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.

	SASS 2011-			
Teacher section	12 item number	Item Text	Response Options	Protocol Details
Teacher Section	Humber	Item Text	Regular full-time teacher (in any of	Frotocol Details
			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,	
		How do you classify your position at	social worker)	
		THIS school, that is, the activity at	Support staff (e.g., secretary)	
General		which you spend most of your time		
Information	1	during this school year?		

^{*} Items with asterisks will be fielded during the first set of interviews when we will focus on items that need evaluation or development (though some items will be included in the first rounds of interviews for context or for verification on responses to items of interest). The final set of interviewing will include all items in the instrument.

	SASS 2011- 12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
General Information General Information	3	Which box did you mark in item 1 above? Do you TEACH any regularly scheduled class(es) at this school in any of grades K-12 or comparable ungraded levels?	Box 1 Box 2, 3 or 4 Box 5,6 or 7 Box 8,9, 10 or 11 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		How many days are covered by your	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?
Information	5*	contract, per 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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	SASS 2011-			
Teacher section	12 item number	Item Text	Response Options	Protocol Details
Teacher Section	Hamber	Tem Text	Teaching in this school	110tocor Betano
			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	
General		What was your MAIN activity LAST	Other	
Information	7*	school year (2010-11)?		

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	SASS 2011- 12 item			
Teacher section	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.]
			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.]
General		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,		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
Information	11	public charter or private schools? 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	Yes No	many years you have taught?
Class		12th		
Organization	13	Ungraded		

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	SASS 2011- 12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
		Of all the students you teach at this	None	
		school, how many have an	Number of students	
Class		Individualized Education Program (IEP) because they have disabilities or		
Organization	14	are special education students?		
Organization	17	Of all the students you teach at this	None	
		school, how many are of limited-	Number of students	
Class		English proficiency or are English-		
Organization	15	language learners (ELLs)?		
			Code	[Think-aloud: Interviewer will observe whether
			Main assignment	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
_		This school year, what is your MAIN		pick "Other"? If you had to pick one of the
Class	4.0%	teaching assignment field at THIS		subject matters off the table, which would be the
Organization	16*	school?	***	closest match?
Class		Are you intentionally assigned to instruct the same group of students for	Yes No	
Organization	17	more than one year (e.g., looping)?	INU	
Organization	1/	more man one year (e.g., rooping):		

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	SASS 2011-			
Teacher section	12 item number	Item Text	Response Options	Protocol Details
reactive section	- Hamber	Tem Text	You instruct several classes of	Trottocor Details
			different students most or all of the	
			day in one or more	
			subjects (sometimes called	
			Departmentalized Instruction).	
			You are an elementary school	
			teacher who teaches only one	
			subject to different classes of	
			students (sometimes called an	
			Elementary Subject Specialist).	
			You instruct the same group of	
			students all or most of the day in	
			multiple subjects	
			(sometimes called a Self-Contained	
			Class).	Duck on This work on the different
			You are one of two or more	Probes: This question refers to different ways classes are organized [READ LIST IN
			teachers, in the same class, at the	INSTRUMENT]. Please explain how you decided
			same time, and are jointly	which answer to choose. Did you have any
			responsible for teaching the same	difficulty deciding?
			group of students all or most of the	-
			day (sometimes	NCES is interested in capturing information in
			called Team Teaching).	this survey about other types of classrooms, like
			You instruct a small number of	"flipped" classrooms, virtual classrooms, and classrooms that use blended learning. Do you
			selected students released from or in	have any classes like this? Can you tell me more
			their regular classes in	about thathow would you describe that
			specific skills or to address specific	classroom?
		Which statement best describes the	needs (sometimes called a "Pull-	
Class		way YOUR classes at THIS school are	Out" Class or "Push-In"	Thinking about your classes, are there any that
Organization	18*	organized?	Instruction).	don't quite fit these definitions? In what way?

