

# **Teacher Job and Stress Study**

## **Data Dictionary and Codebook**

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## General Study Information

This dataset was used to examine relationships between center-based early childhood educators' job characteristics and their stress. The impetus for the study was to use a natural experimental design to explore the relationship between planned wage increases after time point 1 (TP1) and teachers' stress. However, the study occurred across the academic year (AY) 2021-2022, a period of historic inflation and classroom closures due to the COVID-19 Omicron variant. During this time, nearly all educators in the study received a wage increase between TP1 and TP2, and numerous policies were directed toward providing early childhood educators with cash benefits. As such, the natural experimental design instead shifted to an observational study during a critical moment in history. A discussion surrounding this study within the context of history is published in Bates and Dynia (2024):

Bates, R.A., Dynia, J.M. (2024). Changes in stress following wage increases for early childhood educators. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-024-01666-0>

Center-based early childhood educators were recruited and enrolled in Fall 2021 using a targeted purposive sampling strategy of center-based early childhood educators living in Ohio. Through community partners with whom we had existing relationships, we distributed information about the study through emails and flyers to listservs, administrators of early educational centers, or early childhood educators. Eligibility criteria were (a) at least 18 years old and (b) employed primarily as a center-based educator of children 0-5 years old. There were four time points of data collection across the academic year (AY) 2021-2022. After participant eligibility was confirmed, we collected electronic consent. Data were collected from early childhood educators at their convenience through electronic online surveys (Qualtrics and REDCap) and hair cortisol, collected primarily at the early childhood educational center. Study approval came from the University of Cincinnati Institutional Review Board (2021-0567).

### Data Collection Dates

	TP1	TP1	TP2	TP2	TP3	TP3	TP4	TP4
<b>Hair</b>	8/26/21 - 11/17/2021		12/1/2021 - 4/27/2022		N/A		N/A	
<b>Surveys</b>	8/21/2021 – 11/17/2021		12/1/2021-2/24/2022 (one participant 4/29/2022)		3/9/2022-5/23/2022		6/1/2022-7/29/2022	

### Incentives

Participants were provided a \$10 grocery store gift card for each time point survey; each survey took around 30 minutes. Participants were also provided a \$15 grocery store gift card for each hair sample.

### Personnel

MPIs: Drs. Randi Bates (PI on Record at University of Cincinnati) and Jaclyn Dynia (Current Institution The Ohio State University)

Research Assistants: Erin Barker, Wala'a Almallah, Tharaa Ananzeh, Bailey Martin (University of Cincinnati), and Lauren Barnes (Lauren Barnes, LLC)

## **Published Studies Using Study Data**

**As of January 2025:**

**Two studies have been published using this dataset:**

Bates, R. A. & Dynia, J. M. (2024). Changes in stress following wage increases for early childhood educators. *Early Childhood Education Journal* doi: 10.1007/s10643-024-01666-0

Bates, R. A., Dynia, J. M. (2023). Psychological and physiological stress and stressors in early childhood educators: A pilot study. *Psychology in the Schools*. <https://doi.org/10.1002/pits.23118>

**One study has been accepted for publication:**

**Bates, R. A.,** Almallah, W., Martin, B. E., Ananzeh, T. I., Collen, C., & Dynia, J. M. (*Manuscript accepted*). Feasibility of collecting hair for cortisol analysis in early childhood educators. *Nursing Research*

## Participation

### Final participation

	TP1		TP2		TP3	TP4
	Survey	Hair	Survey	Hair	Survey	Survey
Total educators	67/68	50/68	53/66	41/66	45/66	42/66
# schools	13					

### Official withdrawals (educators who notified us that they wished to withdraw)

	TP1	TP2	TP3	TP4
Total educators	1	2	0	0

*Note.* Regarding the final participation numbers, four educators consented but never participated (one educator immediately withdrew after reading one question). Excluding these participants, the final participation number for TP1 is 67.

## Data Cleaning Notes and Rules

Available total sum scores were left missing if more than 10% of items were missing from the scale (except for the perceived stress scale, the work attitudes scale, the teacher beliefs and self-efficacy scale).

If participants completed more than one survey, the first most complete survey was included as the participants' final response.

## Funding Information

This work was supported in part by SproutFive, a Rabinowitz Award from the University of Cincinnati College of Nursing, the University of Cincinnati Office of Research, and the Center for Clinical and Translational Science and Training grant (2UL1TR001425-05A1). The content is solely the responsibility of the authors and does not necessarily represent the official views of the funders.

## Mandatory Citation Information

**1. Because this study used REDCap, you must cite the following if you use data from our study:**

PA Harris, R Taylor, R Thielke, J Payne, N Gonzalez, JG. Conde, Research electronic data capture (REDCap) – A metadata-driven methodology and workflow process for providing translational research informatics support, J Biomed Inform. 2009 Apr;42(2):377-81.

PA Harris, R Taylor, BL Minor, V Elliott, M Fernandez, L O’Neal, L McLeod, G Delacqua, F Delacqua, J Kirby, SN Duda, REDCap Consortium, The REDCap consortium: Building an international community of software partners, J Biomed Inform. 2019 May 9 [doi: 10.1016/j.jbi.2019.103208]

Study data were collected and managed using REDCap electronic data capture tools hosted at the University of Cincinnati (Harris et al., 2019; Harris et al., 2009). REDCap (Research Electronic Data Capture) is a secure, web-based software platform designed to support data capture for research studies, providing (1) an intuitive interface for validated data capture; (2) audit trails for tracking data manipulation and export procedures; (3) automated export procedures for seamless data downloads to common statistical packages; and (4) procedures for data integration and interoperability with external sources.

**2. Cite the study published on the LDbase data repository. The suggested citation is:**

Bates, R. A., & Dynia, J. (2024). *Early Childhood Educators’ Work and Stress*. LDbase. <https://doi.org/10.33009/ldbbase.1723223135.93da>



## Overview of Measures by Time Point (TP)

Construct	Concept	Measure	TP Collected			
			1	2	3	4
Work characteristics	ECE Credentials	Researcher-developed questions on personal credentials as an early childhood educator (ECE)	X			
	Center-characteristics	Researcher-developed characteristics of center funding, programming, children served	X			
	Personal work characteristics	Researcher-developed questions on personal work characteristics including job title, employment, hours worked each week, hourly wages	X	X	X	X
	Job Turnover	Researcher-developed questions on the educators' job changes during the study	X		X	X
	Continuing education	Researcher-developed questions on continuing education	X			
Personal Demographics	Household income	Household income	X	X	X	X
	Basic demographics	Education, year born, gender, race/ethnicity, language spoken	X			
Socioeconomic stress or stressors	Housing	Questions on housing status, concerns, and stability from Preschool Promise Study (Purtell et al., 2021)	X	X	X	X
	Institutional resources and economic hardship	Self-report scale from Yoshikawa et al. (2008), seven questions scored no or yes.	X	X	X	X
	Economic hardship	Three questions on difficulties paying bills from Preschool Promise Study (Purtell et al., 2021)	X	X	X	X
	Food insecurity	Self-report short-form food insecurity questionnaire from the US Department of Agriculture (Blumberg, 1999; United States Department of Agriculture [USDA], 2012). Six items scored yes or no; higher scores more food insecure.	X	X	X	X
Perceived personal stress or stressors	Personal stress	Widely used Perceived Stress Scale (Cohen et al., 1983), 10 self-report items rated on a 5-point frequency scale.	X	X		X
	Personal self-efficacy	Generalized self-efficacy scale (Schwarzer & Jerusalem, 1995), 10 self-report items rated on a 4-point Likert scale.	X	X		X
	Depression	Widely used self-report Center for Epidemiologic Studies Depression Scale (CES-D) from Radloff (1977). 20 items scored on a frequency scale in the past week from 0 (rarely or none of the time) to 3 (most or all of the time).	X	X		X
	Anxiety	General Anxiety Disorder-7 (GAD-7) scale (Spitzer et al., 2006), with 7 self-report items rated on a 4-point frequency scale.	X	X		X
	Childhood stressors	Widely used self-report Adverse Childhood Experiences Questionnaire, 2 questions on the # of lifetime stressors experienced (Felitti et al., 1998).	X			
Perceived job stress or stressors	Job satisfaction	Self-report on job satisfaction measured from the Work Attitudes Questionnaire (55 items)	X		X	X
	Job satisfaction	3 questions from Preschool Promise Study (Purtell et al., 2021)	X			
	Job satisfaction	Rank Items on aspects of the job that are important to the educator from Kentucky Professional Development Framework Study (Rous & Grisham Brown, 2010)	X		X	X
	Job coping	Self-report. One item "How well are you coping with the stress of your job right now?" on an 11-point Likert-type scale from 0 (not well) to 10 (very well) with established validity and sensitivity (Herman et al., 2017).	X		X	X
	Teacher beliefs or self-efficacy	Teachers' Sense of Efficacy Scale-Short Form (Tschannen-Moran & Hoy, 2001), 12 items on how they perceive their ability to manage their classroom, rated on a 9-point agreement scale with established reliability and validity.	X		X	X
	Teacher stress	Teacher Stress Inventory (Fimian & Fastenau, 1990) is a self-report of 49-items on a 5-point Likert scale. Higher scores indicate higher stress.	X		X	X
	Teacher burnout	Maslach Burnout Inventory – Educators Survey (Maslach & Jackson, 1981) self-report of 22 items on a 7-point frequency scale on teacher burnout.	X		X	X
Physiological Stress	Longitudinal physiologic stress	3cm hair length from posterior vertex on skin of scalp to measure cortisol, which reflects average cortisol content over the past 3 months (Wennig, 2000). Cortisol is considered a major stress hormone. No clinical values of physiologic stress; values will be used to examine relations and changes in physiologic stress over time. Cortisol was assayed from hair using protocol adapted from D'Anna-Hernandez et al. (2011) and Meyer et al. (2014). Samples were assayed in duplicate and inter- and intra-assay coefficients of variation were calculated. Hair cortisol levels are expressed in hair as log(pg/mg).	X	X		
	Hair cortisol confounders	Established questions addressing common confounders associated with hair cortisol (e.g., medication use)	X	X		

## Data Dictionary by Construct

\*For all variables, users are cautioned to double-check letter case of variable names.

## Work Characteristics

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
ECE Credentials							
Work characteristics	ECE Credentials	What was your major when you received your highest degree? Select all that apply. (choice=Early childhood education)	0, Unchecked   1, Checked	Dem2__0			
Work characteristics	ECE Credentials	What was your major when you received your highest degree? Select all that apply. (choice=Elementary education)	0, Unchecked   1, Checked	Dem2__1	N/A	N/A	N/A
Work characteristics	ECE Credentials	What was your major when you received your highest degree? Select all that apply. (choice=Special education)	0, Unchecked   1, Checked	Dem2__2	N/A	N/A	N/A
Work characteristics	ECE Credentials	What was your major when you received your highest degree? Select all that apply. (choice=English as a second language (ESL))	0, Unchecked   1, Checked	Dem2__3	N/A	N/A	N/A
Work characteristics	ECE Credentials	What was your major when you received your highest degree? Select all that apply. (choice=Child development)	0, Unchecked   1, Checked	Dem2__4	N/A	N/A	N/A
Work characteristics	ECE Credentials	What was your major when you received your highest degree? Select all that apply. (choice=N/A (no degree))	0, Unchecked   1, Checked	Dem2__5	N/A	N/A	N/A
Work characteristics	ECE Credentials	What was your major when you received your highest degree? Select all that apply. (choice=Other)	0, Unchecked   1, Checked	Dem2__6	N/A	N/A	N/A
Work characteristics	ECE Credentials	What was your major when you received your highest degree? Select all that apply. (choice=Other) 2	0, Unchecked   1, Checked	Dem2__999	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Work characteristics	ECE Credentials	If other, please specify.	Free Text	dem_2a	N/A	N/A	N/A
Work characteristics	ECE Credentials	Do you have a Child Development Associate credential (CDA)	0, No   1, Yes	dem3	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many years have you worked in early childhood?	Free Text	dem4	N/A	N/A	N/A
Work characteristics	ECE Credentials	Are you the lead or senior teacher?	0, No   1, Yes	dem5	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many years have you spent working as a lead or senior teacher?	Free Text	dem_5a	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many college courses related to early childhood education did you take during the last academic year?	Free Text	dem6	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many hours of professional development (such as college courses, conference proceedings, workshops, in-service training) related to the following topics have you taken during the last 12 months? early childhood education	0, 0 hours   1, 1 hour   2, 2 hours   3, 3 hours   4, 4 hours   5, 5 or more hours	dem_7a	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many hours of professional development (such as college courses, conference proceedings, workshops, in-service training) related to the following topics have you taken during the last 12 months? elementary education	0, 0 hours   1, 1 hour   2, 2 hours   3, 3 hours   4, 4 hours   5, 5 or more hours	dem_7b	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many hours of professional development (such as college courses, conference proceedings, workshops, in-service training) related to the following topics have you taken during the last 12 months? special education	0, 0 hours   1, 1 hour   2, 2 hours   3, 3 hours   4, 4 hours   5, 5 or more hours	dem_7c	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Work characteristics	ECE Credentials	How many hours of professional development (such as college courses, conference proceedings, workshops, in-service training) related to the following topics have you taken during the last 12 months? ESL	0, 0 hours   1, 1 hour   2, 2 hours   3, 3 hours   4, 4 hours   5, 5 or more hours	dem_7d	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many hours of professional development (such as college courses, conference proceedings, workshops, in-service training) related to the following topics have you taken during the last 12 months? language and literacy development	0, 0 hours   1, 1 hour   2, 2 hours   3, 3 hours   4, 4 hours   5, 5 or more hours	dem_7e	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many hours of professional development (such as college courses, conference proceedings, workshops, in-service training) related to the following topics have you taken during the last 12 months? social and emotional development	0, 0 hours   1, 1 hour   2, 2 hours   3, 3 hours   4, 4 hours   5, 5 or more hours	dem_7f	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many hours of professional development (such as college courses, conference proceedings, workshops, in-service training) related to the following topics have you taken during the last 12 months? behavior management and regulation	0, 0 hours   1, 1 hour   2, 2 hours   3, 3 hours   4, 4 hours   5, 5 or more hours	dem_7g	N/A	N/A	N/A
Work characteristics	ECE Credentials	How many hours of professional development (such as college courses, conference proceedings, workshops, in-service training) related to the following topics have you taken during the last 12 months? methods of teaching reading	0, 0 hours   1, 1 hour   2, 2 hours   3, 3 hours   4, 4 hours   5, 5 or more hours	dem_7h	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Work characteristics	ECE Credentials	methods of teaching math	0, 0 hours   1, 1 hour   2, 2 hours   3, 3 hours   4, 4 hours   5, 5 or more hours	dem_7i	N/A	N/A	N/A
<b>Center Characteristics</b>							
Work characteristics	Center characteristics	Is your program NAEYC (The National Association for the Education of Young Children) accredited?		program1	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=None)	0, Unchecked   1, Checked	Program2__0	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=Public school system)	0, Unchecked   1, Checked	Program2__1	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=Head Start)	0, Unchecked   1, Checked	Program2__2	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=Early Head Start)	0, Unchecked   1, Checked	Program2__3	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=United Way)	0, Unchecked   1, Checked	Program2__4	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program	0, Unchecked   1, Checked	Program2__5	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		is affiliated. Select all that apply. (choice=YMCA)					
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=YWCA)	0, Unchecked   1, Checked	Program2__6	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=Early Reading First)	0, Unchecked   1, Checked	Program2__7	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=Private company)	0, Unchecked   1, Checked	Program2__8	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=Other federal or state program)	0, Unchecked   1, Checked	Program2__9	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=Other)	0, Unchecked   1, Checked	Program2__10	N/A	N/A	N/A
Work characteristics	Center characteristics	Please indicate all other organizations/coalitions with which your program is affiliated. Select all that apply. (choice=Other) 2	0, Unchecked   1, Checked	Program2__999	N/A	N/A	N/A
Work characteristics	Center characteristics	Please specify what the source is, if you chose: Private company Other state or federal programs Other  <i>*Note: Contained identifiable information so this was deleted from the publicly available dataset.</i>	Free Text	program_2a	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply. (choice=State-funded Prekindergarten program (Targeted enrollment))	0, Unchecked   1, Checked	Program3__0	N/A	N/A	N/A
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply. (choice=State-funded Prekindergarten program (Universal enrollment))	0, Unchecked   1, Checked	Program3__1	N/A	N/A	N/A
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply. (choice=Head Start)	0, Unchecked   1, Checked	Program3__2	N/A	N/A	N/A
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply. (choice=Center-Based Nursery School/Private Preschool)	0, Unchecked   1, Checked	Program3__3	N/A	N/A	N/A
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply. (choice=Home-Based Nursery School/Preschool)	0, Unchecked   1, Checked	Program3__4	N/A	N/A	N/A
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply. (choice=Center-Based Child Care)	0, Unchecked   1, Checked	Program3__5	N/A	N/A	N/A
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply. (choice=Home-Based Child Care)	0, Unchecked   1, Checked	Program3__6	N/A	N/A	N/A
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply.	0, Unchecked   1, Checked	Program3__7	N/A	N/A	N/A



Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		(choice=Early Childhood Special Education)					
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply. (choice=Other)	0, Unchecked   1, Checked	Program3__8	N/A	N/A	N/A
Work characteristics	Center characteristics	How would you classify your current program? Select all that apply. (choice=Other) 2	0, Unchecked   1, Checked	Program3__999	N/A	N/A	N/A
Work characteristics	Center characteristics	If other, please specify.	Free Text	program_3a	N/A	N/A	N/A
Work characteristics	Center characteristics	Is your program funded solely via child tuition (i.e., private preschool program)?	0, No   1, Yes	program4	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=Child tuition)	0, Unchecked   1, Checked	program_4a__0	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=Public school system)	0, Unchecked   1, Checked	program_4a__1	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=Head Start)	0, Unchecked   1, Checked	program_4a__2	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide	0, Unchecked   1, Checked	program_4a__3	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		substantial, ongoing funding for your program. Select all that apply. (choice=Early Head Start)					
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=United Way)	0, Unchecked   1, Checked	program_4a__4	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=YMCA)	0, Unchecked   1, Checked	program_4a__5	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=YWCA)	0, Unchecked   1, Checked	program_4a__6	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=Early Reading First)	0, Unchecked   1, Checked	program_4a__7	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=Early Start BLIND)	0, Unchecked   1, Checked	program_4a__8	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program.	0, Unchecked   1, Checked	program_4a__9	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		Select all that apply. (choice=Publicly Funded Child Care)					
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=Private Company)	0, Unchecked   1, Checked	program_4a__10	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=Other federal or state program)	0, Unchecked   1, Checked	program_4a__11	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=Other)	0, Unchecked   1, Checked	program_4a__12	N/A	N/A	N/A
Work characteristics	Center characteristics	If your program is not funded solely via child tuition, please indicate all sources that provide substantial, ongoing funding for your program. Select all that apply. (choice=Other) 2	0, Unchecked   1, Checked	program_4a__999	N/A	N/A	N/A
Work characteristics	Center characteristics	Please specify what the source is, if you chose: Private company Other state or federal programs Other 2 <i>*Note: Contained identifiable information so this was deleted from the publicly available dataset.</i>	FREE TEXT	Program_4a_999_1			
Work characteristics	Center characteristics	Is your program Step Up to Quality approved?	1, Yes   0, No   2, Pending   3, Not Sure	program5	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Work characteristics	Center characteristics	If yes, what is your program's star rating?	0, One star   1, Two stars   2, Three stars   3, Four stars   4, Five stars	program_5a	N/A	N/A	N/A
Work characteristics	Center characteristics	In which setting is your school/center considered to be located?	0, Urban   1, Suburban   2, Rural	program6	N/A	N/A	N/A
Work characteristics	Center characteristics	How many preschool classrooms (including your own) are on-site in your school/center?	FREE TEXT	program8	N/A	N/A	N/A
Work characteristics	Center characteristics	How many children are in your classroom?	FREE TEXT	classroom1	classroom_1_tp2_text	N/A	N/A
Work characteristics	Center characteristics	What is the total number of girls in your classroom?	FREE TEXT	classroom2	classroom_2_tp2	N/A	N/A
Work characteristics	Center characteristics	What is the total number of boys in your classroom?	FREE TEXT	classroom3	classroom_3_tp2	N/A	N/A
Work characteristics	Center characteristics	How many adults are in your classroom?	FREE TEXT	classroom4	classroom_4_tp2	N/A	N/A
Work characteristics	Center characteristics	Please indicate the age(s) of children served in your classroom. Select all that apply. (choice=infants)	1, Checked   0, Unchecked	Classroom5__0	classroom_5_tp2__0	N/A	N/A
Work characteristics	Center characteristics	Please indicate the age(s) of children served in your classroom. Select all that apply. (choice=1-year olds)	1, Checked   0, Unchecked	Classroom5__1	classroom_5_tp2__1	N/A	N/A
Work characteristics	Center characteristics	Please indicate the age(s) of children served in your classroom. Select all that apply. (choice=2-year olds)	1, Checked   0, Unchecked	Classroom5__2	classroom_5_tp2__2	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Work characteristics	Center characteristics	Please indicate the age(s) of children served in your classroom. Select all that apply. (choice=young 3-year olds)	1, Checked   0, Unchecked	Classroom5__3	classroom_5_tp2__3	N/A	N/A
Work characteristics	Center characteristics	Please indicate the age(s) of children served in your classroom. Select all that apply. (choice=old 3-year olds)	1, Checked   0, Unchecked	Classroom5__4	classroom_5_tp2__4	N/A	N/A
Work characteristics	Center characteristics	Please indicate the age(s) of children served in your classroom. Select all that apply. (choice=4-year olds)	1, Checked   0, Unchecked	Classroom5__5	classroom_5_tp2__5	N/A	N/A
Work characteristics	Center characteristics	Please indicate the age(s) of children served in your classroom. Select all that apply. (choice=5-year olds)	1, Checked   0, Unchecked	Classroom5__6	classroom_5_tp2__6	N/A	N/A
Work characteristics	Center characteristics	Please indicate the age(s) of children served in your classroom. Select all that apply. (choice=older than 5-year olds)	1, Checked   0, Unchecked	Classroom5__7	classroom_5_tp2__7	N/A	N/A
Work characteristics	Center characteristics	Please indicate the age(s) of children served in your classroom. Select all that apply. (choice=Other)	1, Checked   0, Unchecked	Classroom5__999	classroom_5_tp2__999	N/A	N/A
Work characteristics	Center characteristics	How many children learning English as a second language/dual language learners (DLLs) are in your classroom?	FREE TEXT	classroom6	classroom_6_tp2	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Work characteristics	Center characteristics	How many children with IEPs are in your class?	FREE TEXT	classroom7	classroom_7_tp2	N/A	N/A
Work characteristics	Center characteristics	Please identify what types, if any, of curricula, including reading, math, and science, you used in your classroom during the current school year. Select all that apply. (choice=No curriculum)	1, Checked   0, Unchecked	classroom8__0	N/A	N/A	N/A
Work characteristics	Center characteristics	Please identify what types, if any, of curricula, including reading, math, and science, you used in your classroom during the current school year. Select all that apply. (choice=State-developed curriculum)	1, Checked   0, Unchecked	classroom8__1	N/A	N/A	N/A
Work characteristics	Center characteristics	Please identify what types, if any, of curricula, including reading, math, and science, you used in your classroom during the current school year. Select all that apply. (choice=Locally-developed (e.g., district) curriculum)	1, Checked   0, Unchecked	classroom8__2	N/A	N/A	N/A
Work characteristics	Center characteristics	Please identify what types, if any, of curricula, including reading, math, and science, you used in your classroom during the current school year. Select all that apply. (choice=Commercial curriculum)	1, Checked   0, Unchecked	classroom8__3	N/A	N/A	N/A
Work characteristics	Center characteristics	Please identify what types, if any, of curricula, including reading, math, and science, you used in your classroom during the current school year. Select all that apply. (choice=Other)	1, Checked   0, Unchecked	classroom8__999	N/A	N/A	N/A
Work characteristics	Center characteristics	What was the state-developed curriculum? <i>*Note: Contained identifiable information so</i>	FREE TEXT	classroom_8a	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		<i>this was deleted from the publicly available dataset.</i>					
Work characteristics	Center characteristics	What was the locally-developed curriculum? <i>*Note: Contained identifiable information so this was deleted from the publicly available dataset.</i>	FREE TEXT	classroom_8b	N/A	N/A	N/A
Work characteristics	Center characteristics	What was the commercial curriculum? <i>*Note: Contained identifiable information so this was deleted from the publicly available dataset.</i>	FREE TEXT	classroom_8c	N/A	N/A	N/A
Work characteristics	Center characteristics	Did you receive training specific to your curriculum?	1, Yes   0, No	classroom9	N/A	N/A	N/A
Work characteristics	Center characteristics	Do you receive ongoing support in the use of your curriculum?	1, Yes   0, No	classroom10	N/A	N/A	N/A

## Personal Work Characteristics

Work characteristics	Personal work characteristics	Are you currently employed?	0, Full time   1, Part time   2, Not employed	job1	job1_tp2	job1_tp3	job1_tp4
Work characteristics	Personal work characteristics	What is your job title?	0, Master/Lead Teacher   1, Assistant Teacher   2, Aide Teacher   3, Float/Sub Teacher   4, Center Director   5, Assistant Center Director   6, Other	job_1a	job_1a_tp2	job_1a_tp3	job_1a_tp4
Work characteristics	Personal work characteristics	If you selected other, please specify	FREE TEXT	N/A	job_1aother_tp2	job_1aother_tp3	N/A
Work characteristics	Personal work characteristics	How many hours per week do you work?	FREE TEXT	job_1b	job_1b_tp2	job_1b_tp3	job_1b_tp4
Work characteristics	Personal work characteristics	What is your CURRENT hourly wage?	FREE TEXT	job2	job2_tp2	job2_tp3	job2_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
<b>Wages</b>							
Work characteristics		Have your wages increased in the last three months?	1, Yes   0, No	N/A	N/A	wage1_tp3	wage1_tp4
Work characteristics	Wages	If yes, how much was the increase?	FREE TEXT	N/A	N/A	wage2_tp3	wage2_tp4
Work characteristics	Wages	Please describe how the wage increase impacted your life:	FREE TEXT	N/A	N/A	wage3_tp3	wage3_tp4
Work characteristics	Wages	Do you have any other comments about the wage increase?	FREE TEXT	N/A	N/A	wage4_tp3	wage4_tp4
<b>Job Turnover</b>							
Work characteristics	Job turnover	In the last three months, have you changed jobs?	1, Yes   0, No	N/A	life16a_tp2	life16a_tp3	life15a_tp4
Work characteristics	Job turnover	If you have changed jobs, was it to:	0, Earn more money   1, To advance professionally within the field of early childhood   2, To switch fields (i.e., not work in early childhood anymore)   3, Other	N/A	life16aa_tp2	life16aa_tp3	life15aa_tp4
Work characteristics	Job turnover	If Other, please specify.	FREE TEXT	N/A	Life16ab_tp2	Life16ab_tp3	Life15ab_tp4
Work characteristics	Job turnover	In the last three months, have you done anything to look for a new job or an additional job?	1, Yes   0, No	life15	life15_tp2	life15_tp3	life15_tp4
Work characteristics	Job turnover	If you are looking for a new job, why are you looking?	0, I am trying to find an additional job to supplement my current employment.   1, I am trying to find a new job to replace my current employment.	life_15a	life15a_tp2	life15a_tp3	life16_tp4



Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Work characteristics	Job turnover	If you are trying to find a new job to replace your current job, is it to:	0, Earn more money   1, To advance professionally within the field of early childhood   2, To switch fields (i.e., not work in early childhood anymore)   3, Other	life_15a_1	life15a_1_tp2	life15a_1_tp3	life17_tp4
Work characteristics	Job turnover	If other, please specify.	FREE TEXT	life_15a_1a	life_15a_1a_tp2	life_15a_1a_tp3	life17b_tp4
Work characteristics	Job turnover	What is the main reason you have looked for work?	0, To find a second job   1, To find a job that pays more   2, Worried that this job may end   3, Hope to reduce commute or improve schedule   4, To find improved work conditions in the program   5, Want to leave this field   6, To see what else is available   7, To find summer employment   8, To find a job with benefits/insurance   9, To find a job that offers more work hours   10, Other	life_15b	life15b_tp2	life15b_tp3	life18_tp4
Work characteristics	Job turnover	If other, please specify.	FREE TEXT	life_15b_1	life15b_tp2	life15b_1_tp3	life18b_tp4

## Personal Demographics

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Household Income							
Demographics	Annual household Income	Please fill in the circle which describes your total annual household income level:	0, 10,000 or less   1, 10,001 to 20,000   2, 20,001 to 30,000   3, 30,001 to 40,000   4, 40,001 to 50,000   5, 50,001 to 60,000   6, 60,000 or more  There were more options IN TP4  0, \$10,000 or less   1, \$10,001 to 20,000   2, \$20,001 to 30,000   3, \$30,001 to 40,000   4, \$40,001 to 50,000   5, \$50,001 to 60,000   6, \$60,001 to 70,000   7, \$70,001 to 80,000   8, \$80,001 to 90,000   9, \$90,001 to 100,000   10, \$100,001 or more	job_3a	job_3a_tp2	job_3a_tp3	job_3a_tp4
Demographics	Itemized Household Income	These next questions ask about your family's current sources of income and various benefits you may receive. Please include income from all adults living in the household.	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Demographics	Itemized Household Income	How much income per month do you receive from your partners' employment?	FREE TEXT	job_4b	job_4b_tp2	job_4b_tp2	job_4b_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Demographics	Itemized Household Income	How much income per month do you receive from other adults in the homes' employment?	FREE TEXT	job_4c	job_4c_tp2	job_4c_tp3	job_4c_tp4
Demographics	Itemized Household Income	How much income per month do you receive from TANF or W-2 grant (cash grant only)?	FREE TEXT	job_4d	job_4d_tp2	job_4d_tp3	job_4d_tp4
Demographics	Itemized Household Income	How much income per month do you receive from Supplementary Nutrition Assistant Program (SNAP) also frequently called Food Stamps?	FREE TEXT	job_4e	job_4e_tp2	job_4e_tp3	job_4e_tp4
Demographics	Itemized Household Income	How much income per month do you receive from Medicaid or other health insurance?	FREE TEXT	job_4f	job_4f_tp2	job_4f_tp3	job_4f_tp4
Demographics	Itemized Household Income	How much income per month do you receive from mileage reimbursement?	FREE TEXT	job_4g	job_4g_tp2	job_4g_tp3	job_4g_tp4
Demographics	Itemized Household Income	How much income per month do you receive from child support or alimony?	FREE TEXT	job_4h	job_4h_tp2	job_4h_tp3	job_4h_tp4
Demographics	Itemized Household Income	How much income per month do you receive from disability benefits (such as SSI)?	FREE TEXT	job_4i	job_4i_tp2	job_4i_tp3	job_4i_tp4
Demographics	Itemized Household Income	How much income per month do you receive from public housing subsidies or another form of housing assistance?	FREE TEXT	job_4j	job_4j_tp2	job_4j_tp3	job_4j_tp4
Demographics	Itemized Household Income	How much income per month do you receive from WIC?	FREE TEXT	job_4k	job_4k_tp2	job_4k_tp3	job_4k_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Demographics	Itemized Household Income	How much income per month do you receive from earned income tax credit (EITC) or state earned income credit?	FREE TEXT	job_4l	job_4l_tp2	job_4l_tp3	job_4l_tp4
Demographics	Itemized Household Income	How much income per month do you receive from unemployment insurance?	FREE TEXT	job_4m	job_4m_tp2	job_4m_tp3	job_4m_tp4
Demographics	Itemized Household Income	How much income per month do you receive from social security benefits (SSA) or any other private or government retirement pension?	FREE TEXT	job_4n	job_4n_tp2	job_4n_tp3	job_4n_tp4
Demographics	Itemized Household Income	How much income per month do you receive from worker's compensation as a result of a job-related injury?	FREE TEXT	job_4o	job_4o_tp2	job_4o_tp3	job_4o_tp4
Demographics	Itemized Household Income	How much income per month do you receive from kinship care payments?	FREE TEXT	job_4p	job_4p_tp2	job_4p_tp3	job_4p_tp4
Demographics	Itemized Household Income	How much income per month do you receive from utility assistance (e.g., Energy Services)?	FREE TEXT	job_4q	job_4q_tp2	job_4q_tp3	job_4q_tp4
Demographics	Itemized Household Income	How much income per month do you receive from a homestead tax credit?	FREE TEXT	job_4r	job_4r_tp2	job_4r_tp3	job_4r_tp4
Demographics	Itemized Household Income	How much income per month do you receive from crisis assistance or emergency assistance?	FREE TEXT	job_4s	job_4s_tp2	job_4s_tp3	job_4s_tp4
Demographics	Itemized Household Income	How much income per month do you receive from informal sources of income (e.g., babysitting, hairstyling, etc.)?	FREE TEXT	job_4t	job_4t_tp2	job_4t_tp3	job_4t_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Demographics	Itemized Household Income	Are there any other sources of income? If so please specify.	FREE TEXT	job_4u	job_4u_tp2	job_4u_tp3	job_4u_tp4
Demographics	Itemized Household Income	Are there any other sources of income? If so please specify. -TEXT	FREE TEXT	N/A	job_4u_text_tp2	N/A	N/A
Demographics	Itemized Household Income	How much income per month have you received in bonuses from your employer?	FREE TEXT	N/A	job_4v_tp2	N/A	N/A
<b>Education</b>							
Demographics	Education	What is the highest level of education you have completed?	0, Eighth grade or less   1, Some high school but no diploma   2, High school diploma or equivalent, plus technical training or certificate   3, Some college but no degree   4, Associate's degree   5, Bachelor's degree   6, Master's degree   7, Education specialist or professional diploma based on at least one year of course work beyond a Master's degree   8, Doctoral degree   9, Other	dem1	N/A	N/A	N/A
Demographics	Education	If other, please specify.	Free Text	dem_1a	N/A	N/A	N/A
<b>Age</b>							
Demographics	Age	What year were you born?	Free Text	dem8	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Gender							
Demographics	Gender	What is your gender? <i>*Note: 95.2% female; variable contained potentially identifiable information so this was deleted from the publicly available dataset.</i>	0, Woman   1, Man   2, Transgender   3, Non-binary/non-conforming   4, Prefer not to respond	Dem9	N/A	N/A	N/A
Race							
Demographics	Race	What is your race? Select all that apply: (choice=Black/African American)  <i>*Note: Contained potentially identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem10__0	N/A	N/A	N/A
Demographics	Race	What is your race? Select all that apply: (choice=American Indian or Alaska Native)  <i>*Note: Contained potentially identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem10__1	N/A	N/A	N/A
Demographics	Race	What is your race? Select all that apply: (choice=White/Caucasian)  <i>*Note: Contained potentially identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem10__2	N/A	N/A	N/A
Demographics	Race	What is your race? Select all that apply: (choice=Native Hawaiian or Other Pacific Islander)	0, Unchecked   1, Checked	Dem10__3	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		<i>*Note: Contained potentially identifiable information so this was deleted from the publicly available dataset.</i>					
Demographics	Race	What is your race? Select all that apply: (choice=Asian)  <i>*Note: Contained potentially identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem10__4	N/A	N/A	N/A
Demographics	Race	What is your race? Select all that apply: (choice=Other)  <i>*Note: Contained potentially identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem10__5	N/A	N/A	N/A
Demographics	Race	What is your race? Select all that apply: (choice=Other) 2  <i>*Note: Contained potentially identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem10__999	N/A	N/A	N/A
Demographics	Race	If other, please specify  <i>*Note: Contained potentially identifiable information so this was deleted from the publicly available dataset.</i>	Free Text	dem_10a	N/A	N/A	N/A
<b>Ethnicity</b>							
Demographics	Ethnicity	Select the box that best describes your ethnicity:  <i>*Note: Contained potentially identifiable</i>	0, Hispanic or Latino   1, Not Hispanic or Latino	dem11	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		<i>information so this was deleted from the publicly available dataset.</i>					
<b>Language</b>							
Demographics	Language	Select which languages you speak fluently (Select all that apply): (choice=English)  <i>*Note: Contained identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem12__0	N/A	N/A	N/A
Demographics	Language	Select which languages you speak fluently (Select all that apply): (choice=Spanish)  <i>*Note: Contained identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem12__1	N/A	N/A	N/A
Demographics	Language	Select which languages you speak fluently (Select all that apply): (choice=Other)  <i>*Note: Contained identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem12__2	N/A	N/A	N/A
Demographics	Language	Select which languages you speak fluently (Select all that apply): (choice=Other) 2  <i>*Note: Contained identifiable information so this was deleted from the publicly available dataset.</i>	0, Unchecked   1, Checked	Dem12__999	N/A	N/A	N/A
Demographics	Language	If other, please specify. <i>*Note: Contained identifiable information so this was deleted from the publicly available dataset.</i>	Free Text	dem_12a	N/A	N/A	N/A



## Socioeconomic Stress or Stressors

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
<b>Housing</b>							
Socioeconomic stress or stressors	Housing	Which of the following best describes your housing situation?	0, Rents home or apartment   1, Public Housing   2, Temporarily staying with a relative or friend   3, Owns home   4, Other	life1	life1_tp2	Life_1_tp3	Life_1_tp4
Socioeconomic stress or stressors	Housing	If other, please specify.	FREE TEXT	life1a	Life1a_tp2	Life_1a_tp3	Life_1a_tp4
Socioeconomic stress or stressors	Housing	In the last three months, have you had to change your housing situation because you couldn't afford it?	1, Yes   0, No   2, Don't know	life2	life2_tp2	Life_2_tp3	Life_2_tp4
Socioeconomic stress or stressors	Housing	We know many families experience worry about how stable their current housing is. By stable, we mean whether you can stay in your housing. How stable do you feel in your housing?	0, Unstable   1, Somewhat unstable   2, Just OK   3, Somewhat stable   4, Stable	life3	life3_tp2	Life_3_tp3	Life_3_tp4
Socioeconomic stress or stressors	Housing	Does your housing situation meet your family needs?	1, Yes   0, No   2, Don't know	life4	life4_tp2	Life_4_tp3	Life_4_tp4
Socioeconomic stress or stressors	Housing	Do you have any concerns about your current housing situation, like housing conditions, stability, and affordability?	1, Yes   0, No	life5	life5_tp2	Life_5_tp3	Life_5_tp4
Socioeconomic stress or stressors	Housing	What was your main concern about your current housing situation?	0, Condition of housing   1, Stability   2, Affordability (or ability to pay for housing or utilities)   3, Other	life_5a	life_5a_tp2	life_5a_tp3	life_5a_tp4
Socioeconomic stress or stressors	Housing	If other, please specify.	FREE TEXT	life_5a_1	life_5a_1_tp2	life_5a_1_tp3	life_5a_1_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Socioeconomic stress or stressors	Housing	Please check all concerns about housing (choice=Overcrowding).	0, Unchecked   1, Checked	Life6__0	life6_tp2__0	life6_tp3__0	Life_6_tp4__0
Socioeconomic stress or stressors	Housing	Please check all concerns about housing (choice=Roaches).	0, Unchecked   1, Checked	Life6__1	Life6_tp2__1	life6_tp3__1	Life_6_tp4__1
Socioeconomic stress or stressors	Housing	Please check all concerns about housing (choice=Rodents).	0, Unchecked   1, Checked	Life6__2	Life6_tp2__2	life6_tp3__2	Life_6_tp4__2
Socioeconomic stress or stressors	Housing	Please check all concerns about housing (choice=Utilities).	0, Unchecked   1, Checked	Life6__3	Life6_tp2__3	life6_tp3__3	Life_6_tp4__3
Socioeconomic stress or stressors	Housing	Please check all concerns about housing (choice=Mold).	0, Unchecked   1, Checked	Life6__4	Life6_tp2__4	life6_tp3__4	Life_6_tp4__4
Socioeconomic stress or stressors	Housing	Please check all concerns about housing (choice=Lead).	0, Unchecked   1, Checked	Life6__5	Life6_tp2__5	life6_tp3__5	Life_6_tp4__5
Socioeconomic stress or stressors	Housing	Please check all concerns about housing (choice=Water damage).	0, Unchecked   1, Checked	Life6__6	Life6_tp2__6	life6_tp3__6	Life_6_tp4__6
Socioeconomic stress or stressors	Housing	Please check all concerns about housing (choice=None).	0, Unchecked   1, Checked	Life6__7	Life6_tp2__7	life6_tp3__7	Life_6_tp4__7
Socioeconomic stress or stressors	Housing	Please check all concerns about housing (choice=Other).	0, Unchecked   1, Checked	Life6__8	Life6_tp2__8	life6_tp3__8	Life_6_tp4__8
Socioeconomic stress or stressors	Housing	If other, please specify.	FREE TEXT	life_6a	life6_tp2____999	life_6a_tp3	life_6a_tp4

