16	In what field did you receive your master's degree? Select all that apply. - Ethnic Studies
Q48_17	In what field did you receive your master's degree? Select all that apply. - Gender Studies
Q48_18	In what field did you receive your master's degree? Select all that apply. - Communications
Q48_19	In what field did you receive your master's degree? Select all that apply. - Business
Q48_2	In what field did you receive your master's degree? Select all that apply. - History
Q48_20	In what field did you receive your master's degree? Select all that apply. - Philosophy
Q48_21	In what field did you receive your master's degree? Select all that apply. - Other academic discipline selected
Q48_21_TEXT	In what field did you receive your master's degree? Select all that apply. - Other academic discipline specified
Q48_3	In what field did you receive your master's degree? Select all that apply. - History Education
Q48_4	In what field did you receive your master's degree? Select all that apply. - Geography or Geography Education
Q48_5	In what field did you receive your master's degree? Select all that apply. - Physical Education
Q48_6	In what field did you receive your master's degree? Select all that apply. - Special Education
Q48_7	In what field did you receive your master's degree? Select all that apply. - General Social Science or Social Studies Education
Q48_8	In what field did you receive your master's degree? Select all that apply. - Political Science
Q48_9	In what field did you receive your master's degree? Select all that apply. - Economics
Q49_1	In what field did you receive your doctoral degree? Select all that apply. - Elementary or Secondary Education
Q49_10	In what field did you receive your doctoral degree? Select all that apply. - Sociology
Q49_11	In what field did you receive your doctoral degree? Select all that apply. - Another Social Science
Q49_12	In what field did you receive your doctoral degree? Select all that apply. - English/Literature/Rhetoric
Q49_13	In what field did you receive your doctoral degree? Select all that apply. - English Language Learning

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Variable Name	Variable Label
Q49_14	In what field did you receive your doctoral degree? Select all that apply. - Early Childhood Education
Q49_15	In what field did you receive your doctoral degree? Select all that apply. - Foreign Language
Q49_16	In what field did you receive your doctoral degree? Select all that apply. - Ethnic Studies
Q49_17	In what field did you receive your doctoral degree? Select all that apply. - Gender Studies
Q49_18	In what field did you receive your doctoral degree? Select all that apply. - Communications
Q49_19	In what field did you receive your doctoral degree? Select all that apply. - Business
Q49_2	In what field did you receive your doctoral degree? Select all that apply. - History
Q49_20	In what field did you receive your doctoral degree? Select all that apply. - Philosophy
Q49_21	In what field did you receive your doctoral degree? Select all that apply. - Other academic discipline selected
Q49_21_TEXT	In what field did you receive your doctoral degree? Select all that apply. - Other academic discipline specified
Q49_3	In what field did you receive your doctoral degree? Select all that apply. - History Education
Q49_4	In what field did you receive your doctoral degree? Select all that apply. - Geography or Geography Education
Q49_5	In what field did you receive your doctoral degree? Select all that apply. - Physical Education
Q49_6	In what field did you receive your doctoral degree? Select all that apply. - Special Education
Q49_7	In what field did you receive your doctoral degree? Select all that apply. - General Social Science or Social Studies Education
Q49_8	In what field did you receive your doctoral degree? Select all that apply. - Political Science
Q49_9	In what field did you receive your doctoral degree? Select all that apply. - Economics
Q50_TEXT	Which subjects does your teachers' license qualify you to teach?
Q5A	Do you plan lessons or curriculum with other US history teachers?
Q5B_1	On which of the following do you and your US history team members collaborate? Select all that apply. - Pacing and sequence of the course
Q5B_2	On which of the following do you and your US history team members collaborate? Select all that apply. - Unit plans
Q5B_3	On which of the following do you and your US history team members collaborate? Select all that apply. - Tests, assessments, and projects

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Variable Name	Variable Label
Q5B_4	On which of the following do you and your US history team members collaborate? Select all that apply. - Day-to-day lessons
Q5C_1	For each of the activities listed below, how closely would you say that you and your team are aligned? - Pacing and sequence of the course
Q5C_2	For each of the activities listed below, how closely would you say that you and your team are aligned? - Unit Plans
Q5C_3	For each of the activities listed below, how closely would you say that you and your team are aligned? - Tests, assessments, and projects
Q5C_4	For each of the activities listed below, how closely would you say that you and your team are aligned? - Day-to-day lessons
Q6	Which of the following BEST describes how curricular decisions at the DISTRICT office affect what you do in your US history class? - Selected Choice
Q6_TEXT	Which of the following BEST describes how curricular decisions at the DISTRICT office affect what you do in your US history class? - Other Specified
Q7_1	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A school principal
Q7_2	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A curriculum coordinator, instructional coach, or other administrator
Q7_3	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A fellow teacher who is a department/division/course chair or lead
Q7_4	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - A team of teachers who collaborate as a PLC or course team
Q7_5	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - The individual classroom teacher
Q7_6	How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL? - The state's academic standards for social studies
Q8	Which of the following BEST describes how curricular decisions in your SCHOOL affect what you do in your US history class? - Selected Choice
Q8_TEXT	Which of the following BEST describes how curricular decisions in your SCHOOL affect what you do in your US history class? - Other Specified
Q9_1	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give a common assessment to our students every unit.

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Variable Name	Variable Label
Q9_2	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give a common assessment to our students every quarter or semester.
Q9_3	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give a common assessment to our students once a year.
Q9_4	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I do a common project with our students at least once a year.
Q9_5	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I give our own assessments, but we use a common pool of questions and prompts.
Q9_6	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My fellow US history teachers and I do NOT give assessments in common; we assess our students with tests and projects of our own.
Q9_7	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - My state requires us to administer a common statewide assessment in US history.
Q9_8	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - Other Selected
Q9_8_TEXT	Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply. - Other Specified
QGIFTCARD	Please select the e-gift card you would like to receive.
Q_RACE	Respondent race - single variable
RECORDEDDATE	Recorded Date
STARTDATE	Start Date
SU_ID	SU_ID
