

PRIVATE SCHOOL PRINCIPAL QUESTIONNAIRE SCHOOLS AND STAFFING SURVEY 2011-12 SCHOOL YEAR

(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:
To be Determined

Notice>This survey is authorized by the Education Sciences Reform Act of 2002, 20 U.S. Code §9541(b) and §9543(a).

DEAR PRINCIPAL OR SCHOOL HEAD:

The Schools and Staffing Survey is the largest sample survey of America's elementary and secondary schools. Your participation is important. Below are answers to some general questions.

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about principals, such as principals' experience and training, hours worked, and instructional priorities.

WHO IS CONDUCTING THIS SURVEY?

The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES) of the U.S. Department of Education.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

Policymakers and educational leaders rely on data from this survey to inform their decisions concerning K-12 schools. Because it is a sample survey, your responses represent the responses of many. Higher response rates give us confidence that the findings are accurate.

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?

Your responses are protected from disclosure by federal statute (20 U.S.C., § 9573). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

HOW WILL YOUR INFORMATION BE REPORTED?

The information you provide will be combined with the information provided by others in statistical reports. No individually-identifiable data will be included in the statistical reports.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
ATTN: DCB 60A
1201 E. 10th STREET
JEFFERSONVILLE, IN 47132-0001**

WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.

SINCERELY,

**JACK BUCKLEY
COMMISSIONER FOR EDUCATION STATISTICS
NATIONAL CENTER FOR EDUCATION STATISTICS**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 25 minutes per response, including the time spent to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns about the contents of this questionnaire, e-mail: dsd.sass@census.gov, or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington, DC 20006.

INSTRUCTIONS

The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters, using a black ballpoint pen.

Correct marking example – <i>(Use care to keep characters in their designated spaces.)</i>	Incorrect marking example –
------------------------------------------------------------------------------------------------------	---------------------------------------

- a. It is important that this questionnaire be completed by the school PRINCIPAL OR SCHOOL HEAD, not by anyone else.
- b. Please do not write any comments by the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: dsd.sass@census.gov.

YOUR COMMENTS

_____ Write In _____

I PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING

1. PRIOR to this school year, how many years did you serve as the principal or school head of THIS OR ANY OTHER school?

Count part of a year as 1 year.

If none, please mark (X) the box.

None or Year(s) as principal or school head of this or any other school

2. PRIOR to this school year, how many years did you serve as the principal or school head of THIS school?

Count part of a year as 1 year.

If none, please mark (X) the box.

None or Year(s) as principal of this school or school head

3. Before you became a principal or school head, how many years of elementary or secondary teaching experience did you have?

Count part of a year as 1 year.

If none, please mark (X) the box.

None or Year(s) of teaching before becoming a principal or school head

4. SINCE becoming a principal or school head, how many years of elementary or secondary teaching experience have you had?

Count part of a year as 1 year.

If none, please mark (X) the box.

None → GO TO item 6 below.

Year(s) of teaching since becoming a principal or school head

5. In addition to serving as principal or school head, are you currently teaching in this school?

Yes

No

6. BEFORE you became a principal or school head, did you hold the following school positions?

Include temporary positions.

a. Department head

Yes

No

b. Curriculum specialist or coordinator

Yes

No

c. Assistant principal or program director

Yes

No

6. Continued – BEFORE you became a principal, did you hold the following school positions?

d. Guidance counselor

Yes

No

e. Library media specialist/Librarian

Yes

No

f. Athletic coach/Athletic director

Yes

No

g. Sponsor for student clubs, debate teams

Yes

No

7. Before you became a principal or school head, did you participate in a school training or development program for ASPIRING school principals or school heads?

Yes

No

8. Do you currently hold a license/certificate in “school administration”?

Yes

No

9. Before you became a principal or school head, did you have any management experience outside of the field of education?