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	SASS 2011- 12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
Class	[Develop questions on technology in the			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?
Organization	classroom.]			Probes: Now I would like to ask you
Class Organization	[Develop questions on distance learning.]			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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	SASS 2011-			
Teacher section	12 item number	Item Text	Response Options	Protocol Details
Education and			Yes	
Training	25a*	Do you have a bachelor's degree?	No	
Education and		In what year did you receive your	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
Training	25b*	bachelor's degree?		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			Code	
Training	25d	What was your major field of study?	Major	
Education and		Did you have a second major field of	Yes	
Training	25e	study?	No	
Education and		What was your second major field of	Code	
Training	25f	study?	Major	
Education and			Yes	
Training	25g	Did you have a minor field of study?	No	
Education and	251	7.77	Code	
Training	25h	What was your minor field of study?	Major	
Education and Training	26a	What is the name of the college or university where you earned this degree?	Name of college or university	
114111119		acg.cc.	City	
Education and			State	
Training	26b	In what city and state is it located?	Located outside the United States	

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	SASS 2011- 12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
Education and			Yes	
Training	27a*	Do you have a master's degree?	No	
		Was at least a portion of the cost of	Yes	
		your master's degree paid for by a	No	
Education and		STATE, SCHOOL, or SCHOOL		
Training	27b*	DISTRICT in which you taught?		
Education and		In what year did you receive your	Year	
Training	27c*	master's degree?		
		Was this degree awarded by a	Yes	
		university's Department or College of	No	
Education and		Education, or a college's Department		
Training	27d*	or School of Education?		
Education and			Code	
Training	27e*	What was your major field of study?	Major	
Education and		Have you earned any of the degrees or	Yes	[Check: Interviewer will compare year of receipt
Training	28*	certificates listed below?	No	of master's degree to year of birth (Q83) and
Education and			Yes	determine age at which MA was received.]
Training	28a*	Degree	No	Probes: What year did you start your master's
Education and		What was your major field of study	Code	program? How many years after you received the
Training	28b*	for each degree?	Major field of study title	BA did you start on your master's degree? How
_, ,		Was this degree awarded by a	Yes, awarded by a Department,	many years did it take to complete the degree?
Education and		Department, College, or School of	College or School of Education	How sure are you of the year you received your
Training	28c*	Education?	No	master's degree? Was this hard to figure out?
Education and	20.14	T 1	Year	Why (or why not)?
Training	28d*	In what year?	37	[Continue educational timeline started in Q25 to
		Have you ever taken any graduate or	Yes	determine whether R's response to Q27c seems
		undergraduate courses that focused	No	reasonable.]
Education and	20*	solely on teaching methods or		
Training	30*	teaching strategies?	1 2	-
			1 or 2 courses	
Education and			3 or 4 courses	
Education and	*	How many courses?	5 to 9 courses	
Training		How many courses?	10 or more courses	

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	SASS 2011-			
	12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
	[Develop			
	items to			
	capture			
	whether			
	courses			
	focused on			
	teaching			
	methods or			
	strategies			
	were taken	D:1		75 1 777 111
	before	Did you take any of these courses		Probes: When did you take that course/those
	started	before you began teaching? Did you		courses? [Check: Interviewer compare dates of
Education and	teaching and	take any of these courses after you		course completion with date first started teaching
Training	when.]	began teaching?		to determine if the answers are consistent.]
Education and	D4 15	Did you have any practice or student	Yes	Note on question order: If the FIRST school year
Training	31a*	teaching?	No	that R began teaching is likely to be immediately
			4 weeks or less	after student teaching is completed, consider
			5-7 weeks 8-11 weeks	moving Q9, Q10, Q11, and Q12 here. Currently, Q9 through Q12 occur within a sequence of
				questions regarding THIS school and last school
			12 weeks or more	year. If R's recall their educational and teaching
Education and		How long did your practice or student		experiences chronologically, Q9 through Q12
Training	31b*	teaching last?		may fit here better.
Training	310	teaching fast:		Probe: Can you tell us about your student
				teaching experiences? (What did you do? How
	[Develop			many teachers did you work with? Did you
	items on			develop any lesson plans? In how many classes
	nature of the			or classrooms did you student teach? What kind
	teacher's			of mentoring did the teacher(s) you worked with
Education and	student			provide? Are there ways you think the student
Training	teaching.]			teaching experience could be improved?)
	1.00		Yes	[Think-aloud: Interviewer will observe whether
First Year		Was your FIRST year of teaching	No	R understands the skip patterns and navigates to
Teacher Module	32*	before the 2007-08 school year?		the correct question.]

