

Attachment IV

NTPS Cognitive Interview Protocol and Questionnaire Items

Set 1

Set 1 cognitive testing will focus on items that require evaluation and new items that are being developed. During Set 1, respondents will be trained on how to “think aloud” as they complete the questionnaire. The tables at the end of this document show the items that will be included in the Set 1 instruments. As noted, the asterisked items are the ones that have been selected for focus in Set 1. The tables show the items and concurrent probes that are planned for Set 1. However, the protocols and items may be modified during testing.

Set 1 Protocol

Step 1: The interviewer will explain the study and obtain informed consent for participation in the interview and for audio-recording.

Step 2: The interviewer will ask the respondent about important issues facing educators. They will probe the respondent to prompt complete and detailed answers.

“Based on your experience as a teacher/principal, what do you think are the most important issues facing educators today?”

“What are the biggest problems you face as a teacher/principal?”

“Thinking about your school or school district, what changes do you think are needed to improve the school environment? To improve the quality of education?”

“What kinds of new technologies are available to teachers and students at your school? How have these technologies changed the way teachers teach? Changed the way homework is completed? Changed the quality of the work students produce? Do you think these technologies have a positive impact on student learning? Do they have a negative impact? What technological tools would you like to have available to your teachers and students?”

Step 2: The interviewer will explain the think-aloud process. The respondent will do a practice activity.

“While you fill out the survey I want you to think out loud about how you are answering each question. Hearing you talk about how you answer the questions will help me understand how to improve the survey questions. To help you get started on thinking aloud, we are going to do a practice activity.”

“Try to visualize the place where you live, and think about how many windows there are in that place. As you count up the windows, tell me what you are seeing and thinking about.”¹

¹ Think-aloud prompt from Gordon Willis,
http://www.mathematicampr.com/publications/pdfs/measurement_models_wp.pdf

“Now I would like you to do the same thinking aloud while you complete the questionnaire. While you are completing the questionnaire I will also ask you some questions about some of the items.”

Step 3: The interviewer will observe the respondent completing the questionnaire while thinking aloud and note any issues that require follow-up probing:

- What questions does the respondent ask while completing the questionnaire?
- Does the respondent make comments to qualify the responses he/she has chosen?
- Are there items that the respondent spent extra time on?
- Did the respondent follow the skip instructions correctly?
- Are there items that the respondent skipped because they were unsure how to answer?
- Did the respondent provide any answers that were inconsistent with other answers (there are specific items to check in the cognitive interview protocol)?

During the think-aloud, the interviewer will conduct concurrent probing on selected questions, as outlined in the questionnaire tables. In addition to these scripted probes, the interviewer will include additional probing about other issues that were noted. Since respondents will vary in a number of characteristics, including years of experience, school characteristics, educational history, and will likely vary in which aspects of the questionnaire they find difficult or confusing, it is not possible to predict and script in advance all the probes that may be asked of a particular respondent. The tables provide scripted probes that we anticipate will be required. Interviewers will probe spontaneously as needed to explore issues in greater depth. Interviewers will be trained to probe on the unique issues that may arise in each interview.

Step 4: The interview will wrap up with several retrospective probes. The interviewer will ask the respondent about what questions were the easiest or most difficult to answer, and whether the respondent has additional suggestions for improving any of the survey items. Finally, the interviewer will answer any questions the respondent may have about the study. For the principal respondents, the interviewer will also probe about items they found sensitive and if they would normally complete the questionnaire or delegate completion.

Step 5: At the conclusion of the interview, the interviewer will answer any questions the respondent may have about the study and give the respondent a \$40 check.

Set 2

In Set 2 the full instruments will be cognitively tested. The tables show the items that we expect to include in the Set 2 instruments. Note that as refinements to the items are made in Set 1, the final list of items and the grouping of these items in the instrument may change.

After the respondent has completed the questionnaire independently, the interviewer will conduct a cognitive debriefing with the respondent.

Step 1: The interviewer will explain the study and obtain informed consent for participation in the interview and for audio-recording.

Step 2: The interviewer will instruct the respondent to complete the questionnaire independently.

During survey completion, the interviewer will observe and note any issues that require follow-up probing (see list above). To assure accurate timing, the interviewer will prompt the respondent to complete the instrument before beginning discussion about the questionnaire.

Step 3: After the respondent has completed the questionnaire, the interviewer will review selected questions with the respondent. Since the specific items to be tested will depend on the results of Set 1 testing, scripted probes will be prepared after the Set 1 data have been analyzed. As with Set 1, the interviewer will include additional spontaneous probing about other issues that arise.

Step 4: At the conclusion of the interview, the interviewer will answer any questions the respondent may have about the study. At the conclusion of the interview, the interviewer will answer any questions the respondent may have about the study and give the respondent a \$40 check.

Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information	1	How do you classify your position at THIS school, that is, the activity at which you spend most of your time during this school year?	Regular full-time teacher (in any of grades Kindergarten-12 or comparable ungraded levels) Regular part-time teacher (in any of grades Kindergarten-12 or comparable ungraded levels) Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school) Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute) Short-term substitute Student teacher Teacher aide Administrator (e.g., principal, assistant principal, director, school head) Library media specialist or Librarian Other professional staff (e.g., counselor, curriculum coordinator, social worker) Support staff (e.g., secretary)	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information	2	Which box did you mark in item 1 above?	Box 1 Box 2, 3 or 4 Box 5,6 or 7 Box 8,9, 10 or 11	
General Information	3	Do you TEACH any regularly scheduled class(es) at this school in any of grades K-12 or comparable ungraded levels?	Yes No	
General Information	4	How much time do you work as a TEACHER in any of grades K-12 or comparable ungraded levels at THIS school?	Full time 2 3/4 time or more, but less than full-time 3 1/2 time or more, but less than 3/4 time 4 1/4 time or more, but less than 1/2 time 5 Less than 1/4 time I do not teach any of grades K-12 or comparable ungraded levels	
General Information	5*	How many days are covered by your contract, per contract year?	Days per contract year	[Think-aloud: Interviewer will observe how R calculates answer during the think-aloud process. Did R have a specific number of days already in mind or did they perform a calculation, etc.? Do retrospective probing as necessary.] Probes: You said that N days are covered by your contract, per contract year. How did you figure this out? What day does your contract start and end? Did you count only school days or total calendar days during the contract year?
General Information	6*	In what school year did you begin teaching at THIS school?	School year	[Think-aloud: Interviewer will observe how R determines answer to this question and note whether Q6, Q9 and Q11 are consistent.]

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information	7*	What was your MAIN activity LAST school year (2010-11)?	Teaching in this school Teaching in another public elementary or secondary school IN THIS SCHOOL SYSTEM Teaching in a public elementary or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE Teaching in a public elementary or secondary school IN ANOTHER STATE Teaching in a PRIVATE elementary or secondary school Student at a college or university Teaching in a preschool Teaching at a college or university Working in a position in the field of education, but not as a teacher Working in an occupation outside the field of education On leave (e.g., maternity or paternity leave, disability leave, sabbatical) Caring for family members, but not on leave (e.g., homemaking, childrearing) Military service Unemployed and seeking work Retired from another job Other	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information	9*	In what school year did you FIRST begin teaching, either full-time or part-time, at the elementary or secondary level?	School year	[Think-aloud: Interviewer will observe whether R is aware that the reference period for this Q has changed from discussion of THIS school to year when FIRST began teaching. Does R estimate answer or attempt to provide precise year?]
General Information	10*	In how many schools have you taught at the elementary or secondary level?	Schools	[Think-aloud: Interviewer will observe whether R enumerates and counts schools, provides rough estimate or seems to retrieve answer from memory answer without calculating.]
General Information	11	Excluding time spent on maternity/paternity leave or sabbatical, how many school years have you worked as an elementary- or secondary-level teacher in public, public charter or private schools?	School years	[Think-aloud: Interviewer will observe how R determines number of school years. Does R calculate based on year started teaching, does R retrieve answer without calculating? Interviewer will examine Q6, Q9, and Q11 to determine whether answers to these items are consistent.] Probes: How hard was it to remember the school year when you first began teaching? How did you figure out what year it was? Can you remember the name of the school where you started teaching? How did you figure out how many years you have taught?
Class Organization	13	Do you currently teach students in any of these grades at THIS school? Prekindergarten Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Class Organization	14	Of all the students you teach at this school, how many have an Individualized Education Program (IEP) because they have disabilities or are special education students?	None Number of students	
Class Organization	15	Of all the students you teach at this school, how many are of limited-English proficiency or are English-language learners (ELLs)?	None Number of students	
Class Organization	16*	This school year, what is your MAIN teaching assignment field at THIS school?	Code Main assignment	[Think-aloud: Interviewer will observe whether R had any difficulty locating the correct table or locating the correct subject matter code on the table (how long spent looking, how many times list scanned). Note any verbal indications of difficulty finding the right code.] Probes: How did you decide which code to pick? Did you have any trouble deciding which code was the best? [If “other” chosen] Why did you pick “Other”? If you had to pick one of the subject matters off the table, which would be the closest match?
Class Organization	17	Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Class Organization	18*	Which statement best describes the way YOUR classes at THIS school are organized?	<p>You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).</p> <p>You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist).</p> <p>You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class).</p> <p>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).</p> <p>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).</p>	<p>Probes: This question refers to different ways classes are organized [READ LIST IN INSTRUMENT]. Please explain how you decided which answer to choose. Did you have any difficulty deciding?</p> <p>NCES is interested in capturing information in this survey about other types of classrooms, like "flipped" classrooms, virtual classrooms, and classrooms that use blended learning. Do you have any classes like this? Can you tell me more about that--how would you describe that classroom?</p> <p>Thinking about your classes, are there any that don't quite fit these definitions? In what way?</p>

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Class Organization	[Develop questions on technology in the classroom.]			Probes: Now I would like to ask you about technology in the classroom. What kinds of new technologies are available to you? Your students? How have these technologies changed the way you teach? Changed the way homework is completed? Changed the quality of the work students produce? Do you think these technologies have a positive impact on student learning? Do they have a negative impact? What technological tools would you like to have available in your classroom?
Class Organization	[Develop questions on distance learning.]			Probes: Now I would like to ask you about .classes you might teach or your students might take where the teacher is not in the same physical location as the students. Do you or your students have any classes or time during class like this? What do you call it? Please describe how this program is set up. What kind of monitoring of student progress goes on? Have students been successful in completing coursework through distance learning? Have students struggled with this approach? Why is distance learning offered? What benefits have you observed? What issues have you observed? What classes or parts of classes are offered this way? To what students?
Class Organization	19*	Check the box you marked in item 18 and follow the arrow for the next item.	Box 1 or 2 Box 3 or 4 Box 5	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Class Organization	20*	During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught?	Students	
Class Organization	21*	During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?	Students	[Think-aloud: Interviewer will observe how R calculates answer. What is the range of class sizes the R mentions? Is R trying to calculate an average or providing a rough estimate? How does R interpret “at any one time?”] Probes: How did you figure out your answer to this question? What is the highest number of students you taught at any one time? The lowest?
Class Organization	22a	During your most recent FULL WEEK of teaching, approximately how many hours did YOU spend teaching each of the following subjects at THIS school? English, reading, or language arts (including reading and writing)	None Hours per week	
Class Organization	22a-1	Of these hours, how many were designated for reading instruction?	None Hours per week	
Class Organization	22b	Arithmetic or mathematics	None Hours per week	
Class Organization	22c	Social studies or history	None Hours per week	
Class Organization	22d	Science	None Hours per week	
Class Organization	23	How many separate class periods or sections do you currently teach at THIS school?	Number of classes or sections	
Class Organization	24*	For EACH class period or section that you reported in item 23, record the subject name, subject matter code, grade level code, and number of students.	Subject name Subject matter code Grade level code Number of students	Probe as for Q16 to determine whether R had difficulty choosing a subject code. If “other” chosen determine why.

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Education and Training	25a*	Do you have a bachelor's degree?	Yes No	
Education and Training	25b*	In what year did you receive your bachelor's degree?	Year	[Check: Interviewer will compare year of receipt of bachelor's degree to year of birth (Q83) and determine age at which BA was received.] Probes: Can you remember how old you were when you received your bachelor's degree? You wrote down that you got your bachelor's degree in YEAR and you were born in YEAR, so you were about N years old. Does that sound right? How sure are you of the year you got your BA? Was this hard to figure out? Why (or why not)? What year did you finish high school? When did you enter college? [Work with respondent to recall dates and determine accuracy of Q25b.]
Education and Training	25c	Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?	Code Major	
Education and Training	25d	What was your major field of study?	Code Major	
Education and Training	25e	Did you have a second major field of study?	Yes No	
Education and Training	25f	What was your second major field of study?	Code Major	
Education and Training	25g	Did you have a minor field of study?	Yes No	
Education and Training	25h	What was your minor field of study?	Code Major	
Education and Training	26a	What is the name of the college or university where you earned this degree?	Name of college or university	
Education and Training	26b	In what city and state is it located?	City State Located outside the United States	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Education and Training	27a*	Do you have a master's degree?	Yes No	<p>[Check: Interviewer will compare year of receipt of master's degree to year of birth (Q83) and determine age at which MA was received.] Probes: What year did you start your master's program? How many years after you received the BA did you start on your master's degree? How many years did it take to complete the degree? How sure are you of the year you received your master's degree? Was this hard to figure out? Why (or why not)? [Continue educational timeline started in Q25 to determine whether R's response to Q27c seems reasonable.]</p>
Education and Training	27b*	Was at least a portion of the cost of your master's degree paid for by a STATE, SCHOOL, or SCHOOL DISTRICT in which you taught?	Yes No	
Education and Training	27c*	In what year did you receive your master's degree?	Year	
Education and Training	27d*	Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?	Yes No	
Education and Training	27e*	What was your major field of study?	Code Major	
Education and Training	28*	Have you earned any of the degrees or certificates listed below?	Yes No	
Education and Training	28a*	Degree	Yes No	
Education and Training	28b*	What was your major field of study for each degree?	Code Major field of study title	
Education and Training	28c*	Was this degree awarded by a Department, College, or School of Education?	Yes, awarded by a Department, College or School of Education No	
Education and Training	28d*	In what year?	Year	
Education and Training	30*	Have you ever taken any graduate or undergraduate courses that focused solely on teaching methods or teaching strategies?	Yes No	
Education and Training	—*	How many courses?	1 or 2 courses 3 or 4 courses 5 to 9 courses 10 or more courses	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Education and Training	[Develop items to capture whether courses focused on teaching methods or strategies were taken before started teaching and when.]	Did you take any of these courses before you began teaching? Did you take any of these courses after you began teaching?		Probes: When did you take that course/those courses? [Check: Interviewer compare dates of course completion with date first started teaching to determine if the answers are consistent.]
Education and Training	31a*	Did you have any practice or student teaching?	Yes No	Note on question order: If the FIRST school year that R began teaching is likely to be immediately after student teaching is completed, consider moving Q9, Q10, Q11, and Q12 here. Currently, Q9 through Q12 occur within a sequence of questions regarding THIS school and last school year. If R's recall their educational and teaching experiences chronologically, Q9 through Q12 may fit here better.
Education and Training	31b*	How long did your practice or student teaching last?	4 weeks or less 5-7 weeks 8-11 weeks 12 weeks or more	
Education and Training	[Develop items on nature of the teacher's student teaching.]			Probe: Can you tell us about your student teaching experiences? (What did you do? How many teachers did you work with? Did you develop any lesson plans? In how many classes or classrooms did you student teach? What kind of mentoring did the teacher(s) you worked with provide? Are there ways you think the student teaching experience could be improved?)
First Year Teacher Module	32*	Was your FIRST year of teaching before the 2007-08 school year?	Yes No	[Think-aloud: Interviewer will observe whether R understands the skip patterns and navigates to the correct question.]

