

OECD Teaching and Learning International Survey (TALIS 2013 Field Trial and Main Study)

Supporting Statement Part A

National Center for Education Statistics
Institute Of Education Sciences
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PREFACE

The Teaching and Learning International Survey (TALIS) is an international survey of teachers and principals focusing on the working conditions of teachers and the teaching and learning practices in schools. TALIS was first administered in 2008 and is conducted every five years. TALIS 2013 is its second cycle and it is being administered at a time when interest in teacher effectiveness is increasing, both worldwide and in the United States. While TALIS 2008 focused on lower secondary education teachers and was conducted in 24 countries, TALIS 2013 will have 32 countries participating and countries will have the option to survey teachers in elementary and upper secondary schools. TALIS 2013 participation will also be open to countries that participated in PISA 2012. The United States did not participate in TALIS 2008 and thus the United States will administer TALIS for the first time in 2013.

TALIS 2013 is sponsored by the Organization for Economic Cooperation and Development (OECD). In the United States, TALIS 2013 is being conducted by the National Center for Education Statistics (NCES) of the Institute of Education Sciences, U.S. Department of Education. TALIS is a collaborative effort by the participating countries, guided by their governments on the basis of shared policy driven interests. Representatives of each country form the TALIS Board of Participating Countries, which determines the policy orientations of TALIS as well as the analysis and results produced from it.

In each administration of TALIS separate questionnaires for teachers and principals are developed by international experts in the TALIS Instrument Development Expert Group. TALIS 2013 has a strong focus on teacher's professional environment, teaching conditions, and the impact on school and teacher effectiveness. TALIS 2013 will focus on teacher training and professional development, teachers' appraisal, school climate, school leadership, teachers' instructional approaches, and teachers' pedagogical practices.

The principal questionnaire is projected to take about 45 minutes to complete and the teacher questionnaire about 60 minutes. Both instruments can be administered to the participants online or by pencil and paper. All responses to the survey will only be used for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S.C., § 9573]. Teachers will respond to questions concerning background information, teacher continuous professional development, teacher appraisal, teaching practices, approaches, and attitudes, and finally school management, school climate, and job satisfaction. The Principal questionnaire will contain the following sections: personal background information, school background information, principal working conditions, school climate, school management, teacher appraisal and feedback, and teacher continuous professional development.

This request to OMB is to conduct the TALIS 2013 field trial and recruitment for the main study, as well as a 60-day waiver for the future submission for the main study data collection. The field trial data collection instruments included in this submission have received approval by the international consortium. The instruments included in this submission include all adaptations made to the international versions of the instruments, and are the versions that will be administered in the field trial in the United States.

A. JUSTIFICATION

A.1 Importance of Information

As part of a continuing cycle of international education studies, the United States, through the National Center for Education Statistics (NCES), is currently and in the coming years participating in several international assessments and surveys. The Teaching and Learning International Survey (TALIS), sponsored by the Organization for Economic Cooperation and Development (OECD), is one of these studies.

TALIS 2013 is part of the larger international program that NCES has actively participated in through collaboration with, and representation at, the OECD. Through this active participation, NCES has sought to strengthen the quality, consistency, and timeliness of international data. To continue this effort, the United States must follow through with well-organized and executed data gathering activities within our national boundaries. These efforts will allow NCES to build a data network that can provide the information necessary for informed decision-making on the part of national, state, and local policymakers.

TALIS is an international survey designed to provide useful policy information on teachers and schools to participating countries. The initial cycle of TALIS was administered in 2008 and was the first large-scale international survey of the teaching workforce, the conditions of teaching, and the learning environments of schools in participating countries. Participating countries will be able to learn from other countries facing similar challenges and to learn from other policy approaches. Responses from school principals and teachers cover subjects such as professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they received about their work; and various other school leadership, management, and workplace issues.

TALIS 2013 questionnaire development occurred between January and July of 2011. The pilot study was conducted in August 2011. (The United States did not participate in the pilot study.) The field trial will run from March through April 2012. The main study will occur in the Southern hemisphere from October through December 2012 and in the Northern hemisphere from March through May 2013. The initial report from the main study data collection is due to be released in June 2014.