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Teacher section Item Text Response Options 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 We divertise to the year before you began teaching? What he was a substitute to the year before you began teaching? What he was a substitute to the year before you began teaching? What he was a substitute to the year before you began teaching? What he was a substitute to the year before you began teaching? What he was a substitute to the year before you began teaching?	
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 Student at a college or university Please tell me more about what you were do the year before you began teaching? What keeps a substitute teacher	
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 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 Teaching in a preschool 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 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 as a substitute teacher Teaching in a preschool Teaching in a position in the field of education, but not as a teacher Please tell me more about what you were do the year before you began teaching? What he	
Teaching in a preschool Teaching at a college or university Working in a position in the field of education, but not as a teacher What is a preschool Teaching in a preschool Teaching at a college or university Working in a position in the field of education, but not as a teacher	
Teaching at a college or university Working in a position in the field of education, but not as a teacher Teaching at a college or university Please tell me more about what you were do the year before you began teaching? What he	
education, but not as a teacher the year before you began teaching? What he	
	doing £
747 3 + . + . + . + . + . + . + . + . + . +	
Working in an occupation outside of work did you do before you began prepar	
the field of education be a teacher? [Note: Mid-career teacher magnetic formula of the field of education be a teacher? [Note: Mid-career teacher magnetic formula of the field of education be a teacher? [Note: Mid-career teacher magnetic formula of the field of education be a teacher? [Note: Mid-career teacher magnetic formula of the field of education be a teacher? [Note: Mid-career teacher magnetic formula of the field of education be a teacher? [Note: Mid-career teacher magnetic formula of the field of education be a teacher? [Note: Mid-career teacher magnetic formula of the field of education be a teacher? [Note: Mid-career teacher magnetic formula of the field of education be a teacher? [Note: Mid-career teacher magnetic formula of the field of	
What was your MAIN activity the Military service have been in school training to be teacher th	
First Year SASS 1993- year before you began teaching at the Unemployed and seeking work before, so probe to determine what responde	ondent
Teacher Module 94 item 6 elementary or secondary level? Retired from another job was doing before entering school.]	
Administrator (e.g., principal,	
assistant principal, director, school	
head) Counselor	
Library media specialist/ librarian	
Coach	
Other professional staff (e.g.,	
Answer item 7 only if you marked box department head, curriculum	
6 in item 6 above. Which of these coordinator)	
categories best describes your Instructional aide	
First Year SASS 1993- previous position in the field of Noninstructional support staff (e.g.,	
Teacher Module 94 item 7 education? secretary)	
Answer items 8a-e only if you marked [BLANK]	
box 7 in item 6. For whom did you	
First Year SASS 1993- work? Record the name of the	
Teacher Module 94 item 8a company, business, or organization.	
What kind of business or industry was [BLANK]	
this? For example, retail shoe store, First Year SASS 1993- State Labor Department, bicycle	
First Year SASS 1993- State Labor Department, bicycle Teacher Module 94 item 8b manufacturer, farm.	
What kind of work were you doing? [BLANK]	
Please record your job title; for	
First Year SASS 1993- example, electrical engineer, cashier,	
Teacher Module 94 item 8c typist, farmer, loan officer.	

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	SASS 2011- 12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
		What were your most important	[BLANK]	
		activities or duties at that job? For		
First Year	SASS 1993-	example, typing, selling cars, driving		
Teacher Module	94 item 8d	delivery truck, caring for livestock.		
			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	
First Year	SASS 1993-	How would you classify yourself on	Working WITHOUT PAY in a	
Teacher Module	94 item 8e	that job? Mark only one box.	volunteer job	
		In your FIRST year of teaching, how	Not at all prepared	
		well prepared were you to— Handle a	Somewhat prepared	
First Year		range of classroom management or	Well prepared	
Teacher Module	33a*	discipline situations?	Very well prepared	
			Not at all prepared	
			Somewhat prepared	
First Year		Use a variety of instructional	Well prepared	
Teacher Module	33b*	methods?	Very well prepared	
			Not at all prepared	
			Somewhat prepared	
First Year	00 4		Well prepared	
Teacher Module	33c*	Teach your subject matter?	Very well prepared	
			Not at all prepared	
			Somewhat prepared	
First Year		Use computers in classroom	Well prepared	
Teacher Module	33d*	instruction?	Very well prepared	