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
First Year Teacher Module	SASS 1993-94 item 6	What was your MAIN activity the year before you began teaching at the elementary or secondary level?	Student at a college or university Caring for family members Working as a substitute teacher Teaching in a preschool Teaching at a college or university Working in a position in the field of education, but not as a teacher Working in an occupation outside the field of education Military service Unemployed and seeking work Retired from another job	Please tell me more about what you were doing the year before you began teaching? What kind of work did you do before you began preparing to be a teacher? [Note: Mid-career teacher may have been in school training to be teacher the year before, so probe to determine what respondent was doing before entering school.]
First Year Teacher Module	SASS 1993-94 item 7	Answer item 7 only if you marked box 6 in item 6 above. Which of these categories best describes your previous position in the field of education?	Administrator (e.g., principal, assistant principal, director, school head) Counselor Library media specialist/ librarian Coach Other professional staff (e.g., department head, curriculum coordinator) Instructional aide Noninstructional support staff (e.g., secretary)	
First Year Teacher Module	SASS 1993-94 item 8a	Answer items 8a-e only if you marked box 7 in item 6. For whom did you work? Record the name of the company, business, or organization.	[BLANK]	
First Year Teacher Module	SASS 1993-94 item 8b	What kind of business or industry was this? For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.	[BLANK]	
First Year Teacher Module	SASS 1993-94 item 8c	What kind of work were you doing? Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.	[BLANK]	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
First Year Teacher Module	SASS 1993-94 item 8d	What were your most important activities or duties at that job? For example, typing, selling cars, driving delivery truck, caring for livestock.	[BLANK]	
First Year Teacher Module	SASS 1993-94 item 8e	How would you classify yourself on that job? Mark only one box.	An employee of a PRIVATE company, business, or individual for wages, salary, or commission A FEDERAL government employee A STATE government employee A LOCAL government employee SELF-EMPLOYED in your own business, professional practice, or farm Working WITHOUT PAY in a family business or farm Working WITHOUT PAY in a volunteer job	
First Year Teacher Module	33a*	In your FIRST year of teaching, how well prepared were you to— Handle a range of classroom management or discipline situations?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33b*	Use a variety of instructional methods?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33c*	Teach your subject matter?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33d*	Use computers in classroom instruction?	Not at all prepared Somewhat prepared Well prepared Very well prepared	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
First Year Teacher Module	33e*	Assess students?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33f*	Differentiate instruction in the classroom?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33g*	Use data from student assessments to inform instruction?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33h*	Teach to state content standards?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	34*	In your FIRST year of teaching, did you participate in a teacher induction program?	Yes No	
First Year Teacher Module	[Develop questions to capture about the magnitude, depth, breadth, and quality of the induction program.]			Probes: Tell me about the training you received to prepare to be a teacher. When you first began teaching, was there a teacher mentoring program or any other kinds of induction program to help you? What kind of support did you receive as part of the induction program? What was helpful about the induction program? What improvements could have been made to the program? What kind of help do you think a new teacher would benefit from the most?
First Year Teacher Module	35a*	Did you receive the following kinds of support during your FIRST year of teaching?— Reduced teaching schedule or number of preparations	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
First Year Teacher Module	35b*	Common planning time with teachers in your subject	Yes No	
First Year Teacher Module	35c*	Seminars or classes for beginning teachers	Yes No	
First Year Teacher Module	35d*	Extra classroom assistance (e.g., teacher aides)	Yes No	
First Year Teacher Module	35e*	Regular supportive communication with your principal, other administrators, or department chair	Yes No	
First Year Teacher Module	36a*	In your FIRST year of teaching, did you work closely with a master or mentor teacher who was assigned by your school or district?	Yes No	
First Year Teacher Module	36b*	How frequently did you work with your master or mentor teacher during your first year of teaching?	At least once a week Once or twice a month A few times a year Never	
First Year Teacher Module	36c*	Has your master or mentor teacher ever instructed students in the same subject area(s) as yours?	Yes No	
First Year Teacher Module	36d*	Overall, to what extent did your assigned master or mentor teacher improve your teaching in your first year of teaching?	1 Not at all 2 To a small extent 3 To a moderate extent 4 To a great extent	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Certification	37a*	Which of the following describes the teaching certificate you currently hold that certifies you to teach in THIS state?	<p>Regular or standard state certificate or advanced professional certificate</p> <p>Certificate issued after satisfying all requirements except the completion of a probationary period</p> <p>Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained</p> <p>Certificate issued to persons who must complete a certification program in order to continue teaching</p> <p>I do not hold any of the above certifications in THIS state</p>	Respondents will be asked for the specific language on their certificate. They will also be asked to describe 'alternative' routes to certification and how that certificate differs from 'traditional' ones
Certification	37b-1*	Using Table 3 on page 23, in what content area(s) and grade range(s) does the teaching certificate marked above allow you to teach in THIS state? Content Area	Code Content area	
Certification	37b-2*	Grade Range of Certificate	<p>Early childhood, preschool or at least one of grades K-5</p> <p>At least one of grades 6-8</p> <p>At least one of grades 9-12</p>	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Certification	37c*	Does this certificate marked in 37a allow you to teach in additional content areas?	Yes No	
Certification	37d-1*	Using Table 3 on page 23, please record all ADDITIONAL content areas and grade ranges in which this certificate allows you to teach:	Code Content Area	
Certification	—*	Grade Range of Certificate	Early childhood, preschool or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	
Certification	38a*	Do you have another current teaching certificate that certifies you to teach in THIS state?	Yes No	
Certification	38b*	Which of the following describes this current teaching certificate you hold 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	If not covered previously, respondents will be asked for the specific language on their certificate. They will also be asked to describe 'alternative' routes to certification and how that certificate differs from 'traditional' ones

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Certification	38c-1*	Using Table 3 on page 23, in what content area(s) and grade range(s) does the teaching certificate marked in question 38b on page 24 allow you to teach in THIS state? Content Area	Code Content area	
Certification	38c-2*	Grade Range of Certificate	Early childhood, preschool or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	
Certification	38d*	Does this certificate marked in item 38b allow you to teach in additional content areas?	Yes No	
Certification	38e-1*	Using Table 3 on page 23, please record all ADDITIONAL content areas and grade ranges in which this certificate allows you to teach:	Code Content area	
Certification	—*	Grade Range of Certificate	Early childhood, preschool or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Certification	[Develop items that measure the following aspects of teacher certification: number of courses, content of teacher preparation program, student teaching experience, whether the teacher passed a certifying exam on the first or second attempt.]			Probes: How many courses did you take as part of the certification process? What topics did you cover in the coursework you took? Was student teaching experience required to become certified? How much student teaching experience was required? Did you take an exam to become certified? Were you able to pass the exam on the first try? How many tries did it take?
Certification	41*	Did you enter teaching through an alternative certification program?	Yes No	In your own words what is this item asking about? Do you know anyone who received alternative certification? What do they call it?
Teacher Working Conditions Module	54*	How many hours a week are you paid to deliver INSTRUCTION to a class of students in THIS school?	Total WEEKLY hours spent delivering instruction	[Thinkaloud: Observe how R determines responses to Q54, Q55, and Q56. Are there any discrepancies in R's answers?]
Teacher Working Conditions Module	55*	How many hours are you required to work to receive BASE PAY during a typical FULL WEEK at THIS school?	Total WEEKLY hours required for BASE PAY	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher Working Conditions Module	56*	Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at THIS school?	Total WEEKLY hours spent on all teaching and school-related activities	
Teacher Working Conditions Module	57a*	During this school year, do you or will you – Coach a sport?	Yes No	
Teacher Working Conditions Module	57b*	Sponsor any student groups, clubs, or organizations?	Yes No	
Teacher Working Conditions Module	57c*	Serve as a department lead or chair?	Yes No	
Teacher Working Conditions Module	57d*	Serve as a lead curriculum specialist?	Yes No	
Teacher Working Conditions Module	57e*	Serve on a school-wide or district-wide committee or task force?	Yes No	
Teacher Working Conditions Module	57f*	Serve as a formal mentor or mentor coordinator in your school or district?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher Working Conditions Module	[Develop questions on services provided to school.]			Probes: What other services do you provide to the school or students outside of school? About how many total hours a week do you spend providing all the services that you have mentioned? Are there other activities related to school or your students outside of the school day that demand your time that we have not yet talked about? What are those? How long do they take on average per week?
Teacher Working Conditions Module	58*	In the LAST SCHOOL YEAR (2010-11), how much of your own money did you spend on classroom supplies, without reimbursement?	None Dollars	
Teacher School Climate Satisfaction Attitudes Module	61a	How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas? — Setting performance standards for students at this school	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61b	Establishing curriculum	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61c	Determining the content of in-service professional development programs	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61d	Evaluating teachers	No influence Minor influence Moderate influence A great deal of influence	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	61e	Hiring new full-time teachers	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61f	Setting discipline policy	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61g	Deciding how the school budget will be spent	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	62a	How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching? — Selecting textbooks and other instructional materials	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	62b	Selecting content, topics, and skills to be taught	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	62c	Selecting teaching techniques	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	62d	Evaluating and grading students	No influence Minor influence Moderate influence A great deal of influence	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	62e	Disciplining students	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	62f	Determining the amount of homework to be assigned	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	63a	To what extent do you agree or disagree with each of the following statements?— The school administration’s behavior toward the staff is supportive and encouraging.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63b	I am satisfied with my teaching salary.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63c	The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63d	I receive a great deal of support from parents for the work I do.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63e	Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	63f	Routine duties and paperwork interfere with my job of teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63g	My principal enforces school rules for student conduct and backs me up when I need it.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63h	Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63i	Most of my colleagues share my beliefs and values about what the central mission of the school should be.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63j	The principal knows what kind of school he or she wants and has communicated it to the staff.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63k	There is a great deal of cooperative effort among the staff members.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63l	In this school, staff members are recognized for a job well done.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	63m	I worry about the security of my job because of the performance of my students or my school on state and/or local tests.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63n	State or district content standards have had a positive influence on my satisfaction with teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63o	I am given the support I need to teach students with special needs.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63p	The amount of student tardiness and class cutting in this school interferes with my teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63q	I am generally satisfied with being a teacher at this school.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63r	I make a conscious effort to coordinate the content of my courses with that of other teachers.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	64a	To what extent is each of the following a problem in this school? – Student tardiness	Serious problem Moderate problem Minor problem Not a problem	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	64b	Student absenteeism	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64c	Student class cutting	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64d	Teacher absenteeism	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64e	Students dropping out	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64f	Student apathy	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64g	Lack of parental involvement	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64h	Poverty	Serious problem Moderate problem Minor problem Not a problem	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	64i	Students come to school unprepared to learn	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64j	Poor student health	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	65a	To what extent do you agree or disagree with each of the following statements? ?— The stress and disappointments involved in teaching at this school aren't really worth it.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65b	The teachers at this school like being here; I would describe us as a satisfied group.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65c	I like the way things are run at this school.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65d	If I could get a higher paying job I'd leave teaching as soon as possible.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65e	I think about transferring to another school.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	65f	I don't seem to have as much enthusiasm now as I did when I began teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65g	I think about staying home from school because I'm just too tired to go.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	66a	If you could go back to your college days and start over again, would you become a teacher or not?	Certainly would become a teacher 2 Probably would become a teacher Chances about even for and against Probably would not become a teacher 5 Certainly would not become a teacher	
Teacher School Climate Satisfaction Attitudes Module	66b*	How long do you plan to remain in teaching?	As long as I am able 2 Until I am eligible for retirement benefits from this job Until I am eligible for retirement benefits from a previous job Until I am eligible for Social Security benefits 5 Until a specific life event occurs (e.g., parenthood, marriage) 6 Until a more desirable job opportunity comes along 7 Definitely plan to leave as soon as I can 8 Undecided at this time	
Teacher School Climate Satisfaction Attitudes Module	67a	Has a student FROM THIS SCHOOL ever threatened to injure you?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	67b	Has a student FROM THIS SCHOOL threatened to injure you IN THE PAST 12 MONTHS?	Yes No	
Teacher School Climate Satisfaction Attitudes Module	67c	In the past 12 months, how many times has a student FROM THIS SCHOOL threatened to injure you?	Times	
Teacher School Climate Satisfaction Attitudes Module	68a	Has a student FROM THIS SCHOOL ever physically attacked you?	Yes No	
Teacher School Climate Satisfaction Attitudes Module	68b	Has a student FROM THIS SCHOOL physically attacked you IN THE PAST 12 MONTHS?	Yes No	
Teacher School Climate Satisfaction Attitudes Module	68c	In the past 12 months, how many times has a student FROM THIS SCHOOL physically attacked you?	Times	
General Employment and Background Information	69a	DURING THE SUMMER OF 2011, did you have any earnings from Teaching summer school in this or any other school?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Employment and Background Information	69a-1	Did any of these earnings come from your current school?	Yes No	
General Employment and Background Information	69b	Working in a non-teaching job in this or any other school?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	
General Employment and Background Information	69b-1	Did any of these earnings come from your current school?	Yes No	
General Employment and Background Information	69c	Working in any NONSCHOOL job?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	
General Employment and Background Information	70	DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year?	\$ for the entire school year	
General Employment and Background Information	71	DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Employment and Background Information	—	How much?	[BLANK]	
General Employment and Background Information	72*	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)?	Yes No	
General Employment and Background Information	—*	How much?	[BLANK]	
General Employment and Background Information	73	DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school system, such as a state supplement, etc.?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	
General Employment and Background Information	74a	DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	
General Employment and Background Information	74b	Which of these best describes this job OUTSIDE this school system?	Teaching or tutoring Non-teaching, but related to teaching field Other	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Employment and Background Information	75	During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system?	Yes No	
General Employment and Background Information	76*	Are you a member of a teachers' union or an employee association similar to a union?	Yes No	
General Employment and Background Information	77a	Does your school, district, or school system offer tenure?	Yes No	
General Employment and Background Information	77b	Are you tenured at your current school?	Yes No	
General Employment and Background Information	78	Are you male or female?	Male Female	
General Employment and Background Information	79a*	What is your current marital status?	Now married Widowed Divorced Separated Never married	
General Employment and Background Information	79b*	Are you currently living with a boyfriend/girlfriend or partner?	Yes No	
General Employment and Background Information	79c*	Are you currently living in a registered domestic partnership or civil union?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Employment and Background Information	80	Are you of Hispanic or Latino origin?	Yes No	
General Employment and Background Information	81	What is your race? White Black or African-American Asian Native Hawaiian or Other Pacific Islander American Indian or Alaska Native	White Black or African-American Asian Native Hawaiian or Other Pacific Islander American Indian or Alaska Native	
General Employment and Background Information	83	What is your year of birth?	[BLANK]	
Contact Information	84	Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, the most convenient time to reach you, and your work and home e-mail addresses.	[BLANK]	
Contact Information	85	Please PRINT contact's name, contact's relationship to you, contact's home address, contact's telephone number, and contact's work and home e-mail addresses	[BLANK]	
Contact Information	86	Please enter the date you completed the questionnaire.	[BLANK]	
Contact Information	87	Please indicate how much time it took you to complete this form, not counting interruptions.	[BLANK]	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information	1	How do you classify your position at THIS school, that is, the activity at which you spend most of your time during this school year?	Regular full-time teacher (in any of grades Kindergarten-12 or comparable ungraded levels) Regular part-time teacher (in any of grades Kindergarten-12 or comparable ungraded levels) Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school) Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute) Short-term substitute Student teacher Teacher aide Administrator (e.g., principal, assistant principal, director, school head) Library media specialist or Librarian Other professional staff (e.g., counselor, curriculum coordinator, social worker) Support staff (e.g., secretary)	
General Information	2	Which box did you mark in item 1 above?	Box 1 Box 2, 3 or 4 Box 5,6 or 7 Box 8,9, 10 or 11	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information	3	Do you TEACH any regularly scheduled class(es) at this school in any of grades K-12 or comparable ungraded levels?	Yes No	
General Information	4	How much time do you work as a TEACHER in any of grades K-12 or comparable ungraded levels at THIS school?	Full time 2 3/4 time or more, but less than full-time 3 1/2 time or more, but less than 3/4 time 4 1/4 time or more, but less than 1/2 time 5 Less than 1/4 time I do not teach any of grades K-12 or comparable ungraded levels	
General Information	5*	How many days are covered by your contract, per contract year?	Days per contract year	[Think-aloud: Interviewer will observe how R calculates answer during the think-aloud process. Did R have a specific number of days already in mind or did they perform a calculation, etc.? Do retrospective probing as necessary.] Probes: You said that N days are covered by your contract, per contract year. How did you figure this out? What day does your contract start and end? Did you count only school days or total calendar days during the contract year?
General Information	6*	In what school year did you begin teaching at THIS school?	School year	[Think-aloud: Interviewer will observe how R determines answer to this question and note whether Q6, Q9 and Q11 are consistent.]

