TEACHER FOLLOW-UP SURVEY (TFS:2013)

AND

PRINCIPAL FOLLOW-UP SURVEY (PFS:2013)

2013

TO THE 2011–12 SCHOOLS AND STAFFING SURVEY (SASS:2012)

OMB SUPPORTING STATEMENT

PART B & C

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PART B. COLLECTION OF INFORMATION EMPLOYING STATISTICAL METHODS

## **1. Respondent Universe**

**Background on the SASS:2012 sample**

The 2011–2012 SASS sample was a two-stage stratified sample. The schools were sampled first and then teachers were selected within each sampled school. Public schools were first classified by school type (public schools in Florida, Maryland, Nevada, and West Virginia/all other traditional public schools/all other public charter schools). Public schools in Florida, Maryland, Nevada, and West Virginia were first stratified by state, school district and then grade levels (primary/middle/high/combined). All other traditional public schools were stratified by state and by four grade levels (primary/middle/high/combined). Public charter schools were stratified by state or state group and three grade levels (elementary, secondary, and combined). Sampled public schools were selected probability proportional to size (PPS), with size measure the square root of the number of teachers in the school within each of the public school strata. Within each sampled traditional public school stratum, an average of three to nine teachers was selected per school depending upon grade range and state. For public charter schools, the average expected number of teachers selected was 3.8, 7.5, and 7.5 for elementary, secondary, and combined schools, respectively.

For private schools, the first level of stratification was school affiliation (11 groups). Within each affiliation, schools were stratified by grade level (elementary, secondary, and combined schools) and the four Census regions (Northeast, Midwest, South, and West).

Sampled private schools were selected probability proportional to size, with size measure the square root of the number of teachers in a school within each of the private school strata. Within each sampled private school stratum, the average expected number of teacher sample size was 3.8, 4.7, and 2.8 for elementary, secondary, and combined schools, respectively.

Along with the names of their teachers, the sampled schools or their school districts were asked to provide the following descriptive characteristics of each teacher:

* Teacher experience: teachers in their 1st year of teaching were classified as beginning; those in their 2nd or 3rd year of teaching were classified as early career; teachers with 4–19 years of experience were classified as mid-career; and teachers with 20 or more years of teaching were classified as highly experienced;
* Teaching status: part-time or full-time; and
* Subject matter taught: teachers were classified as special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other.

The above information for each teacher in a selected SASS school comprised the teacher sampling frame. Within each selected school, teachers were stratified as follows:

1. Beginning and early career;
2. Mid-career;
3. Highly experienced.

Beginning and early career teachers were oversampled to ensure that there would be enough of these teachers in both the 2011–12 SASS and the 2012–13 Teacher Follow-up Survey because of their importance to analysis. These teachers were oversampled by a factor of 1.5.

There was also systematic sampling, with teacher subject as a sort variable. The following table shows a summary of the SASS:2012 allocated sample sizes:

|  |  |  |  |
| --- | --- | --- | --- |
| Public/ private status | District | School | Teacher |
| Public | 5,714 | 11,000 | 48,353 |
| Private | ----- | 3,000 | 8,231 |

**Teacher Follow-up Survey (TFS) Sample Design**

The 2012–2013 Teacher Follow-up Survey (TFS:2013) sample will be a subsample from the SASS:2012 teacher sample. The TFS:2013 sample is a random subsample from the SASS:2012 teacher sample and, as such, a probability sample similarly to SASS:2012.

A total of 7,000 teachers will be selected according to a stratified design similar to earlier TFS collections and based on information obtained from the SASS schools about the status of the SASS:2012 respondents. The TFS:2013 sample will include former teachers (SASS teachers who have left the teaching profession), current teachers (SASS teachers who have remained in the teaching profession), and teachers who have left their 2011–2012 school, but for whom there is no information available (the ‘unknown’ group). The current teachers group is further stratified into two groups: those who remained in the school they were teaching in 2011–2012 and those who moved to different schools. This design provides analytic data on teachers who stay, move, or leave the teaching profession. (Note: status for each SASS teacher is determined through a Teacher Status Form sent to the school in the fall of 2012).

Teachers will be further stratified by factors known about the teacher from the SASS year, including sector (traditional public, public charter, and private), grade level (primary, middle, and high schools for public and charter schools, and elementary and secondary schools for private schools), experience level (1 year, 2 years, 3 years, 4-5 years, and 6+ years of teaching), and race/ethnicity within public schools (Hispanic, black non-Hispanic, and other). Grade level is based on the teacher’s grade level, but school grade level is used as the second choice if the teacher teaches in more than one grade level.

Within the explicit strata, there will be systematic sampling with a designated sort order. The sort variables include teacher subject, Census region, urbanicity, school enrollment, and for private school teachers type of private school.

Teachers will be selected within each stratum using a probability proportional to size sampling procedure. The measure of size will be the SASS:2012 final teacher weight. This essentially ‘reverses’ the probability of selection of the teacher in SASS, and results in a self-weighting sample within each teacher stratum. This will maximize the efficiency of the TFS sample.

The table below presents target sample sizes for important teacher categories. Note that charter school teachers are oversampled. This will be done to reduce the coefficient of variation (CV) for charter school estimates to 20 percent. Movers, leavers, and teachers with unknown status are also oversampled, with leavers receiving a particularly high sampling rate. This is done to increase the precision for analyses of these important subgroups. The breakdown of stayers, movers, leavers, and ‘unknown’ teachers in public, charter, and private schools is as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Status** | **Sector** | | | |
| **Public** | **Charter** | **Private** | **Total** |
| Stayer | 1,384 (0.044) | 213 (0.113) | 483 (0.093) | 2,080 |
| Mover | 1,452 (0.47) | 192 (0.86) | 185 (0.42) | 1,829 |
| Leaver | 1,509 (0.90) | 82 (0.86) | 353 (0.78) | 1,944 |
| Unknown | 739 (0.61) | 229 (0.86) | 179 (0.50) | 1,147 |
| Total | 5,084 | 716 | 1,200 | 7,000 |

Note: The number in parentheses is the estimated sampling rate for each cell.

Within these target sample sizes, oversampling is also done to increase the reliability of estimates for Hispanic and black non-Hispanic teachers in public schools, and teachers with 1-5 years’ experience. The oversampling factor for each category is chosen to reduce the expected CVs to 15 percent for Hispanic and black non-Hispanic teachers of public schools and to 18 percent for teachers with 1-5 years’ experience. The oversampling factor for black and Hispanic teachers is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Status** | **Sector** | | |
| **Public** | **Charter** | **Private** |
| Stayer | - | - | - |
| Mover | 2.25 | Take all | - |
| Leaver | Take all | Take all | - |
| Unknown | 2.25 | Take all | - |

Note: “-” indicates that oversampling is not done in the cell.

The oversampling factor for teachers with 1-5 years’ experience is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Status** | **Sector** | | |
| **Public** | **Charter** | **Private** |
| Leaver | Take all | Take all | Take all |
| Unknown | 1.3 | 1.3 | 1.3 |

Note that the larger sampling rates take effect for Hispanic and black non-Hispanic leaver or ‘unknown’ teachers with 1-5 years’ experience.

**Principal Follow-Up Survey (PFS) Sample Design and Validation Study Sample Design**

The PFS:2013 will be sent to all schools whose principals responded to the SASS:2012 Principal Questionnaire, so no sampling is required for the main data collection effort. However, PFS:2013 also includes a validation component designed to research the accuracy of self-reported principal follow-up status versus that of proxy reports for the SASS principal’s status in the follow-up year. The greatest accuracy is achieved by having the principal supply the follow-up information, but the purpose of the validation study is to assess the accuracy of the non-self-reported status data. This validation component is designed to test the reliability of responses received from schools by comparing these responses to information obtained from school websites or directly from the 2011–12 principals. The data collection procedures for this component are described in section 2b of this document (Supporting Statement Part B).

A sample of 800 cases will be distributed evenly among the validation groups defined below. The sample will be selected and contacted on a weekly flow basis as PFS-1(A/B) forms are returned.