A.2 Purposes and Uses of Data

The OECD launched the Education Indicators Project (INES) to help create a system of indicators for cross-national comparisons in education for the use of policy makers, consumers, and private industry. INES achieves its purpose by collecting and analyzing a set of key indicators for international comparison; providing an international forum for the exchange of methods and practices of developing and using education indicators for national policymakers; and contributing to evaluation methodology and developing more valid, reliable, and comprehensive indicators for use in policymaking. TALIS, as part of INES, has been designed to increase the international information available to OECD countries on teachers, teaching, and the impact that teachers can have on student learning. The overall objective of TALIS is to provide international indicators and policy-relevant analysis on teachers and teaching in order to help countries develop and review policies that create the conditions for effective schooling.

The TALIS 2013 administration will focus on the ISCED¹ Level 2 teacher workforce. ISCED Level 2 is also known as lower secondary education and usually lasts between 2 and 6 years, and begins around age 11. Middle school and junior high school (grades 7 through 9) in the United States are classified as ISCED Level 2. The administration of TALIS 2013 will include both classroom teachers of lower secondary education school programs as well as the principals of their schools. Teachers that teach in special needs-only schools, that teach exclusively adults, occasional or emergency teachers, or teachers who are on long-term leave and are not expected to be back teaching at the time of data collection will not be included in the sample. Very small schools and schools in remote areas may also be excluded.

A.3 Improved Information Technology (Reduction of Burden)

The TALIS 2013 design and procedures are prescribed internationally. Data collection involves participants completing a 45 minute questionnaire (principal) and a 60 minute questionnaire (teacher). In an attempt to reduce the amount of paper and printing costs, the TALIS survey instruments for the field trial and main study will be administered online, although paper versions will be made available to participants upon request.

A.4 Efforts to Identify Duplication

The United States has been conducting its own national survey of schools and school personnel called the Schools and Staffing Survey (SASS) since 1985. Additionally, the United States continues to conduct the National Assessment of Educational Progress (NAEP) program, which includes teacher and school questionnaires, and participate in several international assessments which have teacher and school questionnaires including the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), and the Program for International Student Assessment (PISA). The teacher and school questionnaires used in TALIS differ from these studies' questionnaires in several important ways.

SASS focuses on collecting foundational school and organizational teacher characteristics, such as teacher demand and shortage, teacher and administrator characteristics, school programs, general conditions in schools, perceptions of school climate, and problems in school, teacher compensation, and hiring practices. TALIS items, on the other hand, aim to form connections between these key mechanisms and highlight the underlying mechanisms driving teacher practice. More specifically, where SASS collects a large amount of information on a teacher's background, training, and in-field or out-of-field credentials, TALIS investigates other factors that may impact instructional practice such as items focused on instructional beliefs and the likelihood of utilizing various pedagogical strategies. Notably, TALIS also focuses on gathering the information necessary to make connections between teacher appraisal and feedback and the type, frequency, and duration of professional development opportunities teachers receive.

In addition to conceptual differences in item design, TALIS and SASS also differ in the measurement of items. In the areas where there is some overlap between these two survey instruments, the response

¹ International Standard Classification of Education (ISCED) of the UNESCO

categories for teachers are quite different and not interchangeable. For example, whereas the duration of professional development items in SASS focus on the number of *hours* spent in professional development activities, concentrating on a teacher's primary content area, TALIS focuses on the number of *days* spent in a variety of different professional development areas. Further, while SASS focuses on 12 month periods of inquiry, TALIS focuses on professional development over 18 months. Therefore, for both conceptual and measurement reasons, alternate sources for these data do not exist.

The studies NAEP, TIMSS, PIRLS, and PISA do have teacher and school questionnaires, but their focus is student achievement in concentrated subject areas. NAEP collects information about teachers' backgrounds and instructional practices as they relate to student achievement, and also investigates the relationship between students' achievement and various school and teacher factors that may influence this achievement. TIMSS seeks information about teachers' background, instructional practices, and attitudes toward teaching a specific subject (mathematics or science). PIRLS intends to supply information about teacher backgrounds, classroom resources, and instructional materials for teaching reading. PISA does not intend to provide direct information about improving instructional practice in the classroom, but its focus is background information related to general school context.