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information	7*	What was your MAIN activity LAST school year (2010-11)?	Teaching in this school Teaching in another private elementary or secondary school IN THIS State Teaching in a private elementary or secondary school IN A DIFFERENT STATE Teaching in a public elementary or secondary school Student at a college or university Teaching in a preschool Teaching at a college or university Working in a position in the field of education, but not as a teacher Working in an occupation outside the field of education On leave (e.g., maternity or paternity leave, disability leave, sabbatical) Caring for family members, but not on leave (e.g., homemaking, childrearing) Military service Unemployed and seeking work Retired from another job Other	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information	9*	In what school year did you FIRST begin teaching, either full-time or part-time, at the elementary or secondary level?	School year	[Think-aloud: Interviewer will observe whether R is aware that the reference period for this Q has changed from discussion of THIS school to year when FIRST began teaching. Does R estimate answer or attempt to provide precise year?]
General Information	10*	In how many schools have you taught at the elementary or secondary level?	Schools	[Think-aloud: Interviewer will observe whether R enumerates and counts schools, provides rough estimate or seems to retrieve answer from memory answer without calculating.]
General Information	11*	Excluding time spent on maternity/paternity leave or sabbatical, how many school years have you worked as an elementary- or secondary-level teacher in public, public charter or private schools?	School years	[Think-aloud: Interviewer will observe how R determines number of school years. Does R calculate based on year started teaching, does R retrieve answer without calculating? Interviewer will examine Q6, Q9, and Q11 to determine whether answers to these items are consistent.] Probes: How hard was it to remember the school year when you first began teaching? How did you figure out what year it was? Can you remember the name of the school where you started teaching? How did you figure out how many years you have taught?
Class Organization	13	Do you currently teach students in any of these grades at THIS school? Prekindergarten Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Class Organization	14	Of all the students you teach at this school, how many have an Individualized Education Program (IEP) because they have disabilities or are special education students?	None Number of students	
Class Organization	15	Of all the students you teach at this school, how many are of limited-English proficiency or are English-language learners (ELLs)?	None Number of students	
Class Organization	16*	This school year, what is your MAIN teaching assignment field at THIS school?	Code Main assignment	[Think-aloud: Interviewer will observe whether R had any difficulty locating the correct table or locating the correct subject matter code on the table (how long spent looking, how many times list scanned). Note any verbal indications of difficulty finding the right code.] Probes: How did you decide which code to pick? Did you have any trouble deciding which code was the best? [If “other” chosen] Why did you pick “Other”? If you had to pick one of the subject matters off the table, which would be the closest match?
Class Organization	17	Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Class Organization	18*	Which statement best describes the way YOUR classes at THIS school are organized?	<p>You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).</p> <p>You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist).</p> <p>You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class).</p> <p>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).</p> <p>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).</p>	<p>Probes: This question refers to different ways classes are organized [READ LIST FROM INSTRUMENT]. Please explain how you decided which answer to choose. Did you have any difficulty deciding?</p> <p>NCES is interested in capturing information in this survey about other types of classrooms, like "flipped" classrooms, virtual classrooms, and classrooms that use blended learning. Do you have any classes like this? Can you tell me more about that--how would you describe that classroom?</p> <p>Thinking about your classes, are there any that don't quite fit these definitions? In what way?</p>

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Class Organization	[Develop questions on technology in the classroom.]			Probes: Now I would like to ask you about technology in the classroom. What kinds of new technologies are available to you? Your students? How have these technologies changed the way you teach? Changed the way homework is completed? Changed the quality of the work students produce? Do you think these technologies have a positive impact on student learning? Do they have a negative impact? What technological tools would you like to have available in your classroom?
Class Organization	[Develop questions on distance learning.]			Probes: Now I would like to ask you about .classes you might teach or your students might take where the teacher is not in the same physical location as the students. Do you or your students have any classes or time during class like this? What do you call it? Please describe how this program is set up. What kind of monitoring of student progress goes on? Have students been successful in completing coursework through distance learning? Have students struggled with this approach? Why is distance learning offered? What benefits have you observed? What issues have you observed? What classes or parts of classes are offered this way? To what students?
Class Organization	19*	Check the box you marked in item 18 and follow the arrow for the next item.	Box 1 or 2 Box 3 or 4 Box 5	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Class Organization	20*	During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught?	Students	
Class Organization	21*	During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?	Students	[Think-aloud: Interviewer will observe how R calculates answer. What is the range of class sizes the R mentions? Is R trying to calculate an average or providing a rough estimate? How does R interpret “at any one time?”] Probes: How did you figure out your answer to this question? What is the highest number of students you taught at any one time? The lowest?
Class Organization	22a	During your most recent FULL WEEK of teaching, approximately how many hours did YOU spend teaching each of the following subjects at THIS school? English, reading, or language arts (including reading and writing)	None Hours per week	
Class Organization	22a-1	Of these hours, how many were designated for reading instruction?	None Hours per week	
Class Organization	22b	Arithmetic or mathematics	None Hours per week	
Class Organization	22c	Social studies or history	None Hours per week	
Class Organization	22d	Science	None Hours per week	
Class Organization	23	How many separate class periods or sections do you currently teach at THIS school?	Number of classes or sections	
Class Organization	24*	For EACH class period or section that you reported in item 23, record the subject name, subject matter code, grade level code, and number of students.	Subject name Subject matter code Grade level code Number of students	Probe as for Q16 to determine whether R had difficulty choosing a subject code. If “other” chosen determine why.

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Education and Training	25a*	Do you have a bachelor's degree?	Yes No	
Education and Training	25b*	In what year did you receive your bachelor's degree?	Year	[Check: Interviewer will compare year of receipt of bachelor's degree to year of birth (Q83) and determine age at which BA was received.] Probes: Can you remember how old you were when you received your bachelor's degree? You wrote down that you got your bachelor's degree in YEAR and you were born in YEAR, so you were about N years old. Does that sound right? How sure are you of the year you got your BA? Was this hard to figure out? Why (or why not)? What year did you finish high school? When did you enter college? [Work with respondent to recall dates and determine accuracy of Q25b.]
Education and Training	25c	Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?	Code Major	
Education and Training	25d	What was your major field of study?	Code Major	
Education and Training	25e	Did you have a second major field of study?	Yes No	
Education and Training	25f	What was your second major field of study?	Code Major	
Education and Training	25g	Did you have a minor field of study?	Yes No	
Education and Training	25h	What was your minor field of study?	Code Major	
Education and Training	26a	What is the name of the college or university where you earned this degree?	Name of college or university	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Education and Training	26b	In what city and state is it located?	City State Located outside the United States	
Education and Training	27a*	Do you have a master's degree?	Yes No	[Check: Interviewer will compare year of receipt of master's degree to year of birth (Q83) and determine age at which MA was received.] Probes: What year did you start your master's program? How many years after you received the BA did you start on your master's degree? How many years did it take to complete the degree? How sure are you of the year you received your master's degree? Was this hard to figure out? Why (or why not)? [Continue educational timeline started in Q25 to determine whether R's response to Q27c seems reasonable.]
Education and Training	27b*	Was at least a portion of the cost of your master's degree paid for by a STATE, SCHOOL, or SCHOOL DISTRICT in which you taught?	Yes No	
Education and Training	27c*	In what year did you receive your master's degree?	Year	
Education and Training	27d*	Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?	Yes No	
Education and Training	27e*	What was your major field of study?	Code Major	
Education and Training	28*	Have you earned any of the degrees or certificates listed below?	Yes No	
Education and Training	28a*	Degree	[types of degrees for grid]	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Education and Training	28b*	What was your major field of study for each degree?	Code Major field of study title	
Education and Training	28c*	Was this degree awarded by a Department, College, or School of Education?	Yes, awarded by a Department, College or School of Education No	
Education and Training	28d*	In what year?	Year	
Education and Training	30*	Have you ever taken any graduate or undergraduate courses that focused solely on teaching methods or teaching strategies?	Yes No	
Education and Training	30*	How many courses?	1 or 2 courses 3 or 4 courses 5 to 9 courses 10 or more courses	
Education and Training	[Develop items to capture whether courses focused on teaching methods or strategies were taken before started teaching and when.]	Did you take any of these courses before you began teaching? Did you take any of these courses after you began teaching?		Probes: When did you take that course/those courses? [Check: Interviewer compare dates of course completion with date first started teaching to determine if the answers are consistent.]
Education and Training	31a*	Did you have any practice or student teaching?	Yes No	Note on question order: If the FIRST school year that R began teaching is likely to be immediately after student teaching is completed, consider moving Q9, Q10, Q11, and Q12 here. Currently, Q9 through Q12 occur within a sequence of questions regarding THIS school and last school year. If R's recall their educational and teaching experiences chronologically, Q9 through Q12 may fit here better.

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Education and Training	31b*	How long did your practice or student teaching last?	4 weeks or less 5-7 weeks 8-11 weeks 12 weeks or more	Note on question order: If the FIRST school year that R began teaching is likely to be immediately after student teaching is completed, consider moving Q9, Q10, Q11, and Q12 here. Currently, Q9 through Q12 occur within a sequence of questions regarding THIS school and last school year. If R's recall their educational and teaching experiences chronologically, Q9 through Q12 may fit here better.
Education and Training	[Develop items on nature of the teacher's student teaching.]			Probe: Can you tell us about your student teaching experiences? (What did you do? How many teachers did you work with? Did you develop any lesson plans? In how many classes or classrooms did you student teach? What kind of mentoring did the teacher(s) you worked with provide? Are there ways you think the student teaching experience could be improved?)
First Year Teacher Module	32*	Was your FIRST year of teaching before the 2007-08 school year?	Yes No	[Think-aloud: Interviewer will observe whether R understands the skip patterns and navigates to the correct question.]
First Year Teacher Module	SASS 1993-94 item 6	What was your MAIN activity the year before you began teaching at the elementary or secondary level?	Student at a college or university Caring for family members Working as a substitute teacher Teaching in a preschool Teaching at a college or university Working in a position in the field of education, but not as a teacher Working in an occupation outside the field of education Military service Unemployed and seeking work Retired from another job	Please tell me more about what you were doing the year before you began teaching? What kind of work did you do before you began preparing to be a teacher? [Note: Mid-career teacher may have been in school training to be teacher the year before, so probe to determine what respondent was doing before entering school.]