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Definition** | **Assigned when:** | **Validation** |
| 1 | From PFS-1(A/B) or (A/B)T - 2011–12 Principal self-reports or proxy reports still working as Principal of this school - Stayer | PFS-1(A/B) or (A/B)T, answer category:  20 - **Still working as Principal of this school/Still working as School Head/Principal of this school** | PFS-1(A/B) or (A/B)T cases are eligible for validation.  Validation will be via the internet verification from school website. |
| 2 | From PFS-1(A/B) or (A/B)T – Proxy reports 2011–12 Principal is still working as a Principal, but not at this school – Mover | PFS-1(A/B) or (A/B)T, answer categories:  24 - **Working as a principal, but in a different public school/Working as a principal, but in a public school** OR  25 - **Working as a principal, but in a private school/Working as a principal, but in a different private school**  OR  PFS-1(A/B)T, answer category:  38 – **Still working as a Principal, but not at this school – unknown if public or private** | PFS-1(A/B) and (A/B)T cases are eligible for validation.  Validation will be through PFS-1 (C/D) or (C/D)T. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Definition** | **Assigned when:** | **Validation** |
| 3 | From PFS-1(A/B) or (A/B) T - Proxy reports 2011–12 Principal is still working in a K-12 school, but not as a Principal – Leaver | PFS-1(A/B) or (A/B)T, answer categories:  26 - **Working in this school, but not as Principal**  OR  27 – **Working in a different public school, but not as Principal/Working in a public school, but not as Principal**  OR  28 – **Working in a private school, but not a Principal/Working in a different private school, but not as Principal**  OR  PFS-1(A/B)T, answer category:  39 – **Left school, still working in a K-12 school, but not as Principal – unknown if public or private** | PFS-1(A/B) and (A/B)T cases are eligible for validation.  Validation will be through PFS-1 (C/D) or (C/D)T. |
| 4 | From PFS-1(A/B) or (A/B)T - Proxy reports 2011–12 Principal is still working in K-12 Education, but not in a K-12 school – Leaver | PFS-1(A/B/C/D) or (A/B/C/D)T, answer categories:  29 – **Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator**  OR  30 – **Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator**  OR  31 – **Working at a job associated with K-12 education, but not directly associated with any schools or school system**  OR  PFS-1(A/B/C/D)T, answer category:  40 – **Still working in K-12 education, but not in a K-12 school – position unknown** | PFS-1(A/B) and (A/B)T cases are eligible for validation.  Validation will be through PFS-1 (C/D) or (C/D)T. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Definition** | **Assigned when:** | **Validation** |
| 5 | From PFS-1(A/B) or (A/B)T - Proxy reports 2011–12 Principal is working at a job outside of K-12 Education – Leaver | PFS-1(A/B) or (A/B)T, answer category:  32 - **Working at a job outside of K-12 Education**  OR  PFS-1(A/B)T, answer category:  41 – **Left school, working – unknown if related to K-12 education** | PFS-1(A/B) or (A/B)T cases are eligible for validation.  Validation will be through PFS-1 (C/D) or (C/D)T. |
| 6 | From PFS-1(A/B) or (A/B)T - Proxy reports 2011–12 Principal status as “Other” | PFS-1(A/B) or (A/B)T, answer categories:  33 – **Retired**  OR  34 – **On leave**  OR  35 – **Deceased**  OR  36 – **Other, specify**  OR  PFS-1(A/B)T, answer category:  37 – **Left school – status unknown** | PFS-1(A/B) and (A/B)T cases are eligible for validation; however, PFS-1(A/B) or (A/B)T cases that report Deceased are not eligible for validation by direct contact. Validation will be attempted by Internet search of death notices/obituary.  Validation for answer categories 33, 34, 36, and 37 will be through PFS-1(C/D) or (C/D)T. |

**2. Procedures for Collection of Information**

**2a. TFS:2013 Procedures for Collection of Information**

Based on Teacher Status Forms completed by sampled schools in fall 2012 (OMB No. 1850-0598 v.8), Census Bureau staff will select the sample of teachers for the TFS:2013 and prepare materials for data collection.

In the SASS:2012, teachers were asked to provide the following information:

* Name
* Spouse’s name
* Home address
* Home telephone number and in whose name it’s listed
* Most convenient time to reach her/him
* Work email address
* Home email address
* Similar information for two other people who would know where to get in touch with her/him.

Prior to the start of data collection, staff will conduct research in order to obtain contact information (i.e., home address and telephone number) for teachers who provided incomplete or no contact information in the SASS interview. Staff will first use any contact information provided (e.g., telephone number, partial address, contact person’s information) from the SASS questionnaire to attempt to complete the address of the sample member. If no contact information was provided, staff will utilize sources such as the white or yellow pages, Internet searches, and other address and phone number databases.

Data collection will begin in January 2013. The first contact with sampled teachers will be through mail (and email, if email addresses are available). If home addresses were not provided in SASS:2012 or cannot be obtained, the SASS school address will be used as the address. Each letter will be customized and will provide the sampled teacher with a username and password to access the web-based instrument. The letter also will explain the purpose of the survey and include a statement of authority and will discuss NCES’ policy on protecting personal information. Packages for Amish and Mennonite teachers will include a paper questionnaire. About two weeks later, nonrespondents will be sent a second letter (or email, if email addresses are available). Throughout data collection, research will be conducted, as needed, to find current addresses and emails for sampled teachers whose letters and emails are returned as undeliverable.

Starting in February 2013, telephone reminders will be made to those teachers who have not yet responded to the web-based collection. Every effort will be made to encourage self-administered web-based participation. However, telephone interviewers will be able to log into the web-based instrument and use it much like a CATI (computer-assisted-telephone-interview) instrument. Throughout the data collection period, teachers requesting a hardcopy questionnaire will be sent one.

In mid-April 2013, all nonrespondents will be sent a hardcopy questionnaire—the version deemed to be appropriate given known information about status (current vs. former teacher). A second round of telephone follow-up along with a second mailing of paper questionnaires to nonrespondents will be conducted in May. Data collection will end in early July 2013.

**Nonresponse Issue**

The Teacher Follow-up Survey was designed from its inception to sample only from the respondents to SASS in the prior year. It is possible to sample teachers for TFS from the pool of teachers initially selected for SASS rather than only from those who responded to SASS. By not sampling teachers from the nonresponse stratum, potential biases may be introduced into TFS. When considering unit nonresponse for the previous administration of SASS, there was no evidence to point to a substantial bias in teacher response rates in SASS estimates.

The main purpose of TFS is to measure various characteristics collected on SASS of teachers who move, leave, or stay in the teaching profession the following year. If SASS nonrespondents were to be contacted for the Teacher Follow-up Survey, there are several methodological problems that would need to be solved: 1) there would be no prior year data, so all of the SASS teacher questionnaire items would have to be asked retrospectively of the teacher before the TFS could be administered; 2) if the teacher was determined to be out-of-scope for SASS, then there would be no TFS interview and a sampling adjustment would be required; and 3) if the teacher was in-scope for SASS but out-of-scope for TFS (if the teacher moves out of the country or dies), then that would also require some adjustment of the sampling weights. Logistically, trying to combine prior-year SASS interviewing with current-year TFS interviewing is a complication that would delay the field data collection because it would likely take longer to wrap up the nonresponding SASS cases. For these reasons, TFS teachers will be sampled from responding SASS teachers only.

A response rate of approximately 85 percent (base-weighted) can be expected from the leavers after follow up, and a response rate of about 88 percent (base-weighted) can be expected from stayers and movers after follow-up, based on the prior administration of TFS.

**2b. PFS:2013 Procedures for Collection of Information**

In March 2013, Census Bureau staff will mail the PFS-1(A/B)[[1]](#footnote-1) to all schools to collect the current occupational status of the 2011–12 principal. Non-responding schools will be sent a reminder letter along with a second copy of the PFS-1 (A/B) two weeks after the initial mailing. Those schools that are still non-responsive three weeks after Mailing 2 will receive a telephone call. The telephone center staff will follow-up by telephone to collect the occupational status of the 2011–12 principal. The telephone center staff will first ask school office staff for the occupational status of the 2011–12 principal. If the office staff is unable to provide the information, telephone center staff will ask to speak with the current school principal.

For non-responding schools or schools that were unable to report the principal’s status, Census Bureau staff will mail a modified version of the Principal Status Form (PFS-1(C/D)) to the 2011–12 principal at his or her home address (if reported in SASS). The modifications tailor the form to the previous years’ principal rather than the school staff. This mailing will begin in May 2013. Non-responding principals will be sent a reminder email one week after the initial mailing if the email address is known. Telephone center staff will follow-up by telephone to collect the occupational status of the non-responding principal two weeks after the email reminder is sent. Those who are still non-responsive will receive a second email reminder approximately one week after the phone call.

In instances where the 2011–12 principal did not provide his or her home address in SASS, but did provide an email address, the Census Bureau will make an initial contact via email, requesting that the principal call the telephone center to report his or her occupational status. These emails will be sent in May 2013. Telephone center staff will follow-up by telephone to collect the occupational status of the non-responding principal two weeks after the initial email is sent. Those who are still non-responsive will receive a second email reminder approximately one week after the phone call. A response rate in the approximate range of 90-92 percent is expected based on the prior administration of PFS and early estimates of school-level participation in the 2011–12 SASS.

**Validation Study**

The purpose of the validation study is to research the accuracy of self-reported principal follow-up status versus that of proxy reports for the SASS principal’s status in the follow-up year. The greatest accuracy is achieved by having the principal supply the follow-up information, but the purpose of the validation study is to assess the accuracy of the non-self-reported status data. The validation study will compare a subset of proxy responses to self-reports for principals who moved or left the previous year’s SASS school. A sample of cases will be selected for validation as the PFS-1(A/B) forms are received. Each PFS-1(A/B) will be classified into one of six groups. A sample from each group will be selected on a weekly basis. Following the design presented in section B.1, Census staff will either verify that the principal is still working as a principal at the school by searching the school’s website, or, in instances where the principal is a mover, leaver, or other, Census will contact the principal directly.

For the website verification, staff will verify that the website is correct for the sample school by verifying the school’s name and address against the database. Staff will attempt to find the principal’s name on the website and assign a code that indicates whether the name of the current principal matches the name of the 2011–12 SASS principal. Cases will be coded as a match (last name, as well as first name or initial, if provided in both instances, is the same), possible match (last name is the same, but the first name or initial is not; or, if female, the first name is the same but the last name is different), or non-match (neither first nor last name matches). Additional web searches will be performed by Census staff for cases coded as “possible match” to determine whether the difference in the name provided in the 2011–12 SASS and the name on the school’s website can be explained (e.g., marriage announcement, abbreviations of names used in other school materials, etc.).

The direct validation operation (when the 2011–12 principal is no longer the current principal of the school) consists of an initial mail-out to the Principal and a telephone follow-up to non-respondents. Follow-up email(s) may be utilized if they are deemed necessary and feasible. The initial mail-out to the Principal will contain:

* A letter which explains that we’ve contacted their 2011–12 school for their current occupational status and as part of a validation study, we’d like them to self-report their current occupational status, and
* A PFS-1(C/D) to report their current occupational status.