TALIS focuses on six themes motivated by current theory and research, including:

- Continuous Professional Development: the profile of in-service professional development (types of activities, participation rates, intensity of participation, mentoring and induction programs); the needs and demands for in-service professional development; barriers preventing participation in in-service professional development; the perceived impact of in-service professional development; and initial teacher education.
- Teacher Appraisal: the profile of teacher appraisal (frequency, criteria, outcomes); and the perceptions of the effectiveness and impact of teacher appraisal (focusing on the impact on pedagogical aspects of teachers' work).
- School Leadership: the profile of school leadership and management styles (including indicators on the roles and functions of school leaders); and distributed/team leadership.
- School Climate and Ethos: disciplinary climate; teacher-student relations; the profile of teachers' working time; and parent-teacher and parent-school relations.
- Teachers Instructional Beliefs: the profile of teachers' beliefs about teaching; about teachers and principals' perceptions about contextual, school, and classroom conditions that affect school and teachers' effectiveness; teachers' beliefs about student assessment practices.
- Teachers Pedagogical and Professional Practices: the profile of teaching practices; the profile of cooperation among teaching staff; teaching special education needs students; the pedagogical use of technology (while ensuring there is no overlap with PISA); and the profile of student assessment practices.

Background on the theoretical and research-based rationale for collecting data under these themes is outlined in Supporting Statement Part C. The results of TALIS will inform education policy and spur further investigation into differences within and between countries. Alternate sources for these data do not exist. This submission represents the U.S. participation in an international study involving 32 countries in TALIS 2013. The United States must collect the same information at the same time as the other nations

for purposes of making international comparisons. No other study in the United States will be using the instruments developed by the international sponsoring organization, and thus no alternative sources of comparable data are available.

In order to participate in the international study, the United States must agree to administer the same core instruments that will be administered in the other countries. Because the items measuring the teaching workforce, the conditions of teaching, and the learning environments of schools have been developed with intensive international coordination, any changes to the TALIS 2013 instruments would also require international coordination. Thus, opportunities to impact the survey instruments are limited to key international dates. The next opportunity to discuss changes to the instruments will be after the field trial, during the summer of 2012.

A.5 Minimizing Burden for Small Entities

No small entities are part of this sample. The school sample for TALIS will contain small-, medium-, and large-size schools from a wide range of school types, including private schools, and burden will be minimized wherever possible for all institutions participating in the data collection. In addition, contractor staff will assume as much of the organization and survey administration as possible within each school.

A.6 Frequency of Data Collection

Although this is the first administration of TALIS in which the United States has participated, the survey is conducted on a 5-year cycle, as prescribed by the international sponsoring organization, and adherence to this schedule is necessary to establish consistency in survey operations among the many participating countries.

A.7 Special Circumstances

No special circumstances exist in the data collection plan for TALIS 2013 field trial that would necessitate unique or unusual manners of data collection. None of the special circumstances identified in the Instructions for Supporting Statement applies to the TALIS 2013 field trial.

A.8 Consultations Outside NCEs

The 60-day Federal Register notice was published on August 10, 2011 (76 FR, No. 154, p. 49459). No public comments were received in response to this notice.

Consultations outside NCEs have been extensive and will continue throughout the life of the project. The nature of the study requires this, because international studies typically are developed as a cooperative enterprise involving all participating countries. Through Maureen McLaughlin, Director of ED's International Affairs Office, NCEs has worked with representatives from the National Education Association (NEA) and the American Federation of Teachers (AFT) to review and comment on the survey instruments and framework. TALIS 2013 is being developed and operated, under the auspices of the OECD, by a consortium of organizations.