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	SASS 2011-			
Teacher section	12 item number	Item Text	Response Options	Protocol Details
			Not at all prepared	
			Somewhat prepared	
First Year			Well prepared	
Teacher Module	33e*	Assess students?	Very well prepared	
			Not at all prepared	
			Somewhat prepared	
First Year		Differentiate instruction in the	Well prepared	
Teacher Module	33f*	classroom?	Very well prepared	
			Not at all prepared	
			Somewhat prepared	
First Year		Use data from student assessments to	Well prepared	
Teacher Module	33g*	inform instruction?	Very well prepared	
			Not at all prepared	
			Somewhat prepared	
First Year	201 4	T 1	Well prepared	
Teacher Module	33h*	Teach to state content standards?	Very well prepared	
Elect Many		In your FIRST year of teaching, did	Yes	
First Year Teacher Module	34*	you participate in a teacher induction	No	
Teacher Module	34**	program?		Duckers Tell are about the training year weeking
				Probes: Tell me about the training you received
				to prepare to be a teacher. When you first began
	[Develop			teaching, was there a teacher mentoring program
	questions to			or any other kinds of induction program to help
	capture			you? What kind of support did you receive as
	about the			part of the induction program? What was helpful
	magnitude,			about the induction program? What
	depth,			improvements could have been made to the
	breadth, and quality of			program? What kind of help do you think a new
	the			teacher would benefit from the most?
First Year	induction			teacher would beliefft from the most:
Teacher Module	program.]			
1 cacilei Module	programi	Did you receive the following kinds of	Yes	
		support during your FIRST year of	No	
First Year		teaching?— Reduced teaching	110	
Teacher Module	35a*	schedule or number of preparations		
1 Cacher Module	JJa	schedule of humber of preparations		

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

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	SASS 2011- 12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
			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	
Certification	37a*	Which of the following describes the teaching certificate you currently hold that certifies you to teach in THIS state?	I do not hold any of the above certifications in THIS state	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	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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	SASS 2011- 12 item			
Teacher section	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	
			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	
Certification	38b*	Which of the following describes this current teaching certificate you hold in THIS state?	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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	SASS 2011- 12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
		Using Table 3 on page 23, in what	Code	
		content area(s) and grade range(s)	Content area	
		does the teaching certificate marked in		
		question 38b on page 24 allow you to		
Certification	38c-1*	teach in THIS state? Content Area		
			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	38c-2*	Grade Range of Certificate	J	
		Does this certificate marked in item	Yes	
		38b allow you to teach in additional	No	
Certification	38d*	content areas?		
		Using Table 3 on page 23, please	Code	
		record all ADDITIONAL content	Content area	
		areas and grade ranges in which this		
Certification	38e-1*	certificate allows you to teach:		
			Early childhood, preschool or at	
			least one of grades K-5	
	, to		At least one of grades 6-8	
Certification	*	Grade Range of Certificate	At least one of grades 9-12	

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	SASS 2011- 12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
	[Develop			
	items that			
	measure the			
	following			
	aspects of			
	teacher			
	certification:			
	number of			
	courses,			
	content of			
	teacher			
	preparation			
	program,			
	student			
	teaching			
	experience,			
	whether the			Probes: How many courses did you take as part
	teacher			of the certification process? What topics did you
	passed a			cover in the coursework you took? Was student
	certifying			teaching experience was required to become
	exam on the			certified? How much student teaching experience
	first or			was required? Did you take an exam to become
	second			certified? Were you able to pass the exam on the
Certification	attempt.]		**	first try? How many tries did it take?
		D.1 1	Yes	In your own words what is this item asking
C	414	Did you enter teaching through an	No	about? Do you know anyone who received
Certification	41*	alternative certification program?	m . lv.mprzi v. l	alternative ceritifcation? What do they call it?
Teacher			Total WEEKLY hours spent	[Thinksland, Ohaansa har D datamainaa
Working		How many hours a week are you paid to deliver INSTRUCTION to a class	delivering instruction	[Thinkaloud: Observe how R determines
Conditions Module	54*	of students in THIS school?		responses to Q54, Q55, and Q56. Are there any discrepancies in R's answers?
Teacher	54.	of students in THIS school:	Total WEEVI V hours required for	discrepancies in R s answers:
Working		How many hours are you required to	Total WEEKLY hours required for BASE PAY	
Conditions		How many hours are you required to work to receive BASE PAY during a	DASE PAI	
Module	55*	typical FULL WEEK at THIS school?		
iviodule	1 22.	typical FULL WEEK at 1H15 SCH001?		