**3. Methods for Maximizing Response Rates**

A variety of procedures will be employed to maximize response rates at both the level of the responding unit (i.e., sample member) and at the level of the individual survey items in each survey questionnaire.

The entire survey process, starting with securing research cooperation from key public and private school groups and individual sample members and continuing throughout the distribution and collection of individual questionnaires, is designed to increase survey response rates. In addition, NCES believes that the following four elements of the data collection plan, in particular, will contribute to the overall success of the survey and will enhance the response rates.

**3a. Endorsements from key public and private school groups**

The level of interest and cooperation demonstrated by key groups can often greatly influence the degree of participation of survey respondents. Endorsements are viewed as a critical factor in soliciting cooperation from state and local education officials for obtaining high participation rates in the private sector. The TFS has been endorsed by the following organizations or agencies:

American Association of School Administrators

American Federation of Teachers

American Montessori Society

Association of Christian Schools International

Association of Christian Teachers and Schools

Association of Supervision and Curriculum Development

Association of Waldorf Schools of North America

Christian Schools International

Council for American Private Education

Council of Chief State School Officers

Evangelical Lutheran Church in America

Friends Council on Education

General Conference of Seventh-Day Adventists

Islamic School League of America

Jesuit Secondary Education Association

Jewish Community Day School Network

Jewish Education Services of North America

Lutheran Church-Missouri Synod

National Association of Elementary School Principals

National Association of Episcopal Schools

National Association of Independent Schools

National Association of Private Special Education Centers

National Association of Secondary School Principals

National Catholic Educational Association

National Christian School Association

National Coalition of Girls’ Schools

National Education Association

National Council for Private School Accreditation

National Independent Private Schools Association

Oral Roberts University Educational Fellowship

Solomon Schechter Day Schools

Southern Baptist Association of Christian Schools

The Association of Boarding Schools

Torah Umesorah – National Society for Hebrew Day Schools

Toussaint Institute

U.S. Conference of Catholic Bishops

Wisconsin Evangelical Lutheran Synod

The PFS has been endorsed by the following organizations or agencies:

American Association of School Administrators

American Federation of Teachers

National Association of Elementary School Principals

National Association of Secondary School Principals

**3b. Stressing the importance of the survey and the respondents’ participation in it**

Official letters (initial and follow-up) from our NCES Commissioner will motivate respondents to return their surveys. Knowledge of support by various respected affiliations and organizations is intended to increase the respondent’s perception of the importance of the survey. The additional personalization of survey materials (e.g., cover letters and survey packets with names) is expected to have a positive effect on the response rates.

**3c. Extensive follow-up (by mail, email, and telephone) of non-respondents**

For the TFS, the Census Bureau will use a variety of techniques to increase response levels including:

(a) Using mixed survey modes— self-administered web-based, telephone interviewer-assisted web-based, and self-administered mail instruments, as needed, to miximize response levels.

(b) Allocating adequate time and resources to respondent tracking efforts to ensure that a high percentage of movers and leavers are successfully located and surveyed. A variety of techniques will be employed to locate survey respondents. Potential tracking sources include: (a) names, addresses, and phone numbers for respondents’ spouses and two other friends or relatives (if the respondents listed this information in the completed SASS teacher survey); (b) leads provided by school principals or their designees; (c) online white pages and other directory sources; and (d) post office for possible forwarding addresses.

Good questionnaire design techniques will be employed to minimize item non-response. All completed questionnaires from the 2008–09 survey were analyzed carefully to determine which items had the highest levels of item nonresponse. This information guided NCES and the Census Bureau in reviewing the clarity of item wording, definitions, and instructions.

To permit sufficient time to locate sampled members who left their teaching position in the previous year and thorough follow-up of non-respondents to the mail survey, the Teacher Follow-up Survey will begin in January 2013. This will allow 5 months for all data collection activities related to teachers.

For the PFS, the Census Bureau will also utilize mixed survey modes – self-administered mail instruments and telephone, as needed, to maximize response levels. Non-respondents will receive at least two reminders. Given the brevity of the instrument, we anticipate response rates at or above 90% with this approach.

**4. Tests of Procedures and Methods**

The 1988–89 Teacher Follow-up Survey was field tested in 1987–88. Since then, TFS has been conducted on a full-scale basis six times: in 1988–89, 1991–92, 1994–95, 2000–01, 2004–05, and 2008–09. The results from those experiences have been used to clarify and revise questions. After the 1994–95 TFS, an extensive re-interview and reconciliation program was implemented. NCES used the results of this re-interview to revise the questions to minimize response error and improve the flow of the questionnaire. For the 2008–09 TFS, several items were revised or eliminated based on results from cognitive interviews. Items were tested, revised, and then retested with current and former teachers to determine whether the items were clearly and uniformly understood.

Cognitive interviews were again conducted on new and modified items for the TFS:2013 (NCES Generic Clearance Agreement, OMB# 1850-0803 v.65, approved 2/21/12). There were two different sets of new or revised questions: one for current teachers and one for teachers who have left the profession. Cognitive interviews were conducted with 20 teacher participants (10 current and 10 former). They were recruited nationally and were a mix of public and private teachers, from different geographic areas, with differing school sizes, and covering different subjects taught. Interviews were conducted by phone. Items were revised or deleted based on the findings from these interviews.

As in past administrations, the TFS will have two questionnaires – the questionnaire for current teachers and the questionnaire for former teachers[[2]](#footnote-2). The basis for the 2012–13 TFS was the 2004–05 TFS questionnaires. The 2008–09 TFS was not used as the model because the content of the surveys was substantially reduced in order to accommodate the simultaneous collection of the second wave of the Beginning Teacher Longitudinal Study (BTLS). The first-year teachers who were part of BTLS received a more in-depth questionnaire than the more experienced teachers who were only included as part of TFS. No longitudinal cohort will be formed from the 2011–12 SASS, making it possible to restore the earlier content from the 2004–05 TFS, which provides a greater depth of understanding of teachers’ decision-making and activities.

One set of items from both questionnaires was taken from the 2008–09 TFS questionnaires. Items identifying whether the change in schools (i.e., movers) was involuntary and what the reason was for the involuntary change were developed for the 2008–09 BTLS/TFS. These items are included in the 2012–13 TFS with improvements that were made to the items for the 2010–11 BTLS. Those who left the profession (i.e., leavers) and movers who voluntarily left the SASS school were asked a set of questions identifying the degree of importance certain reasons for moving or leaving played in their decision making. The set of reasons were greatly expanded in the 2008–09 TFS compared to the 2004–05 TFS. The more in-depth information offered by this set of items was retained for the 2012–13 TFS. Revisions, additions, and deletions to these lists of reasons are presented in a separate exhibit to clarify the changes (see exhibits 4 and 8 in Part C).

In Part C, items that have been added, deleted, or revised in comparison to the 2004–05 TFS are identified along with the justifications for why the changes were made. Items that have not been revised are not included in the exhibits. Changes included in the Questionnaire for Current Teachers are presented first followed by changes to the Questionnaire for Former Teachers.

**5. Reviewing Statisticians**

Aref Dajani of the Census Bureau and Kathryn Chandler, Freddie Cross, and Kerry Gruber of NCES reviewed and approved the TFS and PFS sample design and related matters for statistical quality, feasibility, and suitability to the overall objectives of the survey.

**PART C. ITEM JUSTIFICATION**

**1. Teacher Follow-Up Survey – Questionnaire for Current Teachers**

Exhibit 1 includes all items that are additions to the 2012–13 TFS in comparison to the 2004–05 TFS. The items that were present on the 2008–09 TFS are noted.

**Exhibit 1. Items added to the 2012–13 TFS Current Teacher Questionnaire**

|  |  |
| --- | --- |
| **2012–13 TFS item wording** | **Justification for addition** |
| 14. Thinking about a TYPICAL FULL WEEK at your current school, complete items a-d below about the hours you spend on ALL teaching and other school-related activities.  *\*****TYPICAL FULL WEEK*** *refers to a week during the regular school year, NOT during the summer. Include hours spent during the school day, before and after school, and weekends.*  *\*****BASE CONTRACT HOURS****, or the equivalent, include the number of hours you are required to work to receive your base pay. It does NOT include stipends or extra pay for extra duty.*  *\*****OTHER PAID HOURS*** *include hours for which you are paid BEYOND your base pay (e.g., hours for which you receive stipends or extra pay).*  *\*****UNPAID HOURS*** *include hours spent on teaching and other school-related activities for which you are NOT paid by your base contract or by stipends or extra pay.*  *\*****TOTAL HOURS*** *includes the sum of base contract hours, other paid hours, and unpaid hours you spend on ALL teaching and other school-related activities during a typical FULL WEEK.*    a. Base Contract Hours |\_\_|\_\_|\_\_|  b. Other Paid Hours |\_\_|\_\_|\_\_|  c. Unpaid Hours |\_\_|\_\_|\_\_|  d. **TOTAL** (a+b+c) |\_\_|\_\_|\_\_| | Combined items present in the 2008–09 TFS into one item. |
| 15f. During this school year, do you or will you – Serve as a formal mentor or mentor coordinator in your school or district? | Added to match 2011–12 SASS. |
| 17. Please provide the following information about your current school. Street address. | Added for consistency with 2008–09 TFS and with coder that will be used in the on-line instrument. |