A.9 Payments or Gifts to Respondents

School and teacher participation is vital to reaching the international standard for the target sample size needed for a country to be a part of the study. The TALIS 2013 field trial will include a sample size of 20 schools with 1 school administrator and a random sample of 10 teachers from each participating school. The field trial will be conducted in two states (TBD) where we have traditionally not had difficulty gaining school cooperation. The TALIS 2013 main study will include a sample size of 275 schools (of which we anticipate 200 will agree to participate) with 1 school administrator and a random sample of up to 30 teachers from each participating school (the number of teachers in each participating school will vary depending on the total number of eligible ISCED Level 2 teachers on the faculty; most schools will have fewer than 30 teachers who will be asked to participate, but in no circumstance will more than 30 teachers be asked to participate in any sampled school). Each participating school, i.e. in which the principal or assistant principal completes a questionnaire, will receive \$50. Each teacher who completes a questionnaire will receive \$20, and the school coordinator will receive \$50 (see Table A.1). These incentives are similar to those provided in recent international studies, such as TIMSS and PIRLS (OMB 1850-0645) and are meant to assure both the required response rate among and within schools. The number of recipients of each incentive level/type shown in Table A.1 reflect the anticipated final sample size in the United States, *after* accounting for refusals.

The school coordinators are an integral part of the success of TALIS in schools. While we try to minimize their burden, they are our link to the school and teachers. We want to limit as much as we can the possibility of the school coordinator feeling burdened or unrewarded for their time and effort.

Table A-1. Payments to respondents for TALIS 2013 field trial and main study

Recipient	Number of Recipients	Amount per Recipient	Total
Field Trial			
School administrator	up to 20	\$50	up to \$ 1,000
School coordinator	up to 20	50	1,000
Teacher	up to 200	20	4,000
Main Study			
School administrator	up to 200	\$50	up to \$ 10,000
School coordinator	up to 200	50	10,000
Teacher	up to 4,000	20	80,000

A.10 Assurance of Confidentiality

The TALIS 2013 plan for protecting the security and confidentiality of data conforms with the following federal regulations and policies: the Privacy Act of 1974 (5 U.S.C. 20, § 552a), Privacy Act Regulations (34 CFR Part 5b), the Education Sciences Reform Act of 2002 (ESRA 2002: 20 U.S.C., § 9573), the Computer Security Act of 1987, NCES Restricted-Use Data Procedures Manual, and the NCES Statistical Standards.

The plan for maintaining confidentiality includes signed confidentiality agreements and notarized nondisclosure affidavits obtained from all personnel who will have access to individually identifiable data (Exhibit A.1). Also included in the plan is personnel training regarding the meaning of confidentiality, particularly as it relates to handling requests for information and providing assurance to respondents about the protection of their responses; controlled and protected access to computer files under the control of a single data base manager; built-in safeguards concerning status monitoring and receipt control systems; and a secured and operator-manned in-house computing facility.

Letters and other materials will be sent to school administrators and teachers describing the voluntary nature of this survey. The materials sent will describe the study and convey the extent to which respondents and their responses will be kept confidential (copies of letters and other recruitment materials to be used are included in Supporting Statement Part D). The statement about confidentiality on the survey instruments will be based on the statement included in the FAQ (Part D) under the section: “What will happen with the collected data?” The following statement will appear on the front cover of the questionnaires and the opening screen of the online data collection system. The principal questionnaire will include wording that indicates it will take approximately 45 minutes to complete; the teacher questionnaire will include wording that indicates it will take approximately 60 minutes to complete:

U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. All information you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

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 voluntary information collection is [OMB 1850-XXXX]. The time required to complete this information collection is estimated to average [60/45] minutes per response, including the time 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 the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics, U.S. Department of Education, 1990 K St, NW, Washington, D.C. 20006.

Data files, accompanying software, and documentation for TALIS 2013 field trial and main study will be delivered to NCES at the end of the project. No school names or addresses will be included in these files or documentation. Data from the field trial will not be used for reporting purposes (there will be no data files for the field trial); it will be used to determine the validity and reliability of the items and instruments in preparation for the main study. Data from the main study will be used by NCES to produce a U.S. national report based on TALIS findings. It will be released at the same time as the international report from the OECD in June 2014.