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

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	SASS 2011-			
Teacher section	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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	SASS 2011- 12 item			
Teacher section	number	Item Text	Response Options	Protocol Details
Teacher School			No influence	
Climate			Minor influence	
Satisfaction			Moderate influence	
Attitudes			A great deal of influence	
Module	61e	Hiring new full-time teachers	27	
Teacher School			No influence	
Climate			Minor influence	
Satisfaction			Moderate influence	
Attitudes	C16		A great deal of influence	
Module	61f	Setting discipline policy	NT · Cl	
Teacher School			No influence Minor influence	
Climate Satisfaction			Moderate influence	
		Desiding her other school budget will		
Attitudes Module	610	Deciding how the school budget will	A great deal of influence	
lylodule	61g	be spent How much actual control do you have	No influence	
Teacher School		IN YOUR CLASSROOM at this	Minor influence	
Climate		school over the following areas of	Moderate influence	
Satisfaction		your planning and teaching? —	A great deal of influence	
Attitudes		Selecting textbooks and other	A great dear of influence	
Module	62a	instructional materials		
Teacher School	02u	moraciona materiais	No influence	
Climate			Minor influence	
Satisfaction			Moderate influence	
Attitudes		Selecting content, topics, and skills to	A great deal of influence	
Module	62b	be taught	If great dear of infraence	
Teacher School	5.30		No influence	
Climate			Minor influence	
Satisfaction			Moderate influence	
Attitudes			A great deal of influence	
Module	62c	Selecting teaching techniques		
Teacher School			No influence	
Climate			Minor influence	
Satisfaction			Moderate influence	
Attitudes			A great deal of influence	
Module	62d	Evaluating and grading students		

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	SASS 2011-			
Teacher section	12 item number	Item Text	Response Options	Protocol Details
Teacher School	Humber	Item Text	No influence	Frotocor Details
Climate			Minor influence	
Satisfaction			Moderate influence	
Attitudes			A great deal of influence	
Module	62e	Disciplining students	11 great dear of minuence	
Teacher School	020	Disciplining students	No influence	
Climate			Minor influence	
Satisfaction			Moderate influence	
Attitudes		Determining the amount of homework	A great deal of influence	
Module	62f	to be assigned	8	
Teacher School		To what extent do you agree or	Strongly agree	
Climate		disagree with each of the following	Somewhat agree	
Satisfaction		statements?— The school	Somewhat disagree	
Attitudes		administration's behavior toward the	Strongly disagree	
Module	63a	staff is supportive and encouraging.		
Teacher School			Strongly agree	
Climate			Somewhat agree	
Satisfaction			Somewhat disagree	
Attitudes			Strongly disagree	
Module	63b	I am satisfied with my teaching salary.		
Teacher School		The level of student misbehavior in	Strongly agree	
Climate		this school (such as noise, horseplay	Somewhat agree	
Satisfaction		or fighting in the halls, cafeteria, or	Somewhat disagree	
Attitudes		student lounge) interferes with my	Strongly disagree	
Module	63c	teaching.		
Teacher School			Strongly agree	
Climate			Somewhat agree	
Satisfaction			Somewhat disagree	
Attitudes		I receive a great deal of support from	Strongly disagree	
Module	63d	parents for the work I do.		
Teacher School			Strongly agree	
Climate		Necessary materials such as	Somewhat agree	
Satisfaction		textbooks, supplies, and copy	Somewhat disagree	
Attitudes		machines are available as needed by	Strongly disagree	
Module	63e	the staff.		