**Exhibit 1. Items added to the 2012–13 TFS Current Teacher Questionnaire (Cont’d.)**

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| **2012–13 TFS item wording** | **Justification for addition** |
| 29. Were you formally evaluated for your work as a teacher last school year (2011–12)? | Item is asked on 2011–12 SASS, but is needed here as filter item for questions 30-32 on the paper questionnaire. |
| 30. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2011–12)?  *\*Mark (X) one box on each line.*  (The following scale is used for the items below: 1) Strongly agree, 2) Somewhat agree, 3) Somewhat disagree, 4) Strongly disagree)   1. My work as a teacher was assessed fairly in the formal evaluation. 2. I received feedback from the formal evaluation that was helpful in the development of my work as a teacher. 3. I was satisfied with the formal evaluation process. | Teacher evaluation items added to 2011–12 SASS will provide context for how evaluation is conducted at school/district. Teachers are unlikely to have been evaluated at the time of SASS, so satisfaction items need to be asked on TFS. |
| 31. Which of the following best describes the evaluation you received for your work as a teacher last school year (2011–12)?  (Excellent/Outstanding/Highly effective, Satisfactory/Effective, Unsatisfactory/Not that effective) | Teacher evaluation items added to 2011–12 SASS will provide context for how evaluation is conducted at school/district. Teachers are unlikely to have been evaluated at the time of SASS, so satisfaction items need to be asked on TFS. |
| 32. Last year, how effective do you think you were as a teacher? (Excellent/Outstanding/Highly effective, Satisfactory/Effective, Unsatisfactory/Not that effective) | Item is intended to provide a subjective measure of teacher quality in order to distinguish between leavers who perceive themselves as excellent teachers or as poor teachers. |
| 40. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system based on your students’ performance (e.g., through a merit pay or pay-for-performance agreement)? | Added to match 2011–12 SASS. |
| 45. Do you own or rent your primary residence? | Item present on the 2008–09 TFS and no revisions made. |

Exhibit 2 identifies items that were in the 2004–05 TFS Questionnaire for Current Teachers but will not be included in the 2012–13 TFS. The 2004–05 TFS item wording and justification for the deletion are provided below.

**Exhibit 2. Items deleted from the 2004–05 TFS for the 2012–13 TFS Current Teacher Questionnaire**

|  |  |
| --- | --- |
| **2004–05 TFS item wording** | **Justification for deletion** |
| 3. Which of the following categories describes your current position as a school EMPLOYEE? | Level of detail for part-time employees is not warranted for TFS. |
| 11a. To what extent do you agree or disagree with each of the following statements about your current school? The principal or school head lets staff members know what is expected of them. | Deleted to match 2011–12 SASS. |
| 11p. To what extent do you agree or disagree with each of the following statements about your current school? I am satisfied with my class size. | Deleted to match 2011–12 SASS. |
| 11t. To what extent do you agree or disagree with each of the following statements about your current school? I sometimes feel it is a waste of time to try to do my best as a teacher. | Deleted to match 2011–12 SASS. |
| 12. To the best of your knowledge how often do the following types of problems occur with students at your current school? (a) Physical conflicts among students; (b) Robbery or theft; (c) Vandalism; (d) Use of alcohol; (e) Use of illegal drugs; (f) 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; and (m) Gang activities. | Deleted to match 2011–12 SASS. |
| 13e. To what extent is each of the following a problem at your current school? Student pregnancy | Deleted to match 2011–12 SASS. |
| 15. How many total hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at your current school?  Instructional bullet: Include hours spent working during the school day, before school, after school, and on weekends. | Items 15 and 16 from the 2004–05 TFS were combined and modified in the 2012–13 TFS. |
| 16. How many hours are you required to work to receive base pay during a typical FULL WEEK at your current school?  Instructional bullet: This would be base contract hours, or the equivalent. | Same comment as above. |
| 22. What is the LOWEST teaching salary, not including benefits, you would accept to return to last year’s school in the same K-12 teaching position? | Deleted because responses were difficult to interpret and possibly misleading. |

**Exhibit 2. Items deleted from the 2004–05 TFS for the 2012–13 TFS Current Teacher Questionnaire (Cont’d.)**

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| --- | --- |
| **2004–05 TFS item wording** | **Justification for deletion** |
| 35. Are you currently contributing to a teacher retirement system or school/system sponsored 401(k) or 403(b) plan? | Item was problematic in 2004–05 TFS. Determining number of teachers contributing to pension plan should be included on SASS. |
| 36. Is your school/system currently contributing to a teacher retirement system or school/system sponsored 401(k) or 401(b) plan on your behalf? | Item was problematic in 2004–05 TFS. Determining number of teachers with schools contributing to pension plan should be included on SASS. |
| 45. On DECEMBER 31, 2003, what was your marital status? | Marital status asked on 2011–12 SASS. |
| 46b. Are you currently living with a partner? | Item included as response option for the current marital status item. |
| 47. Do you have access to the Internet? | Item was added to the 2004–05 TFS to determine feasibility of going to web-based format and so is no longer needed. |
| 48. Where is your access-at home, work, or elsewhere? – (a) Home; (b) Work; (c) Other – where? | Item was added to the 2004–05 TFS to determine feasibility of going to web-based format and so is no longer needed. |

Exhibit 3 presents items on the 2012–13 TFS that have been revised in comparison to the 2004–05 TFS.

**Exhibit 3. Items revised for the 2012–13 TFS Current Teacher Questionnaire**

|  |  |  |
| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 1. Do you CURRENTLY TEACH any regularly scheduled class(es) in any of grades pre-K-12? | 1a. No change to stem. Added instruction: \*If you teach a particular specialty either within or outside of a regular classroom(e.g., *you are a special education teacher, an English as a Second Language teacher, or a reading specialist teaching reading), please answer “yes.”*  *\*If you work in some other capacity at the school (e.g., principal, library media specialist/librarian or school counselor) and occasionally teach a single lesson or unit of instruction, please answer “no.”* | Found that some special education teachers or other specialists were incorrectly being identified as former teachers. The instruction is meant to prevent that from happening and was used in 2009–10 BTLS. |
| 2. This school year (2004–05), how much time do you work as a TEACHER?  (Full-time; ¾ time or more, but less than full-time teacher; ½ time or more, but less than ¾ time teacher; ¼ time or more, but less than ½ time teacher; Less than ¼ time teacher) | 2. Are you teaching full-time or part-time?  (Teaching full-time; Teaching part-time) | The four category response options used in 2004–05 TFS provided more detail than warranted. Matches 2008–09 TFS. |
| Table for: 5. This school year, what is your MAIN teaching assignment field at your current school? | 4. No change to stem. Table of main teaching assignments updated. | Revised to match 2011–12 SASS. |

**Exhibit 3. Items revised for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 6. Which of the following best describes the teaching certificate you currently hold in this state?  (Regular or standard state certificate or advanced professional certificate; Probationary certificate (issued after satisfying all requirements except the completion of a probationary period; Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”; Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained); Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching); Regular or full certification by an accrediting or certifying body OTHER THAN THE STATE; I do not have any of the above certifications in THIS state. | 5. Which of the following best describes the teaching certificate you currently hold that certifies you to teach in THIS state?  (Regular or standard state certificate or advanced professional certificate; Certificate issued after satisfying all requirements except the completion of a probationary period  \_\_ Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained  \_\_ Certificate issued to persons who must complete a certification program in order to continue teaching  **\_\_** I do not hold any of the above certifications in THIS state | Stem changed to match 2011–12 SASS, but the response options have been collapsed. The primary purpose of this item is to identify whether teachers who did not have a standard/regular certification in the SASS year have earned that by the following year. Small sample size does not permit reporting by finer categories of certification. |
| 7. In which grades are the STUDENTS you teach at your current school?  (Check all that apply format for grades PreK-12 and ungraded) | 6. Do you currently teach students in any of these grades at THIS school?  (Mark ‘Yes’ or ‘No’ for each grade level) | Revised to match 2011–12 SASS. |

**Exhibit 3. Items revised for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

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| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 8. Which statement best describes the way YOUR classes at your current school are organized?  (You instruct several classes of different students most or all of the day in one or more subjects (such as algebra, history, biology). (Departmentalized Instruction); You are an elementary school teacher who teaches only one subject (such as art, music, physical education or computer skills). (Elementary Enrichment Class); You instruct the same group of students all or most of the day in multiple subjects. (Self-Contained Class); You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (Team Teaching); You instruct selected students released from their regular classes in specific skills or to address specific needs (such as, gifted and talented, special education, reading, English as a Second Language). (“Pull-Out” Class).) | 7. No change to stem. Response categories changed to:  You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction); You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist); You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class); You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day (sometimes called Team Teaching); You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a “Pull-Out” Class or “Push-In” Instruction). | Revised to match 2011–12 SASS. |

**Exhibit 3. Items revised for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

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| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 10. Of all the students you teach at your current school, what percent are of limited-English proficiency?  (Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.) | 9. Of all the students you teach at your current school, what percent are of limited-English proficiency (also known as English Language Learners)?  (Students of limited-English proficiency, or English Language Learners, are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.) | Stem and parenthetical instruction revised to include reference to English Language Learners, which is a term commonly used to describe these students. |
| 14. To what extent do you agree or disagree with each of the following statements? Scale: Strongly agree, Agree, Disagree, Strongly disagree. | 10. No change to stem or statements that are rated. Scale changed to: Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree. | Scale revised to match 2011–12 SASS. |