### Yoshikawa Institutional Resources and Economic Hardship

Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	Do you or anyone else in your household have a: Checking account	1, Yes   0, No	life_7a	life_7a_tp2	life_7a_tp3	life_7a_tp4
Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	Do you or anyone else in your household have a: Savings account	1, Yes   0, No	life_7b	life_7b_tp2	life_7b_tp3	life_7b_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	Do you or anyone else in your household have a: Driver's license	1, Yes   0, No	life_7c	life_7c_tp2	life_7c_tp3	life_7c_tp4
Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	In the last 3 months, was there ever a time when you: Were without telephone service in the past 3 months	1, Yes   0, No	life_8a	life_8a_tp2	life_8a_tp3	life_8a_tp4
Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	In the last 3 months, was there ever a time when you: Did not pay the full amount of the rent or mortgage	1, Yes   0, No	life_8b	life_8b_tp2	life_8b_tp3	life_8b_tp4
Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	In the last 3 months, was there ever a time when you: Were evicted from home or apartment for not paying the rent or mortgage	1, Yes   0, No	life_8c	life_8c_tp2	life_8c_tp3	life_8c_tp4
Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	In the last 3 months, was there ever a time when you: Lost service from the gas, electric, or oil companies because payments were not made	1, Yes   0, No	life_8d	life_8d_tp2	life_8d_tp3	life_8d_tp4
Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	In the last three months, were you ever at risk of being evicted?	1, Yes   0, No	life9	life9_tp2	life9_tp3	life9_tp4
Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	Why were you at risk for being evicted?	FREE TEXT	life_9a	life_9a_tp2	life_9a_tp3	life_9a_tp4
Socioeconomic stress or stressors	Yoshikawa institutional resources and economic hardship	Yoshikawa Economic Hardship sum score	N/A	EconHardTP1	EconHard_TP2	EconHard_TP3	EconHard_TP4
<b>Economic Hardship</b>							
Socioeconomic stress or stressors	Economic hardship	In general, would you say that you have more money than you need, just	0, More money than you need   1, Just enough for you needs   2, Not	life12	life12_tp2	life12_tp3	life12_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		enough for your needs, or not enough to meet your needs?	enough money to meet your needs				
Socioeconomic stress or stressors	Economic hardship	How difficult is it for you to pay your monthly bills?	0, Not at all difficult   1, A little difficult   2, Quite difficult   3, Very difficult	life13	life13_tp2	life13_tp3	life13_tp4
Socioeconomic stress or stressors	Economic hardship	At the end of the month, do you end up with some money left over, just enough to make ends meet, or not enough money to make ends meet?	0, Some money left over   1, Just enough to make ends meet   2, Not enough money to make ends meet	life14	life14_tp2	life14_tp3	life14_tp4
<b>Food Insecurity</b>							
Socioeconomic stress or stressors	Food Insecurity	Below are several statements that people have made about their food situation. For these statements, please indicate whether the statement was often true, sometimes true, or never true for you and your household in the last 3 months.  We worried whether our food would run out before we got money to buy more.	0, never true   1, sometimes true   2, often true	life_10a	life_10a_tp2	life_10a_tp3	life_10a_tp4
Socioeconomic stress or stressors	Food Insecurity	The food that we bought just didn't last, and we didn't have money to get more.	0, never true   1, sometimes true   2, often true	life_10b	life_10b_tp2	life_10b_tp3	life_10b_tp4
Socioeconomic stress or stressors	Food Insecurity	Scoring variable for life_10b	1, yes   0, no	life_10bz	life_10bz_tp2	life_10bz_tp3	life_10bz_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Socioeconomic stress or stressors	Food Insecurity	We couldn't afford to eat balanced meals.	0, never true   1, sometimes true   2, often true	life_10c	life_10c_tp2	life_10c_tp3	life_10c_tp4
Socioeconomic stress or stressors	Food Insecurity	Scoring variable for life_10c	1, yes   0, no	life_10cz	life_10cz_tp2	life_10cz_tp3	life_10cz_tp4
Socioeconomic stress or stressors	Food Insecurity	For the below statements, please indicate whether it has happened to you and your household in the 3 months prior. In the last 3 months, did you (or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?	1, yes   0, no	life_11a	life_11a_tp2	life_11a_tp3	life_11a_tp4
Socioeconomic stress or stressors	Food Insecurity	In the last 3 months, did you ever eat less than you felt you should because there wasn't enough money for food?	1, yes   0, no	life_11b	life_11b_tp2	life_11b_tp3	life_11b_tp4
Socioeconomic stress or stressors	Food Insecurity	. In the last 3 months, did you lose weight because there wasn't enough money for food?	1, yes   0, no	life_11c	life_11c_tp2	life_11c_tp3	life_11c_tp4
Socioeconomic stress or stressors	Food Insecurity	For the below statements, please indicate whether it has happened to you and your household in the 3 months prior. In the last 3 months, did you (or other adults in your household) ever not eat for a whole day because there wasn't enough money for food?	1, yes   0, no	life_11d	life_11d_tp2	life_11d_tp3	life_11d_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Socioeconomic stress or stressors	Food Insecurity	You said, you (or other adults in your household) cut the size of your meals or skipped meals because there wasn't enough money for food. How often did this happen?	0, Almost every month   1, Some months but not every month   2, In only 1 or 2 months	life_11a_1	life_11a_1_tp2	life_11a_1_tp3	life_11a_1_tp4
Socioeconomic stress or stressors	Food Insecurity	Scoring variable for life_11a_1	1, Yes   0, No	life_11a_1z	life_11a_1z_tp2	life_11a_1z_tp3	life_11a_1z_tp4
Socioeconomic stress or stressors	Food Insecurity	You said, you (or other adults in your household) did not eat for a whole day because there wasn't enough money for food. How often did this happen?	0, Almost every month   1, Some months but not every month   2, In only 1 or 2 months	life_11d_1	life_11d_1_tp2	life_11d_1_tp3	life_11d_1_tp4
Socioeconomic stress or stressors	Food Insecurity	FoodRaw	Food raw sum score	FoodRawTP1	FoodRaw_TP2	FoodRaw_TP3	FoodRaw_TP4
Socioeconomic stress or stressors	Food Insecurity	Scoring variable for Food Security Status  <i>*not calculated for other time points due to variable not fully aligned with standardized instrument – see codebook for details</i>	Food security score	FoodSecScoreTp1	N/A	N/A	N/A

## Perceived Personal Stress or Stressors

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
General Stress Perceived Stress Scale							
General stress	Perceived stress scale	The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by selecting how often you felt or thought a certain way.	N/A	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
General stress	Perceived stress scale	In the last month, how often have you been upset because of something that happened unexpectedly?	0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often	PSI_1	Psi_1_tp2	N/A	psi_q34_1_tp4
General stress	Perceived stress scale	In the last month, how often have you felt that you were unable to control the important things in your life?	0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often	PSI_2	psi_2_tp2	N/A	psi_q34_2_tp4
General stress	Perceived stress scale	In the last month, how often have you felt nervous and “stressed”?	0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often	PSI_3	psi_3_tp2	N/A	psi_q34_3_tp4
General stress	Perceived stress scale	In the last month, how often have you felt confident about your ability to handle your personal problems?	0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often	PSI_4	psi_4_tp2	N/A	psi_q34_4_tp4
General stress	Perceived stress scale	In the last month, how often have you felt that things were going your way?	0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often	PSI_5	psi_5_tp2	N/A	psi_q34_5_tp4
General stress	Perceived stress scale	In the last month, how often have you found that you could not cope with all the things that you had to do?	0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often	PSI_6	psi_6_tp2	N/A	psi_q34_6_tp4
General stress	Perceived stress scale	In the last month, how often have you been able to control irritations in your life?	0 = never 1 = almost never 2 = sometimes 3 = fairly often	PSI_7	psi_7_tp2	N/A	psi_q34_7_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			4 = very often				
General stress	Perceived stress scale	In the last month, how often have you felt that you were on top of things?	0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often	PSI_8	psi_8_tp2	N/A	psi_q34_8_tp4
General stress	Perceived stress scale	In the last month, how often have you been angered because of things that were outside of your control?	0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often	PSI_9	psi_9_tp2	N/A	psi_q34_9_tp4
General stress	Perceived stress scale	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0 = never 1 = almost never 2 = sometimes 3 = fairly often 4 = very often	PSI_10	psi_10_tp2	N/A	psi_q34_10_tp4
General stress	Perceived stress scale	Reverse of PSI_4	4 = never 3 = almost never 2 = sometimes 1 = fairly often 0 = very often	PSI_4R	PSI_4R_tp2	N/A	PSI_4R_tp4
General stress	Perceived stress scale	Reverse of PSI_5	4 = never 3 = almost never 2 = sometimes 1 = fairly often 0 = very often	PSI_5R	PSI_5R_tp2	N/A	PSI_5R_tp4
General stress	Perceived stress scale	Reverse of PSI_7	4 = never 3 = almost never 2 = sometimes 1 = fairly often 0 = very often	PSI_7R	PSI_7R_tp2	N/A	PSI_7R_tp4
General stress	Perceived stress scale	Reverse of PSI_8	4 = never 3 = almost never 2 = sometimes 1 = fairly often 0 = very often	PSI_8R	PSI_8R_tp2	N/A	PSI_8R_tp4
General stress	Perceived stress scale	Perceived Stress Sum Score	N/A	PSISumTP1	PSISumTP2	N/A	PSISum_TP4



Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
<b>Personal Self-Efficacy - Generalized Self-Efficacy Scale</b>							
Personal self-efficacy	Generalized Self-Efficacy Scale	Q35 The following scale was developed to evaluate the coping ability of daily living. Please select the number that best describes your opinion to each statement.	N/A	N/A	N/A	N/A	N/A
Personal self-efficacy	Generalized Self-Efficacy Scale	I can always manage to solve difficult problems if I try hard enough.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_1	gse1_1_tp2	N/A	gse1_1_tp4
Personal self-efficacy	Generalized Self-Efficacy Scale	If someone opposes me, I can find the means and ways to get what I want.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_2	gse1_2_tp2	N/A	gse1_2_tp4
Personal self-efficacy	Generalized Self-Efficacy Scale	It is easy for me to stick to my aims and accomplish my goals.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_3	gse1_3_tp2	N/A	gse1_3_tp4
Personal self-efficacy	Generalized Self-Efficacy Scale	I am confident that I could deal efficiently with unexpected events.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_4	gse1_4_tp2	N/A	gse1_4_tp4
Personal self-efficacy	Generalized Self-Efficacy Scale	Thanks to my resourcefulness, I know how to handle unforeseen situations.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_5	gse1_5_tp2	N/A	gse1_5_tp4
Personal self-efficacy	Generalized Self-Efficacy Scale	I can solve most problems if I invest the necessary effort.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_6	gse1_6_tp2	N/A	gse1_6_tp4
Personal self-efficacy	Generalized Self-Efficacy Scale	I can remain calm when facing difficulties because I can rely on my coping abilities.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_7	gse1_7_tp2	N/A	gse1_7_tp4
Personal self-efficacy	Generalized Self-Efficacy Scale	When I am confronted with a problem, I can usually find several solutions.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_8	gse1_8_tp2	N/A	gse1_8_tp4
Personal self-efficacy	Generalized Self-Efficacy Scale	If I am in trouble, I can usually think of a solution.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_9	gse1_9_tp2	N/A	gse1_9_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Personal self-efficacy	Generalized Self-Efficacy Scale	I can usually handle whatever comes my way.	0 = not at all true 1 = hardly true 2 = moderately true 3 = exactly true	GSE1_10	gse1_10_tp2	N/A	gse1_10_tp4
Personal self-efficacy	Generalized Self-Efficacy Scale	Sum score	N/A	gsE_sum	gsE_sum_tp2	N/A	gsE_sum_tp4
<b>Depression – Center for Epidemiological Studies-Depression (CES-D)</b>							
Depression	CES-D	Q36 Below is a list of the ways you might have felt or behaved. Please select the number that describes how often you have felt this way during the past week.		N/A	N/A section heading	N/A	N/A
Depression	CES-D	I was bothered by things that usually don't bother me.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_1	d1_1_tp2	N/A	d1_1_tp4
Depression	CES-D	I did not feel like eating; my appetite was poor.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_2	d1_2_tp2	N/A	d1_2_tp4
Depression	CES-D	I felt that I could not shake off the blues even with help from my family or friends.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_3	d1_3_tp2	N/A	d1_3_tp4
Depression	CES-D	I felt I was just as good as other people.	0 = rarely or none of the day (less than 1 day)	D1_4 Reverse score: D1_4R	d1_4_tp2	N/A	d1_4_tp4 Reverse score: d1_4R_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)		Reverse score: d1_4R_tp2		
Depression	CES-D	I had trouble keeping my mind on what I was doing.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_5	d1_5_tp2	N/A	d1_5_tp4
Depression	CES-D	I felt depressed.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_6	d1_6_tp2	N/A	d1_6_tp4
Depression	CES-D	I felt that everything I did was an effort.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_7	d1_7_tp2	N/A	d1_7_tp4
Depression	CES-D	I felt hopeful about the future.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_8 Reverse score: D1_8R	d1_8_tp2 Reverse score: D1_8R_tp2	N/A	d1_8_tp4 Reverse score: D1_8R_tp4
Depression	CES-D	I thought my life had been a failure.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days)	D1_9	d1_9_tp2	N/A	d1_9_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			3 = most or all of the time (5-7 days)				
Depression	CES-D	I felt fearful.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_10	d1_10_tp2	N/A	d1_10_tp4
Depression	CES-D	My sleep was restless.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_11	d1_11_tp2	N/A	d1_11_tp4
Depression	CES-D	I was happy.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_12 Reverse score: D1_12R	d1_12_tp2 Reverse score: D1_12R_tp2	N/A	d1_12_tp4 Reverse score: D1_12R_tp4
Depression	CES-D	I talked less than usual.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_13	d1_13_tp2	N/A	d1_13_tp4
Depression	CES-D	I felt lonely.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_14	d1_14_tp2	N/A	d1_14_tp4
Depression	CES-D	People were unfriendly.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days)	D1_15	d1_15_tp2	N/A	d1_15_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)				
Depression	CES-D	I enjoyed life.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_16  Reverse score: D1_16R	d1_16_tp2  Reverse score: D1_16R_tp2	N/A	d1_16_tp4  Reverse score: D1_16R_tp4
Depression	CES-D	I had crying spells.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_17	d1_17_tp2	N/A	d1_17_tp4
Depression	CES-D	I felt sad.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_18	d1_18_tp2	N/A	d1_18_tp4
Depression	CES-D	I felt that people dislike me.	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_19	d1_19_tp2	N/A	d1_19_tp4
Depression	CES-D	I could not get "going."	0 = rarely or none of the day (less than 1 day) 1 = some or a little of the time (1-2 days) 2 = occasionally or a moderate amount of time (3-4 days) 3 = most or all of the time (5-7 days)	D1_20	d1_20_tp2	N/A	d1_20_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Depression	CES-D	CES-D sum score	N/A	CESDsum_tp1	CESDsum_tp2	N/A	CESDsum_tp4
<b>Anxiety - General Anxiety Disorder – 7 (GAD-7)</b>							
Anxiety	GAD-7	Over the last 2 weeks, how often have you been bothered by any of the following problems?	N/A Section Header	N/A Section Header	N/A, section header	N/A	N/A Section Header
Anxiety	GAD-7	Feeling nervous, anxious or on edge	0 = not at all 1 = several days 2 = more than half the days 3 = nearly every day	GA1_1	ga1_1_tp2	N/A	ga1_1_tp4
Anxiety	GAD-7	Not being able to stop or control worrying	0 = not at all 1 = several days 2 = more than half the days 3 = nearly every day	GA1_2	ga1_2_tp2	N/A	ga1_2_tp4
Anxiety	GAD-7	Worrying too much about different things	0 = not at all 1 = several days 2 = more than half the days 3 = nearly every day	GA1_3	ga1_3_tp2	N/A	ga1_3_tp4
Anxiety	GAD-7	Trouble relaxing	0 = not at all 1 = several days 2 = more than half the days 3 = nearly every day	GA1_4	ga1_4_tp2	N/A	ga1_4_tp4
Anxiety	GAD-7	Being so restless that it is hard to sit still	0 = not at all 1 = several days 2 = more than half the days 3 = nearly every day	GA1_5	ga1_5_tp2	N/A	ga1_5_tp4
Anxiety	GAD-7	Becoming easily annoyed or irritable	0 = not at all 1 = several days 2 = more than half the days 3 = nearly every day	GA1_6	ga1_6_tp2	N/A	ga1_6_tp4
Anxiety	GAD-7	Feeling afraid as if something awful might happen	0 = not at all 1 = several days 2 = more than half the days 3 = nearly every day	GA1_7	ga1_7_tp2	N/A	ga1_7_tp4
Anxiety	GAD-7 Sum	GAD-7 Sum Score	N/A	GA_TotalTP1	GA_Total_tp2	N/A	GA_Total_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Childhood Stressors – Adverse Childhood Experiences (ACES)							
Childhood stressors	Adverse Childhood Experiences (ACES)	<p>Q37 At any point before your 18th birthday...</p> <p>1. Your parents or guardians were separated or divorced</p> <p>2 You lived with a household member who served time in jail or prison</p> <p>3 You lived with a household member who was depressed, mentally ill or attempted suicide</p> <p>4 You saw or heard household members hurt or threaten to hurt each other</p> <p>5 A household member swore at, insulted, humiliated, or put you down in a way that scared you OR a household member acted in a way that made you afraid that you might be physically hurt</p> <p>6 Someone touched your private parts or asked you to touch their private parts in a sexual way that was unwanted, against your will, or made you feel uncomfortable</p> <p>7 More than once, you went without food, clothing, a place to live, or had no one to protect you</p>	Count	AC1	N/A	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		<p>8 Someone pushed, grabbed, slapped or threw something at you OR you were hit so hard that you were injured or had marks</p> <p>9 You lived with someone who had a problem with drinking or using drugs</p> <p>10 You often felt unsupported, unloved and/or unprotected</p> <p>Out of all of these statements, HOW MANY apply to you? Write the total number below.</p>					
Childhood stressors	Adverse Childhood Experiences (ACES)	<p>Q38 At any point before your 18th birthday...</p> <p>1 You have been in foster care</p> <p>2 You have experienced harassment or bullying at school</p> <p>3 You have lived with a parent or guardian who died</p> <p>4 You have been separated from your primary caregiver through deportation or immigration</p> <p>5 You have had a serious medical procedure or life threatening illness</p> <p>6 You have often seen or heard violence in the neighborhood or in your school neighborhood</p> <p>7 You have been detained, arrested or incarcerated</p> <p>8 You have often been treated badly because of race, sexual orientation, place of birth, disability or religion</p> <p>9 You have experienced verbal or physical abuse or</p>	Free text	AC2	N/A	N/A	N/A



Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		threats from a romantic partner (i.e. boyfriend or girlfriend)  Out of all of these statements, HOW MANY apply to you? Write the total number below.					