Yes

No

**Table 1. Major Fields of Study Codes
For Questions 10c, 10e, and 11c**

General Education

Elementary Education

- 101 Early childhood or pre-K, general
- 102 Elementary grades, general

Secondary Education

- 103 Middle grades, general
- 104 Secondary grades, general

Special Education

- 110 Special education, any

Other Education

- 131 Administration
- 132 Counseling and guidance
- 133 Educational psychology
- 134 Policy studies
- 135 School psychology
- 136 Other non-subject-matter-specific education

Subject-matter Specific

Arts and Music

- 141 Art or arts and crafts
- 142 Art history
- 143 Dance
- 144 Drama or theater
- 145 Music

English and Language Arts

- 151 Communications
- 152 Composition
- 153 English
- 154 Journalism
- 155 Language arts
- 156 Linguistics
- 157 Literature or literary criticism
- 158 Reading
- 159 Speech

English as a Second Language (ESL)

- 160 ESL or bilingual education: General
- 161 ESL or bilingual education: Spanish
- 162 ESL or bilingual education: Other languages

Foreign Languages

- 171 French
- 172 German
- 173 Latin
- 174 Spanish
- 175 Other foreign language

Health Education

- 181 Health education
- 182 Physical education

Mathematics and Computer Science

- 190 Mathematics
- 197 Computer science

Natural Sciences

- 211 Biology or life sciences
- 212 Chemistry
- 213 Earth sciences
- 214 Engineering
- 217 Physics
- 218 Other natural sciences

Social Sciences

- 220 Social studies, general
- 221 Anthropology
- 222 Area or ethnic studies (excluding Native American Studies)
- 223 Criminal justice
- 224 Cultural studies
- 225 Economics
- 226 Geography
- 227 Government or civics
- 228 History
- 229 International studies
- 230 Law
- 231 Native American studies
- 232 Political science
- 233 Psychology
- 234 Sociology
- 235 Other social sciences

Career or Technical Education

- 241 Agriculture and natural resources
- 242 Business management
- 243 Business support
- 244 Marketing and distribution
- 245 Healthcare occupations
- 246 Construction trades, engineering, or science technologies (including CADD and drafting)
- 247 Mechanics and repair
- 249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
- 250 Communications and related technologies (including design, graphics, or printing; not including computer science)
- 253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
- 254 Family and consumer sciences education
- 255 Industrial arts or technology education
- 256 Other career or technical education

Miscellaneous

- 261 Architecture
- 263 Humanities or liberal studies
- 264 Library or information science
- 265 Military science or ROTC
- 266 Philosophy
- 267 Religious studies, theology, or divinity

Other

- 268 Other

II PRINCIPAL OR SCHOOL HEAD EDUCATION AND PROFESSIONAL DEVELOPMENT

10a. Do you have a bachelor's degree?

Yes

No → GO TO item 12 below.

b. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

Yes

No

c. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 6.

Code _____ (Write In) _____ Major

d. Did you have a second major field of study?

Do not report academic minors or concentrations.

Yes

No → GO TO item 11a below.

e. What was your second major field of study?

Record the field of study code and the field name from Table 1 on page 6.

Do not report academic minors or concentrations.

Code _____ (Write In) _____ Major

11a. Do you have a master's degree?

Yes

No → GO TO item 12 below.

b. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

Yes

No

c. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 6.

Code _____ (Write In) _____ Major

12. What is the highest degree you have earned?

Mark (X) only one box.

Do not have a degree

Associate degree

Bachelor's degree (B.A., B.S., etc.)

Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)

Educational specialist or professional diploma (at least one year beyond master's level)

Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)

13. In the past 12 months, have you participated in any professional development activities related to your role as a principal?

Yes

No

14. In the past 12 months, have YOU participated in the following kinds of professional development?

a. University course(s) related to your role as principal

Yes

No

b. Visits to other schools designed to improve your own work as principal

Yes

No

c. Individual or collaborative research on a topic of interest to you professionally

Yes

No

d. Mentoring and/or peer observation and coaching of principals, as part of a formal arrangement that is recognized or supported by the school or district?