**Exhibit 3. Items revised for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

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| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 17. How many hours a week do you spend delivering instruction to a class of students? | 13. How many hours a week are you paid to deliver INSTRUCTION to a class of students at your current school?  Removed one instruction:  (Example: If your base contract requires you to work 40 hours a week, with 30 of those hours for delivering instruction and 10 hours for planning, monitoring students outside of class time, etc., you would report 30 hours.)  Added one instruction:  **\****”PULL-OUT” or “PUSH-IN” TEACHERS: Please include the number of hours you instruct individual students or small groups of students.* Added worksheet format:  If you do not know what is stated in your base contract, please use the following worksheet to calculate your paid instructional hours.  List the number of classes by length of instructional period in a typical week  \_\_ \_\_ number of classes x \_\_ \_\_ \_\_ instructional minutes =  \_\_ \_\_ \_\_ \_\_ minutes  \_\_ \_\_ number of classes x \_\_ \_\_ \_\_ instructional minutes =  \_\_ \_\_ \_\_ \_\_ minutes  \_\_ \_\_ number of classes x \_\_ \_\_ \_\_ instructional minutes =  \_\_ \_\_ \_\_ \_\_ minutes  \_\_ \_\_ number of classes x \_\_ \_\_ \_\_ instructional minutes =  \_\_ \_\_ \_\_ \_\_ minutes | Stem revised to match 2011–12 SASS. Revised instructions and included worksheet to permit teachers to calculate their instructional hours; response rates are relatively low for departmentalized teachers (82.4 percent). Response field reduced from three digits to two, because it is not feasible that teachers would be paid to deliver instruction for 100 or more hours a week. Item will be sent to cog lab to determine if this is a better approach than the wording and format included in the 2011–12 SASS teacher questionnaires. |

**Exhibit 3. Items revised for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

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| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| Q17 (cont.) | \_\_ \_\_ number of classes x \_\_ \_\_ \_\_ instructional minutes =  \_\_ \_\_ \_\_ \_\_ minutes  Sum of minutes of each entry above \_\_ \_\_ \_\_ \_\_ all classes  Convert to hours: ÷ 60 Total WEEKLY hours spent delivering instruction \_\_ \_\_ |  |
| 19b. If no, are you currently teaching in the SAME STATE as you were last year (2003–04)? | 16b. Are you currently teaching in the SAME STATE as you were last year (2012–13)? | Revised to match 2008–09 TFS. |
| 20. Please provide the following information about your current school. ZIP Code | 17. Please provide the following information about your current school. ZIP Code + 4 | Revised to match 2008–09 TFS. |
| 20. Please provide the following information about your current school. County | 17. Please provide the following information about your current school. Name of county | Revised to match 2008–09 TFS. |
| 20. Please provide the following information about your current school. School District (if public) | 17. Please provide the following information about your current school. Name of school district (if applicable) | Revised to match 2008–09 TFS. |
| 21. Which of the following grades are offered in your current school? (Check all that apply for grades PreK-12 and ungraded) | 18. Does your current school offer the following grades?  (Mark ‘Yes’ or ‘No’ for each of grade level.) | Revised to match 2011–12 SASS. |
| 22. Which of the following best describes your move from last year’s school to your current school?  Moved from one public school to another public school in the SAME SCHOOL DISTRICT; Moved from one public school district to ANOTHER PUBLIC SCHOOL DISTRICT; Moved from a PRIVATE school to a PUBLIC school; Moved from one PRIVATE school to another PRIVATE school; Moved from a PUBLIC school to a PRIVATE school. | 19. Which of the following best describes your move from last year’s school to your current school?  Moved from one PUBLIC school to another PUBLIC school in the SAME SCHOOL DISTRICT; Moved from one PUBLIC school district to ANOTHER PUBLIC SCHOOL DISTRICT; Moved from a PRIVATE school to a PUBLIC school; Moved from one PRIVATE school to another PRIVATE school; Moved from a PUBLIC school to a PRIVATE school. | Revised to match 2008–09 TFS. |

**Exhibit 3. Items revised for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

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| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 23. Is the private school in which you currently teach affiliated with the Roman Catholic Church, some other religious organization, or is it nonsectarian?  (Religious—Roman Catholic; Religious—other than Roman Catholic; Nonsectarian) | 20. No change to stem. Response options revised to:  Religious—Roman Catholic; Religious—other than Roman Catholic; Nonsectarian—not religiously affiliated. | Revised to match 2008–09 TFS. |
| 27. LAST SCHOOL YEAR, did you teach in a private school? | 26. Revised to: LAST SCHOOL YEAR, did you teach in a public school? | In 2004–05 TFS there are several teachers who responded ‘yes’ to this and so did not answer the student assessment items, but were public school teachers in SASS. Consequently, we did not collect data on student assessments for them. While the paper version will have this skip, the internet version will preload SASS sector and route the case correctly. |
| 34. Are you currently collecting a pension from a teacher retirement system or drawing money from a school/system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher? | 43. During the current school year do you, or will you receive a retirement pension check paid from a teacher retirement system? | Previous construction of item proved to be problematic. Revised to match 2009–10 BTLS. |
| 38. DURING THE CURRENT SCHOOL YEAR, what is your academic year base teaching salary? | 38. DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year? | Revised to match 2011–12 SASS. |

**Exhibit 3. Items revised for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 39. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from your current school system for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes? | 39. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from your current school system for extracurricular or additional activities such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes? | Revised to match 2011–12 SASS. |
| 40. DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER school sources, such as a merit pay bonus, state supplement, etc.? | 41. DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from your current school system, such as a state supplement, etc.? | Revised to match 2011–12 SASS. |
| 43. Including yourself, how many family members were living in your household during 2004? | 47. Including yourself, how many family members were living in your household or were financially dependent on you (or your spouse) during 2012? | Revised to match 2010–11 BTLS item. The 2008–09 TFS version was too problematic (i.e., low response rates, high editing rates). |
| 44. How many family members living in your household during 2004 were under the age of 5? | 48. How many family members counted in the previous item were 4 years of age or younger? | Revised to match 2010–11 BTLS item. The 2008–09 TFS version was too problematic (i.e., low response rates, high editing rates). |
| 46. What is your CURRENT marital status?  (Married; Widowed; Separated; Divorced; Never married) | 46. What is your current marital status?  (Married; Widowed; Separated; Divorced; Never married; Living with a partner in a marriage-like relationship) | Revised to match the 2008–09 TFS and 2011–12 SASS. |

Exhibit 4 presents the changes made to the items identifying involuntary movers as well as the set of reasons for why the teacher voluntarily moved to a different school in the 2012–13 school year. The changes are based on the 2008–09 TFS item wording and include revisions, deletions, and additions. No changes were made to the main stem of the reasons for moving item, “Indicate the level of importance EACH of the following played in your decision to leave LAST YEAR’S SCHOOL. I left last year’s school because—”, or to the response scale (item 9 in 2008–09 TFS and item 25 in 2012–13 TFS).

**Exhibit 4. Changes made to the 2008–09 TFS items identifying involuntary movers and reasons for moving for the 2012–13 TFS Current Teacher Questionnaire**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 8a. Did you change schools because your contract was NOT renewed at last year’s school? | 21. Did you change schools involuntarily (e.g., contract not renewed, laid off, school closed or merged)? | Revised to match the 2010–11 BTLS and to more clearly distinguish involuntary from voluntary movers. |
| 8b. Which of the following best describes the reason why your contract was not renewed?  (I was laid off as part of a reduction in force; I did not meet Highly Qualified Teacher (HQT) requirements; I was not given a reason for why my contract was not renewed; My contract was not renewed for other reason(s). | 22. Which of the following best describes the reason why you changed schools involuntarily?  (Budget cuts or budget shortfalls; Reduced pupil enrollment; School and/or district merger or school closed; Transfer required by school or district; I did not meet Highly Qualified Teacher (HQT) requirements(Generally, to be Highly Qualified, teachers must 1) have a bachelor’s degree; 2) hold full state certification or licensure, including an “alternative certification”; and 3) demonstrate competency in the subject area(s) they teach. The HQT requirement is a provision under No Child Left Behind [NCLB].); I have not taken or could not pass the required test(s); My contract was not renewed for other reason(s). | Revised to match the 2010–11 BTLS but with the addition of the new response category. Item more clearly distinguishes between involuntary and voluntary movers. |

**Exhibit 4. Changes made to the 2008–09 TFS items identifying involuntary movers and reasons for moving for the 2012–13 TFS Current Teacher Questionnaire —Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 9a. Because I had a change in residence or wanted to work in a school more convenient to my home. | 23a. Because I wanted to take a job more conveniently located Or because I moved. | Wording has been simplified to avoid confusion. |
| 9b. Because my health or the health of a loved one required that I change schools. | 23b. Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family). | Specifics of personal reasons are not necessary for analysis. Item mirrors change made for current teachers in 2009–10 BTLS. |
| 9c. Because I have not taken or could not pass the required test(s). | Deleted. | Included as one of the reasons for an involuntary change in schools. |
| 9d. Because I was being involuntarily transferred and did not want the offered assignment. | Deleted. | Included as one of the reasons for an involuntary change in schools. |
| 9e. Because I was dissatisfied with changes in my job description or responsibilities at last year’s school. | 23g. Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, or subject area). | Responses to item 9e and 9f frequently overlapped. Item matches the 2010–11 BTLS. |
| 9f. Because I was dissatisfied with the grade level or subject area I taught at last year’s school. | 23g. Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, or subject area). | Responses to item 9e and 9f frequently overlapped. Item matches the 2010–11 BTLS. |
| 9g. Because my salary did not allow me to meet my financial obligations (e.g., rent, loans, credit card payments). | 23d. Because I wanted or needed a higher salary. | Responses to 9g and 9i frequently overlap; specific reason for wanting/needing higher salary is not necessary for analysis. Items also combined for 2009–10 BTLS. |
| 9h. Because I needed better benefits than I received at last year’s school. | 23e. No change. |  |
| 9i. Because I wanted a higher standard of living than my salary provided. | 23d. Because I wanted or needed a higher salary. | Responses to 9g and 9i frequently overlap; specific reason for wanting/needing higher salary is not necessary for analysis. Items also combined for 2009–10 BTLS. |
| 9j. Because I was concerned about my job security at last year’s school. | 23f. No change. |  |