## Perceived Job Stress or Stressors

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
<b>Job Satisfaction – Work Attitudes Questionnaire (WAQ)</b>							
Job satisfaction	Work Attitudes Questionnaire (WAQ)  Co-worker relations subscale	JS coworkers I feel like my coworkers... care about me	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_1	N/A	js_coworkers_1_tp3	js_coworkers_1_tp4
Job satisfaction	WAQ  Co-worker relations subscale	JS coworkers I feel like my coworkers... encourage and support me	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_2	N/A	js_coworkers_2_tp3	js_coworkers_2_tp4
Job satisfaction	WAQ  Co-worker relations subscale	JS coworkers I feel like my coworkers... share their personal concerns with me	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_3	N/A	js_coworkers_3_tp3	js_coworkers_3_tp4
Job satisfaction	WAQ  Co-worker relations subscale	JS coworkers I feel like my coworkers... are hard to get to know	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_4	N/A	js_coworkers_4_tp3	js_coworkers_4_tp4
Job satisfaction	WAQ  Co-worker relations subscale	Reverse score of JS_coworkers_4	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_coworkers_4R	N/A	js_coworkers_4R_tp3	JS_coworkers_4R_tp4
Job satisfaction	WAQ  Co-worker relations subscale	JS coworkers I feel like my coworkers... are critical of my performance	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_5	N/A	js_coworkers_5_tp3	js_coworkers_5_tp4
Job satisfaction	WAQ  Co-worker relations subscale	Reverse score of JS_coworkers_5	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_coworkers_5R	N/A	JS_coworkers_5R_tp3	JS_coworkers_5R_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Job satisfaction	WAQ Co-worker relations subscale	JS coworkers I feel like my coworkers... are competitive	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_6	N/A	js_coworkers_6_tp3	js_coworkers_6_tp4
Job satisfaction	WAQ Co-worker relations subscale	Reverse of JS_coworkers_6	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_coworkers_6R	N/A	JS_coworkers_6R_tp3	JS_coworkers_6R_tp4
Job satisfaction	WAQ Co-worker relations subscale	JS coworkers I feel like my coworkers... are not very helpful	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_7	N/A	js_coworkers_7_tp3	js_coworkers_7_tp4
Job satisfaction	WAQ Co-worker relations subscale	Reverse of JS_coworkers_7	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_coworkers_7R	N/A	JS_coworkers_7R_tp3	JS_coworkers_7R_tp4
Job satisfaction	WAQ Co-worker relations subscale	JS coworkers I feel like my coworkers... share ideas and resources with me	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_8	N/A	js_coworkers_8_tp3	js_coworkers_8_tp4
Job satisfaction	WAQ Co-worker relations subscale	JS coworkers I feel like my coworkers... can't be trusted	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_9	N/A	js_coworkers_9_tp3	js_coworkers_9_tp4
Job satisfaction	WAQ Co-worker relations subscale	Reverse of JS_coworkers_9	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_coworkers_9R	N/A	JS_coworkers_9R_tp3	JS_coworkers_9R_tp4
Job satisfaction	WAQ Co-worker relations subscale	JS coworkers I feel like my coworkers... are enjoyable to work with	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_coworkers_10	N/A	js_coworkers_10_tp3	js_coworkers_10_tp4
Job satisfaction	WAQ	JS coworkers subscale sum score	Total score	JS_coworkers_SUM_tp1	N/A	JS_coworkers_SUM_tp3	JS_coworkers_SUM_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
(Work Attitudes Questionnaire)	Co-worker relations subscale						
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor...	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor... respects my work	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_supervisor_1	N/A	js_supervisor_1_tp3	js_supervisor_1_tp4
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor... is too busy to know how I'm doing	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_supervisor_2	N/A	js_supervisor_2_tp3	js_supervisor_2_tp4
Job satisfaction	WAQ Supervisor relations subscale	Reverse of JS_supervisor_2	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_supervisor_2R	N/A	JS_supervisor_2R_tp3	JS_supervisor_2R_tp4
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor... supervises me too closely	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_supervisor_3	N/A	js_supervisor_3_tp3	js_supervisor_3_tp4
Job satisfaction	WAQ Supervisor relations subscale	Reverse of JS_supervisor_3	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_supervisor_3R	N/A	JS_supervisor_3R_tp3	JS_supervisor_3R_tp4
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor... gives me helpful feedback	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_supervisor_4	N/A	js_supervisor_4_tp3	js_supervisor_4_tp4
Job satisfaction	WAQ Supervisor	JS supervisor I feel like my supervisor...	0 = strongly disagree 1 = disagree	JS_supervisor_5	N/A	js_supervisor_5_tp3	js_supervisor_5_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	relations subscale	asks for my opinion	2 = neither agree nor disagree 3 = agree 4 = strongly agree				
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor... is tactful	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_supervisor_6	N/A	js_supervisor_6_tp3	js_supervisor_6_tp4
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor... is not very dependable	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_supervisor_7	N/A	js_supervisor_7_tp3	js_supervisor_7_tp4
Job satisfaction	WAQ Supervisor relations subscale	Reverse of JS_supervisor_7	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_supervisor_7R	N/A	JS_supervisor_7R_tp3	JS_supervisor_7R_tp4
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor... encourages me to try new ideas	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_supervisor_8	N/A	js_supervisor_8_tp3	js_supervisor_8_tp4
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor... makes me feel inadequate	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_supervisor_9	N/A	js_supervisor_9_tp3	js_supervisor_9_tp4
Job satisfaction	WAQ Supervisor relations subscale	Reverse of JS_supervisor_9	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_supervisor_9R	N/A	JS_supervisor_9R_tp3	JS_supervisor_9R_tp4
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor I feel like my supervisor... is unpredictable	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_supervisor_10	N/A	js_supervisor_10_tp3	js_supervisor_10_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Job satisfaction	WAQ Supervisor relations subscale	JS_supervisor_10	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_supervisor_10R	N/A	JS_supervisor_10R_tp3	JS_supervisor_10R_tp4
Job satisfaction	WAQ Supervisor relations subscale	JS supervisor subscale sum score	Total Score	JS_supervisor_SUM_tp1	N/A	JS_supervisor_SUM_tp3	JS_supervisor_SUM_tp4
Job satisfaction	WAQ Nature of work subscale	JS my work I feel like my work...	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Job satisfaction	WAQ Nature of work subscale	is stimulating	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_1	N/A	js_my_work_1_tp3	js_my_work_1_tp4
Job satisfaction	WAQ Nature of work subscale	is respected by the parents of my students	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_2	N/A	js_my_work_2_tp3	js_my_work_2_tp4
Job satisfaction	WAQ Nature of work subscale	involves too much paperwork and record keeping	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_3	N/A	js_my_work_3_tp3	js_my_work_3_tp4
Job satisfaction	WAQ Nature of work subscale	Reverse of JS_my_work_3	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_my_work_3R	N/A	JS_my_work_3R_tp3	JS_my_work_3R_tp4
Job satisfaction	WAQ Nature of work subscale	does not have enough variety	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_4	N/A	js_my_work_4_tp3	js_my_work_4_tp4
Job satisfaction	WAQ	Reverse of JS_my_work_4	4 = strongly disagree 3 = disagree	JS_my_work_4R	N/A	JS_my_work_4R_tp3	JS_my_work_4R_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Nature of work subscale		2 = neither agree nor disagree 1 = agree 0 = strongly agree				
Job satisfaction	WAQ Nature of work subscale	is not very creative	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_5	N/A	js_my_work_5_tp3	js_my_work_5_tp4
Job satisfaction	WAQ Nature of work subscale	Reverse of JS_my_work_5	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_my_work_5R	N/A	JS_my_work_5R_tp3	JS_my_work_5R_tp4
Job satisfaction	WAQ Nature of work subscale	makes an important difference in my student's lives	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_6	N/A	js_my_work_6_tp3	js_my_work_6_tp4
Job satisfaction	WAQ Nature of work subscale	does not match my skills and training	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_7	N/A	js_my_work_7_tp3	js_my_work_7_tp4
Job satisfaction	WAQ Nature of work subscale	Reverse of JS_my_work_7	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_my_work_7R	N/A	JS_my_work_7R_tp3	JS_my_work_7R_tp4
Job satisfaction	WAQ Nature of work subscale	gives me a sense of accomplishment	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_8	N/A	js_my_work_8_tp3	js_my_work_8_tp4
Job satisfaction	WAQ Nature of work subscale	there is too little time to do all there is to do	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_9	N/A	js_my_work_9_tp3	js_my_work_9_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Job satisfaction	WAQ Nature of work subscale	Reverse of JS_my_work_9	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JS_my_work_9R	N/A	JS_my_work_9R_tp3	JS_my_work_9R_tp4
Job satisfaction	WAQ Nature of work subscale	I have control over most things that affect my satisfaction	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JS_my_work_10	N/A	js_my_work_10_tp3	js_my_work_10_tp4
Job satisfaction	WAQ Nature of work subscale	Nature of work subscale sum score	Total score	JS_my_work_SUM_tp1	N/A	JS_my_work_SUM_tp3	JS_my_work_SUM_tp4
Job satisfaction	WAQ Working conditions subscale	I feel like ...	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Job satisfaction	WAQ Working conditions subscale	my work schedule is flexible	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_1	N/A	jswc_1_tp3	jswc_1_tp4
Job satisfaction	WAQ Working conditions subscale	the teacher:child ratio is adequate	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_2	N/A	jswc_2_tp3	jswc_2_tp4
Job satisfaction	WAQ Working conditions subscale	I always know where to find the things I need	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_3	N/A	jswc_3_tp3	jswc_3_tp4
Job satisfaction	WAQ Working conditions subscale	I feel too cramped	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_4	N/A	jswc_4_tp3	jswc_4_tp4



Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Job satisfaction	WAQ Working conditions subscale	Reverse of JSWC_4	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JSWC_4R	N/A	jswc_4R_tp3	jswc_4R_tp4
Job satisfaction	WAQ Working conditions subscale	I need some new equipment/materials to do my job well	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_5	N/A	jswc_5_tp3	jswc_5_tp4
Job satisfaction	WAQ Working conditions subscale	Reverse of JSWC_5	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JSWC_5R	N/A	jswc_5R_tp3	jswc_5R_tp4
Job satisfaction	WAQ Working conditions subscale	the decor of my center is drab	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_6	N/A	jswc_6_tp3	jswc_6_tp4
Job satisfaction	WAQ Working conditions subscale	Reverse of JSWC_6	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JSWC_6R	N/A	jswc_6R_tp3	jswc_6R_tp4
Job satisfaction	WAQ Working conditions subscale	the center meets my standards of cleanliness	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_7	N/A	jswc_7_tp3	jswc_7_tp4
Job satisfaction	WAQ Working conditions subscale	I can't find a place to carry on a private conversation	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_8	N/A	jswc_8_tp3	jswc_8_tp4
Job satisfaction	WAQ Working conditions subscale	Reverse of JSWC_8	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree	JSWC_8R	N/A	jswc_8R_tp3	jswc_8R_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			0 = strongly agree				
Job satisfaction	WAQ Working conditions subscale	this place is too noisy	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_9	N/A	jswc_9_tp3	jswc_9_tp4
Job satisfaction	WAQ Working conditions subscale	Reverse of JSWC_9	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	JSWC_9R	N/A	jswc_9R_tp3	jswc_9R_tp4
Job satisfaction	WAQ Working conditions subscale	the center's policies and procedures are clear	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	JSWC_10	N/A	jswc_10_tp3	jswc_10_tp4
Job satisfaction	WAQ Working conditions subscale	JS working conditions subscale sum score	Total Score	JSWC_SUM_tp1	N/A	JSWC_SUM_tp3	JSWC_SUM_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	JS Pay/Promotion opp I feel like ...	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Job satisfaction	WAQ Pay and promotion opportunities subscale	my pay is adequate	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	js_pay_promotion_opp_1	N/A	js_pay_promotion_opp_1_tp3	js_pay_promotion_opp_1_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	my pay is fair considering my skills and background	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	js_pay_promotion_opp_2	N/A	js_pay_promotion_opp_2_tp3	js_pay_promotion_opp_2_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	my pay is fair considering what my coworkers make	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree	js_pay_promotion_opp_3	N/A	js_pay_promotion_opp_3_tp3	js_pay_promotion_opp_3_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			4 = strongly agree				
Job satisfaction	WAQ Pay and promotion opportunities subscale	I'm in a dead end job	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	js_pay_promotion_opp_4	N/A	js_pay_promotion_opp_4_tp3	js_pay_promotion_opp_4_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	Reverse of js_pay_promotion_opp_4	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	js_pay_promotion_opp_4 R	N/A	js_pay_promotion_opp_4R_tp3	js_pay_promotion_opp_4R_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	my fringe benefits are inadequate	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	js_pay_promotion_opp_5	N/A	js_pay_promotion_opp_5_tp3	js_pay_promotion_opp_5_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	Reverse of js_pay_promotion_opp_5	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	js_pay_promotion_opp_5 R	N/A	js_pay_promotion_opp_5R_tp3	js_pay_promotion_opp_5R_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	I could be replaced tomorrow	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	js_pay_promotion_opp_6	N/A	js_pay_promotion_opp_6_tp3	js_pay_promotion_opp_6_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	Reverse of js_pay_promotion_opp_6	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	js_pay_promotion_opp_6 R	N/A	js_pay_promotion_opp_6R_tp3	js_pay_promotion_opp_6R_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	I have enough time off for holidays and vacation	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	js_pay_promotion_opp_7	N/A	js_pay_promotion_opp_7_tp3	js_pay_promotion_opp_7_tp4
Job satisfaction	WAQ	I'm being paid less than I deserve	0 = strongly disagree 1 = disagree	js_pay_promotion_opp_8	N/A	js_pay_promotion_opp_8_tp3	js_pay_promotion_opp_8_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Pay and promotion opportunities subscale		2 = neither agree nor disagree 3 = agree 4 = strongly agree				
Job satisfaction	WAQ Pay and promotion opportunities subscale	Reverse of js_pay_promotion_opp_8	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	js_pay_promotion_opp_8R	N/A	js_pay_promotion_opp_8R_tp3	js_pay_promotion_opp_8R_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	opportunities for me to advance are limited	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	js_pay_promotion_opp_9	N/A	js_pay_promotion_opp_9_tp3	js_pay_promotion_opp_9_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	Reverse of js_pay_promotion_opp_9	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree	js_pay_promotion_opp_9R	N/A	js_pay_promotion_opp_9R_tp3	js_pay_promotion_opp_9R_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	I expect to receive a raise during the next year	0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree	js_pay_promotion_opp_10	N/A	js_pay_promotion_opp_10_tp3	js_pay_promotion_opp_10_tp4
Job satisfaction	WAQ Pay and promotion opportunities subscale	JS ay and promotion opportunities subscale sum score	Total score	JS_Pay_Promotion_opp_SUM_tp1	N/A	JS_Pay_Promotion_opp_SUM_tp3	JS_Pay_Promotion_opp_SUM_tp4
Job satisfaction	WAQ Ideal subscale	JS current position I feel like in my current position...	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Job satisfaction	WAQ Ideal subscale	my relationship with my coworkers is...	0 = not like my ideal at all 1 = not like my ideal 2 = somewhat like my ideal 3 = like my ideal 4 = exactly like my ideal	js_current_position_1	N/A	js_current_position_1_tp3	js_current_position_1_tp4
Job satisfaction	WAQ Ideal subscale	my relationship with my supervisor is ...	0 = not like my ideal at all 1 = not like my ideal	js_current_position_2	N/A	js_current_position_2_tp3	js_current_position_2_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			2 = somewhat like my ideal 3 = like my ideal 4 = exactly like my ideal				
Job satisfaction	WAQ Ideal subscale	work itself is ...	0 = not like my ideal at all 1 = not like my ideal 2 = somewhat like my ideal 3 = like my ideal 4 = exactly like my ideal	js_current_position_3	N/A	js_current_position_3_tp3	js_current_position_3_tp4
Job satisfaction	WAQ Ideal subscale	working conditions are ...	0 = not like my ideal at all 1 = not like my ideal 2 = somewhat like my ideal 3 = like my ideal 4 = exactly like my ideal	js_current_position_4	N/A	js_current_position_4_tp3	js_current_position_4_tp4
Job satisfaction	WAQ Ideal subscale	pay and promotion opportunities are ...	0 = not like my ideal at all 1 = not like my ideal 2 = somewhat like my ideal 3 = like my ideal 4 = exactly like my ideal	js_current_position_5	N/A	js_current_position_5_tp3	js_current_position_5_tp4
Job satisfaction	WAQ Ideal subscale	Ideal subscale sum score	Total score	JS_current_position_SUM_tp1	N/A	JS_current_position_SUM_tp3	JS_current_position_SUM_tp4

### Job Satisfaction – Kentucky Professional Development Rank Items

Job satisfaction	Kentucky Professional Development Job Satisfaction	JS rank Please rank how important each phrase is important to you.	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Job satisfaction	Kentucky Professional Development Job Satisfaction	working with people I like	0 = most important 1 = second most important 2 = third most important 3 = not ranked	js_rank_1	N/A	js_rank_1_tp3	js_rank_1_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	helping others	0 = most important 1 = second most important 2 = third most important 3 = not ranked	js_rank_2	N/A	js_rank_2_tp3	js_rank_2_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Job satisfaction	Kentucky Professional Development Job Satisfaction	the feeling of accomplishment from doing a job well done	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_3	N/A	js_rank_3_tp3	js_rank_3_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	earning a good living to pay for the things I need	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_4	N/A	js_rank_4_tp3	js_rank_4_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	learning new things	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_5	N/A	js_rank_5_tp3	js_rank_5_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	the opportunity to do different kinds of things	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_6	N/A	js_rank_6_tp3	js_rank_6_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	the opportunity to master new skills	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_7	N/A	js_rank_7_tp3	js_rank_7_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	the assurance that my job position is secure	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_8	N/A	js_rank_8_tp3	js_rank_8_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	developing new ideas, creating new things	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_9	N/A	js_rank_9_tp3	js_rank_9_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	being independent in making decisions	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_10	N/A	js_rank_10_tp3	js_rank_10_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Job satisfaction	Kentucky Professional Development Job Satisfaction	getting respect and acknowledgement from others	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_11	N/A	js_rank_11_tp3	js_rank_11_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	working in pleasant surroundings	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_12	N/A	js_rank_12_tp3	js_rank_12_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	having the opportunity to guide and influence the work of others	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_13	N/A	js_rank_13_tp3	js_rank_13_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	having the opportunity for advancement	0 = most important 1 = second most important 2 = third most important 3= not ranked	js_rank_14	N/A	js_rank_14_tp3	js_rank_14_tp4

### Job satisfaction – Kentucky Professional Development Most Satisfying and Frustrating Aspects of Job

Job satisfaction	Kentucky Professional Development Job Satisfaction	JS satisfying #1 What is the #1 most satisfying thing about your present job?  <i>Identifiable information was blinded</i>	Free text	js_satisfying_1	N/A	js_satisfying_1_tp3	js_satisfying_1_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	JS satisfying #2 What is the #2 most satisfying thing about your present job?  <i>Identifiable information was blinded</i>	Free text	js_satisfying_2	N/A	js_satisfying_2_tp3	js_satisfying_2_tp4
Job satisfaction	Kentucky Professional Development Job Satisfaction	JS frustrating #1 What is the #1 frustrating thing about your present job?  <i>Identifiable information was blinded</i>	Free text	js_frustrating_1	N/A	js_frustrating_1_tp3	js_frustrating_1_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Job satisfaction	Kentucky Professional Development Job Satisfaction	JS frustrating #2 What is the #2 frustrating thing about your present job?  <i>Identifiable information was blinded</i>	Free text	js_frustrating_2	N/A	js_frustrating_2_tp3	js_frustrating_2_tp4
<b>Job Satisfaction from Preschool Promise</b>							
Job Satisfaction	Job Satisfaction from Preschool Promise	These questions are about how you feel about your job as a teacher. I really enjoy my present teaching job.	0, Strongly disagree   1, Disagree   2, Neither agree nor disagree   3, Agree   4, Strongly agree	job_5a	N/A	N/A	N/A
Job Satisfaction	Job satisfaction from Preschool Promise	These questions are about how you feel about your job as a teacher. I am certain I am making a difference in the lives of children I reach.	0, Strongly disagree   1, Disagree   2, Neither agree nor disagree   3, Agree   4, Strongly agree	job_5b	N/A	N/A	N/A
Job Satisfaction	Job satisfaction from Preschool Promise	These questions are about how you feel about your job as a teacher. If I could start over, I would choose teaching again as my career.	0, Strongly disagree   1, Disagree   2, Neither agree nor disagree   3, Agree   4, Strongly agree	job_5c	N/A	N/A	N/A
<b>Job coping item from Herman et al. (2017)</b>							
Job coping	Job coping item from Herman et al. (2017)	Please choose the number that relates to how you feel in your current position.  How well are you coping with stress of your job right now? (1)	0 = not well 1 = 1 2 = 2 3 = 3 4 = 4 5 = neutral 6 = 6 7 = 7 8 = 8 9 = 9 10 = very well	c1_1	N/A	c1_1_tp3	c1_1a_tp4



Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
<b>Teacher beliefs or self-efficacy - Teachers' Sense of Efficacy Scale – Short Form</b>							
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale – Short Form	Please indicate your opinion about each of the questions below. Please respond by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.  How much can you do to control disruptive behavior in the classroom? (1)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_1	N/A	se1_1_tp3	se1_1_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	How much can you do to motivate students who show low interest in school work? (2)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_2	N/A	se1_2_tp3	se1_2_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	How much can you do to calm a student who is disruptive or noisy? (3)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_3	N/A	se1_3_tp3	se1_3_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	How much can you do to help your students value learning? (4)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_4	N/A	se1_4_tp3	se1_4_tp4
Teacher beliefs or	Teacher beliefs or self-efficacy	To what extent can you craft good questions for your students? (5)	0 = none at all 1 = 2 2 = very little	se1_5	N/A	se1_5_tp3	se1_5_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
self-Efficacy	Teachers' Sense of Efficacy Scale Short Form		3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal				
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	How much can you do to get children to follow classroom rules? (6)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_6	N/A	se1_6_tp3	se1_6_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	How much can you do to get students to believe they can do well in school work? (7)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_7	N/A	se1_7_tp3	se1_7_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	How well can you establish a classroom management system with each group of students? (8)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_8	N/A	se1_8_tp3	se1_8_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	To what extent can you use a variety of assessment strategies? (9)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_9	N/A	se1_9_tp3	se1_9_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	To what extent can you provide an alternative explanation or example when students are confused? (10)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8	se1_10	N/A	se1_10_tp3	se1_10_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	How much can you assist families in helping their children do well in school? (11)	8 = a great deal 0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_11	N/A	se1_11_tp3	se1_11_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	How well can you implement alternative teaching strategies in your classroom? (12)	0 = none at all 1 = 2 2 = very little 3 = 4 4 = some degree 5 = 6 6 = quite a bit 7 = 8 8 = a great deal	se1_12	N/A	se1_12_tp3	se1_12_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	Efficacy in classroom management subscale sum	N/A	TBSE_CMsum	N/A	TBSE_CMsum_tp3	TBSE_CMsum_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	Efficacy in classroom management subscale average	N/A	TBSE_CMav	N/A	TBSE_CMav_tp3	TBSE_CMav_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	Instructional strategies subscale sum	N/A	TBSE_ISsum	N/A	TBSE_ISsum_tp3	TBSE_ISsum_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	Instructional strategies subscale average	N/A	TBSE_ISav	N/A	TBSE_ISav_tp3	TBSE_ISav_tp4
Teacher beliefs or	Teacher beliefs or self-efficacy	Student engagement subscale sum	N/A	TBSE_Esum	N/A	TBSE_Esum_tp3	TBSE_Esum_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
self-Efficacy	Teachers' Sense of Efficacy Scale Short Form						
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	Student engagement subscale average	N/A	TBSE_Eav	N/A	TBSE_Eav_tp3	TBSE_Eav_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	Total Sum	N/A	TBSE_totalsum	N/A	TBSE_totalsum_tp3	TBSE_totalsum_tp4
Teacher beliefs or self-Efficacy	Teacher beliefs or self-efficacy  Teachers' Sense of Efficacy Scale Short Form	Total Average	N/A	TBSE_totalav	N/A	TBSE_totalav_tp3	TBSE_totalav_tp4
Teacher Stress Inventory							
Teacher stress	Teacher Stress Inventory (Fimian and colleague)	Q22 The following are a number of teacher concerns. Please identify those factors which cause you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then indicate how strong the feeling is when you experience it by choosing the appropriate rating on the 5-point scale.	N/A Section Header	N/A Section Header	N/A	N/A Section Header	N/A Section Header
Teacher stress	Teacher Stress Inventory  Time Management	I easily over-commit myself (1)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable	tsi_q22_1	N/A	tsi_q22_1_tp3	tsi_q22_1_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			3 = great strength, very noticeable 4 = major strength, extremely noticeable				
Teacher stress	Teacher Stress Inventory  Time Management	I become impatient if others do things too slowly (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q22_2	N/A	tsi_q22_2_tp3	tsi_q22_2_tp4
Teacher stress	Teacher Stress Inventory  Time Management	I have to try doing more than one thing at a time (3)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q22_3	N/A	tsi_q22_3_tp3	tsi_q22_3_tp4
Teacher stress	Teacher Stress Inventory  Time Management	I have little time to relax/enjoy the time of day (4)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q22_4	N/A	tsi_q22_4_tp3	tsi_q22_4_tp4
Teacher stress	Teacher Stress Inventory  Time Management	I think about unrelated matters during conversations (5)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q22_5	N/A	tsi_q22_5_tp3	tsi_q22_5_tp4
Teacher stress	Teacher Stress Inventory	I feel uncomfortable wasting time (6)	0 = no strength, not noticeable	tsi_q22_6	N/A	tsi_q22_6_tp3	tsi_q22_6_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Time Management		1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable				
Teacher stress	Teacher Stress Inventory  Time Management	There isn't enough time to get things done (7)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q22_7	N/A	tsi_q22_7_tp3	tsi_q22_7_tp4
Teacher stress	Teacher Stress Inventory  Time Management	I rush in my speech. (8)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q22_8	N/A	tsi_q22_8_tp3	tsi_q22_8_tp4
Teacher stress	Teacher Stress Inventory Work-Related Stressors	Q23 The following are a number of teacher concerns. Please identify those factors which cause you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then indicate how strong the feeling is when you experience it by choosing the appropriate rating on the 5-point scale.	N/A Section Header	N/A Section Header	N/A	N/A Section Header	N/A Section Header
Teacher stress	Teacher Stress Inventory Work-Related Stressors	There is little time to prepare for my lessons/responsibilities. (1)	0 = no strength, not noticeable 1 = mid strength, barely noticeable	tsi_q23_1	N/A	tsi_q23_1_tp3	tsi_q23_1_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable				
Teacher stress	Teacher Stress Inventory Work-Related Stressors	There is too much work to do. (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q23_2	N/A	tsi_q23_2_tp3	tsi_q23_2_tp4
Teacher stress	Teacher Stress Inventory Work-Related Stressors	The pace of the school day is too fast. (3)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q23_3	N/A	tsi_q23_3_tp3	tsi_q23_3_tp4
Teacher stress	Teacher Stress Inventory Work-Related Stressors	My caseload/class is too big. (4)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q23_4	N/A	tsi_q23_4_tp3	tsi_q23_4_tp4
Teacher stress	Teacher Stress Inventory Work-Related Stressors	My personal priorities are being shortchanged due to time demands. (5)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q23_5	N/A	tsi_q23_5_tp3	tsi_q23_5_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Teacher stress	Teacher Stress Inventory Work-Related Stressors	There is too much administrative paperwork in my job. (6)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_q23_6	N/A	tsi_q23_6_tp3	tsi_q23_6_tp4
Teacher stress	Teacher Stress Inventory Professional Distress	Q24 The following are a number of teacher concerns. Please identify those factors which cause you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then indicate how strong the feeling is when you experience it by choosing the appropriate rating on the 5-point scale.	N/A Section Header	N/A Section Header	N/A	N/A Section Header	N/A Section Header
Teacher stress	Teacher Stress Inventory Professional Distress	I lack promotion and/or advancement opportunities. (1)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q24_1	N/A	tsi_q24_1_tp3	tsi_q24_1_tp4
Teacher stress	Teacher Stress Inventory Professional Distress	I am not progressing on my job as rapidly as I would like. (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q24_2	N/A	tsi_q24_2_tp3	tsi_q24_2_tp4
Teacher stress	Teacher Stress Inventory	I need more status and respect on my job. (3)	0 = no strength, not noticeable	tsi_Q24_3	N/A	tsi_q24_3_tp3	tsi_q24_3_tp4



Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Professional Distress		1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable				
Teacher stress	Teacher Stress Inventory Professional Distress	I receive an inadequate salary for the work I do. (4)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q24_4	N/A	tsi_q24_4_tp3	tsi_q24_4_tp4
Teacher stress	Teacher Stress Inventory Professional Distress	I lack recognition for the extra work and/or good teaching I do. (5)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q24_5	N/A	tsi_q24_5_tp3	tsi_q24_5_tp4
Teacher stress	Teacher Stress Inventory Discipline and Motivation	Q25 I feel frustrated ...	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Teacher stress	Teacher Stress Inventory Discipline and Motivation	...because of discipline problems in my classroom. (1)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q25_1	N/A	tsi_q25_1_tp3	tsi_q25_1_tp4
Teacher stress	Teacher Stress Inventory Discipline and Motivation	...having to monitor pupil behavior. (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable	tsi_Q25_2	N/A	tsi_q25_2_tp3	tsi_q25_2_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable				
Teacher stress	Teacher Stress Inventory Discipline and Motivation	...because some students would better if they tried. (3)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q25_3	N/A	tsi_q25_3_tp3	tsi_q25_3_tp4
Teacher stress	Teacher Stress Inventory Discipline and Motivation	...attempting to teach students who are poorly motivated. (4)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q25_4	N/A	tsi_q25_4_tp3	tsi_q25_4_tp4
Teacher stress	Teacher Stress Inventory Discipline and Motivation	...because of inadequate/poorly defined discipline problems. (5)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q25_5	N/A	tsi_q25_5_tp3	tsi_q25_5_tp4
Teacher stress	Teacher Stress Inventory Discipline and Motivation	...when my authority is rejected by pupils/administration. (6)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q25_6	N/A	tsi_q25_6_tp3	tsi_q25_6_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Teacher stress	Teacher Stress Inventory Professional Investment	Q26 I feel that ...	N/A	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Teacher stress	Teacher Stress Inventory Professional Investment	My personal opinions are not sufficiently aired (1)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q26_1	N/A	tsi_q26_1_tp3	tsi_q26_1_tp4
Teacher stress	Teacher Stress Inventory Professional Investment	Lack control over decisions made about classroom/school matters (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q26_2	N/A	tsi_q26_2_tp3	tsi_q26_2_tp4
Teacher stress	Teacher Stress Inventory Professional Investment	I am not emotionally/intellectually stimulated on the job (3)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q26_3	N/A	tsi_q26_3_tp3	tsi_q26_3_tp4
Teacher stress	Teacher stress Inventory Professional Investment	Lack opportunities for professional improvement (4)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q26_4	N/A	tsi_q26_4_tp3	tsi_q26_4_tp4
Teacher stress	Teacher Stress Inventory	Q27 I respond to stress...	N/A	N/A Section header	N/A Section header	N/A Section header	N/A Section header

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Emotional Manifestations						
Teacher stress	Teacher Stress Inventory Emotional Manifestations	...by feeling insecure. (1)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q27_1	N/A	tsi_q27_1_tp3	tsi_q27_1_tp4
Teacher stress	Teacher Stress Inventory Emotional Manifestations	...by feeling vulnerable. (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q27_2	N/A	tsi_q27_2_tp3	tsi_q27_2_tp4
Teacher stress	Teacher Stress Inventory Emotional Manifestations	...by feeling unable to cope. (3)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q27_3	N/A	tsi_q27_3_tp3	tsi_q27_3_tp4
Teacher stress	Teacher Stress Inventory Emotional Manifestations	...by feeling depressed. (4)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q27_4	N/A	tsi_q27_4_tp3	tsi_q27_4_tp4
Teacher stress	Teacher Stress Inventory Emotional Manifestations	...by feeling anxious. (5)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable	tsi_Q27_5	N/A	tsi_q27_5_tp3	tsi_q27_5_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			3 = great strength, very noticeable 4 = major strength, extremely noticeable				
Teacher stress	Teacher Stress Inventory Fatigue Manifestations	Q28 I respond to stress...	N/A	N/A	N/A	N/A	N/A
Teacher stress	Teacher Stress Inventory Fatigue Manifestations	...by sleeping more than usual. (1)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q28_1	N/A	tsi_q28_1_tp3	tsi_q28_1_tp4
Teacher stress	Teacher Stress Inventory Fatigue Manifestations	...by procrastinating. (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q28_2	N/A	tsi_q28_2_tp3	tsi_q28_2_tp4
Teacher stress	Teacher Stress Inventory Fatigue Manifestations	...by becoming fatigued in a very short time. (3)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q28_3	N/A	tsi_q28_3_tp3	tsi_q28_3_tp4
Teacher stress	Teacher Stress Inventory Fatigue Manifestations	...with physical exhaustion. (4)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q28_4	N/A	tsi_q28_4_tp3	tsi_q28_4_tp4
Teacher stress	Teacher Stress Inventory	...with physical weakness. (5)	0 = no strength, not noticeable	tsi_Q28_5	N/A	tsi_q28_5_tp3	tsi_q28_5_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Fatigue Manifestations		1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable				
Teacher stress	Teacher Stress Inventory Cardiovascular Manifestations	Q29 I respond to stress...	N/A	N/A section header	N/A	N/A section header	N/A section header
Teacher stress	Teacher Stress Inventory Cardiovascular Manifestations	...with feelings of increased blood pressure. (1)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q29_1	N/A	tsi_q29_1_tp3	tsi_q29_1_tp4
Teacher stress	Teacher Stress Inventory Cardiovascular Manifestations	...with feeling of heart pounding or racing. (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q29_2	N/A	tsi_q29_2_tp3	tsi_q29_2_tp4
Teacher stress	Teacher Stress Inventory Cardiovascular Manifestations	...with rapid and/or shallow breath. (3)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q29_3	N/A	tsi_q29_3_tp3	tsi_q29_3_tp4
Teacher stress	Teacher Stress Inventory Gastronomical Manifestations	Q30 I respond to stress...	N/A	N/A section header	N/A	N/A section header	N/A section header
Teacher stress	Teacher Stress Inventory	...with stomach pain of extended duration. (1)	0 = no strength, not noticeable	tsi_Q30_1	N/A	tsi_q30_1_tp3	tsi_q30_1_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Gastronomical Manifestations		1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable				
Teacher stress	Teacher Stress Inventory Gastronomical Manifestations	...with stomach cramps. (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q30_2	N/A	tsi_q30_2_tp3	tsi_q30_2_tp4
Teacher stress	Teacher Stress Inventory Gastronomical Manifestations	...with stomach acid. (3)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q30_3	N/A	tsi_q30_3_tp3	tsi_q30_3_tp4
Teacher stress	Teacher Stress Inventory Behavioral Manifestations	Q31 I respond to stress...	N/A Section Header	N/A Section Header	N/A	N/A Section Header	N/A Section Header
Teacher stress	Teacher Stress Inventory Behavioral Manifestations	...by using over-the-counter drugs (1)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q31_1	N/A	tsi_q31_1_tp3	tsi_q31_1_tp4
Teacher stress	Teacher Stress Inventory Behavioral Manifestations	...by using prescription drugs (2)	0 = no strength, not noticeable 1 = mid strength, barely noticeable	tsi_Q31_2	N/A	tsi_q31_2_tp3	tsi_q31_2_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
			2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable				
Teacher stress	Teacher Stress Inventory Behavioral Manifestations	...by using alcohol (3)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q31_3	N/A	tsi_q31_3_tp3	tsi_q31_3_tp4
Teacher stress	Teacher Stress Inventory Behavioral Manifestations	..by calling in sick (4)	0 = no strength, not noticeable 1 = mid strength, barely noticeable 2 = medium strength, moderately noticeable 3 = great strength, very noticeable 4 = major strength, extremely noticeable	tsi_Q31_4	N/A	tsi_q31_4_tp3	tsi_q31_4_tp4
Teacher stress	Teacher Stress Inventory	TSI_Plsum Professional investment subscale sum	N/A	TSI_Plsum	N/A	TSI_Plsum_tp3	TSI_Plsum_tp4
Teacher stress	Teacher Stress Inventory	TSI_Plav Professional investment subscale average	N/A	TSI_Plav	N/A	TSI_Plav_tp3	TSI_Plav_tp4
Teacher stress	Teacher Stress Inventory	TSI_TMsum Time Management subscale sum	N/A	TSI_TMsum	N/A	TSI_TMsum_tp3	TSI_TMsum_tp3
Teacher stress	Teacher Stress Inventory	TSI_TMav Time Management subscale average	N/A	TSI_TMav	N/A	TSI_TMav_tp3	TSI_TMav_tp4
Teacher stress	Teacher Stress Inventory	TSI_DMsum Discipline and motivation subscale sum	N/A	TSI_DMsum	N/A	TSI_DMsum_tp3	TSI_DMsum_tp4



Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Teacher stress	Teacher Stress Inventory	TSI_DMav Discipline and motivation subscale average	N/A	TSI_DMav	N/A	TSI_DMav_tp3	TSI_DMav_tp4
Teacher stress	Teacher Stress Inventory	TSI_PDsum Professional distress subscale sum	N/A	TSI_PDsum	N/A	TSI_PDsum_tp3	TSI_PDsum_tp4
Teacher stress	Teacher Stress Inventory	TSI_PDav Professional distress subscale average	N/A	TSI_PDav	N/A	TSI_PDav_tp3	TSI_PDav_tp4
Teacher stress	Teacher Stress Inventory	TSI_WRsum Work-related stressors subscale sum	N/A	TSI_WRsum	N/A	TSI_WRsum_tp3	TSI_WRsum_tp4
Teacher stress	Teacher Stress Inventory	TSI_WRav Work-related stressors subscale average	N/A	TSI_WRav	N/A	TSI_WRav_tp3	TSI_WRav_tp4
Teacher stress	Teacher Stress Inventory	TSI_BMsum Behavioral manifestations subscale sum	N/A	TSI_BMsum	N/A	TSI_BMsum_tp3	TSI_BMsum_tp4
Teacher stress	Teacher Stress Inventory	TSI_BMav Behavioral manifestations subscale average	N/A	TSI_BMav	N/A	TSI_BMav_tp3	TSI_BMav_tp4
Teacher stress	Teacher Stress Inventory	TSI_EMsum Emotional Manifestations subscale sum	N/A	TSI_EMsum	N/A	TSI_EMsum_tp3	TSI_EMsum_tp4
Teacher stress	Teacher Stress Inventory	TSI_EMav Emotional Manifestations subscale average	N/A	TSI_EMav	N/A	TSI_EMav_tp3	TSI_EMav_tp4
Teacher stress	Teacher Stress Inventory Teacher Stress Inventory	TSI_GMsum Gastronomical manifestations subscale sum	N/A	TSI_GMsum	N/A	TSI_GMsum_tp3	TSI_GMsum_tp4
Teacher stress	Teacher Stress Inventory	TSI_GMav Gastronomical manifestations subscale average	N/A	TSI_GMav	N/A	TSI_GMav_tp3	TSI_GMav_tp4
Teacher stress	Teacher Stress Inventory	TSI_CMsum	N/A	TSI_CMsum	N/A	TSI_CMsum_tp3	TSI_CMsum_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
		Cardiovascular manifestations subscale sum					
Teacher stress	Teacher Stress Inventory	TSI_CMav  Cardiovascular manifestations subscale average	N/A	TSI_CMav	N/A	TSI_CMav_tp3	TSI_CMav_tp4
Teacher stress	Teacher Stress Inventory	TSI_FMsum  Fatigue manifestations subscale sum	N/A	TSI_FMsum	N/A	TSI_FMsum_tp3	TSI_FMsum_tp4
Teacher stress	Teacher Stress Inventory	TSI_FMav  Fatigue manifestations subscale average	N/A	TSI_FMav	N/A	TSI_FMav_tp3	TSI_FMav_tp4
Teacher stress	Teacher Stress Inventory	TSI_sum  Total score sum (all calculated scores)	N/A	TSI_sum	N/A	TSI_sum_tp3	TSI_sum_tp4
Teacher stress	Teacher Stress Inventory	TSI_mean  Total score average (sum divided by 10 [there are 10 subscales])	N/A	TSI_mean	N/A	TSI_mean_tp3	TSI_mean_tp4