Yes

No

e. Participating in a principal network (e.g., a group of principals organized by an outside agency or through the Internet)

Yes

No

f. Workshops, conferences, or training in which you were a presenter

Yes

No

g. Other workshops or conferences in which you were not a presenter

Yes

No

YOUR COMMENTS

_____ *Write In* _____

III GOALS AND DECISION MAKING

15. We are interested in the importance you place on various educational goals. From the following nine goals, which do you consider the most important, the second most important, and the third most important?

- 1- Building basic literacy skills (reading, math, writing, speaking)
 - 2- Encouraging academic excellence
 - 3- Promoting occupational or vocational skills
 - 4- Promoting good work habits and self-discipline
 - 5- Promoting personal growth (self-esteem, self-knowledge, etc.)
 - 6- Promoting human relations skills
 - 7- Promoting specific moral values
 - 8- Promoting multicultural awareness or understanding
 - 9- Fostering religious or spiritual development
- Most important
 Second most important
 Third most important

16. How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities?

	<i>Mark (X) one box on each line.</i>				
	No influence	Minor influence	Moderate influence	Major influence	Not applicable
a. Setting performance standards for students of this school	—	—	—	—	—
b. Establishing curriculum at this school	—	—	—	—	—
c. Determining the content of in-service professional development programs for teachers of this school	—	—	—	—	—
d. Evaluating teachers of this school	—	—	—	—	—
e. Hiring new full-time teachers of this school	—	—	—	—	—
f. Setting discipline policy at this school	—	—	—	—	—
g. Deciding how your school budget will be spent	—	—	—	—	—

IV TEACHER AND AIDE PROFESSIONAL DEVELOPMENT

17. Does this school provide TEACHERS with time for professional development during regular contract hours?

Yes

No → GO TO item 19 on page 11.

18. Are the following used to provide teachers in this school with time for professional development during regular contract hours?

a. Substitute teachers to cover teachers' classes

Yes

No

b. Early dismissal or late start for students

Yes

No

c. Professional days built in before the beginning of the students' school year

Yes

No

d. Professional days built in during the students' school year

Yes

No

e. Professional days built in after the students' school year

Yes

No

f. Common planning time for teachers for professional development

Yes

No

g. Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties) for professional development

Yes

No

19. How often is professional development for teachers at this school –

Mark (X) one box on each line.

	Never	Rarely	Sometimes	Frequently	Always
a. Designed or chosen to support the school’s improvement goals?	—	—	—	—	—
b. Designed or chosen to support the implementation of academic standards?	—	—	—	—	—
c. Evaluated for evidence of improvement in student achievement?	—	—	—	—	—
d. Considered part of teachers’ regular work?	—	—	—	—	—
e. Planned by teachers in this school?	—	—	—	—	—
f. Presented by teachers in this school?	—	—	—	—	—
g. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom?	—	—	—	—	—

20. Does this school provide INSTRUCTIONAL AIDES with time for professional development during regular contract hours?

(Instructional aides assist teachers in the classroom and are sometimes called paraprofessionals.)

Yes

No

No, this school does not have instructional aides

YOUR COMMENTS

_____ *Write In* _____

V SCHOOL CLIMATE AND SAFETY

21. LAST school year (2010-11), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?

If none, please mark (X) the box.

None **or** Students

22. What was the total number of suspensions during the LAST school year (2010-11)?

(Out-of-school suspensions include student removal from the school for disciplinary purposes temporarily, for the remainder of the school year, or longer according to policy.)

Include in-school and out-of-school suspensions.

If none, please mark (X) the box.

