**Teacher Job and Stress Study**

Data Dictionary and Codebook

Version: 1/24/2025

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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** |
| **Hair** | 8/26/21 - 11/17/2021 | | 12/1/2021 - 4/27/2022 | | N/A | | N/A | |
| **Surveys** | 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*

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# 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.

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# 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.

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# 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.

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# 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.

1. **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/ldbase.1723223135.93da

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# 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

## 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 |
| 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 |
| 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 |
| 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 |
| Center Characteristics | | | | | | | | |
| 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 is affiliated. Select all that apply. (choice=YMCA) | 0, Unchecked | 1, Checked | Program2\_\_5 | 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=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  *\*Note: Contained identifiable information so this was deleted from the publicly available dataset.* | Free Text | program\_2a | 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 (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. (choice=Early Childhood Special Education) | 0, Unchecked | 1, Checked | Program3\_\_7 | N/A | | N/A | N/A |
| 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 substantial, ongoing funding for your program. Select all that apply. (choice=Early Head Start) | 0, Unchecked | 1, Checked | program\_4a\_\_3 | 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=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. Select all that apply. (choice=Publicly Funded Child Care) | 0, Unchecked | 1, Checked | program\_4a\_\_9 | 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=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  *\*Note: Contained identifiable information so this was deleted from the publicly available dataset.* | 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 |
| 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 |
| 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 |
| 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?  *\*Note: Contained identifiable information so this was deleted from the publicly available dataset.* | FREE TEXT | classroom\_8a | N/A | | N/A | N/A |
| Work characteristics | Center characteristics | What was the locally-developed curriculum?  *\*Note: Contained identifiable information so this was deleted from the publicly available dataset.* | FREE TEXT | classroom\_8b | N/A | | N/A | N/A |
| Work characteristics | Center characteristics | What was the commercial curriculum?  *\*Note: Contained identifiable information so this was deleted from the publicly available dataset.* | 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 |
| Wages | | | | | | | | |
| 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 |
| Job Turnover | | | | | | | | |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| Education | | | | | | | |
| 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 |
| Age | | | | | | | |
| Demographics | Age | What year were you born? | Free Text | dem8 | N/A | N/A | N/A |
| Gender | | | | | | | |
| Demographics | Gender | What is your gender?  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | 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)  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | 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)  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | 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)  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | 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)  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | 0, Unchecked | 1, Checked | Dem10\_\_3 | N/A | N/A | N/A |
| Demographics | Race | What is your race? Select all that apply: (choice=Asian)  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | 0, Unchecked | 1, Checked | Dem10\_\_4 | N/A | N/A | N/A |
| Demographics | Race | What is your race? Select all that apply: (choice=Other)  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | 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  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | 0, Unchecked | 1, Checked | Dem10\_\_999 | N/A | N/A | N/A |
| Demographics | Race | If other, please specify  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | Free Text | dem\_10a | N/A | N/A | N/A |
| Ethnicity | | | | | | | |
| Demographics | Ethnicity | Select the box that best describes your ethnicity:  \**Note: Contained potentially identifiable information so this was deleted from the publicly available dataset*. | 0, Hispanic or Latino | 1, Not Hispanic or Latino | dem11 | N/A | N/A | N/A |
| Language | | | | | | | |
| Demographics | Language | Select which languages you speak fluently (Select all that apply): (choice=English)  \**Note: Contained identifiable information so this was deleted from the publicly available dataset*. | 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)  \**Note: Contained identifiable information so this was deleted from the publicly available dataset*. | 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)  \**Note: Contained identifiable information so this was deleted from the publicly available dataset*. | 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  \**Note: Contained identifiable information so this was deleted from the publicly available dataset*. | 0, Unchecked | 1, Checked | Dem12\_\_999 | N/A | N/A | N/A |