### Teacher Burnout - Maslach Burnout Inventory

Teacher burnout	Teacher burnout  Maslach Burnout Inventory  Human Services, Medical Personnel, and Educators	Q32 Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, choose never. If you have had this feeling, indicate how often you feel it by selecting the number that best describes how frequently you feel that way.	N/A Section Header	N/A Section Header	N/A	N/A Section Header	N/A Section Header
Teacher burnout	Maslach Burnout Inventory Human Services, Medical	MBI_1	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week	b_Q32_1	N/A	b_q32_1_tp3	b_q32_1_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Personnel, and Educators		6 = every day				
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_2	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_2	N/A	b_q32_2_tp3	b_q32_2_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_3	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_3	N/A	b_q32_3_tp3	b_q32_3_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_4	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_4	N/A	b_q32_4_tp3	b_q32_4_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_5	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_5	N/A	b_q32_5_tp3	b_q32_5_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_6	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day 0 = never	b_Q32_6	N/A	b_q32_6_tp3	b_q32_6_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_7	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_7	N/A	b_q32_7_tp3	b_q32_7_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_8	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_8	N/A	b_q32_8_tp3	b_q32_8_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_9	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_9	N/A	b_q32_9_tp3	b_q32_9_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_10	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_10	N/A	b_q32_10_tp3	b_q32_10_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_11	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_11	N/A	b_q32_11_tp3	b_q32_11_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_12	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_12	N/A	b_q32_12_tp3	b_q32_12_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_13	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_13	N/A	b_q32_13_tp3	b_q32_13_tp4
Teacher burnout	Maslach Burnout Inventory	MBI_14	0 = never 1 = a few times a year or less	b_Q32_14	N/A	b_q32_14_tp3	b_q32_14_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Human Services, Medical Personnel, and Educators		2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day				
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_15	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_15	N/A	b_q32_15_tp3	b_q32_15_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_16	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_16	N/A	b_q32_16_tp3	b_q32_16_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_17	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_17	N/A	b_q32_17_tp3	b_q32_17_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_18	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_18	N/A	b_q32_18_tp3	b_q32_18_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_19	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_19	N/A	b_q32_19_tp3	b_q32_19_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical	MBI_20	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week	b_Q32_20	N/A	b_q32_20_tp3	b_q32_20_tp4

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
	Personnel, and Educators		5 = a few times a week 6 = every day				
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_21	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_21	N/A	b_q32_21_tp3	b_q32_21_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	MBI_22	0 = never 1 = a few times a year or less 2 = once a month or less 3 = a few times a month 4 = once a week 5 = a few times a week 6 = every day	b_Q32_22	N/A	b_q32_22_tp3	b_q32_22_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	Emotional exhaustion subscale average	N/A	Burn_EEav	N/A	Burn_EEav_tp3	Burn_EEav_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	Personal accomplishment subscale average	N/A	Burn_PAav	N/A	Burn_PAav_tp3	Burn_PAav_tp4
Teacher burnout	Maslach Burnout Inventory Human Services, Medical Personnel, and Educators	Depersonalization subscale average	N/A	Burn_DPav	N/A	Burn_DPav_tp3	Burn_DPav_tp4

## Longitudinal Physiological Stress

### Hair Cortisol

Dataset	Label	Variable Name
Haircortisoltp1and2	Study ID	StudyID
Haircortisoltp1and2	Hair cortisol concentration (HCC) in pg/mg in time point (TP) 1	HCCpgmg_tp1
Haircortisoltp1and2	log10 transformed HCC values in TP1	HCClog_tp1
Haircortisoltp1and2	hair sample weight in TP1	hairmg_tp1
Haircortisoltp1and2	hair sample length in cm in TP1	haircm_tp1
Haircortisoltp1and2	notes about the hair analysis in TP1	HairComments_tp1
Haircortisoltp1and2	HCC in pg/mg in TP2	HCCpgmg_tp2
Haircortisoltp1and2	log10 transformed HCC values in TP2	HCClog_tp2
Haircortisoltp1and2	hair sample weight in TP2	hairmg_tp2
Haircortisoltp1and2	hair sample length in TP2	haircm_tp2
Haircortisoltp1and2	notes about the hair analysis in TP2	HairComments_tp2

## Confounders of Longitudinal Physiological Stress

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Physiologic al stress	Hair cortisol confounders	Are you currently pregnant?	1, Yes   0, No	pregtp1	pregtp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Are you currently taking any medications for any mental health condition in the past 3 months?	1, Yes   0, No	mentmedtp1	mentmedtp2	N/A	mentmedtp4
Physiologic al stress	Hair cortisol confounders	If you have taken any mental health medication in the past 3 months, please list.  <i>*This variable was deleted from the publicly released dataset to protect participants' information</i>	FREE TEXT	mentmedtp1_a	mentmedtp2_a	N/A	N/A
Physiologic al stress	Hair cortisol confounders	As you are aware, we are measuring cortisol (known as the stress hormone) in hair samples to give us a better idea of your stress levels. We need to ask you a few questions about your hair care and health that may naturally affect the cortisol levels in your hair.	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header	N/A Section Header
Physiologic al stress	Hair cortisol confounders	Are you providing us with a hair sample?	1, Yes   0, No	hc0	hc0_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Please tell us why you aren't giving a hair sample. Check all that apply. (choice=I do not want to provide a hair sample).	0, I do not want to provide a hair sample   1, I don't feel like I have enough hair to give   2, I'm trying to grow my hair out   3, My current hairstyle doesn't allow me to have a sample taken   4, I am concerned with what you will test my hair for.   5, I am concerned with what you will do with my hair.   6, Other	hc_0a__0	hc_0a_tp2__0	N/A	N/A



Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Physiologic al stress	Hair cortisol confounders	Please tell us why you arent giving a hair sample. Check all that apply. (choice=I dont feel like I have enough hair to give).	1, Checked   0, Unchecked	hc_0a__1	hc_0a_tp2__1	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Please tell us why you arent giving a hair sample. Check all that apply. (choice=Im trying to grow my hair out).	1, Checked   0, Unchecked	hc_0a__2	hc_0a_tp2__2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Please tell us why you arent giving a hair sample. Check all that apply. (choice=My current hairstyle doesnt allow me to have a sample taken).	1, Checked   0, Unchecked	hc_0a__3	hc_0a_tp2__3	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Please tell us why you arent giving a hair sample. Check all that apply. (choice=I am concerned with what you will test my hair for.).	1, Checked   0, Unchecked	hc_0a__4	hc_0a_tp2__4	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Please tell us why you arent giving a hair sample. Check all that apply. (choice=I am concerned with what you will do with my hair.).	1, Checked   0, Unchecked	hc_0a__5	hc_0a_tp2__5	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Please tell us why you arent giving a hair sample. Check all that apply. (choice=Other).	1, Checked   0, Unchecked	hc_0a__6	hc_0a_tp2__6	N/A	N/A
Physiologic al stress	Hair cortisol confounders	If other, please specify.	FREE TEXT	hc_0a__999	hc_0a_tp2__999	N/A	N/A
Physiologic al stress	Hair cortisol confounders	If you are not giving us a hair sample, please select again "No" and you will be prompted to end the survey. If you are giving us a hair sample, please select "yes" so we may ask you questions about your hair that might affect cortisol values.	1, Yes   0, No	hairend	hairend_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	How frequently do you wash your hair?	0, Daily   1, 3-4 times a week   2, 1-2 times a week   3, 2-3 times a month   4, Once a month   5, Other	hc1	hc1_tp2	N/A	N/A

Concept	Scale	Label	Scoring	Variable name TP1	Variable name TP2	Variable name TP3	Variable name TP4
Physiologic al stress	Hair cortisol confounders	If other, please specify.	FREE TEXT	hc_1a	hc_1a_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Have you used a perm or relaxer on your hair in the last 3 months?	1, Yes   0, No	hc2	hc2_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Have you bleached, colored or dyed your hair in the past 3 months?	1, Yes   0, No	hc3	hc3_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Do you currently wear a weave or extensions?	1, Yes   0, No	hc4	hc4_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Have you used a flat iron or curling iron in the past 3 months?	1, Yes   0, No	hs5	hs5_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	How often do you use a flat iron or curling iron?	0, Daily   1, 3-4 times a week   2, 1-2 times a week   3, 2-3 times a month   4, Once a month   5, Other	hs_5a	hs_5a_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	If other, please specify.	FREE TEXT	hs_5a1	hs_5a1_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Do you have hair gel, mousse, hair spray or oil on your hair right now?	1, Yes   0, No	hs6	hs6_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Have you used hormonal birth control in the past 3 months, including the Depo-Provera shot, the "pill", a patch, an implant or IUD (females only)?	1, Yes   0, No	hs8	hs8_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Have you taken any steroids (e.g. cortisone) by mouth, cream, inhaler or shot in the past 3 months?	1, Yes   0, No	hs9	hs9_tp2	N/A	N/A
Physiologic al stress	Hair cortisol confounders	Have you taken hormones such as estrogen or testosterone in the past 3 months?	1, Yes   0, No	hs10	hs10_tp2	N/A	N/A
Quality Control	Quality Control	Please tell us anything else you would like to add about this study on teachers' job characteristics and stress.	FREE TEXT	N/A	N/A	N/A	qual_tp4  <i>*Contained identifiable information so this was deleted from the publicly available dataset.</i>

## Variables with Total Scores

Construct or Instrument	Total Score	Variable Name TP1	Variable Name TP2	Variable Name TP3	Variable Name TP4
Economic Hardship (Yoshikawa)	Economic Hardship Sum score	EconHard_TP1	EconHard_TP2	EconHard_TP3	EconHard_TP4
Food insecurity	Food Raw Sum Score	FoodRaw_TP1	FoodRaw_TP2	FoodRaw_TP3	FoodRaw_TP4
Food insecurity	Scoring variable for food security status	FoodSecScoreTP1	Not calculated due to modifications	Not calculated due to modifications	Not calculated due to modifications
Perceived Stress Scale	Perceived Stress Sum Score	PS1sumTP1	PS1sum_TP2	Not collected at this TP	PS1sum_TP4
Generalized Self-Efficacy Scale	Sum Score	gsE_sum	gsE_sum_TP2	Not collected at this TP	gsE_sum_TP4
Depression (CES-D)	CSES -D Sum Score	CESDsumTP1	CESDsum_TP2	Not collected at this TP	CESDsum_TP4
Anxiety (GAD-7)	Generalized Anxiety GAD-7 Sum score	GA_TotalTp1	GA_Total_TP2	Not collected at this TP	GA_Total_TP4
Job satisfaction (Work Attitudes Questionnaire)	Coworker Relations Subscale Sum Score	JS_coworkers_SUM_tp1	Not collected at this TP	JS_coworkers_SUM_tp3	JS_coworkers_SUM_tp4
Job satisfaction (Work Attitudes Questionnaire)	Supervisor Relations Subscale Sum Score	JS_supervisor_SUM_tp1	Not collected at this TP	JS_supervisor_SUM_tp3	JS_supervisor_SUM_tp4
Job satisfaction (Work Attitudes Questionnaire)	The Nature of the Work Itself Subscale Sum Score	JS_my_work_SUM_tp1	Not collected at this TP	JS_my_work_SUM_tp3	JS_my_work_SUM_tp4
Job satisfaction (Work Attitudes Questionnaire)	Working Conditions Subscale Sum Score	JSWC_SUM_tp1	Not collected at this TP	JSWC_SUM_tp3	JSWC_SUM_tp4
Job satisfaction (Work Attitudes Questionnaire)	Pay and Promotional Opportunities Subscale Sum Score	JS_Pay_Promotion_opp_SUM_tp1	Not collected at this TP	JS_Pay_Promotion_opp_SUM_tp3	JS_Pay_Promotion_opp_SUM_tp4
Job satisfaction (Work Attitudes Questionnaire)	Ideal Subscale Sum Score	JS_current_position_SUM_tp1	Not collected at this TP	JS_current_position_SUM_tp3	JS_current_position_SUM_tp4
Teacher beliefs/ teacher self-efficacy (Teachers' Sense of Efficacy Scale Short Form)	Efficacy in classroom management subscale sum	TBSE_CMsum	Not collected at this TP	TBSE_CMsum_tp3	TBSE_CMsum_tp4
Teacher beliefs/ teacher self-efficacy (Teachers' Sense of Efficacy Scale Short Form)	Efficacy in classroom management subscale average	TBSE_CMav	Not collected at this TP	TBSE_CMav_tp3	TBSE_CMav_tp4
Teacher beliefs/ teacher self-efficacy (Teachers' Sense of Efficacy Scale Short Form)	Instructional strategies subscale sum	TBSE_ISsum	Not collected at this TP	TBSE_ISsum_tp3	TBSE_ISsum_tp4
Teacher beliefs/ teacher self-efficacy (Teachers' Sense of Efficacy Scale Short Form)	Instructional strategies subscale average	TBSE_ISav	Not collected at this TP	TBSE_ISav_tp3	TBSE_ISav_tp4
Teacher beliefs/ teacher self-efficacy (Teachers' Sense of Efficacy Scale Short Form)	Student engagement subscale sum	TBSE_Esum	Not collected at this TP	TBSE_Esum_tp3	TBSE_Esum_tp4
Teacher beliefs/ teacher self-efficacy (Teachers' Sense of Efficacy Scale Short Form)	Student engagement subscale average	TBSE_Eav	Not collected at this TP	TBSE_Eav_tp3	TBSE_Eav_tp4
Teacher beliefs/ teacher self-efficacy (Teachers' Sense of Efficacy Scale Short Form)	Total Sum	TBSE_totalsum	Not collected at this TP	TBSE_totalsum_tp3	TBSE_totalsum_tp4
Teacher beliefs/ teacher self-efficacy (Teachers' Sense of Efficacy Scale Short Form)	Total Average	TBSE_totalav	Not collected at this TP	TBSE_totalav_tp3	TBSE_totalav_tp4

Construct or Instrument	Total Score	Variable Name TP1	Variable Name TP2	Variable Name TP3	Variable Name TP4
Teacher Stress Inventory	Professional investment subscale sum	TSI_PISum	Not collected at this TP	TSI_PISum_tp3	TSI_PISum_tp4
Teacher Stress Inventory	Professional investment subscale average	TSI_Plav	Not collected at this TP	TSI_Plav_tp3	TSI_Plav_tp4
Teacher Stress Inventory	Time Management subscale sum	TSI_TMsum	Not collected at this TP	TSI_TMsum_tp3	TSI_TMsum_tp3
Teacher Stress Inventory	Time Management subscale average	TSI_TMAv	Not collected at this TP	TSI_TMAv_tp3	TSI_TMAv_tp4
Teacher Stress Inventory	Discipline and motivation subscale sum	TSI_DMsum	Not collected at this TP	TSI_DMsum_tp3	TSI_DMsum_tp4
Teacher Stress Inventory	Discipline and motivation subscale average	TSI_DMAv	Not collected at this TP	TSI_DMAv_tp3	TSI_DMAv_tp4
Teacher Stress Inventory	Professional distress subscale sum	TSI_PDsum	Not collected at this TP	TSI_PDsum_tp3	TSI_PDsum_tp4
Teacher Stress Inventory	Professional distress subscale average	TSI_PDav	Not collected at this TP	TSI_Dav_tp3	TSI_PDav_tp4
Teacher Stress Inventory	Work-related stressors subscale sum	TSI_WRsum	Not collected at this TP	TSI_WRsum_tp3	TSI_WRsum_tp4
Teacher Stress Inventory	Work-related stressors subscale average	TSI_WRAv	Not collected at this TP	TSI_WRAv_tp3	TSI_WRAv_tp4
Teacher Stress Inventory	Behavioral manifestations subscale sum	TSI_BMsum	Not collected at this TP	TSI_BMsum_tp3	TSI_BMsum_tp4
Teacher Stress Inventory	Behavioral manifestations subscale average	TSI_BMAv	Not collected at this TP	TSI_BMAv_tp3	TSI_BMAv_tp4
Teacher Stress Inventory	Emotional Manifestations subscale sum	TSI_EMsum	Not collected at this TP	TSI_EMsum_tp3	TSI_EMsum_tp4
Teacher Stress Inventory	Emotional Manifestations subscale average	TSI_EMAv	Not collected at this TP	TSI_EMAv_tp3	TSI_EMAv_tp4
Teacher Stress Inventory	Gastronomical manifestations subscale sum	TSI_GMsum	Not collected at this TP	TSI_GMsum_tp3	TSI_GMsum_tp4
Teacher Stress Inventory	Gastronomical manifestations subscale average	TSI_GMAv	Not collected at this TP	TSI_GMAv_tp3	TSI_GMAv_tp4
Teacher Stress Inventory	Cardiovascular manifestations subscale sum	TSI_CMsum	Not collected at this TP	TSI_CMsum_tp3	TSI_CMsum_tp4
Teacher Stress Inventory	Cardiovascular manifestations subscale average	TSI_CMAv	Not collected at this TP	TSI_CMAv_tp3	TSI_CMAv_tp4
Teacher Stress Inventory	Fatigue manifestations subscale sum	TSI_FMsum	Not collected at this TP	TSI_FMsum_tp3	TSI_FMsum_tp4
Teacher Stress Inventory	Fatigue manifestations subscale average	TSI_FMAv	Not collected at this TP	TSI_FMAv_tp3	TSI_FMAv_tp4
Teacher Stress Inventory	Total score sum (all calculated scores)	TSI_sum	Not collected at this TP	TSI_sum_tp3	TSI_sum_tp4
Teacher Stress Inventory	Total score average (sum divided by 10 [there are 10 subscales])	TSI_mean	Not collected at this TP	TSI_mean_tp3	TSI_mean_tp4
Teacher Burnout (Maslach Educator)	Emotional exhaustion subscale average	Burn_EEav	Not collected at this TP	Burn_EEav_tp3	Burn_EEav_tp4
Teacher Burnout (Maslach Educator)	Personal accomplishment subscale average	Burn_PAav	Not collected at this TP	Burn_PAav_tp3	Burn_PAav_tp4
Teacher Burnout (Maslach Educator)	Depersonalization subscale average	Burn_DPav	Not collected at this TP	Burn_DPav_tp3	Burn_DPav_tp4

## Codebook for Standardized Measures

The following section provides specific information on standardized instruments used in the study. These standardized instruments are organized by construct.

## Socioeconomic Stress or Stressors

## Economic Hardship (Institutional Resources and Economic Hardship)

**1. Description and Purpose of Instrument:**

These eight questions are used to understand family's institutional resources. These questions were obtained from the Yoshikawa et al. (2008) study, whose data is from the Early Childhood Cohort (ECC) of the Center for Research on Culture, Development, and Education (CRCDE) of New York University (NYU) (Yoshikawa et al., 2008, p. 67).

**2. Publisher:**

There is no copyright on this instrument.

**3. Citation(s):**

Yoshikawa, H., Godfrey, E. & Rivera, A. (2008). Access to institutional resources as a measure of social exclusion: Relations with family process and cognitive development in the context of immigration. *New Directions for Child and Adolescent Development*, 121, p.63-86.

**4. Modifications:**

We did not ask about if they had a credit card or not, which was part of the institutional resources scale. Thus, we do not have a sum score for the institutional resources scale.

**5. Scoring Details:**

There are two subscales. The first is institutional resources (availability of a checking account, savings account, or drivers license) and economic hardship. Often, researchers sum the scores to create subscale scores.