None **or** Suspensions

23. THIS school year (2011-12), is it the practice of this school to do the following?

a. Control access to school buildings during school hours (e.g., locked or monitored doors)

Yes

No

b. Control access to school grounds during school hours (e.g., locked or monitored gates)

Yes

No

c. Require students to pass through metal detectors each day

Yes

No

d. Perform one or more random metal detector checks on students

Yes

No

e. Close the campus for most or all students during lunch

Yes

No

f. Use one or more random dog sniffs to check for drugs

Yes

No

g. Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs

Yes

No

h. Require students to wear uniforms

Yes

No

23. Continued – THIS school year (2011-12), is it the practice of this school to do the following?

i. Enforce a strict dress code

- Yes
 No

j. Require clear book bags or ban book bags on school grounds

- Yes
 No

k. Require students to wear badges or picture IDs

- Yes
 No

l. Use one or more security cameras to monitor the school

- Yes
 No

m. Maintain a daily presence of police or security personnel

- Yes
 No

24. THIS school year (2011-12), does this school have any of the following?

a. Programs or activities where students participate in the community during or after normal school hours (e.g., service learning and community service projects)

- Yes
 No

b. Programs to acknowledge student achievement (e.g., assemblies, principal list/honor roll, or student of the week/month)

- Yes
 No

c. An incentive/reward program that encourages students' academic success (e.g., pizza parties, cash for grades)

- Yes
 No

d. A program designed to help students prepare for the next grade or college

- Yes
 No

YOUR COMMENTS

_____ *Write In* _____

25. To the best of your knowledge, how often do the following types of problems occur at this school?

Mark (X) one box on each line.

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Physical conflicts among students	—	—	—	—	—
b. Robbery or theft	—	—	—	—	—
c. Vandalism	—	—	—	—	—
d. Student use of alcohol	—	—	—	—	—
e. Student use of illegal drugs	—	—	—	—	—
f. Student possession of weapons	—	—	—	—	—
g. Physical abuse of teachers	—	—	—	—	—
h. Student racial tensions	—	—	—	—	—
i. Student bullying	—	—	—	—	—
j. Student verbal abuse of teachers	—	—	—	—	—
k. Widespread disorder in classrooms	—	—	—	—	—
l. Student acts of disrespect for teachers	—	—	—	—	—
m. Gang activities	—	—	—	—	—

26. LAST SCHOOL YEAR (2010-11), what percentage of students had at least one parent or guardian participating in the following events?

	<i>Mark (X) one box on each line.</i>				
	0-25%	26-50%	51-75%	76-100%	Not applicable
a. Open house or back-to-school night	—	—	—	—	—
b. All regularly scheduled school wide parent-teacher conferences	—	—	—	—	—
c. Special subject-area events (e.g., science fair, concerts)	—	—	—	—	—
d. Parent education workshops or courses	—	—	—	—	—
e. Signing of a school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies)	—	—	—	—	—
f. Volunteer in the school as needed or on a regular basis	—	—	—	—	—
g. Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum)	—	—	—	—	—
h. Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs)	—	—	—	—	—
i. Involvement in budget decisions	—	—	—	—	—

27. THIS school year (2011-12), does this school have the following?

a. A staff member assigned to work on parent involvement

Yes

No

b. Workshops or courses for parents or guardians

Yes

No

c. Services to support parent participation, such as providing child care or transportation

Yes

No

d. A parent drop-in center or lounge

Yes

No

YOUR COMMENTS

_____ *Write In* _____

DRAFT

VI INSTRUCTIONAL TIME

28. Does this school have THIRD grade?

Yes

No → GO TO item 31 on page 18.

29. How long is the TYPICAL FULL WEEK of school for THIRD GRADE students?

Report BOTH hours and minutes, e.g., 30 hours and 0 minutes, 32 hours and 54 minutes, etc.

Hours AND Minutes

30. During a TYPICAL FULL WEEK of school, approximately how many minutes do most THIRD GRADE students spend on the following activities at this school?

Please use your best estimate for the planned time spent for most regular students in the typical third grade classroom.

If most third grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes a week for half the year, respond with 30 minutes per week.

Do not include time spent on additional tutoring or remedial instruction for students receiving special services.

Total should not exceed the number of minutes calculated from your response to question 29. For example, if the typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).

If your school does not offer a particular activity for third grade students during the typical week, mark (X) the "None" box.

a. Combined TOTAL of English, reading, or language arts

None or Minutes per week → **1. Of these minutes, how many were designated for reading instruction?**

Record response, then GO TO item 30b below.