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
First Year Teacher Module	SASS 1993-94 item 7	Answer item 7 only if you marked box 6 in item 6 above. Which of these categories best describes your previous position in the field of education?	Administrator (e.g., principal, assistant principal, director, school head) Counselor Library media specialist/ librarian Coach Other professional staff (e.g., department head, curriculum coordinator) Instructional aide Noninstructional support staff (e.g., secretary)	
First Year Teacher Module	SASS 1993-94 item 8a	Answer items 8a-e only if you marked box 7 in item 6. For whom did you work? Record the name of the company, business, or organization.	[BLANK]	
First Year Teacher Module	SASS 1993-94 item 8b	What kind of business or industry was this? For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.	[BLANK]	
First Year Teacher Module	SASS 1993-94 item 8c	What kind of work were you doing? Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.	[BLANK]	
First Year Teacher Module	SASS 1993-94 item 8d	What were your most important activities or duties at that job? For example, typing, selling cars, driving delivery truck, caring for livestock.	[BLANK]	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
First Year Teacher Module	SASS 1993-94 item 8e	How would you classify yourself on that job? Mark only one box.	An employee of a PRIVATE company, business, or individual for wages, salary, or commission A FEDERAL government employee A STATE government employee A LOCAL government employee SELF-EMPLOYED in your own business, professional practice, or farm Working WITHOUT PAY in a family business or farm Working WITHOUT PAY in a volunteer job	
First Year Teacher Module	33a*	In your FIRST year of teaching, how well prepared were you to— Handle a range of classroom management or discipline situations?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33b*	Use a variety of instructional methods?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33c*	Teach your subject matter?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33d*	Use computers in classroom instruction?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33e*	Assess students?	Not at all prepared Somewhat prepared Well prepared Very well prepared	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
First Year Teacher Module	33f*	Differentiate instruction in the classroom?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	33g*	Use data from student assessments to inform instruction?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	†*	Teach to state content standards?	Not at all prepared Somewhat prepared Well prepared Very well prepared	
First Year Teacher Module	34*	In your FIRST year of teaching, did you participate in a teacher induction program?	Yes No	
First Year Teacher Module	†*	[Develop questions to capture about the magnitude, depth, breadth, and quality of the induction program.]	Yes No	Probes: Tell me about the training you received to prepare to be a teacher. When you first began teaching, was there a teacher mentoring program or any other kinds of induction program to help you? What kind of support did you receive as part of the induction program? What was helpful about the induction program? What improvements could have been made to the program? What kind of help do you think a new teacher would benefit from the most?
First Year Teacher Module	35a*	Did you receive the following kinds of support during your FIRST year of teaching?— Reduced teaching schedule or number of preparations	Yes No	
First Year Teacher Module	35b*	Common planning time with teachers in your subject	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
First Year Teacher Module	35c*	Seminars or classes for beginning teachers	Yes No	
First Year Teacher Module	35d*	Extra classroom assistance (e.g., teacher aides)	Yes No	
First Year Teacher Module	35e*	Regular supportive communication with your principal, other administrators, or department chair	Yes No	
First Year Teacher Module	36a*	In your FIRST year of teaching, did you work closely with a master or mentor teacher who was assigned by your school or district?	Yes No	
First Year Teacher Module	36b*	How frequently did you work with your master or mentor teacher during your first year of teaching?	At least once a week Once or twice a month A few times a year Never	
First Year Teacher Module	36c*	Has your master or mentor teacher ever instructed students in the same subject area(s) as yours?	Yes No	
First Year Teacher Module	36d*	Overall, to what extent did your assigned master or mentor teacher improve your teaching in your first year of teaching?	1 Not at all 2 To a small extent 3 To a moderate extent 4 To a great extent	
Certification	37a*	Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?	Yes No	
Certification	37b-1*	Using Table 3 on page 23, in what content area(s) and grade range(s) does the teaching certificate marked above allow you to teach in THIS state?	Code Content area	
Certification	37b-2*	Grade Range of Certificate	Early childhood, preschool or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Certification	37c*	Does this certificate marked in 37a allow you to teach in additional content areas?	Yes No	
Certification	37d-1*	Using Table 3 on page 23, please record all ADDITIONAL content areas and grade ranges in which this certificate allows you to teach:	Code Content area	
Certification	37d-1*	Grade Range of Certificate Additional Content Area	Additional content area: Code; content area Grade range of certificate: Early childhood, preschool or at least one of grades K-5; At least one of grades 6-8; At least one of grades 9-12	
Certification	38a*	Do you have a current teaching certificate in this state?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Certification	38b*	Which of the following 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.	
Certification	38c-1*	Using Table 3 on page 23, in what content area(s) and grade range(s) does the teaching certificate marked in question 38b on page 24 allow you to teach in THIS state? – Content Area	Code Content area	
Certification	38c-2*	Grade Range of Certificate	Early childhood, preschool or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	
Certification	38d*	Does this certificate marked in item 38b allow you to teach in additional content areas?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Certification	38e -1*	Using Table 3 on page 23, please record all ADDITIONAL content areas and grade ranges in which this certificate allows you to teach:	Code Content area	
Certification	38e -1*	Grade Range of Certificate – Additional Content Area	Additional content area: Code; content area Grade range of certificate: Early childhood, preschool or at least one of grades K-5; At least one of grades 6-8; At least one of grades 9-12	
Certification	39a*	Do you have another current teaching certificate that certifies you to teach in THIS state?	Yes No	
Certification	39b*	Which of the following describes this current teaching certificate you hold 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	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Certification	39c-1*	Using Table 3 on page 23, in what content area(s) and grade range(s) does the teaching certificate marked in question 39b allow you to teach in this state?- Content Area	Content area: Code; content area Grade range of certificate: Early childhood, preschool or at least one of grades K-5; At least one of grades 6-8; At least one of grades 9-12	
Certification	39c-2*	Grade Range of Certificate	Early childhood, preschool or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	
Certification	39d*	Does this certificate marked in item 39b allow you to teach in additional content areas?	Yes No	
Certification	39e*	Using Table 3 on page 23, please record all ADDITIONAL content areas and grade ranges in which this certificate allows you to teach:	Additional content area: Code; content area Grade range of certificate: Early childhood, preschool or at least one of grades K-5; At least one of grades 6-8; At least one of grades 9-12	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Certification	[Develop items that measure the following aspects of teacher certification: number of courses, content of teacher preparation program, student teaching experience, whether the teacher passed a certifying exam on the first or second attempt.]			Probes: How many courses did you take as part of the certification process? What topics did you cover in the coursework you took? Was student teaching experience required to become certified? How much student teaching experience was required? Did you take an exam to become certified? Were you able to pass the exam on the first try? How many tries did it take?
Certification	42*	Did you enter teaching through an alternative certification program?	Yes No	
Teacher Working Conditions Module	54*	How many hours a week are you paid to deliver INSTRUCTION to a class of students in THIS school?	Total WEEKLY hours spent delivering instruction	[Thinkaloud: Observe how R determines responses to Q54, Q55, and Q56. Are there any discrepancies in R's answers?]
Teacher Working Conditions Module	55*	How many hours are you required to work to receive BASE PAY during a typical FULL WEEK at THIS school?	Total WEEKLY hours required for BASE PAY	
Teacher Working Conditions Module	56*	Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at THIS school?	Total WEEKLY hours spent on all teaching and school-related activities	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher Working Conditions Module	57a*	During this school year, do you or will you – Coach a sport?	Yes No	
Teacher Working Conditions Module	57b*	Sponsor any student groups, clubs, or organizations?	Yes No	
Teacher Working Conditions Module	57c*	Serve as a department lead or chair?	Yes No	
Teacher Working Conditions Module	57d*	Serve as a lead curriculum specialist?	Yes No	
Teacher Working Conditions Module	57e*	Serve on a school-wide or district-wide committee or task force?	Yes No	
Teacher Working Conditions Module	57f*	Serve as a formal mentor or mentor coordinator in your school or district?	Yes No	
Teacher Working Conditions Module	[Develop questions on services provided to school.]			Probes: What other services do you provide to the school or students outside of school? About how many total hours a week do you spend providing all the services that you have mentioned? Are there other activities related to school or your students outside of the school day that demand your time that we have not yet talked about? What are those? How long do they take on average per week?

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher Working Conditions Module	58*	In the LAST SCHOOL YEAR (2010-11), how much of your own money did you spend on classroom supplies, without reimbursement?	None Dollars	
Teacher School Climate Satisfaction Attitudes Module	61a	How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas? — Setting performance standards for students at this school	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61b	Establishing curriculum	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61c	Determining the content of in-service professional development programs	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61d	Evaluating teachers	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61e	Hiring new full-time teachers	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	61f	Setting discipline policy	No influence Minor influence Moderate influence A great deal of influence	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	61g	Deciding how the school budget will be spent	No influence Minor influence Moderate influence A great deal of influence	
Teacher School Climate Satisfaction Attitudes Module	62a	How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching? — Selecting textbooks and other instructional materials	No control Minor control Moderate control A great deal of control	
Teacher School Climate Satisfaction Attitudes Module	62b	Selecting content, topics, and skills to be taught	No control Minor control Moderate control A great deal of control	
Teacher School Climate Satisfaction Attitudes Module	62c	Selecting teaching techniques	No control Minor control Moderate control A great deal of control	
Teacher School Climate Satisfaction Attitudes Module	62d	Evaluating and grading students	No control Minor control Moderate control A great deal of control	
Teacher School Climate Satisfaction Attitudes Module	62e	Disciplining students	No control Minor control Moderate control A great deal of control	
Teacher School Climate Satisfaction Attitudes Module	62f	Determining the amount of homework to be assigned	No control Minor control Moderate control A great deal of control	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	63a	To what extent do you agree or disagree with each of the following statements?— The school administration’s behavior toward the staff is supportive and encouraging.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63b	I am satisfied with my teaching salary.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63c	The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63d	I receive a great deal of support from parents for the work I do.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63e	Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63f	Routine duties and paperwork interfere with my job of teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63g	My principal enforces school rules for student conduct and backs me up when I need it.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	63h	Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63i	Most of my colleagues share my beliefs and values about what the central mission of the school should be.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63j	The principal knows what kind of school he or she wants and has communicated it to the staff.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63k	There is a great deal of cooperative effort among the staff members.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63l	In this school, staff members are recognized for a job well done.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63m	I worry about the security of my job because of the performance of my students or my school on state and/or local tests.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63n	State or district content standards have had a positive influence on my satisfaction with teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	63o	I am given the support I need to teach students with special needs.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63p	The amount of student tardiness and class cutting in this school interferes with my teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63q	I am generally satisfied with being a teacher at this school.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	63r	I make a conscious effort to coordinate the content of my courses with that of other teachers.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	64a	To what extent is each of the following a problem in this school? –Student tardiness	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64b	Student absenteeism	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64c	Student class cutting	Serious problem Moderate problem Minor problem Not a problem	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	64d	Teacher absenteeism	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64e	Students dropping out	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64f	Student apathy	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64g	Lack of parental involvement	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64h	Poverty	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64i	Students come to school unprepared to learn	Serious problem Moderate problem Minor problem Not a problem	
Teacher School Climate Satisfaction Attitudes Module	64j	Poor student health	Serious problem Moderate problem Minor problem Not a problem	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	65a	To what extent do you agree or disagree with each of the following statements? ?— The stress and disappointments involved in teaching at this school aren't really worth it.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65b	The teachers at this school like being here; I would describe us as a satisfied group.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65c	I like the way things are run at this school.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65d	If I could get a higher paying job I'd leave teaching as soon as possible.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65e	I think about transferring to another school.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65f	I don't seem to have as much enthusiasm now as I did when I began teaching.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	
Teacher School Climate Satisfaction Attitudes Module	65g	I think about staying home from school because I'm just too tired to go.	Strongly agree Somewhat agree Somewhat disagree Strongly disagree	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	66a	If you could go back to your college days and start over again, would you become a teacher or not?	Certainly would become a teacher Probably would become a teacher Chances about even for and against Probably would not become a teacher Certainly would not become a teacher	
Teacher School Climate Satisfaction Attitudes Module	66b*	How long do you plan to remain in teaching?	As long as I am able 2 Until I am eligible for retirement benefits from this job Until I am eligible for retirement benefits from a previous job Until I am eligible for Social Security benefits 5 Until a specific life event occurs (e.g., parenthood, marriage) 6 Until a more desirable job opportunity comes along 7 Definitely plan to leave as soon as I can 8 Undecided at this time	
Teacher School Climate Satisfaction Attitudes Module	67a	Has a student FROM THIS SCHOOL ever threatened to injure you?	Yes No	
Teacher School Climate Satisfaction Attitudes Module	67b	Has a student FROM THIS SCHOOL threatened to injure you IN THE PAST 12 MONTHS?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes Module	67c	In the past 12 months, how many times has a student FROM THIS SCHOOL threatened to injure you?	Times	
Teacher School Climate Satisfaction Attitudes Module	68a	Has a student FROM THIS SCHOOL ever physically attacked you?	Yes No	
Teacher School Climate Satisfaction Attitudes Module	68b	Has a student FROM THIS SCHOOL physically attacked you IN THE PAST 12 MONTHS?	Yes No	
Teacher School Climate Satisfaction Attitudes Module	68c	In the past 12 months, how many times has a student FROM THIS SCHOOL physically attacked you?	Times	
General Employment and Background Information	69a	DURING THE SUMMER OF 2011, did you have any earnings from Teaching summer school in this or any other school?	Yes No	
General Employment and Background Information		How much?	[BLANK]	
General Employment and Background Information	69a-1	Did any of these earnings come from your current school?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Employment and Background Information	69b	Working in a non-teaching job in this or any other school?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	
General Employment and Background Information	69b-1	Did any of these earnings come from your current school?	Yes No	
General Employment and Background Information	69c	Working in any NONSCHOOL job?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	
General Employment and Background Information	70	DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year?	\$ for the entire school year	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Employment and Background Information	71	DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	
General Employment and Background Information	72*	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)?	Yes No	
General Employment and Background Information	—*	How much?	[BLANK]	
General Employment and Background Information	73	DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school system, such as a state supplement, etc.?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Employment and Background Information	74a	DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?	Yes No	
General Employment and Background Information	—	How much?	[BLANK]	
General Employment and Background Information	74b	Which of these best describes this job OUTSIDE this school system?	Teaching or tutoring Non-teaching, but related to teaching field Other	
General Employment and Background Information	75	During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system?	Yes No	
General Employment and Background Information	76	Do you work in this school on a contributed service basis, that is, for less than full salary, or no salary, as a member of a religious order?	Yes No	
General Employment and Background Information	77a	Does your school offer tenure?	Yes No	
General Employment and Background Information	77b	Are you tenured at your current school?	Yes No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Employment and Background Information	78	Are you male or female?	Male Female	
General Employment and Background Information	79a*	What is your current marital status? *	Now married Widowed Divorced Separated Never married	
General Employment and Background Information	79b*	Are you currently living with a boyfriend/girlfriend or partner?	Yes No	
General Employment and Background Information	79c*	Are you currently living in a registered domestic partnership or civil union?	Yes No	
General Employment and Background Information	80	Are you of Hispanic or Latino origin?	Yes No	
General Employment and Background Information	81	What is your race? White Black or African-American Asian Native Hawaiian or Other Pacific Islander American Indian or Alaska Native	White Black or African-American Asian Native Hawaiian or Other Pacific Islander American Indian or Alaska Native	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Employment and Background Information	82	What is your year of birth?	[BLANK]	
Contact Information	83	Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, the most convenient time to reach you, and your work and home e-mail addresses.	[BLANK]	
Contact Information	84	Please PRINT contact's name, contact's relationship to you, contact's home address, contact's telephone number, and contact's work and home e-mail addresses	[BLANK]	
Contact Information	85	Please enter the date you completed the questionnaire.	[BLANK]	
Contact Information	86	Please indicate how much time it took you to complete this form, not counting interruptions.	[BLANK]	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Confirm Your School	1*	Does this school offer the following grades? Prekindergarten Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	Yes No	[Check: Has R marked a contiguous set of grades? There should be no gaps (e.g., school has 1st and 3rd grade, but not 2nd grade).]
Confirm Your School	2*	Around the first of October, how many students in grades K-12 and comparable ungraded levels were enrolled in this school?	Number of students	
Confirm Your District	A1	Is the agency named on the cover page a school district or local education agency?	Yes (proceed) No	
Confirm Your District	A2	Is the school district or local education agency still in operation?	Yes No (proceed)	
Confirm Your District	A3	Does this school district serve students in one or more of grades 1-12 or comparable ungraded levels?	Street City State Zip Code	
Confirm Your District	A4	Since October 2010, has this school district merged with another school district?	Yes (proceed) No	
Confirm Your District	C1	Is the physical or street address of this district office the same as that on the cover page?	Yes No (proceed)	
Confirm Your District	C2	What is the physical or street address of this school district office or local education agency office?	Street City State Zip Code	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
	[Develop questions about virtual schools.]			Is your school a virtual school, in which most instruction is conducted online? Does your school include a virtual school in which courses are taught online? If so, could you tell me about how the school is organized? Where are your offices? Where do teachers teach from? How do you get enrollment? How many courses do you offer?
	[Develop question that captures schools that share space with other entities.]			Does another organization, school, or business allow you to share their space with them? Within your school building, are there other institutions in addition to NAME school? Are there other schools that share space with NAME school? Could you tell me more about that?
Principal Education and Experience	1*	PRIOR to this school year, how many years did you serve as the principal of THIS OR ANY OTHER school?	None Year(s) as principal of this or any other school	[Think-aloud: Interviewer will observe how R determines answers to this question series. Does R retrieve formulated answer from memory, enumerate schools, provide only rough estimate?] Probes: You said you have served as a principal for a total of N years, with N years as principal of this school. How did you figure out your answer to this question? What year did you begin serving as a principal at any school? At how many total schools have you served as principal? What year did you begin serving as principal of THIS school? How did you remember that date?
Principal Education and Experience	2*	PRIOR to this school year, how many years did you serve as the principal of THIS school?	None Year(s) as principal of this school	Think-aloud and probes as for Q1.