**Information about Database Variables:**

Items	Scoring
Do you or anyone else in your household have a: <ol style="list-style-type: none"> <li>1. Checking account</li> <li>2. Savings account</li> <li>3. Driver license</li> </ol> <p><b>Note. The original instrument asks about a fourth item, "credit card," which was not asked in this study.</b></p>	0 = No 1 = Yes
Has there been a time in the last year when you and your family: <ol style="list-style-type: none"> <li>1. Were without telephone service</li> <li>2. Did not pay the full amount of the rent or mortgage</li> <li>3. Were excited from home or apartment for not paying the rent or mortgage</li> </ol>	0 = No 1 = Yes

4. Lost service from gas, electric, or oil companies because payments were not made	
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## Food Insecurity (U.S. Household Food Security Survey Module)

**1. Description and Purpose of Instrument:**

To assess educators' food insecurity over the past 3 months using a widely used short form measure. The instrument is also used by the USDA.

**2. Publisher:**

N/A

**3. Citation:**

Blumberg, S. J., Bialostosky, K., Hamilton, W.L., Briefel, R.R. (1999). The effectiveness of a short form of the household food security scale. *American Journal of Public Health*, 89, 1231-1234.

**4. Modifications:**

1. Participants are asked to report food insecurity over the past 3 months (the original version asked about food insecurity in the past 12 months).
2. Question life\_10a is not part of the food insecurity short form scale; do not consider this in the total score. This question is part of the screener for Stage 3 Adult-Referenced Questions of the 10-item U.S. Adult Food Security Module.
3. Question Life\_11c is not part of the food insecurity short form scale; do not consider this in the total score.
4. Question Life\_11d is part of the 10-question form.

**5. Scoring:**

Responses "often true" or "sometimes true" on questions life\_10b and life\_10c should be scored as 1 (yes) and responses of "never true" should be scored as 0 (no).

Responses of "almost every month" and "some months but not every month" on questions life\_11a\_1, life\_11d should be scored as 1 (yes) and responses of "in only 1 or 2 months" should be scored as 0 (no).

Sum scores from questions life\_10bz, life\_10cz, life\_11a, life\_11a\_1z, life\_11b, and life\_11d to get the total score. Ranges from 0-6.

***Interpretation Per United States Department of Agriculture [USDA] (2012)***

Raw scores:

0-1 High or marginal food security ("food secure")

2-4 Low food security ("food insecure")

5-6 Very low food security ("food insecure")

Modifications?	TP1 Question	Item	Item response (questions w/o a "z")	Z" Variable SCORING
YES	life_10a	We worried whether our food would run out before we got money to buy more.  <i>NOTE: This question is not part of food insecurity short form 6-question scale; do not consider in total score. This question is part of the screener</i>	0 = never true 1= sometimes true 2 = often true	N/A

		<i>for Stage 3 Adult-Referenced Questions of the 10-item U.S. Adult Food Security Module.</i>		
No	life_10b	The food that we bought just didn't last, and we didn't have money to get more	2 = often	1 (yes)
			1=sometimes	
			0=never true	0 (no)
	life_10bz	Life10b Scoring Variable		
No	life_10c	We couldn't afford to eat balanced meals	2 = often	1 (yes)
			1=sometimes	
			0=never true	0(no)
	life_10cz	Life10c Scoring Variable		
No	life_11a	In the last 3 months, did you or other adults in your household ever cut the size of your meals or skip meals because there wasn't enough money for food?	1=yes	N/A
			0=no	
No	life_11a_1	<p>You said, you (or other adults in your household) cut the size of your meals or skipped meals because there wasn't enough money for food. How often did this happen?</p> <ul style="list-style-type: none"> <li>- If the participant filled out life_11a and got an item-level score of 1 (yes), then they should get this life_11a_1 question to answer. The scoring is as follows on the right side of the chart.</li> <li>- OTHERWISE, If the participant filled out life_11a and got an item-level score of 0 (no), then they should get a score of 0 (no) for the scoring variable life_11a_1z for this question.</li> </ul>	0 = almost every month	1 (yes)
			1=some months but not every month	
			2 = in only 1 or 2 months	0 (no)
	life_11a_1z	Life_11a_1 Scoring Variable	If life_11a = 0 then life_11a_1z = 0	
No	life_11b	In the last 3 months, did you ever eat less than you felt you should because there wasn't enough money for food?	1=yes	N/A
			0=no	
YES	Life_11c	<p>In the last 3 months, did you lose weight because there wasn't enough money for food?</p> <p><i>NOTE: Not part of food insecurity short form 6-question scale; do not consider in total score. Part of the 10-question form.</i></p>	1 = Yes 0 = No	N/A
YES	Life_11d	<p>In the last 3 months, did you (or other adults in your household) ever not eat for a whole day because there wasn't enough money for food?</p> <p><i>NOTE: This question is actually part of the 10-question form. The real question from the 6-question short survey is: In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?</i></p>	1=yes  0=no	N/A
No	Life_11d_1	You said, you (or other adults in your household) did not eat for a whole day because there wasn't enough money for food. How often did this happen?	0 = Almost every month 1 = some months but not every month 2 = In only 1 or 2 months	



## Perceived Personal Stress or Stressors

## Personal Stress (Perceived Stress Scale)

### **1. Description and Purpose of Instrument:**

A measure of 10 items assessing participants' global measures of perceived stress. Items are scored on a 5-point Likert scale from 0 = never to 4 = fairly often.

### **2. Publisher:**

Mind Garden, but freely available.

### **3. Reference Citation(s):**

Cohen, S., et al. (1983). A global measure of perceived stress. Journal of Health and Social Behavior 24(4): 385-396.

Cohen, S. (1994). Perceived stress scale, Mind Garden.

### **4. Modifications:**

None

### **5. Scoring Details:**

After reverse scoring some items, the items are summed to provide a total sum score. Some published resources consider the following cutoffs:

0-13 = low stress

14-26 = moderate stress

27-40 = high stress

<b><u>Items</u></b>	<b><u>Scoring</u></b>
1. In the last month, how often have you been upset because of something that happened unexpectedly? (PS1_1)	0 = never
2. In the last month, how often have you felt that you were unable to control the important things in your life? (PS1_2)	1 = almost never
3. In the last month, how often have you felt nervous and "stressed"? (PS1_3)	2 = sometimes
4. In the last month, how often have you found that you could not cope with all the things that you had to do? (PS1_6)	3 = fairly often
5. In the last month, how often have you been angered because of things that were outside of your control? (PS1_9)	4 = very often
6. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? (PS1_10)	

<p>7. In the last month, how often have you felt confident about your ability to handle your personal problems? (PS1_4)</p> <p>8. In the last month, how often have you felt that things were going your way? (PS1_5)</p> <p>9. In the last month, how often have you been able to control irritations in your life? (PS1_7)</p> <p>10. In the last month, how often have you felt that you were on top of things? (PS1_8)</p>	<p>4 = never</p> <p>3 = almost never</p> <p>2 = sometimes</p> <p>3 = fairly often</p> <p>1 = very often</p> <p>0 = never</p>
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## Personal Self-Efficacy (Generalized Self-Efficacy Scale)

### 1. **Description and Purpose of Instrument:**

This 10-item self-report instrument assesses participants' general sense of perceived self-efficacy to understand coping with hassles and daily stressors. Items are scored on a 4-point Likert scale.

### 2. **Publisher:**

Non-proprietary

### 3. **Citation:**

Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.

German version developed in 1979 by Matthias Jerusalem and Ralf Schwarzer, and later revised and adapted to many other languages by various co-authors (e.g., <http://userpage.fuberlin.de/~health/selfscal.htm>).

### 4. **Modifications:**

None.

### 5. **Scoring Details:**

Sum all 10 items to yield a final composite score, range from 0-30. No recoding of variables is necessary.

<b>Items</b>	<b>Scoring</b>
1. I can always manage to solve difficult problems if I try hard enough. 2. If someone opposes me, I can find the means and ways to get what I want. 3. It is easy for me to stick to my aims and accomplish my goals. 4. I am confident that I could deal efficiently with unexpected events. 5. Thanks to my resourcefulness, I know how to handle unforeseen situations. 6. I can solve most problems if I invest the necessary effort. 7. I can remain calm when facing difficulties because I can rely on my coping abilities. 8. When I am confronted with a problem, I can usually find several solutions. 9. If I am in trouble, I can usually think of a solution. 10. I can usually handle whatever comes my way.	0 = Not at all true 1 = Hardly true 2 = Moderately true 3 = Exactly true

## Depression (Center for Epidemiological Studies-Depression [CES-D])

**1. Description and Purpose of Instrument:**

The CES-D is a widely used self-report of depression symptoms, focused on mood. It is not a clinical based measure used to diagnose depression. Participants report their answers on a 4-point Likert scale.

**2. Publisher:**

Non-proprietary

**3. Reference Citation(s):**

Radloff, L. S. (1977). The CES-D scale: A self-report depression scale for research in the general population. *Applied Psychological Measurement*, 1(3), 385-401.

Thomas, J. L., et al. (2001). The utility of the CES-D as a depression screening measure among low-income women attending primary care clinics. *International Journal of Psychiatry in Medicine*, 31(1): 25-40.

**4. Modifications:**

While in the database we measured all 20 items, we numbered the items incorrectly. We did not use #3 for the third item, so the third item is actually written as number 4 in TP1. So, in some instances, the items may skip from 2 to 4. Please see the item-level measures and variables section for more information.

**5. Scoring Details:**

After reverse scoring some items, sum the scores. The possible range is 0-60 with higher scores indicating more symptoms.

Cutoffs of 16 or 24 have been reported for low-income women to indicate major depressive disorder (e.g., Thomas et al., 2001). Another cutoff of 20 was used in a community sample as an indicator of major depression (Vilagut et al., 2016).

<b><u>Items</u></b>	<b><u>Scoring</u></b>
1. I was bothered by things that usually don't bother me.	0 = rarely or none of the time (less than 1 day)
2. I did not feel like eating; my appetite was poor.	1 = some or a little of the time (1-2 days)
3. I felt that I could not shake off the blues even with help from my family or friends.	2 = occasionally or a moderate amount of time (3-4 days)
5. I had trouble keeping my mind on what I was doing.	3 = most or all of the time (5-7 days)
6. I felt depressed.	
7. I felt that everything I did was an effort.	
9. I thought my life had been a failure.	
10. I felt fearful.	
11. My sleep was restless.	
13. I talked less than usual.	
14. I felt lonely.	



15. People were unfriendly. 17. I had crying spells. 18. I felt sad. 19. I felt that people dislike me. 20. I could not get "going."	
4. I felt I was just as good as other people. 8. I felt hopeful about the future. 12. I was happy. 16. I enjoyed life.	<b>Reverse scored from the above scoring</b> 3 = rarely or none of the time (less than 1 day) 2= some or a little of the time (1-2 days) 1 = occasionally or a moderate amount of time (3-4 days) 0 = most or all of the time (5-7 days)

## Anxiety (Generalized Anxiety Disorder -7 Scale)

1. **Description and Purpose of Instrument:**

The GAD-7 is a clinically based and widely used measure to assess individuals' risk for generalized anxiety disorder. Participants rate their answers on a 4-point Likert scale.

2. **Publisher:**

Not proprietary

3. **Reference Citation(s):**

Spitzer, R. L., et al. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of Internal Medicine*, 166(10): 1092-1097.

4. **Modifications:**

None

5. **Scoring Details:**

Total score is reported as a sum of all items.

<b><u>Items</u></b>	<b><u>Scoring</u></b>
Over the last 2 weeks, how often have you been bothered by any of the following problems? <ol style="list-style-type: none"><li>1. Feeling nervous, anxious or on edge</li><li>2. Not being able to stop or control worrying</li><li>3. Worrying too much about different things</li><li>4. Trouble relaxing</li><li>5. Being so restless that it is hard to sit still</li><li>6. Becoming easily annoyed or irritable</li><li>7. Feeling afraid as if something awful might happen</li></ol>	<p>0 = not at all 1 = several days 2 = more than half the days 3 = nearly every day</p>

## Childhood Stressors (Adverse Childhood Experiences [ACES])

### **1. Description and Purpose of Instrument:**

ACES have been used in several studies to predict numerous outcomes later in life. ACES have been found in citations such as Wade et al. (2017) and the CDC BRFSS (e.g., 2021).

### **2. Publisher:**

Center for Youth Wellness (CYW)

### **3. Reference Citation(s):**

The format of our questions was inspired by CYW Adverse Childhood Experiences Questionnaire (ACE-Q) Teen Self-Report (2018). Versions of these questions are also found on the CDC 2021 Behavioral Risk Factor Surveillance System (BRFSS).

Center for Youth Wellness. (2015). *Center for Youth Wellness Adverse Childhood Experiences Questionnaire Teen Self-Report*. {HYPERLINK "<https://centerforyouthwellness.org/wp-content/uploads/2018/06/CYW-ACE-Q-TEEN-SR-1-copy.pdf>"}

Centers for Disease Control and Prevention (CDC). (2021) Behavioral Risk Factor Surveillance System Survey Data. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.

Wade, R., Becker, B. D., Bevans, K. B., Ford, D. C., & Forrest, C. B. (2017). Development and Evaluation of a Short Adverse Childhood Experiences Measure. *American Journal of Preventive Medicine*, 52(2), 163-172. {HYPERLINK "<https://doi.org/https://doi.org/10.1016/j.amepre.2016.09.033>"}

### **4. Modifications:**

For privacy protections, our version of ACES was a de-identified count, where participants only counted how many ACES they experienced (not the type of ACE they experienced). There are two subscales; one with traditional ACES found in (Wade et al., 2017) and the other published by the Center for Youth Wellness. For other modifications, see below.

Survey Question	Instruments Found In/ Modifications
<b>Subscale 1.</b> At any point before your 18 <sup>th</sup> birthday....	
Your parents or guardians were separated or divorced	CDC 2021 BRFSS Wade et al. (2017)
You lived with a household member who served time in jail or prison	CDC 2021 BRFSS Wade et al. (2017)
You lived with a household member who was depressed, mentally ill or attempted suicide	CDC 2021 BRFSS Wade et al. (2017)
You saw or heard household members hurt or threaten to hurt each other	CDC 2021 BRFSS Wade et al. (2017)

A household member swore at, insulted, humiliated, or put you down in a way that scared you OR a household member acted in a way that made you afraid that you might be physically hurt	CDC 2021 BRFSS Wade et al. (2017)
Someone touched your private parts or asked you to touch their private parts in a sexual way that was unwanted, against your will, or made you feel uncomfortable	CDC 2021 BRFSS but it separates it into three questions <ol style="list-style-type: none"> <li>1. How often did anyone at least 5 years older than you or an adult ever touch you sexually?</li> <li>2. "How often did anyone at least 5 years older than you or an adult, try to make you touch them sexually?"</li> <li>3. "How often did anyone at least 5 years older than you or an adult force you to have sex?"</li> </ol> <p>Original ACEs per Wade et al. (2017) but it was also separated into being touched sexually, forced to touch someone else sexually, or forced them to have sex</p>
More than once, you went without food, clothing, a place to live, or had no one to protect you	CDC 2021 BRFSS
Someone pushed, grabbed, slapped or threw something at you OR you were hit so hard that you were injured or had marks	CDC 2021 BRFSS Wade et al. (2017)
You lived with someone who had a problem with drinking or using drugs	CDC 2021 BRFSS but it asked this in two separate questions: <ol style="list-style-type: none"> <li>1. "Did you live with anyone who was a problem drinker or alcoholic"</li> <li>2. "Did you live with anyone who used illegal street drugs or who abused prescription medications?"</li> </ol> <p>Original ACEs per Wade et al. (2017) but it was separated into two questions</p>
You often felt unsupported, unloved and/or unprotected	CDC 2021 BRFSS
<b>Subscale 2</b>	
At any point before your 18th birthday...	
<ol style="list-style-type: none"> <li>1. You have been in foster care</li> <li>2. You have experienced harassment or bullying at school</li> <li>3. You have lived with a parent or guardian who died</li> <li>4. You have been separated from your primary caregiver through deportation or immigration</li> <li>5. You have had a serious medical procedure or life-threatening illness</li> </ol>	CYW

<ul style="list-style-type: none"><li>6. You have often seen or heard violence in the neighborhood or in your school neighborhood</li><li>7. You have been detained, arrested or incarcerated</li><li>8. You have often been treated badly because of race, sexual orientation, place of birth, disability or religion</li><li>9. You have experienced verbal or physical abuse or threats from a romantic partner (i.e. boyfriend or girlfriend)</li></ul>	
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5. **Scoring Details:** Sum of the items by subscale.

## Perceived Job Stress or Stressors

## Job Satisfaction (Work Attitudes Questionnaire)

### 1. **Description and Purpose of Instrument:**

This instrument was used to assess teachers' perceived job stress or satisfaction. We obtained the items from the Kentucky Professional Development Framework Study (Rous & Grisham Brown, 2010), which indicated that the items were from the Work Attitudes Questionnaire (WAQ) from Bloom published in 2005, which was modified from the Early Childhood Job Satisfaction Survey (Jorde-Bloom, 1988). Comparable scores can be found in the Kentucky Professional Development Framework Study (Rous et al., 2008).

### 2. **Publisher:**

Bloom, P. J. (2005). Blueprint for action: Achieving center-based change through staff development (p. 243-255). *New Horizons*. {HYPERLINK "<https://eric.ed.gov/?id=ED364354>"}

### 3. **Reference Citation(s):**

Bloom, P. J. (1988). Factors Influencing Overall Job Satisfaction and Organizational Commitment in Early Childhood Work Environments. *Journal of Research in Childhood Education*, 3(2):107-122.

Rous, B., & Grisham Brown, J. Kentucky Professional Development Framework Impact on Quality and Child Outcomes, 2006-2007. Inter-university Consortium for Political and Social Research [distributor], 2010-12-16. {HYPERLINK "<https://doi.org/10.3886/ICPSR26341.v3>"}

### 4. **Modifications:**

Items were obtained from the Kentucky Professional Development Framework Study.

Item 21 was originally "is stimulating and challenging" but this study only used "is stimulating."

Scores in the original Bloom publication were on a scale from 1-5; scores in this study used a leading 0 and thus were scored on a scale from 0-4.

### 5. **Scoring Details:**

The WAQ measures five components of educators' job satisfaction as five subscales with 10 items each:

1. co-worker relations
2. supervisor relations
3. the nature of the work itself
4. working conditions
5. pay and promotional opportunities

There is also a congruence with "ideal" job score.

These subscale items are scored on a 5-point Likert scale from 0-4, as indicated in the below table.

- To get the subscale scores, sum the scores within each category; subscale scores will range from 0 to 40.
- To get the congruence with the “ideal” job score, add the points together; range will be 0-20.