NCES understands the legal and ethical need to protect the privacy of the TALIS respondents and has extensive experience in developing data files for release that meet the government’s requirements to protect individually identifiable data from disclosure. The contractor will conduct a thorough disclosure analysis of the TALIS 2013 main study data when preparing the data files for use by researchers. There will be no data files for the field trial; only for the main study. This analysis will ensure that NCES has

fully complied with the confidentiality provisions contained in 20 U.S.C. To protect the privacy of respondents as required by 20 U.S.C., schools with high disclosure risk will be identified, and a variety of masking strategies will be used to ensure that individuals may not be identified from the data files. These masking strategies include swapping data and omitting key identification variables (i.e., school name and address) from both the public- and restricted-use files (though the restricted-use file will include an NCES school ID that can be linked to other NCES databases that identify schools); omitting key identification variables such as state or ZIP Code from the public-use file; and collapsing categories or developing categories for continuous variables to retain information for analytic purposes while preserving confidentiality in public-use files.

Exhibit A.1. Affidavit of Nondisclosure

Affidavit of Nondisclosure

(Job Title)

(Date Assigned to Work with NCES Data)

(Organization, State or Local Agency Name)

(Organization or Agency Address)

Teaching and Learning International Survey (TALIS) _____

(NCES Individually Identifiable Data)

I, _____, do solemnly swear (or affirm) that I will not –

- (i) make any disclosure or publication whereby a sample unit or survey respondent (including students and schools) could be identified or the data furnished by or related to any particular person or school under these sections could be identified;
- (ii) or use or reveal any individually identifiable information furnished, acquired, retrieved or assembled by me or others, under the provisions of the Education Sciences Reform Act of 2002 (20 U.S.C. § 9573) for any purpose other than statistical purposes specified in the NCES survey, project, or contract.

(Signature)

[The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word "swear" should be stricken out when a person elects to affirm the affidavit rather than to swear to it.]

A.11 Sensitive Questions

Federal regulations governing the administration of questions that might be viewed by some as “sensitive” because of their requirement for personal or private information, require (a) clear documentation of the need for such information as it relates to the primary purpose of the study, (b) provisions to respondents that clearly inform them of the voluntary nature of participation in the study, and (c) assurances of confidential treatment of responses.

TALIS 2013 field trial does not include questions usually considered to be of a highly sensitive nature, such as items concerning religion, substance abuse, or sexual activity. There is no indication that items of a sensitive nature will be included in the main study either.

A.12 Estimates of Burden

The burden to respondents for the TALIS 2013 field trial is calculated for the estimated time required of school staff (school administrator, school coordinators and teachers) to complete recruitment, pre-survey, and survey activities (see Table A.2). Table A.2 presents burden for the field trial sample in 20 schools. Survey participation includes the time involved to complete teacher and school administrator questionnaires. Recruitment and pre-survey activities include the time involved to decide who will distribute questionnaire to the school administrators and teachers.

The average response burden of 281 hours for schools in the field trial sample is based on a 45 minute school questionnaire for 17 school administrators which includes 15 minutes for instructions; 60 minute teacher questionnaire for 170 teachers which includes 15 minutes for instructions; 90 minutes for 20 school administrators during the recruitment process (all sampled schools); and an average of 4 hours for 17 school coordinators to coordinate logistics with the data collection contractor, supply a list of eligible teachers, and encourage teachers to participate in the survey.

Table A-2. Burden estimates for TALIS 2013 field trial

	Sample	Expected response rate	Number of respondents	Number of responses	Per respondent (minutes)	Total burden (hours)
Survey Participation						
School administrator	20	0.85	17	17	45	13
Teacher	200	0.85	170	170	60	170
Recruitment and Pre-Survey Activity						
School administrator	20	1.00	20	20	90	30
School coordinator	20	0.85	17	17	240	68
Total Burden Field Trial			207	224		281

The burden to respondents for the TALIS 2013 main study is calculated for the estimated time required of school staff (school administrator, school coordinators, and teachers) to complete recruitment, pre-survey, and survey activities (see Table A.3). Table A.3 presents burden for the main study sample in 275

schools. Survey participation includes the time involved to complete teacher and school administrator questionnaires. Recruitment and pre-survey activities include the time involved to decide who will distribute questionnaire to the school administrators and teachers.