| Demographics | Language | If other, please specify.  \**Note: Contained identifiable information so this was deleted from the publicly available dataset*. | 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 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Housing | | | | | | | |
| 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 |
| 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 |
| 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 | EconHardTP2 | EconHardTP3 | EconHardTP4 |
| Economic Hardship | | | | | | | |
| Socioeconomic stress or stressors | Economic hardship | In general, would you say that you have more money than you need, just enough for your needs, or not enough to meet your needs? | 0, More money than you need | 1, Just enough for you needs | 2, Not enough money to meet your needs | life12 | life12\_tp2 | life12\_tp3 | life12\_tp4 |
| 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 |
| Food Insecurity | | | | | | | |
| 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 |
| 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 |
| 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 | FoodRawTP2 | FoodRawTP3 | FoodRawTP4 |
| Socioeconomic stress or stressors | Food Insecurity | Scoring variable for Food Security Status  *\*not calculated for other time points due to variable not fully aligned with standardized instrument – see codebook for details* | 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  4 = very often | PSI\_7 | psi \_7\_tp2 | N/A | psi\_q34\_7\_tp4 |
| 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 PS1\_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 PS1\_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 PS1\_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 PS1\_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 |
| Personal Self-Efficacy - Generalized Self-Efficacy Scale | | | | | | | |
| 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 |
| 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 |
| Depression – Center for Epidemiological Studies-Depression (CES-D) | | | | | | | |
| 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)  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\_4 | d1\_4\_tp2 | N/A | d1\_4\_tp4 |
| 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 | d1\_8\_tp2 | N/A | d1\_8\_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)  3 = most or all of the time (5-7 days) | D1\_9 | d1\_9\_tp2 | N/A | d1\_9\_tp4 |
| 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 | d1\_12\_tp2 | N/A | d1\_12\_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)  2 = occasionally or a moderate amount of time (3-4 days)  3 = most or all of the time (5-7 days) | D1\_!5 | d1\_15\_tp2 | N/A | d1\_15\_tp4 |
| 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 | d1\_16\_tp2 | N/A | d1\_16\_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 |
| Depression | CES-D | Reverse score of D1\_13 | 3 = rarely or none of the day (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) | D1\_13R | D1\_13R\_tp2 | N/A | D1\_13R\_tp4 |
| Depression | CES-D | Reverse score of D1\_17 | 3 = rarely or none of the day (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) | D1\_17R | D1\_17R\_tp2 | N/A | D1\_17R\_tp4 |
| Depression | CES-D | CES-D sum score | N/A | CESDsum\_tp1 | CESDsum\_tp2 | N/A | CESDsum\_tp4 |
| Anxiety - General Anxiety Disorder – 7 (GAD-7) | | | | | | | |
| 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 |
| Childhood Stressors – Adverse Childhood Experiences (ACES) | | | | | | | |
| Childhood stressors | Adverse Childhood Experiences (ACES) | Q37 At any point before your 18th birthday...    1. Your parents or guardians were separated or divorced  2 You lived with a household member who served time in jail or prison  3 You lived with a household member who was depressed, mentally ill or attempted suicide  4 You saw or heard household members hurt or threaten to hurt each other  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  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  7More than once, you went without food, clothing, a place to live, or had no one to protect you  8 Someone pushed, grabbed, slapped or threw something at you OR you were hit so hard that you were injured or had marks  9 You lived with someone who had a problem with drinking or using drugs  10 You often felt unsupported, unloved and/or unprotected  Out of all of these statements, HOW MANY apply to you? Write the total number below. | Count | AC1 | N/A | N/A | N/A |
| Childhood stressors | Adverse Childhood Experiences (ACES) | Q38 At any point before your 18th birthday...  1 You have been in foster care  2 You have experienced harassment or bullying at school  3 You have lived with a parent or guardian who died  4 You have been separated from your primary caregiver through deportation or immigration  5 You have had a serious medical procedure or life threatening illness  6 You have often seen or heard violence in the neighborhood or in your school neighborhood  7 You have been detained, arrested or incarcerated  8 You have often been treated badly because of race, sexual orientation, place of birth, disability or religion  9 You have experienced verbal or physical abuse or 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. | Free text | AC2 | N/A | N/A | N/A |