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Education and Experience	3*	Before you became a principal, how many years of elementary or secondary teaching experience did you have?	None Year(s) of teaching before becoming a principal	Probes: How did you figure out your answer to this question? What year did you begin teaching?
Principal Education and Experience	4*	SINCE becoming a principal, how many years of elementary or secondary teaching experience have you had?	None Year(s) of teaching since becoming a principal	[Think-aloud: Observe whether R is counting years of teaching experience BEFORE and SINCE becoming a principal, or whether R has missed the time frame of these question.] Probes: You said you have N years of teaching experience BEFORE becoming a principal, and N years of teaching experience SINCE becoming a principal. How did you figure out your answers to these questions?
Principal Education and Experience	5*	In addition to serving as principal, are you currently teaching in this school?	Yes No	
Principal Education and Experience	6c*	BEFORE you became a principal, did you hold the following school positions? Assistant principal or program director	Yes No	
Principal Education and Experience	7*	Before you became a principal, did you participate in any district or school training or development program for ASPIRING school principals?	Yes No	
Principal Education and Experience	8*	Do you currently hold a license/certificate in “school administration”?	Yes No	
Principal Education and Experience	[Develop question about principal pipeline.]			Probes: Could you tell me a little about how you came to be a principal? In your own words, what is your background?
Principal Education and Experience	8b.	From what institution did you receive your highest degree?		Probes: Is there anything about this question that made it difficult to answer? Could you tell me more about that?

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Education and Experience	9*	Before you became a principal, did you have any management experience outside of the field of education?	Yes No	
Principal Education and Experience	12*	What is the highest degree you have earned?	1 Associate’s degree 2 Bachelor’s degree (B.A., B.S., etc.) 3 Master’s degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.) 4 Educational specialist or professional diploma (at least one year beyond master’s level) 5 Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.) Does not have a degree	
Principal Working Conditions and Goals	15	We are interested in the importance you place on various educational goals. From the following ten goals, which do you consider the most important, the second most important, and the third most important?	Most important Second most important Third most important	
Principal Working Conditions and Goals	16a	How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities?— Setting performance standards for students of this school	No influence Minor influence Moderate influence Major influence Not applicable	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Working Conditions and Goals	16b	Establishing curriculum at this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16c	Determining the content of in-service professional development programs for teachers of this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16d	Evaluating teachers of this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16e	Hiring new full-time teachers of this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16f	Setting discipline policy at this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16g	Deciding how your school budget will be spent	No influence Minor influence Moderate influence Major influence Not applicable	
Principal School Climate and Safety	23*	THIS school year (2011-12), is it the practice of this school to do the following? / THIS school year (2011-12), does this school have any of the following?	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	23a*	THIS school year (2011-12), is it the practice of this school to do the following? -Control access to school buildings during school hours (e.g., locked or monitored doors)	Yes No	
Principal Safety Module	23b*	Control access to school grounds during school hours (e.g., locked or monitored gates)	Yes No	
Principal Safety Module	23c*	Require students to pass through metal detectors each day	Yes No	
Principal Safety Module	23d*	Perform one or more random metal detector checks on students	Yes No	
Principal Safety Module	23e*	Close the campus for most or all students during lunch	Yes No	
Principal Safety Module	23f*	Use one or more random dog sniffs to check for drugs	Yes No	
Principal Safety Module	23g*	Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs	Yes No	
Principal Safety Module	23h*	Require students to wear uniforms	Yes No	
Principal Safety Module	23l*	Use one or more security cameras to monitor the school	Yes No	
Principal Safety Module	23m*	Maintain a daily presence of police or security personnel	Yes No	
Principal Safety Module	SSOCS'10 – 1a	Require visitors to sign or check in	Yes No	
Principal Safety Module	SSOCS'10 – 1p	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	Yes No	
Principal Safety Module	SSOCS'10 – 1q	Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	Yes No	
Principal Safety Module	SSOCS'10 – 1s	Require faculty and staff to wear badges or picture IDs	Yes No	
Principal Safety Module	SSOCS'10 – 1u	Provide telephones in most classrooms	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 1v	Provide two-way radios to any staff	Yes No	
Principal Safety Module	SSOCS'10 – 1w	Limit access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers	Yes No	
Principal Safety Module	SSOCS'10 – 1x	Prohibit use of cell phones and text messaging devices during school hours	Yes No	
Principal Safety Module	SSOCS'10 – 16a	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Rape* or attempted rape*	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16b	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Sexual battery* other than rape* (include threatened rape*)	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16ci	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Robbery* (taking things by force) With a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16cii	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Robbery* (taking things by force) Without a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 16di	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Physical attack or fight* With a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16dii	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Physical attack or fight* Without a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16ei	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Threats of physical attack* With a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16eii	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Threats of physical attack* Without a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16f	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Theft/larceny* (taking things worth over \$10 without personal confrontation)	Number of incidents recorded / Number of incidents reported to law enforcement	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 16g	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Possession of a firearm or explosive device*	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16h	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Possession of a knife or sharp object	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16i	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Distribution, possession, or use of illegal drugs	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16j	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Inappropriate distribution, possession, or use of prescription drugs	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16k	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Distribution, possession, or use of alcohol	Number of incidents recorded / Number of incidents reported to law enforcement	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 16l	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Vandalism*	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 20a	To the best of your knowledge, how often do the following types of problems occur at your school*? Student racial/ethnic tensions	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20b	To the best of your knowledge, how often do the following types of problems occur at your school*? Student bullying	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20c	To the best of your knowledge, how often do the following types of problems occur at your school*? Student sexual harassment* of other students	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 20d	To the best of your knowledge, how often do the following types of problems occur at your school*? Student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20e	To the best of your knowledge, how often do the following types of problems occur at your school*? Widespread disorder in classrooms	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20f	To the best of your knowledge, how often do the following types of problems occur at your school*? Student verbal abuse of teachers	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20g	To the best of your knowledge, how often do the following types of problems occur at your school*? Student acts of disrespect for teachers other than verbal abuse	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 20h	To the best of your knowledge, how often do the following types of problems occur at your school*? Gang* activities	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20i	To the best of your knowledge, how often do the following types of problems occur at your school*? Cult or extremist group* activities	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 21a	Cyberbullying occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school* and away from school), how often do the following occur? Cyberbullying among students who attend your school	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 21b	Cyberbullying occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school* and away from school), how often do the following occur? School environment is affected by cyberbullying	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 21c	Cyberbullying occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school* and away from school), how often do the following occur? Staff resources are used to deal with cyberbullying	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 23a	During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? Use/possession of a firearm/ explosive device*	Total students involved in recorded offenses (regardless of disciplinary action) Removals with no continuing school service for at least the remainder of the school year Transfers to specialized schools Out of school suspensions lasting 5 or more days but less than the remainder of the school year Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 23b	<p>During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?</p> <p>Use/possession of a weapon* other than a firearm/ explosive device*</p>	<p>Total students involved in recorded offenses (regardless of disciplinary action)</p> <p>Removals with no continuing school service for at least the remainder of the school year</p> <p>Transfers to specialized schools</p> <p>Out of school suspensions lasting 5 or more days but less than the remainder of the school year</p> <p>Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)</p>	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 23c	During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? Distribution, possession, or use of illegal drugs	Total students involved in recorded offenses (regardless of disciplinary action) Removals with no continuing school service for at least the remainder of the school year Transfers to specialized schools Out of school suspensions lasting 5 or more days but less than the remainder of the school year Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 23d	During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? Distribution, possession, or use of alcohol	Total students involved in recorded offenses (regardless of disciplinary action) Removals with no continuing school service for at least the remainder of the school year Transfers to specialized schools Out of school suspensions lasting 5 or more days but less than the remainder of the school year Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 23e	During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? Physical attacks or fights*	Total students involved in recorded offenses (regardless of disciplinary action) Removals with no continuing school service for at least the remainder of the school year Transfers to specialized schools Out of school suspensions lasting 5 or more days but less than the remainder of the school year Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)	
Principal Safety Module	SSOCS'10 – 9ai	How many of the following were present in your school at least once a week? Security guards or security personnel (not law enforcement) Full-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 9aai	How many of the following were present in your school at least once a week? Security guards or security personnel (not law enforcement) Part-Time	Number at your school None	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 9bi	How many of the following were present in your school at least once a week? School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations) Full-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 9bii	How many of the following were present in your school at least once a week? School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations) Part-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 9ci	How many of the following were present in your school at least once a week? Sworn law enforcement officers who are not School Resource Officers Full-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 9cii	How many of the following were present in your school at least once a week? Sworn law enforcement officers who are not School Resource Officers Part-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 10a	Did any of the security guards, security personnel, or sworn law enforcement officers at your school* routinely: Carry a stun gun (e.g., Taser gun)	Yes No	
Principal Safety Module	SSOCS'10 – 10b	Did any of the security guards, security personnel, or sworn law enforcement officers at your school* routinely: Carry chemical aerosol sprays (e.g., Mace, pepper spray)	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 10c	Did any of the security guards, security personnel, or sworn law enforcement officers at your school* routinely: Carry a firearm*	Yes No	
Principal Working Conditions and Goals	34*	Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL school-related activities during a typical FULL WEEK at THIS school?	Total weekly hours spent on school-related activities	[Think-aloud: Note what activities R considers in determining total weekly hours on school-related activities. Is R considering the WEEK? Is the total based on daily hours times 5, plus weekend? Is R giving a broad estimate or trying to enumerate hours on different activities? Get approximate hours for each activity listed in Q36.] Probe: How did you arrive at your answer? Can you tell me what your main activities are and about how many hours per week you spend on them? Did you include daily activities as well as activities that do not occur every day?
Principal Working Conditions and Goals	[Develop questions on services.]			Probes: In addition to classroom education, schools sometimes provide other services and opportunities to students and their families. These might be offered during the school day or before or after school hours. Do your teachers and staff provide any services or opportunities to students and their families? For example, do teachers and staff organize clubs or activities? How many teachers and staff members provide these services? About how many total hours a week do they spend providing these services? What services require your time? About how much of your time per week is required?

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Working Conditions and Goals	36a*	On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school? -Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget	%	[Check: Do percentages sum to 100? Note whether the hours provided in Q34 for each activity correspond to the percentages given in Q36. Did R estimate percentages fairly closely or is there a discrepancy? This Q asks about school year, so there may be differences with Q34, which asks about typical full week.] Probe: How did you figure out the percentage of time you spend on each activity? Tell me about the things you do as principal? [For each task R names, determine whether an issues in putting in a category 36a=36e.] Where did you count that task? Did you have any problems deciding what tasks go in each category?
Principal Working Conditions and Goals	36b*	Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers	%	
Principal Working Conditions and Goals	36c*	Student interactions, including discipline and academic guidance	%	
Principal Working Conditions and Goals	36d*	Parent interactions, including formal and informal interactions	%	
Principal Working Conditions and Goals	36e*	Other	%	
Principal Working Conditions and Goals	37*	How many days per year are you required to work under your current contract?	Days per contract year	[Think-aloud: Interviewer will observe how R calculates answer during the think-aloud process. Did R have a specific number of days already in mind or did they perform a calculation, etc.? Do retrospective probing as necessary.] Probes: You said that you are required to work N days per year under your current contract. How did you figure this out? What day does your contract start and end? Did you count only school days or total calendar days during the contract year?