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	SASS 2011-			
Teacher section	12 item number	Item Text	Response Options	Protocol Details
Teacher School	number	Item Text	Strongly agree	Fiotocoi Detaiis
Climate			Somewhat agree	
Satisfaction			Somewhat disagree	
Attitudes		Routine duties and paperwork	Strongly disagree	
Module	63f	interfere with my job of teaching.	Strongly disagree	
Teacher School	051	interiere with my job of teaching.	Strongly agree	
Climate			Somewhat agree	
Satisfaction		My principal enforces school rules for	Somewhat disagree	
Attitudes		student conduct and backs me up	Strongly disagree	
Module	63g	when I need it.		
Teacher School			Strongly agree	
Climate		Rules for student behavior are	Somewhat agree	
Satisfaction		consistently enforced by teachers in	Somewhat disagree	
Attitudes		this school, even for students who are	Strongly disagree	
Module	63h	not in their classes.	37 38 31	
Teacher School			Strongly agree	
Climate		Most of my colleagues share my	Somewhat agree	
Satisfaction		beliefs and values about what the	Somewhat disagree	
Attitudes		central mission of the school should	Strongly disagree	
Module	63i	be.		
Teacher School			Strongly agree	
Climate			Somewhat agree	
Satisfaction		The principal knows what kind of	Somewhat disagree	
Attitudes		school he or she wants and has	Strongly disagree	
Module	63j	communicated it to the staff.		
Teacher School			Strongly agree	
Climate			Somewhat agree	
Satisfaction			Somewhat disagree	
Attitudes		There is a great deal of cooperative	Strongly disagree	
Module	63k	effort among the staff members.		
Teacher School			Strongly agree	
Climate			Somewhat agree	
Satisfaction			Somewhat disagree	
Attitudes		In this school, staff members are	Strongly disagree	
Module	631	recognized for a job well done.		

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

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

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

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

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

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

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	SASS 2011-			
Teacher section	12 item number	Item Text	Response Options	Protocol Details
General	Humber	During the CURRENT SCHOOL	Yes	Frotocol Details
Employment and		YEAR do you, or will you, receive a	No	
Background		retirement pension check paid from a		
Information	75	teacher retirement system?		
General	7.5	tedener retirement system:	Yes	
Employment and		Are you a member of a teachers'	No	
Background		union or an employee association		
Information	76*	similar to a union?		
General			Yes	
Employment and			No	
Background		Does your school, district, or school		
Information	77a	system offer tenure?		
General			Yes	
Employment and			No	
Background		Are you tenured at your current		
Information	77b	school?		
General			Male	
Employment and			Female	
Background				
Information	78	Are you male or female?		
			Now married	
			Widowed	
General			Divorced	
Employment and			Separated	
Background			Never married	
Information	79a*	What is your current marital status?		
General			Yes	
Employment and			No	
Background		Are you currently living with a		
Information	79b*	boyfriend/girlfriend or partner?		
General			Yes	
Employment and		Are you currently living in a	No	
Background		registered domestic partnership or		
Information	79c*	civil union?		

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

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Teacher	SASS 2011-12	T	D 0 .:	D . 1D . 3
section	item number	Item Text	Response Options	Protocol Details
			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	
		How do you classify your position	coordinator, social worker)	
		at THIS school, that is, the activity	Support staff (e.g., secretary)	
General		at which you spend most of your		
Information	1	time during this school year?		
			Box 1	
C 1		National design of the second section of	Box 2, 3 or 4	
General	2	Which box did you mark in item 1	Box 5,6 or 7	
Information	2	above?	Box 8,9, 10 or 11	

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Teacher	SASS 2011-12			
section	item number	Item Text	Response Options	Protocol Details
		Do you TEACH any regularly		
		scheduled class(es) at this school in		
General		any of grades K-12 or comparable	Yes	
Information	3	ungraded levels?	No	
			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	
		How much time do you work as a	5 Less than 1/4 time	
		TEACHER in any of grades K-12	I do not teach any of grades	
General		or comparable ungraded levels at	K-12 or comparable ungraded	
Information	4	THIS school?	levels	
Imormation		TITIO SCHOOL	Tevels	[Think-aloud: Interviewer will observe how
				R calculates answer during the think-aloud
				process. Did R have a specific number of
				1
				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
General		How many days are covered by	D	contract year?
Information	5*	your contract, per contract year?	Days per contract year	[Think aloud: Internity 21] -b1
Conoral		In rubat ashaal wass did seed by sin		[Think-aloud: Interviewer will observe how
General	C*	In what school year did you begin	School was	R determines answer to this question and
Information	6*	teaching at THIS school?	School year	note whether Q6, Q9 and Q11 are consistent.]