The average response burden of 5,462.5 hours for schools in the main study sample is based on a 45 minute school questionnaire for 234 school administrators which includes 15 minutes for instructions; 60 minute teacher questionnaire for 4,000 teachers which includes 15 minutes for instructions; 90 minutes for 234 school administrators during the recruitment process (all sampled schools); and an average of 4 hours for 234 school coordinators to coordinate logistics with the data collection contractor, supply a list of eligible teachers, and encourage teachers to participate in the survey.

Table A-3. Burden estimates for TALIS 2013 main study

	Sample	Expected response rate	Number of respondents	Number of responses	Per respondent (minutes)	Total burden (hours)
Survey Participation						
School administrator	275	0.85	234	234	45	175.5
Teacher	4,700	0.85	4,000	4,000	60	4,000
Recruitment and Pre-Survey Activity						
School administrator	234	1.00	234	234	90	351
School coordinator	234	1.00	234	234	240	936
Recruitment Total Burden			468	468		1,287
Total Burden Main Study			4,702	4,702	435	5,462.50

A.13 Total Annual Cost Burden

Other than the burden associated with completing the TALIS questionnaires (estimated above in Section A.12), the field trial imposes no additional cost to respondents.

A.14 Annualized Cost to Federal Government

The total cost to the Federal Government for conducting the TALIS 2013 field trial as described in the current request is estimated to be \$175,000. This is based on an estimated national data collection contract valued at \$1,000,000 over 3 years, from October 2011 to October 2014. (The national contract has not yet been finalized.) These figures include all direct and indirect costs of the project, and are based on the United States administering the paper and pencil and online options.

A.15 Program Changes or Adjustments

The apparent increase in respondent burden is due to the fact that this is a new data collection.

A.16 Plans for Tabulation and Publication

For the TALIS 2013 field trial there will be no published report of the findings. For the main study, an analysis of the U.S. and international data will be undertaken to provide for an understanding of the U.S. national results in relation to the international results. Based on proposed analyses of the international data set by Statistics Canada, and the need for NCES to report results from the perspective of an U.S. constituency, a plan is being prepared for the statistical analysis of the U.S. national data set as compared to the international data set. Analysis of data will include examinations of the survey instruments of U.S. teachers and school principals in relation to their international counterparts. All reports and publications will be coordinated with the release of information from the international organizing body. Planned publications and reports for the TALIS 2013 main study include the following:

General Audience Report. This report will present information on the status of the teaching workforce, the conditions of teaching, and the learning environments of schools in the United States in comparison to the other international participants, written for a non-specialist, general U.S. audience. This report will present the results of analyses in a clear and non-technical way, conveying how U.S. results compare on the international stage, and what factors, if any, may be associated with the U.S. results.

Survey Operations/Technical Report. This document will document the procedures used in the main study (e.g., sampling, recruitment, data collection, scoring, weighting, and imputation) and describe any problems encountered and the contractor’s response to them. The primary purpose of the main study survey operations/technical report is to document those steps taken by the United States in undertaking and completing the study. This report will include an analysis of non-response bias, which will assess the presence and extent of bias due to nonresponse. Selected characteristics of respondent teachers and schools will be compared with those of non-respondent schools and teachers to provide information on whether and how they differ from respondents along dimensions for which we have data for the nonresponding units, as required by NCES standards.

Electronic versions of each publication will be made available on the NCES website. Schedules for tabulation and publication of TALIS 2013 results in the United States are dependent upon receiving data files from the international sponsoring organization. The expected data collection dates and a tentative reporting schedule are as follows:

August 2011	Pilot study (the United States will not participate in the pilot study)
March – April 2012	Collect field trial data
May 2012	Deliver raw field trail data to international sponsoring organization
June – July 2012	Receive Field Trial Report from international sponsors / Recruit schools for the main study
March – May 2013	Collect main study data
November – December 2013	Receive final data files from international sponsors
February – June 2014	Produce General Audience Report, Survey Operations/Technical Report for the United States

A.17 Display OMB Expiration Date

The OMB expiration date will be displayed on all data collection and recruitment materials.

A.18 Exceptions to Certification Statement

No exceptions are requested to the "Certification for Paperwork Reduction Act Submissions" of OMB Form 83-I.