## Perceived Job Stress or Stressors

| Concept | Scale | Label | Scoring | Variable name TP1 | Variable name TP2 | Variable name TP3 | Variable name TP4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Job Satisfaction – Work Attitudes Questionnaire (WAQ) | | | | | | | |
| 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 |
| 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\_to3 | JS\_coworkers\_7R\_to4 |
| 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 (Work Attitudes Questionnaire) | WAQ  Co-worker relations subscale | JS coworkers subscale sum score | Total score | JS\_coworkers\_SUM\_tp1 | N/A | JS\_coworkers\_SUM\_tp3 | JS\_coworkers\_SUM\_tp4 |
| 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 relations subscale | JS supervisor I feel like my supervisor...  asks for my opinion | 0 = strongly disagree  1 = disagree  2 = neither agree nor disagree  3 = agree  4 = strongly agree | JS supervisor\_5 | N/A | js\_supervisor\_5\_tp3 | js\_supervisor\_5\_tp4 |
| 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 |
| 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  Nature of work subscale | Reverse of JS\_my\_work\_4 | 4 = strongly disagree  3 = disagree  2 = neither agree nor disagree  1 = agree  0 = strongly agree | JS\_my\_work\_4R | N/A | JS\_my\_work\_4R\_tp3 | JS\_my\_work\_4R\_tp4 |
| 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 |
| 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 |
| 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 | jscw\_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  0 = strongly agree | JSWC\_8R | N/A | jswc\_8R\_tp3 | jswc\_8R\_tp4 |
| 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  4 = strongly agree | js\_pay\_promotion\_opp\_3 | N/A | js\_pay\_promotion\_opp\_3\_tp3 | js\_pay\_promotion\_opp\_3\_tp4 |
| 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\_4R | 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\_5R | 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\_6R | 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  Pay and promotion opportunities subscale | I'm being paid less than I deserve | 0 = strongly disagree  1 = disagree  2 = neither agree nor disagree  3 = agree  4 = strongly agree | js\_pay\_promotion\_opp\_8 | N/A | js\_pay\_promotion\_opp\_8\_tp3 | js\_pay\_promotion\_opp\_8\_tp4 |
| 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  2 = somewhat like my ideal  3 = like my ideal  4 = exactly like my ideal | js\_current\_position\_2 | N/A | js\_current\_position\_2\_tp3 | js\_current\_position\_2\_tp4 |
| 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 |
| 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 |
| 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?  *Identifiable information was blinded* | 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?  *Identifiable information was blinded* | 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?  *Identifiable information was blinded* | Free text | js\_frustrating\_1 | N/A | js\_frustrating\_1\_tp3 | js\_frustrating\_1\_tp4 |
| Job satisfaction | Kentucky Professional Development Job Satisfaction | JS frustrating #2 What is the #2 frustrating thing about your present job?  *Identifiable information was blinded* | Free text | js\_frustrating\_2 | N/A | js\_frustrating\_2\_tp3 | js\_frustrating\_2\_tp4 |
| Job Satisfaction from Preschool Promise | | | | | | | |
| 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 |
| **Job coping item** from Herman et al. (2017) | | | | | | | |
| 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 |
| Teacher beliefs or 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 | 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 self-Efficacy | Teacher beliefs or self-efficacy  Teachers’ Sense of Efficacy Scale Short Form | To what extent can you craft good questions for your students? (5) | 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\_5 | N/A | se1\_5\_tp3 | se1\_5\_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 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  8 = a great deal | se1\_10 | N/A | se1\_10\_tp3 | se1\_10\_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) | 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 self-Efficacy | Teacher beliefs or self-efficacy  Teachers’ Sense of Efficacy Scale Short Form | Student engagement subscale sum | N/A | TBSE\_Esum | N/A | TBSE\_Esum\_tp3 | TBSE\_Esum\_tp4 |
| 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  3 = great strength, very noticeable  4 = major strength, extremely noticeable | tsi\_q22\_1 | N/A | tsi\_q22\_1\_tp3 | tsi\_q22\_1\_tp4 |
| 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  Time Management | I feel uncomfortable wasting time (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\_q22\_6 | N/A | tsi\_q22\_6\_tp3 | tsi\_q22\_6\_tp4 |
| 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  2 = medium strength, moderately noticeable  3 = great strength, very noticeable  4 = major strength, extremely noticeable | tsi\_q23\_1 | N/A | tsi\_q23\_1\_tp3 | tsi\_q23\_1\_tp4 |
| 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 |
| 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 Professional Distress | I need more status and respect on my 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\_Q24\_3 | N/A | tsi\_q24\_3\_tp3 | tsi\_q24\_3\_tp4 |
