June 20, 2011

**MEMORANDUM**

To: Shelly Martinez, OMB

From: Kerry Gruber and Kathy Chandler, NCES

Through: Kashka Kubzdela, NCES

Re: Response to 6/15 OMB Passback on Schools and Staffing Survey (SASS 2011/12) Full Scale Data Collection (OMB# 1850-0598 v.7)

**On the teacher questionnaire, we have noted in other NCES surveys that the correct terminology is “alternative routes to certification” since the certification is actually one and the same as for traditional teachers. Please change the question on this survey and please let other programs at NCES know that we would like this change made across the board.**

This survey item (item 41 on the Public Teacher questionnaire – “Did you enter teaching through an alternative certification program?”) has been administered with the same wording for 4 survey cycles. Those who enter teaching through non-traditional routes in most cases have to do so through taking some form of “alternative certification program.” The term “alternative certification program” is defined for this survey item. To preserve the SASS time series, this item should not be changed without research and testing, which can be pursued for the next, 2015-16 SASS data collection. Other survey areas within NCES will be notified of the preferred wording.

**Also, why doesn’t this questionnaire ask about the teacher’s college minor areas of study?  There is policy interest in the extent to which teacher have content knowledge in the areas that they are teaching (eg, in math) and a minor is a main way to measure such content knowledge.**

This item was asked in SASS through the 1999-2000 round, but only for the first bachelor’s degree. The bachelor’s degree minor field of study items (asking first whether the teacher had a minor field of study, then what the field was for those responding “Yes”) can be reinstated. For the second bachelor’s degree, which is formatted in a table, it is a bit more difficult to include the screener on whether there was a minor field or not. We could make the following revision (highlighted in yellow below):

**25a. Do you have a bachelor’s degree?**

*If you have more than one bachelor’s degree, information about additional degrees will be asked*

*in item 28.*

\_\_ Yes

\_\_ No🡪*GO TO item 28 on page 17.*

**b. In what year did you receive your bachelor’s degree?**

\_\_ \_\_ \_\_ \_\_ Year

**c. Was this degree awarded by a university’s Department or College of Education, or a college’s Department or School of Education?**

\_\_ Yes

\_\_ No

**d. What was your major field of study?**

*Record the field of study code and the field name from Table 2 on page 14.*

­­\_\_ \_\_ \_\_Code *\_\_\_\_\_(Write In)\_\_\_\_\_* Major

**e. Did you have a second major field of study?**

*Do not report academic minors or concentrations.*

\_\_ Yes

\_\_ No🡪*GO TO item 27a below.*

**f. What was your second major field of study?**

*Record the field of study code and the field name from Table 2 on page 14.*

*Do not report academic minors or concentrations.*

\_\_ \_\_ \_\_Code *\_\_\_\_\_(Write In)\_\_\_\_\_* Major

**g. Did you have a minor field of study?**

\_\_ Yes

\_\_ No – Go to item 26a below.