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Admissions and Programs	[Develop additional questions on distance learning.] 17f.*	Does this school offer distance learning courses?		Probes: Now I would like to ask you about .classes you might offer or your students might take where the teacher is not in the same physical location as the students. Do your teachers or your students have any classes or time during class like this? What do you call it? Please describe how this program is set up. What kind of monitoring of student progress goes on? Have students been successful in completing coursework through distance learning? Have students struggled with this approach? Why is distance learning offered? What benefits have you observed? What issues have you observed? What classes or parts of classes are offered this way? To what students?
General Information About Your School	8*	For this school year (2011-12), what is the Average Daily Attendance (ADA) percentage at this school?	Percent	
General Information About Your School	9*	How long is the school DAY for students in this school?	Hours in each school day Minutes in each school day	
General Information About Your School	10*	At what time do most of the students in this school begin the school day?	Time	
General Information About Your School	11*	How many days are in the school YEAR for students in this school?	Days per school year	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information About Your School	12a*	Does this school have a kindergarten?	Yes No	<p>[Check: Compare with Confirm Your School Q1 to confirm that R marked consistently whether school has kindergarten. If not consistent, probe. Also, check response against information in the CCD (which will be provided to interviewer) and probe if there is an inconsistency.]</p> <p>Probe: I see that in this question, you marked that this school has a kindergarten (YES), but in this question you marked that it does not have a kindergarten (NO). Is one of these items marked incorrectly?</p> <p>{This probe will be asked of all respondents} Does this school have multiple buildings or campuses? Are some of these grades offered only in the other building? What grades do you have in this school?</p> <p>[IF SCHOOL HAS MORE THAN ONE BUILDING]: Do you consider other buildings or campuses to be a part of this school? What do you consider part of this school?</p>
General Information About Your School	12b*	How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?	Full day (4 hours or more per day) Half day (less than 4 hours per day) Both offered	
General Information About Your School	12c*	How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?	Days per week	
General Information About Your School	13*	Does this school have a library media center?	Yes No	
General Information About Your School	17f	Does this school offer the following programs? Distance learning course(s)	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information About Your School	18a	Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K-12 or comparable ungraded levels, regardless of funding source? - Before-school or after-school program providing instruction beyond the normal school day for students who need academic assistance	Yes No	
General Information About Your School	18b	Before-school or after-school program providing instruction beyond the normal school day for students who seek academic advancement or enrichment	Yes No	
General Information About Your School	18c	Before-school or after-school day care programs	Yes No	
General Information About Your School	36	Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)?	Yes (proceed) No	
District Community Service Requirements	45	For high school graduates of the class of 2012, does this district have a community service requirement for a standard diploma?	Yes No	
District Community Service Requirements	46	What is the minimum number of community service hours required of the high school graduates in the class of 2012?	Number of hours	
Staffing	27a	Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? –Full-time	None Number full-time teachers	
Staffing	27b	Part-time	None Number part-time teachers	
Staffing	27c	TOTAL number of full- and part-time teachers	Total teachers	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Staffing	28a-28g	Of the full-time and part-time TEACHERS in this school around the first of October, how many were Hispanic or Latino, regardless of race? White, not Hispanic, or Latino origin? Black or African American, not of Hispanic or Latino origin? Asian, not of Hispanic or Latino origin? Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? American Indian or Alaska Native, not of Hispanic or Latino origin? Two or more races, not of Hispanic or Latino origin?	None Number of teachers	
Principal Staffing Module	29a*	Around the first of October, how many STAFF held full-time or part-time positions or assignments in this school in each of the following categories? Principals	Full time: None Number Part time: None Number	[Check: Did the R include any counts of VPs and AP's in Q29b? If Q29b=0, probe.] Probes: I would like to confirm the number of Principals in your school. You wrote down that there are N full-time and N part-time principals at this school. Do all these staff members have the title of Principal? Do any have the title of Vice Principal or Assistant Principal? I would also like to confirm the number of vice principals and assistant principals. You wrote down that there are none. Is this correct? Are there staff with similar functions who are not called VPs or APs?
Principal Staffing Module	29b*	Vice principals and assistant principals	Full time: None Number Part time: None Number	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	29c*	Instructional coordinators and supervisors, such as curriculum specialists	Full time: None Number Part time: None Number	
Principal Staffing Module	29d*	Librarians or library media specialists	Full time: None Number Part time: None Number	
Principal Staffing Module	29e*	School/guidance counselors, excluding psychologists and social workers	Full time: None Number Part time: None Number	
Principal Staffing Module	29f-1*	Student support services professional staff- Nurses	Full time: None Number Part time: None Number	
Principal Staffing Module	29f-2*	Student support services professional staff- Social workers	Full time: None Number Part time: None Number	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	29f-3*	Student support services professional staff- Psychologists	Full time: None Number Part time: None Number	
Principal Staffing Module	29f-4*	Student support services professional staff- Speech therapists or pathologists	Full time: None Number Part time: None Number	
Principal Staffing Module	29f-5*	Student support services professional staff- Other professional staff	Full time: None Number Part time: None Number	
Principal Staffing Module	29g-1*	Aides- Regular Title I aides	Full time: None Number Part time: None Number	
Principal Staffing Module	29g-2*	Aides- English as a Second Language (ESL) or bilingual teacher aides	Full time: None Number Part time: None Number	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	29g-3*	Aides- Special education instructional aides	Full time: None Number Part time: None Number	
Principal Staffing Module	29g-4*	Aides- Special education non-instructional aides	Full time: None Number Part time: None Number	
Principal Staffing Module	29g-5*	Aides- Library media center instructional aides	Full time: None Number Part time: None Number	
Principal Staffing Module	29g-6*	Aides- Library media center non-instructional aides	Full time: None Number Part time: None Number	
Principal Staffing Module	29g-7*	Aides- Other classroom instructional aides	Full time: None Number Part time: None Number	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	29g-8*	Aides- Other non-instructional aides	Full time: None Number Part time: None Number	
Principal Staffing Module	29h*	Secretaries and other clerical support staff	Full time: None Number Part time: None Number	
Principal Staffing Module	29i*	Food service personnel	Full time: None Number Part time: None Number	
Principal Staffing Module	29j*	Custodial, maintenance, and security personnel	Full time: None Number Part time: None Number	
Principal Staffing Module	29k*	Other employees not reported above	Full time: None Number Part time: None Number	
Principal Staffing Module	30a-1*	Do any of the teachers or staff have the following specialist assignments in this school? — Reading specialist	Yes No	
Principal Staffing Module	30a-2*	Math specialist	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	30a-3*	Science specialist	Yes No	
Principal Staffing Module	30b-1*	Do any of the teachers or staff have the following coaching assignments in this school? — Reading coach	Yes No	
Principal Staffing Module	30b-2*	Math coach	Yes No	
Principal Staffing Module	30b-3*	Science coach	Yes No	
Principal Staffing Module	30b-4*	General instructional/Not subject-specific coach	Yes No	
Principal Staffing Module	31a*	For THIS school year (2011-12), were there teaching vacancies in this school, that is, teaching positions for which teachers were recruited and interviewed by this school's hiring authority?	Yes No	
Principal Staffing Module	31b-1*	How easy or difficult was it to fill the vacancies for this school year in each of the following fields? General elementary	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	31b-2*	Special education	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	
Principal Staffing Module	31b-3*	English or language arts	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	
Principal Staffing Module	31b-4*	Social studies	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	31b-5*	Computer science	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	
Principal Staffing Module	31b-6*	Mathematics	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	
Principal Staffing Module	31b-7*	Biology or life sciences	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	31b-8*	Physical sciences (e.g., chemistry, physics, earth sciences)	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	
Principal Staffing Module	31b-9*	English as a Second Language (ESL) or bilingual education	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	
Principal Staffing Module	31b-10*	Foreign languages	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	31b-11*	Music or art	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	
Principal Staffing Module	31b-12*	Career or technical education	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	
Principal Staffing Module	31b-13*	Other	This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	32a*	Around the first of October, how many teachers were newly hired by this school for grades K-12 and comparable ungraded levels?	None Number of teachers	
Principal Staffing Module	32b*	Of those newly hired teachers, how many were in their first year of teaching?	None Number of teachers	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher evaluation	NCEE 4-2	<p>This question and the next several questions ask about the use of <u>standardized assessments</u> to measure <u>student achievement growth</u>.</p> <p>Note: As a reminder, <u>student achievement growth</u> is the change in student achievement for an <i>individual</i> student between two or more points in time, and may be measured using student growth percentiles, value added, or other measures of change in student achievement over time.</p> <p><u>Standardized assessments</u> are assessments consistently administered and scored for all students in the same grades and subjects, districtwide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.</p> <p>During this school year (2013-14), is student achievement growth on standardized assessments used as one component of the performance evaluation of all, some, or no teachers in this school? This can include student achievement growth for the teacher’s own students and/or teamwide, gradewide, or schoolwide student achievement growth.</p> <p><i>(Note: In order to report “all teachers,” student achievement growth on standardized assessments would need to be used with all teachers, including teachers of art, music, physical education, and special populations such as English learners or students with disabilities.)</i></p>	<p>Student achievement growth on standardized assessments is used in the evaluation of all teachers in the school, across all grades (K-12), all subjects, and special education 1</p> <p>Student achievement growth on standardized assessments is used in the evaluation of some but not all teachers in the school 2</p> <p>Student achievement growth on standardized assessments is not used in the evaluation of any teachers in the school 3</p>	<p>Probe for specifics on the test type, frequency of administration, how results reported to principal and teacher</p>

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher evaluation	NCEE 4-4	During this school year (2013-14), which of the following sources of information on teacher performance does your school use in teacher evaluations? a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	In your own words what is a “practice rubric?” what is the job title of the person that conducts these observations?
Teacher evaluation	NCEE 4-4	b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district)	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	If yes, What is the job title of the person
Teacher evaluation	NCEE 4-4	c. Teacher self-assessment	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	If yes, probe for specific examples
Teacher evaluation	NCEE 4-4	d. Portfolios or other artifacts of teacher professional practice	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	f yes, probe for specific examples
Teacher evaluation	NCEE 4-4	e. Assessments by a peer or mentor teacher that are not based on a teacher professional practice rubric	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	f yes, probe for specific examples

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher evaluation	NCEE 4-4	f. Student work samples	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	
Teacher evaluation	NCEE 4-4	g. Student surveys or other student feedback	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	How often are they administered? What information do they capture?
Teacher evaluation	NCEE 4-4	h. Parent surveys or other parent feedback	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	How often are they administered? What information do they capture?
Teacher evaluation	NCEE 4-10	Will the performance evaluation results for teachers for this school year (2013-14) be used to inform any of the following decisions? (Select NA, where available, if tenure is not offered in your district or school.) Teacher evaluation results will be used to inform decisions about teacher professional development: a. Feedback given to teachers on their professional practice	Yes No	How will this be done? By whom? For all teachers or certain teachers?

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher evaluation	NCEE 4-10	b. Planning professional development for individual teachers	Yes No	
Teacher evaluation	NCEE 4-10	c. Development of performance improvement plans for low-performing teachers	Yes No	
Teacher evaluation	NCEE 4-10	d. Setting goals with teachers for student achievement growth for the next school year	Yes No	How will this be done? By whom? For all teachers or certain teachers?
Teacher evaluation	NCEE 4-10	e. Identifying low-performing teachers for coaching, mentoring, or peer assistance	Yes No	How will this be done? By whom? For all teachers or certain teachers?
Teacher evaluation	NCEE 4-10	Teacher evaluation results will be used to inform decisions about teacher career advancement: f. Recognizing high-performing teachers	Yes No	How will this be done? By whom? For all teachers or certain teachers?
Teacher evaluation	NCEE 4-10	g. Determining annual salary increases	Yes No	Is this at the school or district level?
Teacher evaluation	NCEE 4-10	h. Determining bonuses or performance-based compensation other than salary increases`	Yes No	Is this at the school or district level?
Teacher evaluation	NCEE 4-10	i. Granting tenure or similar job protection	Yes No N/A	
Teacher evaluation	NCEE 4-10	j. Career advancement opportunities, such as teacher leadership roles	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher evaluation	NCEE 4-10	For low-performing teachers, evaluation results will be used to inform decisions about: k. Loss of tenure or similar job protection	Yes No N/A	
Teacher evaluation	NCEE 4-10	l. Sequencing potential layoffs to reduce staff	Yes No	
	NCEE 4-10	m. Dismissing or terminating employment for cause	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Charter School Information	49	Which of the following best describes the origin of this public charter school?	[BLANK]	
Charter School Information	[Develop question about governing board.]			<p>Probes: How is this charter school governed? Who is on the governing board? What function does this board serve? What responsibilities and powers does the governing board have? How is the governing board for your school different from other charter school governing boards you may know if? How is it similar?</p> <p>Is this charter school a non-profit or for-profit organization? How is this charter school organized? Is this an independent or stand-alone charter school, or is this charter school part of a public school district, or is it part of a larger network of schools? [IF NETWORK]: What agency or organization manages this network of charter schools?</p>

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Charter School Information	51	Which of the following best describes the governance structure of this public charter school?	An independent or stand-alone charter school Part of a non-profit charter management organization or network of schools that are managed by a central agency Part of a for-profit charter management organization or network of schools that are managed by a central agency Part of a traditional public school district Other	
	[Develop question that captures schools that share space with other entities.]			Does another organization, school, or business allow you to share their space with them? Within your school building, are there other institutions in addition to NAME school? Are there other schools that share space with NAME school? Could you tell me more about that?
Principal Demographic Information	51	Are you male or female?	Male Female	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Demographic Information	52	Are you of Hispanic or Latino origin?	Yes No	
Principal Demographic Information	53a	What is your race?	White Black or African American Asian Native American or other Pacific Islander American Indian or Alaska Native	
Principal Demographic Information	54	What is your year of birth?	Year of birth	
Principal Demographic Information	55	What is your current ANNUAL salary for your position in this school before taxes and deductions?	\$ per year	
Principal Demographic Information	38	Are you represented under a meet-and-confer agreement or a collective bargaining agreement?	Yes, meet and confer Yes, collective bargaining No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Demographic Information	40	How long do you plan to remain a principal?	As long as I am able Until I am eligible for retirement benefits from this job Until I am eligible for retirement benefits from a previous job Until I am eligible for Social Security benefits Until a specific life event occurs (e.g., children graduate from college, relocation) Until a more desirable job opportunity comes along Definitely plan to leave as soon as I can Undecided at this time	
Contact Information	56	Please PRINT your name, home address, your work, cell, and home telephone numbers, and your work and home e-mail addresses.	[BLANK]	
Contact Information	57	Please enter the date you completed this questionnaire.	[BLANK]	
Contact Information	58	Please indicate how much time it took you to complete this form, not counting interruptions.	[BLANK]	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Confirm Your School	Adapted from SASS district questionnaire	Is the school named on the cover page a private school?		Yes (proceed) No
Confirm Your School	Adapted from SASS district questionnaire	Does this school serve students in one or more of grades 1-12 or comparable ungraded levels?		Yes (proceed) No
Confirm Your School	Adapted from SASS district questionnaire	Since October 2011, has this school merged with another school?		Yes No (proceed)
Confirm Your School	Adapted from SASS district questionnaire	Is the physical or street address of this school the same as that on the cover page?		Street City State Zip Code
Confirm Your School	1*	How many students were enrolled in each of the following grade levels around the first of October?	Number of students	[Check: Has R marked a contiguous set of grades? There should be no gaps (e.g., school has 1st and 3rd grade, but not 2nd grade).]
Confirm Your School	2*	What was the total number of students enrolled in this school around the first of October?	Number of students	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
	[Develop questions about virtual schools.]			<p>Is your school a virtual school, in which most instruction is conducted online? Does your school include a virtual school in which courses are taught online?</p> <p>If so, could you tell me about how the school is organized? Where are your offices? Where do teachers teach from? How do you get enrollment? How many courses do you offer?</p>