| 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  2 = medium strength, moderately noticeable  3 = great strength, very noticeable  4 = major strength, extremely noticeable | tsi\_Q25\_2 | N/A | tsi\_q25\_2\_tp3 | tsi\_q25\_2\_tp4 |
| 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 |
| 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 Emotional Manifestations | Q27 I respond to stress... | N/A | N/A Section header | N/A Section header | N/A Section header | N/A Section header |
| 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  3 = great strength, very noticeable  4 = major strength, extremely noticeable | tsi\_Q27\_5 | N/A | tsi\_q27\_5\_tp3 | tsi\_q27\_5\_tp4 |
| 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 Fatigue Manifestations | ...with physical weakness. (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\_Q28\_5 | N/A | tsi\_q28\_5\_tp3 | tsi\_q28\_5\_tp4 |
| 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 Gastronomical Manifestations | ...with stomach pain of extended duration. (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\_Q30\_1 | N/A | tsi\_q30\_1\_tp3 | tsi\_q30\_1\_tp4 |
| 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  2 = medium strength, moderately noticeable  3 = great strength, very noticeable  4 = major strength, extremely noticeable | tsi\_Q31\_2 | N/A | tsi\_q31\_2\_tp3 | tsi\_q31\_2\_tp4 |
| 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\_PIsum  Professional investment subscale sum | N/A | TSI\_PIsum | N/A | TSI\_PIsum\_tp3 | TSI\_PIsum\_tp4 |
| Teacher stress | Teacher Stress Inventory | TSI\_PIav  Professional investment subscale average | N/A | TSI\_PIav | N/A | TSI\_PIav\_tp3 | TSI\_PIav\_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 |
| 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  Cardiovascular manifestations subscale sum | N/A | TSI\_CMsum | N/A | TSI\_CMsum\_tp3 | TSI\_CMsum\_tp4 |
| 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 Personnel, and Educators | 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  6 = every day | b\_Q32\_1 | N/A | b\_q32\_1\_tp3 | b\_q32\_1\_tp4 |
| 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 |
| 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 Human Services, Medical Personnel, and Educators | MBI\_14 | 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\_14 | N/A | b\_q32\_14\_tp3 | b\_q32\_14\_tp4 |
| 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 Personnel, and Educators | 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  5 = a few times a week  6 = every day | b\_Q32\_20 | N/A | b\_q32\_20\_tp3 | b\_q32\_20\_tp4 |
| 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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physiological stress | Hair cortisol confounders | Are you currently pregnant? | 1, Yes | 0, No | pregtp1 | pregtp2 | | N/A | N/A |
| Physiological 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 |
| Physiological stress | Hair cortisol confounders | If you have taken any mental health medication in the past 3 months, please list.  *\*This variable was deleted from the publicly released dataset to protect participants’ information* | FREE TEXT | mentmedtp1\_a | mentmedtp2\_a | | N/A | N/A |
| Physiological 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 |
| Physiological stress | Hair cortisol confounders | Are you providing us with a hair sample? | 1, Yes | 0, No | hc0 | hc0\_tp2 | | N/A | N/A |
| Physiological 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 |
| Physiological 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 |
| Physiological 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 |
| Physiological 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 |
| Physiological 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 |
| Physiological 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 |
| Physiological 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 |
| Physiological stress | Hair cortisol confounders | If other, please specify. | FREE TEXT | hc\_0a\_\_999 | hc\_0a\_tp2\_\_999 | | N/A | N/A |
| Physiological 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 |
| Physiological 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 |
| Physiological stress | Hair cortisol confounders | If other, please specify. | FREE TEXT | hc\_1a | hc\_1a\_tp2 | | N/A | N/A |
| Physiological 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 |
| Physiological 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 |
| Physiological stress | Hair cortisol confounders | Do you currently wear a weave or extensions? | 1, Yes | 0, No | hc4 | hc4\_tp2 | | N/A | N/A |
| Physiological 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 |
| Physiological 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 |
| Physiological stress | Hair cortisol confounders | If other, please specify. | FREE TEXT | hs\_5a1 | hs\_5a1\_tp2 | | N/A | N/A |
| Physiological 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 |
| Physiological 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 |
| Physiological 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 |
| Physiological 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  *\*Contained identifiable information so this was deleted from the publicly available dataset.* |