**h. What was your minor field of study?**

*Record the field of study code and the field name from Table 2 on page 14.*

\_ \_ \_\_ Code \_\_\_\_\_\_\_\_*(Write In)\_\_\_\_\_\_* Minor

**28. Have you earned any of the degrees or certificates listed below?**

\_\_ Yes

\_\_ No🡪*GO TO item 29 on page 18.*

|  |  |  |  |
| --- | --- | --- | --- |
| **a. Degree** | **b. What was your major field of study for each degree?**  *Record the field of study code and the field name from Table 2 on page 14.* | **c. Was this degree awarded**  **by a Department, College, or School of Education?** | **d. In what year?** |
| (1)Vocational  certificate | Code Major field of study title  \_\_ \_\_ \_\_ *\_\_\_\_\_\_\_\_(Write In)\_\_\_\_\_\_\_\_* |  | Year  \_\_ \_\_ \_\_ \_\_ |
| (2)Associate’s  degree | Code Major field of study title  \_\_ \_\_ \_\_ *\_\_\_\_\_\_\_\_(Write In)\_\_\_\_\_\_\_\_* |  | Year  \_\_ \_\_ \_\_ \_\_ |
| (3)SECOND  Bachelor’s  degree | Code Major field of study title  \_\_ \_\_ \_\_ *\_\_\_\_\_\_\_\_(Write In)\_\_\_\_\_\_\_\_*  **Code Minor field of study title**  **\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_ No minor field of study** | \_\_ Yes, awarded by a Department, College, or School of Education.  \_\_ No | Year  \_\_ \_\_ \_\_ \_\_ |
| (4)SECOND  Master’s  degree | Code Major field of study title  \_\_ \_\_ \_\_ *\_\_\_\_\_\_\_\_(Write In)\_\_\_\_\_\_\_\_* | \_\_ Yes, awarded by a Department, College, or School of Education.  \_\_ No | Year  \_\_ \_\_ \_\_ \_\_ |
| (5)Educational  specialist or  professional  diploma (at least  one year beyond  a master’s level) | Code Major field of study title  \_\_ \_\_ \_\_ *\_\_\_\_\_\_\_\_(Write In)\_\_\_\_\_\_\_\_* | \_\_ Yes, awarded by a Department, College, or School of Education.  \_\_ No | Year  \_\_ \_\_ \_\_ \_\_ |
| (6)Certificate of  Advanced  Graduate  Studies | Code Major field of study title  \_\_ \_\_ \_\_ *\_\_\_\_\_\_\_\_(Write In)\_\_\_\_\_\_\_\_* | \_\_ Yes, awarded by a Department, College, or School of Education.  \_\_ No | Year  \_\_ \_\_ \_\_ \_\_ |
| (7)Doctorate or first  professional  degree (Ph.D,  Ed.D, M.D.,  J.D., D.D.S.) | Code Major field of study title  \_\_ \_\_ \_\_ *\_\_\_\_\_\_\_\_(Write In)\_\_\_\_\_\_\_\_* | \_\_ Yes, awarded by a Department, College, or School of Education.  \_\_ No | Year  \_\_ \_\_ \_\_ \_\_ |

**On the school questionnaire, there are no questions about evaluation systems and the elements they contain.  As you know, this is  a major area of policy interest.  What can NCES add to SASS to get at this topic?**

Teacher evaluation systems are asked about in the Principal questionnaire, items 48 and 49:

**48. Are any of the following types of information included in the formal evaluation of any regular classroom teachers of grades K-12 and comparable ungraded levels?**

**a. Evaluation by the principal**

\_\_ Yes **(1) Which best describes the type of evaluation:**

\_\_ Checklist evaluation (Evaluation is based on satisfactory or unsatisfactory ratings of teacher competencies and behaviors.)

\_\_ Standards-based evaluation (Evaluation is based on a certain standard that is established by district or school policy-makers as being essential to effective teaching.)

\_\_ Both

\_\_ No *GO TO item 48b below.*

**b. Evaluation by peers**

\_\_ Yes **(1) Which best describes the type of evaluation:**

\_\_ Checklist evaluation (Evaluation is based on satisfactory or unsatisfactory ratings of teacher competencies and behaviors.)

\_\_ Standards-based evaluation (Evaluation is based on a certain standard that is established by district or school policy-makers as being essential to effective teaching.)

\_\_ Both

\_\_ No *GO TO item 48c below.*

**c. Evaluation by the vice principal or assistant principal**

\_\_ Yes

\_\_ No

**d. Evaluation by an outside group (e.g., consultant)**

\_\_ Yes

\_\_ No

**e. Conference with the principal**

\_\_ Yes

\_\_ No

**f. Teacher self-evaluation**

\_\_ Yes

\_\_ No

**g. Students’ test scores or test score growth**

\_\_ Yes

\_\_ No

**h. Student ratings of the teacher**

\_\_ Yes

\_\_ No

**i. Teacher’s portfolio of examples of student learning (e.g., student essays, lab reports)**

\_\_ Yes

\_\_ No

**j. Completion of professional development activities**

\_\_ Yes

\_\_ No

**k. Other** **please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**49. Are teachers’ evaluations used, at least in part, to determine a teacher’s compensation?**

\_\_ Yes

\_\_ No

**Also please add one question in the English learners section along the lines of “What type of language program do you have in place (eg, pull out, transitional, bilingual)?”**

In order to use items that have been tested, we can reinstate the SASS 2003-04 School questionnaire items with slight wording changes recommended by Gail Mulligan (ECLS-K):

**Does this school have instruction specifically designed to address the needs of students with limited-language proficiency, also known as English-language learners (ELL)?**

Yes -- Continue with next item

No -- GO to next topic

**How are English-language learners taught English?**

**Are they taught –**

**a. Using ESL, bilingual, or immersion techniques?**

Yes

No

**How are English-language learners taught subject matter courses such as mathematics, science, and social studies?**

**a. In their native language?**

Yes

No

**b. Using ESL, bilingual, or immersion techniques?**

Yes

No

**c. In regular English-speaking classrooms?**

Yes

No