None or Minutes per week

b. Arithmetic or mathematics

None or Minutes per week

c. Social studies or history

None or Minutes per week

d. Science

None or Minutes per week

e. Foreign language (Not English as a Second Language [ESL])

None or Minutes per week

f. Physical education

None or Minutes per week

g. Music

None or Minutes per week

30. Continued – During a TYPICAL FULL WEEK of school, approximately how many minutes do most THIRD GRADE students spend on the following activities at this school?

h. Art

__ None or __, __ __ Minutes per week

i. Recess

Do not include time allocated for lunch.

__ None or __, __ __ Minutes per week

31. Does this school have students enrolled in the EIGHTH GRADE?

__ Yes

__ No → GO TO section VII on page 19.

32. How long is the TYPICAL FULL WEEK of school for EIGHTH GRADE students?

Report BOTH hours and minutes, e.g., 30 hours and 0 minutes, 32 hours and 54 minutes, etc.

__ __ Hours AND __ __ Minutes

33. During a TYPICAL FULL WEEK of school, approximately how many minutes do most EIGHTH GRADE students spend on the following activities at this school?

Please use your best estimate for the planned time spent for most regular students in the typical eighth grade classroom.

If most eighth grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes a week for half the year, respond with 30 minutes per week.

Do not include time spent on additional tutoring or remedial instruction for students receiving special services.

Total should not exceed the number of minutes calculated from your response to question 32. For example, if the typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).

If your school does not offer a particular activity for eighth grade students during the typical week, mark (X) the "None" box.

a. Combined TOTAL of English, reading, or language arts

__ None or __, __ __ Minutes per week → **1. Of these minutes, how many were designated for reading instruction?**

Record response, then GO TO item 30b below.

__ None or __, __ __ Minutes per week

b. Arithmetic or mathematics

__ None or __, __ __ Minutes per week

c. Social studies or history

__ None or __, __ __ Minutes per week

d. Science

__ None or __, __ __ Minutes per week

VII WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS

34. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL school-related activities during a typical FULL WEEK at THIS school?

__ __ __ Total WEEKLY hours spent on school-related activities

35. How many total hours do you spend interacting with students during a typical FULL WEEK at this school?

Include both formal and informal interactions.

__ __ __ Total WEEKLY hours

36. On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?

Rough estimates are sufficient.

Please write a percentage in each row. Write 0 if none.

Responses should add up to 100%.

- a. __ __ __ % Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget
- b. __ __ __ % Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers
- c. __ __ __ % Student interactions, including discipline and academic guidance
- d. __ __ __ % Parent interactions, including formal and informal interactions
- e. __ __ __ % Other → *please specify* _____

100% Total

37. How many days per year are you required to work under your current contract?

Include professional development, student contact days, and any other days covered by your contract.

__ __ __ Days per contract year

38. Are you represented under a meet-and-confer agreement or a collective bargaining agreement?

("Meet-and-confer" discussions are for the purpose of reaching non-legally-binding agreements. Collective bargaining agreements are legally-binding agreements.)

Mark (X) only one box.

Yes, meet-and-confer

Yes, collective bargaining

No

39. How long do you plan to remain a principal?

Mark (X) only one box.

As long as I am able

Until I am eligible for retirement benefits from this job

Until I am eligible for retirement benefits from a previous job

Until I am eligible for Social Security benefits

Until a specific life event occurs (e.g., children graduate from college, relocation)

Until a more desirable job opportunity comes along

Definitely plan to leave as soon as I can

Undecided at this time

VIII TEACHER AND SCHOOL PERFORMANCE

40. In your opinion, are the following considered barriers to the dismissal of poor-performing or incompetent teachers in this school?

a. Personnel policies

Yes

No

b. Termination decisions not upheld

Yes

No

c. Length of time required for termination process

Yes

No

d. Effort required for documentation

Yes

No

e. Tight deadlines for completing documentation

Yes

No

f. Tenure

Yes

No

g. Teacher associations or unions

Yes

No

h. Dismissal is too stressful and/or uncomfortable for you

Yes

No

i. Difficulty in obtaining suitable replacements

Yes

No

j. Resistance from parents

Yes

No

YOUR COMMENTS

_____ *Write In* _____

41a. How frequently are INFORMAL classroom observations typically conducted on tenured or experienced teachers of grades K-12 or comparable ungraded levels?