**Exhibit 4. Changes made to the 2008–09 TFS items identifying involuntary movers and reasons for moving for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 9k. Because I did not have enough autonomy over my classroom at last year’s school. | 23h. No change. |  |
| 9l. Because I was dissatisfied with the large number of students I taught at last year’s school. | 23i. No change. |  |
| 9m. Because I did not feel prepared to mainstream special needs (e.g., disabled) students in my regular classes at last year’s school. | Deleted. | In 2008–09 TFS, Item was infrequently chosen and had CV of 30 percent or more -- only 1.9 percent of movers identified this as being very important or extremely important in their decision to change schools. Respondents may write in this reason in the other-specify item. Item also deleted on 2009–10 BTLS. |
| 9n. Because I felt there were too many intrusions on my teaching time (i.e., time spent with students) at last year’s school. | 23j. No change. |  |
| 9o. Because I was dissatisfied with opportunities for professional development at last year’s school. | Deleted. | Item is infrequently chosen by respondents; only 5.3 percent of movers identified this as being very important or extremely important in their decision to move. Respondents may write in this reason in the other-specify item. |
| Not present in 2008–09 TFS. | 23k. Because I wanted the opportunity to teach at my current school. | Item included in 2010–11 BTLS to capture a positive pull factor to the new school. |
| 9p. Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year’s school. | 23l. No change. |  |
| 9q. Because student discipline problems were an issue at last year’s school. | 23m. No change. |  |

**Exhibit 4. Changes made to the 2008–09 TFS items identifying involuntary movers and reasons for moving for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 9r. Because I was dissatisfied with the administrator(s) at last year’s school. | 23n. Because I was dissatisfied with the administration at last year’s school. | Items 9r and 9s collapsed, because responses frequently overlapped. Item matches the 2010–11 BTLS. |
| 9s. Because I was dissatisfied with the lack of support I received from the administration at last year’s school. | 23n. Because I was dissatisfied with the administration at last year’s school. | Items 9r and 9s collapsed, because responses frequently overlapped. Item matches the 2010–11 BTLS. |
| 9t. Because I was dissatisfied with the lack of influence I had over school policies and practices at last year’s school. | 23o. No change. |  |
| Not present in 2008–09 TFS. | 23p. Because there were not enough opportunities for leadership roles or professional advancement at last year’s school. | New item. NCES agrees with TWG recommendation to include an item that identifies whether dissatisfaction with a lack of variety in roles could cause teachers to move to a different school. |
| 9u. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching at last year’s school. | 23q. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year’s school. | Items 9u and 9x collapsed, because responses frequently overlapped. Item matches the 2010–11 BTLS. |
| 9v. Because I was dissatisfied with having some of my compensation, benefits, or rewards tied to the performance of my students at last year’s school. | 23r. Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year’s school. | Revised to make it a little broader and focusing on how performance and compensation are tied rather than just whether or not they are tied. |
| 9w. Because I was dissatisfied with the support I received for preparing my students for student assessments at last year’s school. | 23s. No change. |  |
| 9x. Because I was dissatisfied with the influence student assessments had on the curriculum at last year’s school. |  | Items 9u and 9x collapsed, because responses frequently overlapped. Item matches the 2010–11 BTLS. |

**Exhibit 4. Changes made to the 2008–09 TFS items identifying involuntary movers and reasons for moving for the 2012–13 TFS Current Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification for revision** |
| 9y. Because I was dissatisfied with other aspects of accountability measures at last year’s school not included above. | Deleted. | Item is too general and 25r, 25s, and 25t address student assessments. Respondents can include a specific response in the write-in category. |
| 9z. Because of other factors not included in previous items a-y. | 23t. Because of other factors not included in previous items a-s. | Only change to item is the update of the letter references. |
| 10. From the items listed in item 9, which do you consider the one most important reason in your decision to leave LAST YEAR’s SCHOOL?  *\*Enter the letter from item 9 on pages 8 and 9.*  |\_\_| Most important reason in my decision to leave 🡪GO TO item 12 on page 11. | 24. From the items listed in item 23, which do you consider the most important reason in your decision to leave LAST YEAR’S SCHOOL?  *\*Enter the letter from item 23 on pages 18 and 19.*  |\_\_| Most important reason in my decision to leave | Only change to item is the update of the letter references. |

**2. Teacher Follow-Up Survey - Questionnaire for Former Teachers**

Exhibit 5 presents additions that have been made to the 2012–13 TFS in comparison to the 2004–05 TFS. Please note that some of these items were present on the 2008–09 TFS.

**Exhibit 5. Items added to the 2012–13 TFS Former Teacher Questionnaire**

|  |  |
| --- | --- |
| **2012–13 TFS item wording** | **Justification for addition** |
| 6. Is your current main occupation a –  **Principal/school head; Assistant principal; School district administrator; Librarian/Library technician; Instructional coordinator; Academic coach/specialist; Teacher assistant/aide; Counselor or school psychologist; Short-term substitute; Other occupation – please specify ->.** | This item was new for the 2008–09 TFS and is answered by respondents who indicate that they are working for a school/district but not as a teacher. Revised in keeping with 2009–10 BTLS based on response patterns to 2008–09 TFS/BTLS: Librarian and Library technician were combined; Audio-visual collections specialist was deleted; Teacher assistant and Teacher aide were combined; Academic coach/specialist was added. One new change was made—”dean” was removed from the first response option because there are deans in public schools (e.g., dean of students) who report to the principal and they are not intended to be included in this option. Dean was intended to reference an alternative title for private school principals. |
| 21. Were you formally evaluated for your work as a teacher last school year (2011–12)? | Item is asked on 2011–12 SASS, but is needed here as filter item for questions 22-23. |
| 22. To what extent do you agree or disagree with the following statements about the formal evaluation of your work as a teacher last school year (2011–12)? (Strongly agree, somewhat agree, somewhat disagree, strongly disagree)   1. My work as a teacher was assessed fairly in the formal evaluation 2. I received feedback from the formal evaluation that was helpful in the development of my work as a teacher   c. I was satisfied with the formal evaluation process | Teacher evaluation items added to 2011–12 SASS will provide context for how evaluation is conducted at school/district. Teachers are unlikely to have been evaluated at the time of SASS, so satisfaction items need to be asked on TFS. |

**Exhibit 5. Items added to the 2012–13 TFS Former Teacher Questionnaire—Cont’d.**

|  |  |
| --- | --- |
| **2012–13 TFS item wording** | **Justification for addition** |
| 23. Which of the following best describes the evaluation rating you received for your work as a teacher last school year (2011–12)?  \_Excellent/ Outstanding/ Highly Effective  \_Satisfactory/ Effective  \_ Unsatisfactory/ Not that effective | Same comment as above. |
| 24. Last year, how effective do you think you were as a teacher?  \_Excellent/ Outstanding/ Highly Effective  \_Satisfactory/ Effective  \_ Unsatisfactory/ Not that effective | Item is intended to provide a subjective measure of teacher quality in order to distinguish between leavers who perceive themselves as excellent teachers or as poor teachers. |
| 35. Do you own or rent your primary residence? | Item present on the 2008–09 TFS and no revisions made. |
| 32c. Indicate how important each factor would be in influencing your decision to return to the position of a K-12 teacher? An easier and less costly way to renew/earn certification | Added based on other write-in comments on the 2004–05 TFS. |
| 32d. Indicate how important each factor would be in influencing your decision to return to the position of a K-12 teacher? Smaller class sizes or smaller student load | Added based on other write-in comments on the 2004–05 TFS. |
| 32e. Indicate how important each factor would be in influencing your decision to return to the position of a K-12 teacher? Availability of full-time teaching positions | Added based on other write-in comments on the 2004–05 TFS. |
| 32f. Indicate how important each factor would be in influencing your decision to return to the position of a K-12 teacher? Availability of part-time teaching positions | Added based on other write-in comments on the 2004–05 TFS. |

Exhibit 6 includes items that were on the 2004–05 TFS Questionnaire for Former Teachers but will not be included in the 2012–13 TFS. The 2004–05 TFS item wording and justification for the deletion are provided below.

**Exhibit 6. Items deleted from the 2004–05 TFS for the 2012–13 TFS Former Teacher Questionnaire**

|  |  |
| --- | --- |
| **2004–05 TFS item wording** | **Justification for deletion** |
| 9. Do you consider yourself to be retired from the position of a K-12 teacher? | Current main occupation item (item 3) is used to determine retirees in NCES reports. This question tends to include those who have moved on to other careers. |
| 10. At what age did you retire from the position of a K-12 teacher? | Current main occupation item (item 3) is used to determine retirees in NCES reports. This question tends to include those who have moved on to other careers. |
| 27. What is the LOWEST teaching salary, not including benefits, you would accept to return to the position of a K-12 teacher? | Cognitive lab results indicated that interpretation of results from this item may be very difficult, because many respondents who provide dollar figures will not actually be willing to return to their previous positions if offered that salary. |
| 32. On DECEMBER 31, 2003, what was your marital status? | Marital status asked on 2011–12 SASS. |
| 33b. Are you currently living with a partner? | Item included as response option for the current marital status item. |
| 34. Do you have access to the Internet? | Item was added to the 2004–05 TFS to determine feasibility of going to web-based format and so is no longer needed. |
| 35. Where is your access-at home, work, or elsewhere? – (a) Home; (b) Work; (c) Other – where? | Item was added to the 2004–05 TFS to determine feasibility of going to web-based format and so is no longer needed. |

The revisions included in exhibit 7 have been made to existing items on the 2012–13 TFS in comparison to the 2004–05 TFS.