# 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 | EconHardTP1 | EconHard\_TP2 | EconHard\_TP3 | EconHard\_TP4 |
| Food insecurity | Food Raw Sum Score | FoodRawTP1 | 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 | PSIsum\_TP2 | Not collected at this TP | PSIsum\_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 |
| 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\_PIav | Not collected at this TP | TSI\_PIav\_tp3 | TSI\_PIav\_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).

1. **Publisher:**

There is no copyright on this instrument.

1. **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.

1. **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.

1. **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:   1. Checking account 2. Savings account 3. Driver license   ***Note. The original instrument asks about a fourth item, “credit card,” which was not asked in this study.*** | 0 = No  1 = Yes |
| Has there been a time in the last year when you and your family:   1. Were without telephone service 2. Did not pay the full amount of the rent or mortgage 3. Were excited from home or apartment for not paying the rent or mortgage 4. Lost service from gas, electric, or oil companies because payments were not made | 0 = No  1 = Yes |

### 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.

1. **Publisher:**

N/A

1. **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.

1. **Modifications:**
2. Participants are asked to report food insecurity over the past 3 months (the original version asked about food insecurity in the past 12 months).
3. 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.
4. Question Life\_11c is not part of the food insecurity short form scale; do not consider this in the total score.
5. Question Life\_11d is part of the 10-question form.
6. **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:

* 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.  *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 for Stage 3 Adult-Referenced Questions of the 10-item U.S. Adult Food Security Module.* | 0 = never true  1= sometimes true  2 = often true | N/A |
| 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 | You said, you (or other adults in your household) cut the size of your meals or skipped meals because there wasnt enough money for food. How often did this happen?   * If they filled out life\_11a and got a score of 0 (no), then they should get a score of 0 for this question. * 0 = Almost every month * 1 = Some months but not every month * 2 = In only 1 or 2 months | 0 = almost every month | 1 (yes) |
| 1=some months but not every month |
| 2 = in only 1 or 2 months  If life\_11a = 0 then life\_11a\_1z = 0 | 0 (no) |
| life\_11a\_1z | Life\_11a\_1 Scoring Variable |  |  |
| No | life\_11b | In the last 3 months, did you ever eat less than you felt you should because there wasnt enough money for food? | 1=yes | N/A |
| 0=no |
| YES | Life\_11c | In the last 3 months, did you lose weight because there wasnt enough money for food?  *NOTE: Not part of food insecurity short form 6-question scale; do not consider in total score. Part of the 10-question form.* | 1 = Yes  0 = No | N/A |
| YES | Life\_11d | 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?  *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?* | 1=yes | N/A |
| 0=no |
| 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.

1. **Publisher:**

Mind Garden, but freely available.

1. **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.