Mark (X) only one box.

- At least once a week
- Once or twice a month
- A few times a year
- No informal observations are typically conducted

b. How frequently are INFORMAL classroom observations typically conducted on non-tenured or new teachers of grades K-12 or comparable ungraded levels?

Mark (X) only one box.

- At least once a week
- Once or twice a month
- A few times a year
- No informal observations are typically conducted

42a. How many FORMAL classroom observations are typically conducted prior to completing an evaluation on a tenured or experienced teacher of grades K-12 or comparable ungraded levels?

If none, please mark (X) the box.

None or Total observations

b. How many FORMAL classroom observations are typically conducted prior to completing an evaluation on a non-tenured or new teacher of grades K-12 or comparable ungraded levels?

If none, please mark (X) the box.

None or Total observations

43a. How long is the typical FORMAL classroom observation that occurs prior to completing an evaluation on a tenured or experienced teacher of grades K-12 or comparable ungraded levels?

If none, please mark (X) the box.

None or Minutes per classroom observation

b. How long is the typical FORMAL classroom observation that occurs prior to completing an evaluation on a non-tenured or new teacher of grades K-12 or comparable ungraded levels?

If none, please mark (X) the box.

None or Minutes per classroom observation

44a. For tenured or experienced K-12 teachers, how frequently are teachers rated in FORMAL evaluations?

Consider only formal evaluations in your answer to this question, not informal evaluations or number of times observations are conducted. If tenured or experienced K-12 teachers in your school do not receive formal evaluations, select "No formal evaluations are required."

Mark (X) only one box.

- Twice or more per year
- Once a year
- Once every 2 years
- Once every 3 – 4 years
- Once every 5 or more years
- No formal evaluations are required

44. *Continued* –

b. For non-tenured or new K-12 teachers, how frequently are teachers rated in FORMAL evaluations?
Consider only formal evaluations in your answer to this question, not informal evaluations or number of times observations are conducted. If non-tenured K-12 teachers in your school do not receive formal evaluations, select “No formal evaluations are required.”

Mark (X) only one box.

- Twice or more per year
- Once a year
- Once every 2 years
- Once every 3 or more years
- No formal evaluations are required

45. Did you answer “No formal evaluations are required” to both item 44a AND 44b?

Yes → *GO TO Section IX on page 24.*

No → *GO TO item 46 below.*

46. 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 46b 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 46c below.*

c. Evaluation by the vice principal or assistant principal

- Yes
- No

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

- Yes
- No

46. Continued – 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?

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 _____

47. Are teachers' evaluations used, at least in part, to determine a teacher's compensation?

Yes

No

IX DEMOGRAPHIC INFORMATION

48. Are you male or female?

- Male
 Female

49. Are you of Hispanic or Latino origin?

- Yes
 No

50a. What is your race?

Mark (X) one or more races to indicate what you consider yourself to be.

- White
 Black or African-American
 Asian
 Native Hawaiian or Other Pacific Islander
 American Indian or Alaska Native

51. What is your year of birth?

19 __ __

52. What is your current ANNUAL salary for your position in this school before taxes and deductions?

If your position includes multiple duties (e.g., you teach a class and serve as principal or school head at this school), please include your entire salary before taxes and deductions.

Please report in whole dollars.

\$ __ __ __, __ __ __.00 per year

53. Please enter the date you completed this questionnaire.

Report month as a number, that is, 01 for January, 02 for February, etc.

Month	Day	Year
__ __	__ __	201__

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-800-221-1204 or by e-mail at: dsd.sass@census.gov.

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) website at: <http://nces.ed.gov/surveys/sass>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at: <http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: <http://www.fedstats.gov>