**Exhibit 7. Items revised for the 2012–13 TFS Former Teacher Questionnaire**

|  |  |  |
| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification** |
| 1a. Do you CURRENTLY TEACH any regularly scheduled class(es) in any of grades pre-K-12? | 1a. No change to stem. Added instruction: *\*If you teach a particular specialty either within or outside of a regular classroom (e.g.,* *you are a special education teacher, and English as a Second Language teacher, or a reading specialist teaching reading*), *please answer “yes”*  *If you work in some other capacity at the school (e.g., principal, library media specialist/librarian, or school counselor) and occasionally teach a single lesson or unit of instruction, please answer “no”* | Found that some special education teachers or other specialists were incorrectly being identified as former teachers. The instruction is meant to prevent that from happening. |
| 2. What is your current MAIN occupational status?  (Working in a position in the field of education, but not as a regular K-12 classroom teacher; Working in an occupation outside the field of education; Student at a college or university; Caring for family members; Retired; Disabled; Unemployed and seeking work; Other.) | 3. What is your current MAIN occupational status?  (Working for a school or school district in a position in the field of K-12 education, but not as a regular K-12 classroom teacher; Working in the field of K-12 education but not in a school/district; Working in the field of pre-K or post-secondary education; Working outside the field of education, including military service; Student at a college or university; Caring for family members; Retired; Disabled; Unemployed; Other. | First response in 2004–05 TFS (in field of education) has been split into three response options in 2012–13 TFS. The option for working outside the field of education has been revised to specifically include those in military service. The “unemployed and seeking work” category has become less restrictive and includes all unemployed respondents. Revised wording matches 2010–11 BTLS. |
| 4a. What kind of work do you do, that is, what is your occupation?  Instructional bullet: Please record your job title; for example, plumber, typist, or farmer. | 5a. No change to stem. Revised instructional bullet to: Please record your job title; for example, electrical engineer, stock clerk, typist. | Changed to maintain consistency with CPS. |

**Exhibit 7. Items revised for the 2012–13 TFS Former Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification** |
| 4b. What are your usual activities or duties at this job? Instructional bullet: For example, bookkeeping, filing, selling cars, operating printing press, laying brick. | 5b. What are your most important activities or duties at this job? Instructional bullet: For example, keeping account books, filing, selling cars, operating printing press, finishing concrete. | Stem revised to match 2008–09 TFS wording and CPS. Bullet revised to match CPS. |
| 4c. How would you classify yourself in this job? | 5c. No change to stem. Added “non-profit” as an example of a private company in the first option. | Maintains consistency with BTLS and clarifies where non-profits are classified. |
| 5. Which of the following categories describes your current position as an EMPLOYEE?  (Full-time; ¾ time or more, but less than full-time teacher; ½ time or more, but less than ¾ time teacher; ¼ time or more, but less than ½ time teacher; Less than ¼ time teacher) | 7. Are you employed full-time or part-time?  (Employed full-time; Employed part-time.) | Revised to match 2008–09 TFS. |
| 6. What are your estimated annual before-tax earnings at this job?  *\*Record earnings in whole dollars.*  $ |\_\_|\_\_|\_\_| , |\_\_|\_\_|\_\_| . 00 per year | 8. What are your estimated annual before-tax earnings at this job?  *\* If you are in the military service, report military earnings here.*  *\* Include earnings from commissions, merit pay bonuses, and other bonuses from this job.*  *\* If this is a volunteer position with no annual earnings please record 0.*  *\* Report earnings in whole dollars.*  $ |\_\_|\_\_|\_\_| , |\_\_|\_\_|\_\_| . 00 Per year | Instructions added. |

**Exhibit 7. Items revised for the 2012–13 TFS Former Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification** |
| 11. Are you currently collecting a pension from a teacher retirement system or drawing money from a school/system sponsored 401(k) or 403 (b) plan which includes funds you contributed as a teacher? | 11. Are you currently receiving a retirement pension check paid from a teacher retirement system? | Revised to match 2011–12 SASS. |
| 12a. Did you receive an early retirement incentive to leave your K-12 teaching position at last year’s school? | 12a. Did you receive an incentive to retire from the position of a K-12 teacher at last year’s school? | Revised to match the 2008–09 TFS. |
| 12b. Would you have remained in teaching if you had not received an early retirement incentive? | 12b. Would you have remained in teaching if you had not received an incentive to retire? | Revised to match the 2008–09 TFS. |
| 16. LAST SCHOOL YEAR, did you teach in a private school? | 18. LAST SCHOOL YEAR, did you teach in a public school? | In 2004–05 TFS there are several teachers who responded “yes” to this and so did not answer the student assessment items, but were public school teachers in SASS. Consequently, we did not collect data on student assessments for them. While the paper version will have this skip, the internet version will preload SASS sector and route the case correctly. |

**Exhibit 7. Items revised for the 2012–13 TFS Former Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2004–05 TFS wording** | **2012–13 TFS wording** | **Justification** |
| 19. What is your MAIN occupational status?  (Working in a position in the field of education, but not as a teacher; Working in an occupation outside the field of education; Other than the above.) | 25. What is your MAIN occupational status?  (Working for a school or school district in a position in the field of K-12 education, but not as a regular K-12 classroom teacher; Working in the field of K-12 education but not in a school/district; Working in the field of pre-K or post-secondary education; Working outside the field of education, including military service; Other than above | Item is a filter and needs to match revisions to main occupational status item (item 3). |
| 30. Including yourself, how many family members were living in your household during 2004? | 37. Including yourself, how many family members were living in your household or financially dependent on you (or your spouse) during 2012? | Revised to match 2010–11 BTLS item. The 2008–09 TFS version was too problematic (i.e., low response rates, high editing rates). |
| 31. How many family members living in your household during 2004 were under the age of 5? | 38. How many family members counted in the previous item were 4 years of age or younger? | Revised to match 2010–11 BTLS item. The 2008–09 TFS version was too problematic (i.e., low response rates, high editing rates). |
| 33a. What is your CURRENT marital status?  (Married; Widowed; Separated; Divorced; Never married) | 36. What is your current marital status?  (Married; Widowed; Separated; Divorced; Never married; Living with a partner in a marriage-like relationship) | Revised to match the 2008–09 TFS and 2011–12 SASS. |

Exhibit 8 presents the changes made to the items identifying involuntary leavers as well as the set of reasons for why the teacher voluntarily left the position of a K-12 teacher. The changes are based on the 2008–09 TFS item wording and include revisions, deletions, and additions. No changes were made to the main stem of the reasons for leaving item, “Indicate the level of importance EACH of the following played in your decision to leave LAST YEAR’S SCHOOL. I left last year’s school because—”, or to the response scale (item 12 in 2008–09 TFS and item 15 in 2012–13 TFS).

**Exhibit 8. Changes made to the 2008–09 TFS items identifying involuntary leavers and reasons for leaving for the 2012–13 TFS Former Teacher Questionnaire**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification** |
| 11a. Did you leave teaching because your contract was not renewed? | 13. Did you leave your K-12 teaching position involuntarily (e.g., contract not renewed, laid off, school closed or merged)? | Revised to match the 2010–11 BTLS and to more clearly distinguish involuntary leavers from voluntary leavers. |
| 11b. Which of the following best describes the reason why your contract was not renewed?  (I was laid off as part of a reduction in force; I did not meet Highly Qualified Teacher (HQT) requirements; I was not given a reason for why my contract was not renewed; My contract was not renewed for other reason(s).) | 14. Which of the following best describes why you involuntarily left your K-12 teaching position? (Budget cuts or budget shortfalls; Reduced pupil enrollment; School and/or district merger or school closed; I did not meet Highly Qualified Teacher (HQT) requirements (Generally, to be Highly Qualified, teachers must 1) have a bachelor’s degree, 2) hold full state certification or licensure, including an “alternative certification”, and 3) demonstrate competency in the subject area(s) they teach. The HQT requirement is a provision under No Child Left Behind [NCLB].); I have not taken or could not pass the test(s) required by my school or district; My contract was not renewed for other reason(s).) | Revised to match the 2010–11 BTLS but with the addition of the new response category: I could not pass the test(s) required by my school or district. Item more clearly distinguishes between involuntary and voluntary leavers. |

**Exhibit 8. Changes made to the 2008–09 TFS items identifying involuntary leavers and reasons for leaving for the 2012–13 TFS Former Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification** |
| 12a. Because I had a change in residence or wanted to take a job more convenient to my home. | 15a. Because I wanted to take a job more conveniently located or because I moved. | Wording has been simplified to avoid confusion. |
| 12b. Because I was pregnant or needed more time to raise my child(ren). | 15b. Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family). | Items 12b and 12c combined, because specifics of personal reasons are not necessary for analysis. Items also combined for 2009–10 BTLS. |
| 12c. Because my health or the health of a loved one required that I leave the profession. | 15b. Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family). | Items 12b and 12c combined, because specifics of personal reasons are not necessary for analysis. Items also combined for 2009–10 BTLS. |
| 12d. Because I decided it was time to retire. | 15c. Because I decided to retire or receive retirement benefits from last year’s school system. | Wording has been simplified to avoid confusion. |
| 12e. Because I have not taken or could not pass the required test(s). | Deleted. | Included as one of the reasons for involuntary leaving last year’s school. |
| 12f. Because I was being involuntarily transferred and did not want the offered assignment. | Deleted. | Included as one of the reasons for involuntary leaving last year’s school. |
| 12g. Because I was dissatisfied with changes in my job description or responsibilities at last year’s school. | 15l. Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, or subject area). | Items 12g and 12h were collapsed, because responses frequently overlapped. Item matches the 2010–11 BTLS. |
| 12h. Because I was dissatisfied with the grade level or subject area I taught at last year’s school. | 15l. Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, or subject area). | Items 12g and 12h were collapsed, because responses frequently overlapped. Item matches the 2010–11 BTLS. |