1. **Modifications:**

None

1. **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

|  |  |
| --- | --- |
| **Items** | **Scoring** |
| 1. In the last month, how often have you been upset because of something that happened unexpectedly? (PS1\_1) 2. In the last month, how often have you felt that you were unable to control the important things in your life? (PS1\_2) 3. In the last month, how often have you felt nervous and “stressed”? (PS1\_3) 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) 5. In the last month, how often have you been angered because of things that were outside of your control? (PS1\_9) 6. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? (PS1\_10) | 0 = never  1 = almost never  2 = sometimes  3 = fairly often  4 = very often |
| 1. In the last month, how often have you felt confident about your ability to handle your personal problems? (PS1\_4) 2. In the last month, how often have you felt that things were going your way? (PS1\_5) 3. In the last month, how often have you been able to control irritations in your life? (PS1\_7) 4. In the last month, how often have you felt that you were on top of things? (PS1\_8) | 4 = never  3 = almost never  2 = sometimes  3 = fairly often 1 = very often  0 = never |

### 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.

1. **Publisher:**

Non-proprietary

1. **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).

1. **Modifications:**

None.

1. **Scoring Details:**

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

|  |  |
| --- | --- |
| **Items** | **Scoring** |
| 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.

1. **Publisher:**

Non-proprietary

1. **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.

1. **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.

1. **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).

|  |  |
| --- | --- |
| **Items** | **Scoring** |
| 1. I was bothered by things that usually don’t bother me.  2. I did not feel like eating; my appetite was poor.  3. I felt that I could not shake off the blues even with help from my family or friends.  4. I felt I was just as good as other people.  5. I had trouble keeping my mind on what I was doing.  6. I felt depressed.  7. I felt that everything I did was an effort.  8. I felt hopeful about the future.  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.” | 0 = rarely or none of the time (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) |
| 1. I was happy.   16. I enjoyed life. | **Reverse Scored**  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.

1. **Publisher:**

Not proprietary

1. **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.

1. **Modifications:**

None

1. **Scoring Details:**

Total score is reported as a sum of all items.

|  |  |
| --- | --- |
| **Items** | **Scoring** |
| Over the last 2 weeks, how often have you been bothered by any of the following problems?   1. Feeling nervous, anxious or on edge 2. Not being able to stop or control worrying 3. Worrying too much about different things 4. Trouble relaxing 5. Being so restless that it is hard to sit still 6. Becoming easily annoyed or irritable 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 |

### 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).

1. **Publisher:**

Center for Youth Wellness (CYW)

1. **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*. <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. <https://doi.org/https://doi.org/10.1016/j.amepre.2016.09.033>

1. **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 |
| **Subscale 1.**  At any point before your 18th 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   1. How often did anyone at least 5 years older than you or an adult ever touch you sexually? 2. “How often did anyone at least 5 years older than you or an adult, try to make you touch them sexually?” 3. “How often did anyone at least 5 years older than you or an adult force you to have sex?”   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 |
| 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:   1. “Did you live with anyone who was a problem drinker or alcoholic” 2. “Did you live with anyone who used illegal street drugs or who abused prescription medications?”   Original ACEs per Wade et al. (2017) but it was separated into two questions |
| You often felt unsupported, unloved and/or unprotected | CDC 2021 BRFSS |
| **Subscale 2**  At any point before your 18th birthday... | |
| 1. You have been in foster care 2. You have experienced harassment or bullying at school 3. You have lived with a parent or guardian who died 4. You have been separated from your primary caregiver through deportation or immigration 5. You have had a serious medical procedure or life-threatening illness 6. You have often seen or heard violence in the neighborhood or in your school neighborhood 7. You have been detained, arrested or incarcerated 8. You have often been treated badly because of race, sexual orientation, place of birth, disability or religion 9. You have experienced verbal or physical abuse or threats from a romantic partner (i.e. boyfriend or girlfriend) | CYW |

1. **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).

1. **Publisher:**

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

1. **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. <https://doi.org/10.3886/ICPSR26341.v3>

1. **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.