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
	[Develop question that captures schools that share space with other entities.]			Does another organization, school, or business allow you to share their space with them? Within your school building, are there other institutions in addition to NAME school? Are there other schools that share space with NAME school? Could you tell me more about that?
Principal Education and Experience	1*	Prior to this school year, how many years did you serve as the principal or school head of this or any other school?	None Year(s) as principal of this or any other school	[Think-aloud: Interviewer will observe how R determines answers to this question series. Does R retrieve formulated answer from memory, enumerate schools, provide only rough estimate?] Probes: You said you have served as a principal for a total of N years, with N years as principal of this school. How did you figure out your answer to this question? What year did you begin serving as a principal at any school? At how many total schools have you served as principal? What year did you begin serving as principal of THIS school? How did you remember that date?
Principal Education and Experience	2*	Prior to this school year, how many years did you serve as the principal or school head of this school?	None Year(s) as principal of this or any other school	Think-aloud and probes as for Q1.
Principal Education and Experience	3*	Before you became a principal or school head, how many years of elementary or secondary teaching experience did you have?	None Year(s) as principal of this or any other school	Probes: How did you figure out your answer to this question? What year did you begin teaching?

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Education and Experience	4*	Since becoming a principal or school head, how many years of elementary or secondary teaching experience did you have?	None Year(s) as principal of this or any other school	[Think-aloud: Observe whether R is counting years of teaching experience BEFORE and SINCE becoming a principal, or whether R has missed the time frame of these question.] Probes: You said you have N years of teaching experience BEFORE becoming a principal, and N years of teaching experience SINCE becoming a principal. How did you figure out your answers to these questions?
Principal Education and Experience	5*	In addition to serving as principal or school head, are you currently teaching in this school?	Yes No	
Principal Education and Experience	6c*	BEFORE you became a principal or school head, did you hold the following school positions? Assistant principal or program director	Yes No	
Principal Education and Experience	7*	Before you became a principal or school head, did you participate in a school training or development program for aspiring school principals or school heads?	Yes No	
Principal Education and Experience	8*	Do you currently hold a license/certificate in “school administration”?	Yes No	
Principal Education and Experience	[Develop question about principal pipeline.]			Probes: Could you tell me a little about how you came to be a principal? In your own words, what is your background?
Principal Education and Experience	8b.	From what institution did you receive your highest degree?		Probes: Is there anything about this question that made it difficult to answer? Could you tell me more about that?
Principal Education and Experience	9*	Before you became a principal or school head, did you have any management experience outside of the field of education?	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Education and Experience	12*	What is the highest degree you have earned?	1 Associate's degree 2 Bachelor's degree (B.A., B.S., etc.) 3 Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.) 4 Educational specialist or professional diploma (at least one year beyond master's level) 5 Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.) Does not have a degree	
Principal Working Conditions and Goals	15	We are interested in the importance you place on various educational goals. From the following ten goals, which do you consider the most important, the second most important, and the third most important?	Most important Second most important Third most important	
Principal Working Conditions and Goals	16a	How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities?— Setting performance standards for students of this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16b	Establishing curriculum at this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16c	Determining the content of in-service professional development programs for teachers of this school	No influence Minor influence Moderate influence Major influence Not applicable	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Working Conditions and Goals	16d	Evaluating teachers of this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16e	Hiring new full-time teachers of this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16f	Setting discipline policy at this school	No influence Minor influence Moderate influence Major influence Not applicable	
Principal Working Conditions and Goals	16g	Deciding how your school budget will be spent	No influence Minor influence Moderate influence Major influence Not applicable	
Principal School Climate and Safety	21	LAST school year (2010-11), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?	None Number of students	
Principal School Climate and Safety	22	What was the total number of suspensions during the LAST school year (2010-11)?	None Number of suspensions	
Principal Safety Module	23a*	THIS school year (2011-12), is it the practice of this school to do the following? -Control access to school buildings during school hours (e.g., locked or monitored doors)	Yes No	
Principal Safety Module	23b*	Control access to school grounds during school hours (e.g., locked or monitored gates)	Yes No	
Principal Safety Module	23c*	Require students to pass through metal detectors each day	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	23d*	Perform one or more random metal detector checks on students	Yes No	
Principal Safety Module	23e*	Close the campus for most or all students during lunch	Yes No	
Principal Safety Module	23f*	Use one or more random dog sniffs to check for drugs	Yes No	
Principal Safety Module	23g*	Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs	Yes No	
Principal Safety Module	23h*	Require students to wear uniforms	Yes No	
Principal Safety Module	23l*	Use one or more security cameras to monitor the school	Yes No	
Principal Safety Module	23m*	Maintain a daily presence of police or security personnel	Yes No	
Principal Safety Module	SSOCS'10 – 1a	Require visitors to sign or check in	Yes No	
Principal Safety Module	SSOCS'10 – 1i	Require drug testing for athletes	Yes No	
Principal Safety Module	SSOCS'10 – 1j	Require drug testing for students in extra-curricular activities other than athletics	Yes No	
Principal Safety Module	SSOCS'10 – 1k	Require drug testing for any other students	Yes No	
Principal Safety Module	SSOCS'10 – 1n	Provide school lockers to students	Yes No	
Principal Safety Module	SSOCS'10 – 1p	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	Yes No	
Principal Safety Module	SSOCS'10 – 1q	Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	Yes No	
Principal Safety Module	SSOCS'10 – 1s	Require faculty and staff to wear badges or picture IDs	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 1u	Provide telephones in most classrooms	Yes No	
Principal Safety Module	SSOCS'10 – 1v	Provide two-way radios to any staff	Yes No	
Principal Safety Module	SSOCS'10 – 1w	Limit access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers	Yes No	
Principal Safety Module	SSOCS'10 – 1x	Prohibit use of cell phones and text messaging devices during school hours	Yes No	
Principal Safety Module	SSOCS'10 – 16a	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Rape* or attempted rape*	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16b	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Sexual battery* other than rape* (include threatened rape*)	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16ci	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Robbery* (taking things by force) With a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 16cii	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Robbery* (taking things by force) Without a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16di	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Physical attack or fight* With a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16dii	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Physical attack or fight* Without a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16ei	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Threats of physical attack* With a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16eii	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Threats of physical attack* Without a weapon	Number of incidents recorded / Number of incidents reported to law enforcement	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 16f	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Theft/larceny* (taking things worth over \$10 without personal confrontation)	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16g	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Possession of a firearm or explosive device*	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16h	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Possession of a knife or sharp object	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16i	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Distribution, possession, or use of illegal drugs	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16j	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Inappropriate distribution, possession, or use of prescription drugs	Number of incidents recorded / Number of incidents reported to law enforcement	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 16k	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Distribution, possession, or use of alcohol	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16l	Please record the number of incidents that occurred at school* during the 2014-15 school year for the offenses listed below. [number of recorded incidents/ number of incidents reported to law enforcement] Vandalism*	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 20a	To the best of your knowledge, how often do the following types of problems occur at your school*? Student racial/ethnic tensions	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20b	To the best of your knowledge, how often do the following types of problems occur at your school*? Student bullying	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20c	To the best of your knowledge, how often do the following types of problems occur at your school*? Student sexual harassment* of other students	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 20d	To the best of your knowledge, how often do the following types of problems occur at your school*? Student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20e	To the best of your knowledge, how often do the following types of problems occur at your school*? Widespread disorder in classrooms	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20f	To the best of your knowledge, how often do the following types of problems occur at your school*? Student verbal abuse of teachers	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20g	To the best of your knowledge, how often do the following types of problems occur at your school*? Student acts of disrespect for teachers other than verbal abuse	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 20h	To the best of your knowledge, how often do the following types of problems occur at your school*? Gang* activities	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 20i	To the best of your knowledge, how often do the following types of problems occur at your school*? Cult or extremist group* activities	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 21a	Cyberbullying occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school* and away from school), how often do the following occur? Cyberbullying among students who attend your school	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 21b	Cyberbullying occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school* and away from school), how often do the following occur? School environment is affected by cyberbullying	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	
Principal Safety Module	SSOCS'10 – 21c	Cyberbullying occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school* and away from school), how often do the following occur? Staff resources are used to deal with cyberbullying	Happens daily Happens at least once a week Happens at least once a month Happens on occasion Never happens	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 23a	During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? Use/possession of a firearm/ explosive device*	Total students involved in recorded offenses (regardless of disciplinary action) Removals with no continuing school service for at least the remainder of the school year Transfers to specialized schools Out of school suspensions lasting 5 or more days but less than the remainder of the school year Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 23b	<p>During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?</p> <p>Use/possession of a weapon* other than a firearm/explosive device*</p>	<p>Total students involved in recorded offenses (regardless of disciplinary action)</p> <p>Removals with no continuing school service for at least the remainder of the school year</p> <p>Transfers to specialized schools</p> <p>Out of school suspensions lasting 5 or more days but less than the remainder of the school year</p> <p>Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)</p>	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 23c	During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? Distribution, possession, or use of illegal drugs	Total students involved in recorded offenses (regardless of disciplinary action) Removals with no continuing school service for at least the remainder of the school year Transfers to specialized schools Out of school suspensions lasting 5 or more days but less than the remainder of the school year Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 23d	During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? Distribution, possession, or use of alcohol	Total students involved in recorded offenses (regardless of disciplinary action) Removals with no continuing school service for at least the remainder of the school year Transfers to specialized schools Out of school suspensions lasting 5 or more days but less than the remainder of the school year Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 23e	During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? Physical attacks or fights*	Total students involved in recorded offenses (regardless of disciplinary action) Removals with no continuing school service for at least the remainder of the school year Transfers to specialized schools Out of school suspensions lasting 5 or more days but less than the remainder of the school year Other disciplinary action (e.g. suspension for less than 5 days, detention, etc.)	
Principal Safety Module	SSOCS'10 – 9ai	How many of the following were present in your school at least once a week? Security guards or security personnel (not law enforcement) Full-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 9aai	How many of the following were present in your school at least once a week? Security guards or security personnel (not law enforcement) Part-Time	Number at your school None	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 9bi	How many of the following were present in your school at least once a week? School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations) Full-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 9bii	How many of the following were present in your school at least once a week? School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations) Part-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 9ci	How many of the following were present in your school at least once a week? Sworn law enforcement officers who are not School Resource Officers Full-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 9cii	How many of the following were present in your school at least once a week? Sworn law enforcement officers who are not School Resource Officers Part-Time	Number at your school None	
Principal Safety Module	SSOCS'10 – 10a	Did any of the security guards, security personnel, or sworn law enforcement officers at your school* routinely: Carry a stun gun (e.g., Taser gun)	Yes No	
Principal Safety Module	SSOCS'10 – 10b	Did any of the security guards, security personnel, or sworn law enforcement officers at your school* routinely: Carry chemical aerosol sprays (e.g., Mace, pepper spray)	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety Module	SSOCS'10 – 10c	Did any of the security guards, security personnel, or sworn law enforcement officers at your school* routinely: Carry a firearm*	Yes No	
Principal Working Conditions and Goals	34*	Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL school-related activities during a typical FULL WEEK at THIS school?	Total weekly hours spent on school-related activities	[Think-aloud: Note what activities R considers in determining total weekly hours on school-related activities. Is R considering the WEEK? Is the total based on daily hours times 5, plus weekend? Is R giving a broad estimate or trying to enumerate hours on different activities? Get approximate hours for each activity listed in Q36.] Probe: How did you arrive at your answer? Can you tell me what your main activities are and about how many hours per week you spend on them? Did you include daily activities as well as activities that do not occur every day?