Subscale	Item	Scoring
<b>1. Co-Worker Relations</b>	<b>I feel like my coworkers...</b> <ol style="list-style-type: none"> <li>care about me</li> <li>encourage and support me</li> <li>share their personal concerns with me</li> <li>are hard to get to know</li> <li>are critical of my performance</li> <li>are competitive</li> <li>are not very helpful</li> <li>share ideas and resources with me</li> <li>can't be trusted</li> <li>are enjoyable to work with</li> </ol>	Questions 1, 2, 3, 8, 10 0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree  REVERSE SCORE Questions 4, 5, 6, 7, 9 as: 4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree
<b>2. Supervisor Relations</b>	<b>I feel like my supervisor...</b> <ol style="list-style-type: none"> <li>Respects my work</li> <li>is too busy to know how I'm doing</li> <li>supervises me too closely</li> <li>gives me helpful feedback</li> <li>asks for my opinion</li> <li>is tactful</li> <li>is not very dependable</li> <li>encourages me to try new ideas</li> <li>makes me feel inadequate</li> <li>is unpredictable</li> </ol>	Questions 11, 14, 15, 16, 18: 0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree  REVERSE SCORE Questions 12, 13, 17, 19, 20 as: 4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree
<b>3. Nature of Work</b>	<b>I feel like my work...</b> <ol style="list-style-type: none"> <li>Is stimulating</li> <li>is respected by the parents of my students</li> <li>involves too much paperwork and record keeping</li> <li>does not have enough variety</li> <li>is not very creative</li> <li>makes an important difference in my student's lives</li> <li>does not match my skills and training</li> <li>gives me a sense of accomplishment</li> <li>there is too little time to do all there is to do</li> <li>I have control over most things that affect my satisfaction</li> </ol>	Questions 21, 22, 26, 28, 30 0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree  REVERSE SCORE Questions 23, 24, 25, 27, 29 as: 4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree
<b>4. Working Conditions</b>	<b>I feel like ...</b> <ol style="list-style-type: none"> <li>my work schedule is flexible</li> <li>the teacher:child ratio is adequate</li> <li>I always know where to find the things I need</li> <li>I feel too cramped</li> <li>I need some new equipment/materials to do my job well</li> <li>the decor of my center is drab</li> <li>the center meets my standards of cleanliness</li> <li>I can't find a place to carry on a private conversation</li> <li>this place is too noisy</li> <li>the center's policies and procedures are clear</li> </ol>	Questions 31, 32, 33, 37, 40: 0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree  REVERSE SCORE Questions 34, 35, 36, 38, 39 as: 4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree
<b>5. Pay and Promotion Opportunities</b>	<b>I feel like ...</b> <ol style="list-style-type: none"> <li>my pay is adequate</li> <li>my pay is fair considering my skills and background</li> <li>my pay is fair considering what my coworkers make</li> <li>I'm in a dead end job</li> <li>My fringe benefits are inadequate</li> <li>I could be replaced tomorrow</li> <li>I have enough time off for holidays and vacation</li> </ol>	Questions 41, 42, 43, 47, 50: 0 = strongly disagree 1 = disagree 2 = neither agree nor disagree 3 = agree 4 = strongly agree  REVERSE SCORE Questions 44, 45, 46, 48, 49 as:



	48. I'm being paid less than I deserve 49. opportunities for me to advance are limited 50. I expect to receive a raise during the next year	4 = strongly disagree 3 = disagree 2 = neither agree nor disagree 1 = agree 0 = strongly agree
<b>Ideal</b>	<b>I feel like in my current position...</b> 1. my relationship with my coworkers is... 2. my relationship with my supervisor is ... 3. work itself is ... 4. working conditions are ... 5. pay and promotion opportunities are ...	0 = not like my ideal at all 1 = not like my ideal 2 = somewhat like my ideal 3 = like my ideal 4 = exactly like my ideal

## Job Satisfaction (Rank Items and Open Ended Perspectives from the Kentucky Professional Development)

## Framework Study

**1. Description and Purpose of Instrument:**

This instrument was used to assess additional aspects of teachers' perceived job stress or satisfaction. We obtained the items from the Kentucky Professional Development Framework Study (Rous & Grisham Brown, 2010).

**2. Publisher:** Questions available in the Kentucky Professional Development Framework Study.**3. Reference Citation(s):**

Rous, B., and Grisham Brown, J. Kentucky Professional Development Framework Impact on Quality and Child Outcomes, 2006-2007. Inter-university Consortium for Political and Social Research [distributor], 2010-12-16. {HYPERLINK "<https://doi.org/10.3886/ICPSR26341.v3>"}

**4. Modifications:**

Items were obtained from the Kentucky Professional Development Framework Study.

**5. Scoring Details:**

Item	Scoring
<b>Please rank how important each phrase is important to you.</b> <ul style="list-style-type: none"> <li>a. working with people I like</li> <li>b. helping others</li> <li>c. the feeling of accomplishment from doing a job well done</li> <li>d. earning a good living to pay for the things I need</li> <li>e. learning new things</li> <li>f. the opportunity to do different kinds of things</li> <li>g. the opportunity to master new skills</li> <li>h. the assurance that my job position is secure</li> <li>i. developing new ideas, creating new things</li> <li>j. being independent in making decisions</li> <li>k. getting respect and acknowledgement from others</li> <li>l. working in pleasant surroundings</li> <li>m. having the opportunity to guide and influence the work of others</li> <li>n. having the opportunity for advancement</li> </ul>	0 = most important 1 = second most important 2 = third most important 3 = not ranked
What is the #1 most satisfying thing about your present job? What is the #2 most satisfying thing about your present job?	Open-ended text response
What is the #1 frustrating thing about your present job? What is the #2 frustrating thing about your present job?	Open-ended text response

## Job Satisfaction (Cincinnati Preschool Promise)

### 1. **Description and Purpose of Instrument:**

Three questions ask teachers to rate their feelings about their job as a teacher. Teachers are asked to rate their responses on a 4-point Likert scale.

### 2. **Publisher:**

Crane Center for Early Childhood Research and Policy

### 3. **Reference Citation(s):**

Purtell, K.M., Yang, Q., & Cho, S. (2021). *Understanding the Effects of Cincinnati Preschool Promise Teacher Promise Grants*. Columbus, OH: Crane Center for Early Childhood Research and Policy, The Ohio State University. {HYPERLINK "<https://cincy-promise.org/wp-content/uploads/2021/03/PPP-Promise-Grant-Pilot-Evaluation.pdf>" \h}

### 4. **Modifications:**

Only three questions from the original survey were used in this study.

### 5. **Scoring Details:**

<b>Items</b>	<b>Scoring</b>
<p>These questions are about how you feel about your job as a teacher.</p> <ol style="list-style-type: none"> <li>1. I really enjoy my present teaching job.</li> <li>2. I am certain I am making a difference in the lives of children I reach.</li> <li>3. If I could start over, I would choose teaching again as my career.</li> </ol>	<p>0 = Strongly disagree  1 = Disagree  2 = Neither agree nor disagree  3 = Agree  4 = Strongly agree</p>

## Job Coping (One Item)

**1. Description and Purpose of Instrument:**

One question asking teachers to rate how well they are currently coping with their job stress. Item is rated on a 10-point Likert scale.

**2. Publisher:**

N/A

**3. Reference Citation(s):**

Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2017). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 20(2), 90–100. {HYPERLINK "<https://doi.org/10.1177/1098300717732066>"}

Eddy, C. L., Herman, K. C., & Reinke, W. M. (2019). Single-item teacher stress and coping measures: Concurrent and predictive validity and sensitivity to change. *Journal of School Psychology*, 76, 17–32. <https://doi.org/10.1016/j.jsp.2019.05.001>

**4. Modifications:**

None

**5. Scoring Details:**

<u>Items</u>	<u>Scoring</u>
How well are you coping with the stress of your job right now?	0 = not well 1 = 1 2 = 2 3 = 3 4 = 4 5 = neutral 6 = 6 7 = 7 8 = 8 9 = 9 10 = very well

## Teacher Beliefs or Self-Efficacy (Teachers' Sense of Efficacy Scale – Short Form)

1. **Description and Purpose of Instrument:**

The purpose of this instrument is to assess what contributes to challenges for teachers and to measure teacher efficacy in student engagement, instructional strategies, and classroom management.

2. **Publisher:**

The instrument was developed at The Ohio State University, so some versions may refer to the scale as the Ohio State Teacher Efficacy Scale.

3. **Reference Citation(s):**

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. {HYPERLINK "https://doi.org/https://doi.org/10.1016/S0742-051X(01)00036-1" \h}

The full length version is also available at: {HYPERLINK "https://mxtsch.people.wm.edu/ResearchTools/TSES\_OMR.pdf"}

4. **Modifications:**

This study uses the short version, or the 12-item scale.

This study starts scoring at 0 = none at all rather than 1 = none at all.

5. **Scoring Details:**

Items are scored on a 9-point Likert scale. The items are organized into 3 domains, with 4 items each domain. Sum the items in each subscale and then average to get subscale scores. Sum all items and then average to get the total score.

<b>Items</b>	<b>Scoring</b>
<b>Efficacy in Student Engagement Subscale</b> 2. How much can you do to motivate students who show low interest in school work? 3. How much can you do to get students to believe they can do well in school work? 4. How much can you do to help your students value learning? 11. How much can you assist families in helping their children do well in school?	0 = 1 None at all 1 = 2 2 = 3 Very Little 3 = 4 4 = 5 Some Degree 5 = 6 6 = 7 Quite A Lot 7 = 8 8 = 9 A Great Deal
<b>Efficacy in Instructional Strategies Subscale</b> 5. To what extent can you craft good questions for your students?	

<p>9. How much can you use a variety of assessment strategies?</p> <p>10. To what extent can you provide an alternative explanation or example when students are confused?</p> <p>12. How well can you implement alternative teaching strategies in your classroom?</p>	
<p><b>Efficacy in Classroom Management Subscale</b></p> <p>1. How much can you do to control disruptive behavior in the classroom?</p> <p>6. To what extent can you craft good questions for your students?</p> <p>7. How much can you do to help your students value learning?</p> <p>8. To what extent can you craft good questions for your students?</p>	

## Teacher Stress (Teacher Stress Inventory)

1. **Description and Purpose of Instrument:**

The Teacher Stress Inventory is composed of 49 stress-related items. There are 10 subscales, each subscale has three to eight items. The respondent selects an appropriate answer to each item using a 1-to-5 rating scale. Total scores are summed and then averaged. Mean scores by each subscale are used to compare to normed values.

2. **Publisher:**

N/A

3. **Reference Citation(s):**

Fimian, M. J. and P. S. Fastenau (1990). The validity and reliability of the Teacher Stress Inventory: A re-analysis of aggregate data. *Journal of Organizational Behavior*, 11(2), 151-157.

Fimian, M. J. (1984). The development of an instrument to measure occupational stress in teachers: The Teacher Stress Inventory. *Journal of Occupational Psychology*, 57(4), 277-293.

4. **Modifications:**

None.

5. **Scoring Details:**

All items are scored as follows:

- 1 = no strength, not noticeable
- 2 = mild strength; barely noticeable
- 3 = medium strength; moderately noticeable
- 4 = great strength; very noticeable
- 5 = major strength; extremely noticeable

For combining scores, see below table:

<b>Subscale #</b>	<b>Items</b>	<b>Scoring</b>
<b>1</b>	<b>TIME MANAGEMENT SUBSCALE</b>  1. I easily over-commit myself. 2. I become impatient if others do things too slowly. 3. I have to try doing more than one thing at a time. 4. I have little time to relax/enjoy the time of day. 5. I think about unrelated matters during conversations. 6. I feel uncomfortable wasting time. 7. There isn't enough time to get things done. 8. I rush in my speech.	Add items 1 through 8; divide by 8; place your score here:
<b>2</b>	<b>WORK-RELATED STRESSORS SUBSCALE</b>  9. There is little time to prepare for my lessons/responsibilities.	Add items 9 through 14; divide by 6; place your score here:

	10. There is too much work to do. 11. The pace of the school day is too fast. 12. My caseload/class is too big. 13. My personal priorities are being shortchanged due to time demands. 14. There is too much administrative paperwork in my job.	
<b>3</b>	<b>PROFESSIONAL DISTRESS SUBSCALE</b>  15. I lack promotion and/or advancement opportunities. 16. I am not progressing my job as rapidly as I would like. 17. I need more status and respect on my job. 18. I receive an inadequate salary for the work I do. 19. I lack recognition for the extra work	Add items 15 through 19; divide by 5; place your score here:
<b>4</b>	<b>DISCIPLINE AND MOTIVATION SUBSCALE</b>  I feel frustrated... 20. ...because of discipline problems in my classroom. 21. ...having to monitor pupil behavior. 22. ...because some students would better if they tried. 23. ...attempting to teach students who are poorly motivated. 24. ...because of inadequate/poorly defined discipline problems. 25. ...when my authority is rejected by pupils/administration.	Add items 20 through 25; divide by 6; place your score here:
<b>5</b>	<b>PROFESSIONAL INVESTMENT SUBSCALE</b>  26. My personal opinions are not sufficiently aired. 27. I lack control over decisions made about classroom/school matters. 28. I am not emotionally/intellectually stimulated on the job. 29. I lack opportunities for professional improvement.	Add items 26 through 29; divide by 4; place your score here:
<b>6</b>	<b>EMOTIONAL MANIFESTATIONS SUBSCALE</b>  I respond to stress... 30. ...by feeling insecure. 31. ...by feeling vulnerable. 32. ...by feeling unable to cope. 33. ...by feeling depressed. 34. ...by feeling anxious.	Add items 30 through 34; divide by 5; place your score here:
<b>7</b>	<b>FATIGUE MANIFESTATIONS SUBSCALE</b>  I respond to stress... 35. ...by sleeping more than usual. 36. ...by procrastinating. 37. ...by becoming fatigued in a very short time. 38. ...with physical exhaustion. 39. ...with physical weakness.	Add items 35 through 39; divide by 5; place your score here:
<b>8</b>	<b>CARDIOVASCULAR MANIFESTATIONS SUBSCALE</b>  I respond to stress...	Add items 40 through 42; divide by 3; place your score here:



	40. ...with feelings of increased blood pressure. 41. ...with feeling of heart pounding or racing. 42. ...with rapid and/or shallow breath.	
<b>9</b>	<b>GASTRONOMICAL MANIFESTATIONS SUBSCALE</b>  I respond to stress... 43. ...with stomach pain of extended duration. 44. ...with stomach cramps. 45. ...with stomach acid.	Add items 43 through 45; divide by 3; place your score here:
<b>10</b>	<b>BEHAVIORAL MANIFESTATIONS SUBSCALE</b>  I respond to stress... 46. ...by using over-the-counter drugs. 47. ...by using prescription drugs. 48. ...by using alcohol. 49. ...by calling in sick.	Add items 46 through 49; divide by 4; place your score here:
	<b>TOTAL SCORE</b>	Add all calculated scores; enter the value here _____.  Then, divide by 10; enter the Total Score here _____.

## Teacher Burnout (Maslach Burnout Inventory – for Educators Survey)

**1. Description and Purpose of Instrument**

This instrument assesses educators' feelings about their job with 22 items organized into three subscales: Emotional Exhaustion (EE), Personal Accomplishment (PA) and Depersonalization (DP). Items are rated on a 7-point Likert scale.

**2. Publisher:**

Mind Garden. The measure is a proprietary measure covered by copyright; the license agreement was paid for by Dr. Jaclyn Dynia while she worked for SproutFive.

**3. Reference Citation(s):**

Maslach, C. and S. E. Jackson (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2): 99-113.

**4. Modifications:**

None

**5. Scoring Details:**

0 = never

1 = a few times a year or less

2 = once a month or less

3 = a few times a month

4 = once a week

5 = a few times a week

6 = everyday

<b><u>Items</u></b>	<b><u>Scoring</u></b>
<b>Emotional Exhaustion (EE) Subscale</b>	Sum items 1, 2, 3, 6, 8, 13, 14, 16, & 20. Divide this sum by the total score of answered EE items.
<b>Depersonalization (DP) Subscale</b>	Sum items 5, 10, 11, 15, and 22. Divide this by the number of answered DP items.
<b>Personal Accomplishment (PA) Subscale</b>	Sum items 4, 7, 9, 12, 17, 18, 19, and 21. Divide this by the number of answered PA items.

## Longitudinal Physiologic Stress (Hair Cortisol)

## Physiological Stress

### 1. Description and Purpose of Instrument

Longitudinal physiological stress is estimated with hair cortisol. When sampled from the posterior vertex of the scalp, hair cortisol provides an estimate of average cortisol output from the body. Each 1cm of hair is an estimate of the prior 1 month of cortisol output. A 3 cm segment of hair sampled from the scalp will provide the last 3 months' estimate of cortisol. Hair cortisol should be estimated in strands that are from 1cm to 6cm length, sampled from the scalp. These samples should weigh at least 5mg, ideally 10mg or more.

For details in sampling, see the below reference citations. For example, as cited in Bates & Dynia (2023):

*To obtain the hair sample, registered nurses cut a shoelace-diameter of hair next to the skin of the scalp, primarily from the posterior vertex. In the lab, hair samples were cut to 3 cm in length from the skin of the scalp to represent the most recent 3 months of hair growth (Loussouarn et al., {HYPERLINK "https://onlinelibrary.wiley.com/doi/10.1002/pits.23118" \l "pits23118-bib-0079"}). This outgrowth was analyzed for cortisol concentration using Salimetrics® ({HYPERLINK "https://onlinelibrary.wiley.com/doi/10.1002/pits.23118" \l "pits23118-bib-0109"}.) immunoassay kit following established methods (Meyer et al., {HYPERLINK "https://onlinelibrary.wiley.com/doi/10.1002/pits.23118" \l "pits23118-bib-0087"}) at the Ohio State University College of Nursing Stress Science Laboratory. The average intra-assay (6.7%) and interassay (6.0%) coefficient of variation were less than 10% and considered acceptable. Samples were assayed in duplicate. Of the 50 individuals who provided hair, four values were not used because the whole strand (e.g., >20 cm) was analyzed due to complications of being tangled. Another seven samples provided incalculable results (values outside of the analytic curve), likely due to insufficient hair weight for immunoassay processing. Thus, 39 samples had valid results for analysis. To normalize the distribution, hair cortisol levels were expressed as log 10 (pg/mg).*

Hair cortisol values were analyzed in October 2022 from The Ohio State University Stress Science laboratory.

### 2. Publisher:

N/A

### 3. Reference Citation(s):

Bates, R. A. & Dynia, J. M. (2024). Changes in stress following wage increases for early childhood educators. *Early Childhood Education Journal* doi: 10.1007/s10643-024-01666-0

Bates, R. A., Dynia, J. M. (2023). Psychological and physiological stress and stressors in early childhood educators: A pilot study. *Psychology in the Schools*. <https://doi.org/10.1002/pits.23118>

4. **Modifications:**

None

5. **Scoring Details:**

Use the log score of hair cortisol to normalize the typically skewed distribution.

## Confounders of Longitudinal Physiological Stress (Hair Cortisol)

### 1. **Description and Purpose of Instrument:**

The purpose of this instrument is to assess factors that may influence hair cortisol values in a participant's hair sample.

### 2. **Publisher:**

N/A

### 3. **Citation:**

Bates, R. A., Salsberry, P. J., Ford, J. L., Pickler, R. H., Dynia, J. M., & Justice, L. M. (2020). Hair sampling for cortisol analysis with mother-toddler dyads living in low-income homes. *Infant Behavior and Development*, 61, 101499-101499. {HYPERLINK "<https://doi.org/10.1016/j.infbeh.2020.101499>" \h}

### 4. **Modifications:**

None

### 5. **Scoring Details:**

No specific scoring or sum score.

<b><u>Items</u></b>	<b><u>Scoring</u></b>
<ol style="list-style-type: none"> <li>1. Are you currently pregnant?</li> <li>2. Are you currently taking any medications for any mental health condition in the past 3 months?</li> <li>3. Are you providing us with a hair sample?</li> <li>4. If you are not giving us a hair sample, please select again "No" and you will be prompted to end the survey. If you are giving us a hair sample, please select "yes" so we may ask you questions about your hair that might affect cortisol values.</li> <li>5. Have you used a perm or relaxer on your hair in the last 3 months?</li> <li>6. Do you have hair gel, mousse, hair spray or oil on your hair right now?</li> <li>7. Have you used hormonal birth control in the past 3 months, including the Depo-Provera shot, the "pill", a patch, an implant or IUD (females only)?</li> <li>8. Have you taken any steroids (e.g. cortisone) by mouth, cream, inhaler or shot in the past 3 months?</li> </ol>	<p>0 = No</p> <p>1 = Yes</p>

9. Have you taken hormones such as estrogen or testosterone in the past 3 months?	
1. If you have taken any mental health medication in the past 3 months, please list. 2. (Reason for no hair sample) If other, please specify. 3. (Hair washing frequency) If other, please specify. 4. (Use of flat or curling iron frequency) If other, please specify.	N/A free text
Please tell us why you aren't giving a hair sample. Check all that apply.	0 = Daily 1 = 3-4 times a week 2 = 1-2 times a week 3 = 2-3 times a month 4 = Once a month 5 = Other
How frequently do you wash your hair?	0 = I do not want to provide a hair sample 1= I don't feel like I have enough hair to give 2 = I'm trying to grow my hair out 3 = My current hairstyle doesn't allow me to have a sample taken 4 =I am concerned with what you will test my hair for. 5 = I am concerned with what you will do with my hair. 6 = Other

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