1. **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** |
| 1. **Co-Worker Relations** | **I feel like my coworkers...**   1. care about me 2. encourage and support me 3. share their personal concerns with me 4. are hard to get to know 5. are critical of my performance 6. are competitive 7. are not very helpful 8. share ideas and resources with me 9. can't be trusted 10. are enjoyable to work with | 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 |
| 1. **Supervisor Relations** | **I feel like my supervisor...**   1. Respects my work 2. is too busy to know how I'm doing 3. supervises me too closely 4. gives me helpful feedback 5. asks for my opinion 6. is tactful 7. is not very dependable 8. encourages me to try new ideas 9. makes me feel inadequate 10. is unpredictable | 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 |
| 1. **Nature of Work** | **I feel like my work...**   1. Is stimulating 2. is respected by the parents of my students 3. involves too much paperwork and record keeping 4. does not have enough variety 5. is not very creative 6. makes an important difference in my student's lives 7. does not match my skills and training 8. gives me a sense of accomplishment 9. there is too little time to do all there is to do 10. I have control over most things that affect my satisfaction | 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 |
| 1. **Working Conditions** | **I feel like ...**   1. my work schedule is flexible 2. the teacher:child ratio is adequate 3. I always know where to find the things I need 4. I feel too cramped 5. I need some new equipment/materials to do my job well 6. the decor of my center is drab 7. the center meets my standards of cleanliness 8. I can't find a place to carry on a private conversation 9. this place is too noisy 10. the center's policies and procedures are clear | 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 |
| 1. **Pay and Promotion Opportunities** | **I feel like ...**   1. my pay is adequate 2. my pay is fair considering my skills and background 3. my pay is fair considering what my coworkers make 4. I'm in a dead end job 5. My fringe benefits are inadequate 6. I could be replaced tomorrow 7. I have enough time off for holidays and vacation 8. I'm being paid less than I deserve 9. opportunities for me to advance are limited 10. I expect to receive a raise during the next year | 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:  4 = strongly disagree  3 = disagree  2 = neither agree nor disagree  1 = agree  0 = strongly agree |
| **Ideal** | **I feel like in my current position…**   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).

1. **Publisher:** Questions available in the Kentucky Professional Development Framework Study.
2. **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. <https://doi.org/10.3886/ICPSR26341.v3>

1. **Modifications:**

Items were obtained from the Kentucky Professional Development Framework Study.

1. **Scoring Details:**

|  |  |
| --- | --- |
| **Item** | Scoring |
| **Please rank how important each phrase is important to you.**   1. working with people I like 2. helping others 3. the feeling of accomplishment from doing a job well done 4. earning a good living to pay for the things I need 5. learning new things 6. the opportunity to do different kinds of things 7. the opportunity to master new skills 8. the assurance that my job position is secure 9. developing new ideas, creating new things 10. being independent in making decisions 11. getting respect and acknowledgement from others 12. working in pleasant surroundings 13. having the opportunity to guide and influence the work of others 14. having the opportunity for advancement | 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.

1. **Publisher:**

Crane Center for Early Childhood Research and Policy

1. **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. <https://cincy-promise.org/wp-content/uploads/2021/03/CPP-Promise-Grant-Pilot-Evaluation.pdf>

1. **Modifications:**

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

1. **Scoring Details:**

|  |  |
| --- | --- |
| **Items** | **Scoring** |
| These questions are about how you feel about your job as a teacher.   1. I really enjoy my present teaching job. 2. I am certain I am making a difference in the lives of children I reach. 3. 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 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.

1. **Publisher:**

N/A

1. **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. <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

1. **Modifications:**

None

1. **Scoring Details:**

|  |  |
| --- | --- |
| **Items** | **Scoring** |
| 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.

1. **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.

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

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

The full length version is also available at: <https://mxtsch.people.wm.edu/ResearchTools/TSES_OMR.pdf>

1. **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.