**Exhibit 8. Changes made to the 2008–09 TFS items identifying involuntary leavers and reasons for leaving for the 2012–13 TFS Former Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification** |
| 12i. Because my salary did not allow me to meet my financial obligations (e.g., rent, loans, credit card payments). | 15d. Because I wanted or needed a higher salary. | Items 12i and 12k were collapsed, because responses frequently overlap; specific reason for wanting/needing higher salary is not necessary for analysis. Items also combined for 2009–10 BTLS. |
| 12j. Because I needed better benefits than I received at last year’s school. | 15e. No change. |  |
| 12k. Because I wanted a higher standard of living than my salary provided. | 15d. Because I wanted or needed a higher salary. | Items 12i and 12k were collapsed, because responses frequently overlap; specific reason for wanting/needing higher salary is not necessary for analysis. Items also combined for 2009–10 BTLS. |
| 12l. Because I was concerned about my job security at last year’s school. | 15f. No change. |  |
| 12m. Because I decided to pursue a position other than that of a K-12 teacher. | 15g. No change. |  |
| 12n. Because I was dissatisfied with opportunities for professional development at last year’s school. | Deleted. | Item is infrequently chosen by respondents -- only 4.6 percent of leavers identified this as being very important or extremely important in their decision to leave. Respondents may write in this reason in the other-specify item. |
| 12o. Because I decided to take courses to improve career opportunities WITHIN the field of education. | 15h. No change. |  |
| 12p. Because I decided to take courses to improve career opportunities OUTSIDE the field of education. | 15i. No change. |  |
| 12q. Because I was dissatisfied with teaching as a career. | 15j. No change. |  |

**Exhibit 8. Changes made to the 2008–09 TFS items identifying involuntary leavers and reasons for leaving for the 2012–13 TFS Former Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification** |
| Not present on 2008–09 TFS. | 15k. Because there were not enough opportunities for leadership roles or professional advancement at last year’s school. | New item. NCES agrees with TWG recommendation to include an item that identifies whether dissatisfaction with a lack of variety in roles could cause teachers to leave the profession. |
| 12r. Because I did not have enough autonomy over my classroom at last year’s school. | 15m. No change. |  |
| 12s. Because I was dissatisfied with the large number of students I taught at last year’s school. | 15n. No change. |  |
| 12t. Because I did not feel prepared to mainstream special needs (e.g., disabled) students in my regular classes at last year’s school. | Deleted. | In 2008–09 TFS, item was infrequently chosen and had CV of 30 percent or more -- only 3.2 percent of leavers identified this as being very important or extremely important in their decision to leave teaching. Respondents may write in this reason in the other-specify item. Item also deleted on 2009–10 BTLS. |
| 12u. Because I felt that there were too many intrusions on my teaching time (i.e., time spent with students) at last year’s school. | 15o. No change. |  |
| 12v. Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year’s school. | 15p. No change. |  |
| 12w. Because student discipline problems were an issue at last year’s school. | 15q. No change. |  |

**Exhibit 8. Changes made to the 2008–09 TFS items identifying involuntary leavers and reasons for leaving for the 2012–13 TFS Former Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification** |
| 12x. Because I was dissatisfied with the administrator(s) at last year’s school. | 15r. Because I was dissatisfied with the administration at last year’s school. | Responses to 12x and 12y frequently overlapped and have been combined for the 2012–13 TFS. Item matches the 2010–11 BTLS. |
| 12y. Because I was dissatisfied with the lack of support I received from the administration at last year’s school. | 15r. Because I was dissatisfied with the administration at last year’s school. | Responses to 12x and 12y frequently overlapped and have been combined for the 2012–13 TFS. Item matches the 2010–11 BTLS. |
| 12z. Because I was dissatisfied with the lack of influence I had over school policies and practices at last year’s school. | 15s. No change. |  |
|  |  |  |
| 12aa. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching at last year’s school. | 15t. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year’s school. | Responses to 12aa and 12dd frequently overlapped and have been combined for 2012–13 TFS. Item matches the 2010–11 BTLS. |
| 12bb. Because I was dissatisfied with having some of my compensation, benefits, or rewards tied to the performance of my students at last year’s school. | 15u. Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year’s school. | Revised to make it a little broader and focusing on how performance and compensation are tied rather than just whether or not they are tied. |
| 12cc. Because I was dissatisfied with the support I received for preparing my students for student assessments at last year’s school. | 15v. No change. |  |

**Exhibit 8. Changes made to the 2008–09 TFS items identifying involuntary leavers and reasons for leaving for the 2012–13 TFS Former Teacher Questionnaire—Cont’d.**

|  |  |  |
| --- | --- | --- |
| **2008–09 TFS wording** | **2012–13 TFS wording** | **Justification** |
| 12dd. Because I was dissatisfied with the influence student assessments had on the curriculum at last year’s school. | 15t. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year’s school. | Responses to 12aa and 12dd frequently overlapped and have been combined for 2012–13 TFS. Item matches the 2010–11 BTLS. |
| 12ee. Because I was dissatisfied with other aspects of accountability measures at last year’s school not included above. | Deleted. | Item is too general and items 15v, 15w, and 15x address student assessments. Respondents can include a specific response in the write-in category. |
| 12ff. Because of other factors not included in previous items a-ee. | 15w. Because of other factors not included in previous items a-y. |  |

**3. Principal Follow-Up Survey**

There are eight versions of the PFS questionnaire:

* PFS-1A is sent to public schools in the initial mail-out;
* PFS-1A(T) is used to record responses from telephone follow-up to nonresponding schools that were sent PFS-1A;
* PFS-1B is sent to private schools in the initial mail-out;
* PFS-1B(T) is used to record responses from telephone follow-up to nonresponding schools that were sent PFS-1B;
* PFS-1C is sent directly to SASS respondents who were public school principals when the PFS-1A is a non-response or if the principal is selected for the validation study;
* PFS-1C(T) is used to record responses from telephone follow-up with nonresponding public school principals that were sent PFS-1C.
* PFS-1D is sent directly to SASS respondents who were private school principals when the PFS-1B is a non-response or if the principal is selected for the validation study.
* PFS-1D(T) is used to record responses from telephone follow-up with nonresponding private school principals that were sent PFS-1D.

Items that have been deleted (exhibit 9) or revised (exhibit 10) in comparison to the 2008–09 PFS are identified below along with the justifications for why the changes were made. When compared to the 2008–09 PFS, no items have been added.

**Exhibit 9. Item deleted from some versions of the 2012–13 PFS Questionnaire**

|  |  |
| --- | --- |
| **2008–09 PFS Item wording** | **Justification for deletion** |
| 2. For some schools, we have a record of the name of last year’s School Head/Principal (who may also be the current School Head/Principal).  Name we have:  Is this the name of the school’s 2011–12 School Head/Principal, with first and last names in the right order and no nicknames?  1 🞏 Yes  2 🞏 No, this is not the name of the 2011–12 School Head/Principal OR there is no name above  🡫  What is the name of this school’s 2011–12 School Head/Principal? *(Please print)*  Title  First Name  Middle Initial  Last Name  Suffix | Since the principal is the respondent for PFS-1C – PFS-1D(T ) versions of the questionnaire, it is not necessary to verify his/her name in those versions. The item remains in PFS-1A – PFS-1B(T). |

**Exhibit 10. Items revised for the 2012–13 PFS**

|  |  |  |
| --- | --- | --- |
| **2008–09 PFS wording** | **2012–13 PFS wording** | **Justification** |
| Which of the following best describes the current occupational status of last year’s Principal? | No change to stem. Added the following response options to the four telephone versions: (1) “Still working as a principal, but not at this school – unknown if public or private” as the last option under the “Still working as a Principal, but not at this school heading; (2) “Left school, still working in a K-12 school, but not as Principal – unknown if public or private” as the last option under the “Still working in a K-12 school but not as a Principal” heading; (3) “Still working in K-12 education, but not in a K-12 school – position unknown” as the last option under the “Still working in K-12 Education, but not in a K-12 school” heading; (4) “Left school, working – unknown if related to K-12 education” under the “Working at a job outside of K-12 Education”; and (5) “Left school – status unknown”, added as the last option under the “Other” heading. | The additional categories were added to the survey variable as response options based on telephone follow-up and write-in “Other” responses during data processing. To reduce processing burden and ease participants’ reporting, these response options were added at the end of selected headings. |
| Introduction/Q1. The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school’s Principal last year. Which of the following best describes the current occupational status of last year’s Principal? | Change introduction and Q1 stem for PFS-1C – PFS-1D(T) versions of the instrument. Revised text to reflect that the respondent is the principal: “The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the principal of (School Name) during the 2011–12 school year. Please answer the following question about your current occupational status. Which of the following best describes your current occupational status?” | The wording was revised in these versions to reflect that the principal is the respondent. |

1. The “A” version is for public schools; the “B” version is for private schools. [↑](#footnote-ref-1)
2. There will be two hard copy instruments, each bound separately. The online instrument will have two main paths (one for current and one for former teachers) that mirror the two hard copy instruments. [↑](#footnote-ref-2)