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Working Conditions and Goals	[Develop questions on services.]			<p>Probes: In addition to classroom education, schools sometimes provide other services and opportunities to students and their families. These might be offered during the school day or before or after school hours. Do your teachers and staff provide any services or opportunities to students and their families? For example, do teachers and staff organize clubs or activities? How many teachers and staff members provide these services? About how many total hours a week do they spend providing these services?</p> <p>What services require your time? About how much of your time per week is required?</p>

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Working Conditions and Goals	36a*	On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school? -Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget	%	[Check: Do percentages sum to 100? Note whether the hours provided in Q34 for each activity correspond to the percentages given in Q36. Did R estimate percentages fairly closely or is there a discrepancy? This Q asks about school year, so there may be differences with Q34, which asks about typical full week.] Probe: How did you figure out the percentage of time you spend on each activity? Tell me about the things you do as principal? [For each task R names, determine whether an issues in putting in a category 36a=36e.] Where did you count that task? Did you have any problems deciding what tasks go in each category?
Principal Working Conditions and Goals	36b*	Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers	%	
Principal Working Conditions and Goals	36c*	Student interactions, including discipline and academic guidance	%	
Principal Working Conditions and Goals	36d*	Parent interactions, including formal and informal interactions	%	
Principal Working Conditions and Goals	36e*	Other	%	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Working Conditions and Goals	37*	How many days per year are you required to work under your current contract?	Days per contract year	<p>[Think-aloud: Interviewer will observe how R calculates answer during the think-aloud process. Did R have a specific number of days already in mind or did they perform a calculation, etc.? Do retrospective probing as necessary.]</p> <p>Probes: You said that you are required to work N days per year under your current contract. How did you figure this out? What day does your contract start and end? Did you count only school days or total calendar days during the contract year?</p>
Admissions and Programs	[Develop additional questions on distance learning.] 26f.*	Does this school offer distance learning courses?		<p>Probes: Now I would like to ask you about .classes you might offer or your students might take where the teacher is not in the same physical location as the students. Do your teachers or your students have any classes or time during class like this? What do you call it? Please describe how this program is set up. What kind of monitoring of student progress goes on? Have students been successful in completing coursework through distance learning? Have students struggled with this approach? Why is distance learning offered? What benefits have you observed? What issues have you observed? What classes or parts of classes are offered this way? To what students?</p>

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information About Your School	7*	For this school year (2011-12), what is the Average Daily Attendance (ADA) percentage at this school?	Percent	
General Information About Your School	9*	At what time do most of the students in this school begin the school day?	Time	
General Information About Your School	21	Does this school charge tuition for any students?	Yes No	
General Information About Your School	22a	Does this school have any policy for modifying or discounting tuition rates, such as on the basis of additional students from the same family, financial need, or church membership?	Yes No	
General Information About Your School	22b	How many students receive a modified or discounted tuition rate on the basis of FINANCIAL NEED?	None Number of students	
General Information About Your School	23	What is the highest ANNUAL tuition charged by this school for a full-time student?	Dollars per year	
General Information About Your School	26b	Does this school offer the following programs? Talented or gifted program or honors courses	Yes No	
General Information About Your School	26d	Does this school offer the following programs? Advanced placement (AP) courses for college credit	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information About Your School	26e	Does this school offer the following programs? International Baccalaureate (IB)	Yes No	
General Information About Your School	26f	Does this school offer the following programs? Distance learning course(s)	Yes No	
General Information About Your School	27a	Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K-12 or comparable ungraded levels, regardless of funding source? — Before-school or after-school program providing instruction beyond the normal school day for students who need academic assistance	Yes No	
General Information About Your School	27b	Before-school or after-school program providing instruction beyond the normal school day for students who seek academic advancement or enrichment	Yes No	
General Information About Your School	27c	Before-school or after-school day care programs	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General Information About Your School	38a-g	Of the full-time and part-time TEACHERS in this school around the first of October, how many were Hispanic or Latino, regardless of race? White, not Hispanic, or Latino origin? Black or African American, not of Hispanic or Latino origin? Asian, not of Hispanic or Latino origin? Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? American Indian or Alaska Native, not of Hispanic or Latino origin? Two or more races, not of Hispanic or Latino origin?	None Number of Teachers	
Special Programs and Services	42a	Of the students enrolled in this school, do any have a formally identified disability?	Yes No	
Special Programs and Services	42b	How many students have a formally identified disability in this school?	Number students	
Special Programs and Services	43a	Does this school primarily serve students with disabilities?	Yes No	
Special Programs and Services	43b1	How many students with disabilities are in each of the following instructional settings? 1) All day in a regular classroom	None Number of students	
Special Programs and Services	43b2	How many students with disabilities are in each of the following instructional settings? 2) Most of the day in a regular classroom	None Number of students	
Special Programs and Services	43b3	How many students with disabilities are in each of the following instructional settings? 3) Some of the day in a regular classroom	None Number of students	
Special Programs and Services	43b4	How many students with disabilities are in each of the following instructional settings? 4) Little or none of the day in a regular classroom	None Number of students	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Special Programs and Services	44a	Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient, also known as English-language learners (ELLs)?	Yes No	
Special Programs and Services	44b	How many limited-English proficient students or English-language learners are enrolled in this school?	None Number of students	
Special Programs and Services	45	Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)?	Yes No	
Special Programs and Services	48	Does this school require limited-English proficient students or English-language learners (ELLs) to pass a test of English language proficiency to complete its limited-English proficient program?	Yes No	
Special Programs and Services	49	Are limited-English proficient students or English-language learners (ELLs) in this school administered assessments at least once per year to determine their level of English language proficiency?	Yes No	
Special Programs and Services	52a	Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?	Yes No	
Special Programs and Services	52b	Around the first of October, how many students at this school were APPROVED for free or reduced-price lunches?	None K-12 students approved None Prekindergarten students approved	
Special Programs and Services	53	Around the first of October, did any students enrolled in this school receive Title I services at this school or at any other location?	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Special Programs and Services	54	How many students participate in the Title I program?	[BLANK]	
Special Programs and Services	55a	Are students receiving Title I services in – Reading or language arts?	Yes No	
Special Programs and Services	55b	Are students receiving Title I services in – Mathematics?	Yes No	
Special Programs and Services	55c	Are students receiving Title I services in – English as a Second Language (ESL)?	Yes No	
Special Programs and Services	56	In head counts, how many designated Title I teachers were teaching AT THIS SCHOOL around the first of October?	None Number Title 1 teachers	
[Section to be determined]	†	[Develop question that captures schools that are virtual and schools that share space with other entities.]		
Private School Graduation Requirements	30	Does this school grant high school diplomas?	Yes No	
Private School Graduation Requirements	31a	For high school graduates of the class of 2012, how many years of instruction are required in each of the following areas for a standard diploma? a) English or language arts	None Number of years	
Private School Graduation Requirements	31b	b) Mathematics	None Number of years	
Private School Graduation Requirements	31d	d) Social sciences, social studies (e.g. history, geography, economics)	None Number of years	
Private School Graduation Requirements	31e	e) Science	None Number of years	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Private School Community Service Requirements	32	For high school graduates of the class of 2012, does this district have a community service requirement for a standard diploma?	None Number of years	
Private School Community Service Requirements	33	What is the minimum number of community service hours required of the high school graduates in the class of 2012?	Yes No	
Principal Staffing Module	39a*	Around the first of October, how many STAFF held full-time or part-time positions or assignments in this school in each of the following categories? Principals	Full time: None/ Number of teachers Part-time: None/ Number of teachers	[Check: Did the R include any counts of VPs and AP's in Q29b? If Q29b=0, probe.] Probes: I would like to confirm the number of Principals in your school. You wrote down that there are N full-time and N part-time principals at this school. Do all these staff members have the title of Principal? Do any have the title of Vice Principal or Assistant Principal? I would also like to confirm the number of vice principals and assistant principals. You wrote down that there are none. Is this correct? Are there staff with similar functions who are not called VPs or APs?
Principal Staffing Module	39b*	Vice principals and assistant principals	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39c*	Instructional coordinators and supervisors, such as curriculum specialists	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39d*	Librarians or library media specialists	Full time: None/ Number of teachers Part-time: None/ Number of teachers	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	39e*	School/guidance counselors, excluding psychologists and social workers	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39f-1*	Student support services professional staff- Nurses	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39f-2*	Student support services professional staff- Social workers	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39f-3*	Student support services professional staff- Psychologists	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39f-4*	Student support services professional staff- Speech therapists or pathologists	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39f-5*	Student support services professional staff- Other professional staff	Full time: None/ Number of teachers Part-time: None/ Number of teachers	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	39g-1*	Aides- Regular Title I aides	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39g-2*	Aides- English as a Second Language (ESL) or bilingual teacher aides	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39g-3*	Aides- Special education instructional aides	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39g-4*	Aides- Special education non-instructional aides	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39g-5*	Aides- Library media center instructional aides	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39g-6*	Aides- Library media center non-instructional aides	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39g-7*	Aides- Other classroom instructional aides	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39g-8*	Aides- Other non-instructional aides	Full time: None/ Number of teachers Part-time: None/ Number of teachers	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	39h*	Secretaries and other clerical support staff	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39i*	Food service personnel	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39j*	Custodial, maintenance, and security personnel	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	39k*	Other employees not reported above	Full time: None/ Number of teachers Part-time: None/ Number of teachers	
Principal Staffing Module	41a-1*	Do any of the teachers or staff have the following specialist assignments in this school?— Reading specialist	Yes No	
Principal Staffing Module	41a-2*	Math specialist	Yes No	
Principal Staffing Module	41a-3*	Science specialist	Yes No	
Principal Staffing Module	41b-1*	Do any of the teachers or staff have the following coaching assignments in this school?— Reading coach	Yes No	
Principal Staffing Module	41b-2*	Math coach	Yes No	
Principal Staffing Module	41b-3*	Science coach	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	41b-4*	General instructional/Not subject-specific coach	Yes No	
Principal Staffing Module	57a*	For THIS school year (2011-12), were there teaching vacancies in this school, that is, teaching positions for which teachers were recruited and interviewed by this school’s hiring authority?	Yes No	
Principal Staffing Module	57b-1*	General elementary	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-2*	Special education	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-3*	English or language arts	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-4*	Social studies	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-5*	Computer science	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-6*	Mathematics	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-7*	Biology or life sciences	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-8*	Physical sciences (e.g., chemistry, physics, earth sciences)	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-9*	English as a Second Language (ESL) or bilingual education	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-10*	Foreign languages	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-11*	Music or art	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-12*	Career or technical education	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Staffing Module	57b-13*	Other	This position is not offered in this school No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	
Principal Staffing Module	58a*	Around the first of October, how many teachers were newly hired by this school for grades K-12 and comparable ungraded levels?	None Number of teachers	
Principal Staffing Module	58b*	Of those newly hired teachers, how many were in their first year of teaching?	None Number of teachers	
Principal Demographic Information	48	Are you male or female?	Male Female	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher evaluation	NCEE 4-2	<p>This question and the next several questions ask about the use of <u>standardized assessments</u> to measure <u>student achievement growth</u>.</p> <p>Note: As a reminder, <u>student achievement growth</u> is the change in student achievement for an <i>individual</i> student between two or more points in time, and may be measured using student growth percentiles, value added, or other measures of change in student achievement over time.</p> <p><u>Standardized assessments</u> are assessments consistently administered and scored for all students in the same grades and subjects, districtwide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.</p> <p>During this school year (2013-14), is student achievement growth on standardized assessments used as one component of the performance evaluation of all, some, or no teachers in this school? This can include student achievement growth for the teacher’s own students and/or teamwide, gradewide, or schoolwide student achievement growth.</p> <p><i>(Note: In order to report “all teachers,” student achievement growth on standardized assessments would need to be used with all teachers, including teachers of art, music, physical education, and special populations such as English learners or students with disabilities.)</i></p>	<p>Student achievement growth on standardized assessments is used in the evaluation of all teachers in the school, across all grades (K-12), all subjects, and special education 1</p> <p>Student achievement growth on standardized assessments is used in the evaluation of some but not all teachers in the school 2</p> <p>Student achievement growth on standardized assessments is not used in the evaluation of any teachers in the school 3</p>	<p>Probe for specifics on the test type, frequency of administration, how results reported to principal and teacher</p>

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher evaluation	NCEE 4-4	During this school year (2013-14), which of the following sources of information on teacher performance does your school use in teacher evaluations? a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	In your own words what is a “practice rubric?” what is the job title of the person that conducts these observations?
Teacher evaluation	NCEE 4-4	b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district)	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	If yes, What is the job title of the person
Teacher evaluation	NCEE 4-4	c. Teacher self-assessment	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	If yes, probe for specific examples
Teacher evaluation	NCEE 4-4	d. Portfolios or other artifacts of teacher professional practice	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	f yes, probe for specific examples
Teacher evaluation	NCEE 4-4	e. Assessments by a peer or mentor teacher that are not based on a teacher professional practice rubric	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	f yes, probe for specific examples
Teacher evaluation	NCEE 4-4	f. Student work samples	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	
Teacher evaluation	NCEE 4-4	g. Student surveys or other student feedback	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	How often are they administered? What information do they capture?

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher evaluation	NCEE 4-4	h. Parent surveys or other parent feedback	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING TEACHERS	How often are they administered? What information do they capture?
Teacher evaluation	NCEE 4-10	Will the performance evaluation results for teachers for this school year (2013-14) be used to inform any of the following decisions? (Select NA, where available, if tenure is not offered in your district or school.) Teacher evaluation results will be used to inform decisions about teacher professional development: a. Feedback given to teachers on their professional practice	Yes No	How will this be done? By whom? For all teachers or certain teachers?
Teacher evaluation	NCEE 4-10	b. Planning professional development for individual teachers	Yes No	
Teacher evaluation	NCEE 4-10	c. Development of performance improvement plans for low-performing teachers	Yes No	
Teacher evaluation	NCEE 4-10	d. Setting goals with teachers for student achievement growth for the next school year	Yes No	How will this be done? By whom? For all teachers or certain teachers?
Teacher evaluation	NCEE 4-10	e. Identifying low-performing teachers for coaching, mentoring, or peer assistance	Yes No	How will this be done? By whom? For all teachers or certain teachers?

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher evaluation	NCEE 4-10	Teacher evaluation results will be used to inform decisions about teacher career advancement: f. Recognizing high-performing teachers	Yes No	How will this be done? By whom? For all teachers or certain teachers?
Teacher evaluation	NCEE 4-10	g. Determining annual salary increases	Yes No	Is this at the school or district level?
Teacher evaluation	NCEE 4-10	h. Determining bonuses or performance-based compensation other than salary increases`	Yes No	Is this at the school or district level?
Teacher evaluation	NCEE 4-10	i. Granting tenure or similar job protection	Yes No N/A	
Teacher evaluation	NCEE 4-10	j. Career advancement opportunities, such as teacher leadership roles	Yes No	
Teacher evaluation	NCEE 4-10	For low-performing teachers, evaluation results will be used to inform decisions about: k. Loss of tenure or similar job protection	Yes No N/A	
Teacher evaluation	NCEE 4-10	l. Sequencing potential layoffs to reduce staff	Yes No	
Teacher evaluation	NCEE 4-10	m. Dismissing or terminating employment for cause	Yes No	
Principal Demographic Information	49	Are you of Hispanic or Latino origin?	Yes No	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Demographic Information	50	What is your race? White Black or African American Asian Native American or other Pacific Islander American Indian or Alaska Native	[BLANK]	
Principal Demographic Information	51	What is your year of birth?	Year of birth	
Principal Demographic Information	52	What is your current ANNUAL salary for your position in this school before taxes and deductions?	\$ per year	
Principal Demographic Information	39	How long do you plan to remain a principal?	As long as I am able Until I am eligible for retirement benefits from this job Until I am eligible for retirement benefits from a previous job Until I am eligible for Social Security benefits Until a specific life event occurs (e.g., children graduate from college, relocation) Until a more desirable job opportunity comes along Definitely plan to leave as soon as I can Undecided at this time	
Contact Information	53	Please PRINT your name, home address, your work, cell, and home telephone numbers, and your work and home e-mail addresses.	[BLANK]	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Contact Information	54	Please enter the date you completed this questionnaire.	[BLANK]	
Contact Information	55	Please indicate how much time it took you to complete this form, not counting interruptions.	[BLANK]	

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