1. **Scoring Details:**

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

|  |  |
| --- | --- |
| **Items** | **Scoring** |
| **Efficacy in Student Engagement Subscale**  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 = None at all  1 = 2  2 = Very Little  3 = 4  4 = Some Degree  5 = 6  6 = Quite A Lot  7 = 8  8 = A Great Deal |
| **Efficacy in Instructional Strategies Subscale**  5. To what extent can you craft good questions for your students?  9. How much can you use a variety of assessment strategies?  10. To what extent can you provide an alternative explanation or example when students are confused?  12. How well can you implement alternative teaching strategies in your classroom? |
| **Efficacy in Classroom Management Subscale**   1. How much can you do to control disruptive behavior in the classroom? 2. To what extent can you craft good questions for your students? 3. How much can you do to help your students value learning? 4. To what extent can you craft good questions for your students? |

### 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.

1. **Publisher:**

N/A

1. **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.

1. **Modifications:**

None.

1. **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:

|  |  |  |
| --- | --- | --- |
| **Subscale #** | **Items** | **Scoring** |
| **1** | **TIME MANAGEMENT SUBSCALE**  1. I easily over-commit myself.  2. I become impatient if others do things to 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: |
| **2** | **WORK-RELATED STRESSORS SUBSCALE**  9. There is little time to prepare for my lessons/responsibilities.  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. | Add items 9 through 14; divide by 6; place your score here: |
| **3** | **PROFESSIONAL DISTRESS SUBSCALE**  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: |
| **4** | **DISCIPLINE AND MOTIVATION SUBSCALE**  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: |
| **5** | **PROFESSIONAL INVESTMENT SUBSCALE**  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: |
| **6** | **EMOTIONAL MANIFESTATIONS SUBSCALE**  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: |
| **7** | **FATIGUE MANIFESTATIONS SUBSCALE**  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: |
| **8** | **CARDIOVASCULAR MANIFESTATIONS SUBSCALE**  I respond to stress...  40. ...with feelings of increased blood pressure.  41. ...with feeling of heart pounding or racing.  42. ...with rapid and/or shallow breath. | Add items 40 through 42; divide by 3; place your score here: |
| **9** | **GASTRONOMICAL MANIFESTATIONS SUBSCALE**  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: |
| **10** | **BEHAVIORAL MANIFESTATIONS SUBSCALE**  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: |
|  | **TOTAL SCORE** | 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.

1. **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.

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

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

1. **Modifications:**

None

1. **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

|  |  |
| --- | --- |
| **Items** | **Scoring** |
| **Emotional Exhaustion (EE) Subscale** | Sum items 1, 2, 3, 6, 8, 13, 14, 16, & 20. Divide this sum by the total score of answered EE items. |
| **Depersonalization (DP) Subscale** | Sum items 5, 10, 11, 15, and 22. Divide this by the number of answered DP items. |
| **Personal Accomplishment (PA) Subscale** | 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 scale, 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.,*[*2016*](https://onlinelibrary.wiley.com/doi/10.1002/pits.23118#pits23118-bib-0079)*). This outgrowth was analyzed for cortisol concentration using Salimetrics® (*[*n.d*](https://onlinelibrary.wiley.com/doi/10.1002/pits.23118#pits23118-bib-0109)*.) immunoassay kit following established methods (Meyer et al.,*[*2014*](https://onlinelibrary.wiley.com/doi/10.1002/pits.23118#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.

1. **Publisher:**

N/A

1. **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

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1. **Modifications:**

None

1. **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.

1. **Publisher:**

N/A

1. **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. <https://doi.org/10.1016/j.infbeh.2020.101499>

1. **Modifications:**

None

1. **Scoring Details:**

No specific scoring or sum score.

|  |  |
| --- | --- |
| **Items** | **Scoring** |
| 1. Are you currently pregnant? 2. Are you currently taking any medications for any mental health condition in the past 3 months? 3. Are you providing us with a hair sample? 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. 5. Have you used a perm or relaxer on your hair in the last 3 months? 6. Do you have hair gel, mousse, hair spray or oil on your hair right now? 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)? 8. Have you taken any steroids (e.g. cortisone) by mouth, cream, inhaler or shot in the past 3 months? 9. Have you taken hormones such as estrogen or testosterone in the past 3 months? | 0 = No  1 = Yes |
| 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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