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Teacher	SASS 2011-12			
section	item number	Item Text	Response Options	Protocol Details
			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	
General		What was your MAIN activity		
Information	7*	LAST school year (2010-11)?		

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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	SASS 2011-12			
section	item number	Item Text	Response Options	Protocol Details
		Of all the students you teach at this		
		school, how many have an		
		Individualized Education Program		
Class		(IEP) because they have disabilities	None	
Organization	14	or are special education students?	Number of students	
		Of all the students you teach at this		
		school, how many are of limited-		
Class		English proficiency or are English-	None	
Organization	15	language learners (ELLs)?	Number of students	
				[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
		mi i i i i i i		which code was the best? [If "other" chosen]
Cl		This school year, what is your		Why did you pick "Other"? If you had to
Class	104	MAIN teaching assignment field at	Code	pick one of the subject matters off the table,
Organization	16*	THIS school?	Main assignment	which would be the closest match?
		Are you intentionally assigned to		
Class		instruct the same group of students	X7	
Class	15	for more than one year (e.g.,	Yes	
Organization	17	looping)?	No	

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Teacher	SASS 2011-12			
section	item number	Item Text	Response Options	Protocol Details
			You instruct several classes of	
			different students most or all of	
			the day in one or more	
			subjects (sometimes called	
			Departmentalized Instruction).	
			You are an elementary school	
			teacher who teaches only one	
			subject to different classes of	
			students (sometimes called an	
			Elementary Subject Specialist).	
			You instruct the same group of	
			students all or most of the day in	
			multiple subjects	
			(sometimes called a Self-	
			Contained Class).	Probes: This question refers to different
				ways classes are organized [READ LIST
			You are one of two or more	FROM INSTRUMENT]. Please explain how
			teachers, in the same class, at the	you decided which answer to choose. Did
			same time, and are jointly responsible for teaching the	you have any difficulty deciding?
			same group of students all or	NCES is interested in capturing information
			most of the day (sometimes	in this survey about other types of
			called Team Teaching).	classrooms, like "flipped" classrooms, virtual
				classrooms, and classrooms that use blended
			You instruct a small number of	learning. Do you have any classes like this?
			selected students released from	Can you tell me more about thathow would
			or in their regular classes in	you describe that classroom?
			specific skills or to address	
		Which statement best describes the	specific needs (sometimes called	Thinking about your classes, are there any
Class	4.0%	way YOUR classes at THIS school	a "Pull-Out" Class or "Push-In"	that don't quite fit these definitions? In what
Organization	18*	are organized?	Instruction).	way?

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Teacher	SASS 2011-12			
section	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?
	1			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
	[Danalan			classes or parts of classes are offered this
	[Develop questions on			way? To what students?
Class	distance			way: 10 what students:
Organization	learning.]			
		Check the box you marked in item	Box 1 or 2	
Class		18 and follow the arrow for the	Box 3 or 4	
Organization	19*	next item.	Box 5	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Section	item number	During your most recent FULL	Response Options	1 Totocoi Details
		WEEK of teaching at THIS school,		
Class		what is the total number of students		
Organization	20*	enrolled in the class you taught?	Students	
Class		During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one	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
Organization	21*	time?	Students	lowest?
		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,		
Class		reading, or language arts (including	None	
Organization	22a	reading and writing)	Hours per week	
Class		Of these hours, how many were	None	
Organization	22a-1	designated for reading instruction?	Hours per week	
Class			None	
Organization	22b	Arithmetic or mathematics	Hours per week	
Class			None	
Organization	22c	Social studies or history	Hours per week	
Class			None	
Organization	22d	Science	Hours per week	
Class Organization	23	How many separate class periods or sections do you currently teach at THIS school? For EACH class period or section	Number of classes or sections	
Class Organization	24*	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.
Organization	47	or structure.	1101110CI OI SUUCIIIS	Chosen determine why.

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Education and			Yes	
Training	25a*	Do you have a bachelor's degree?	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.]
Training	230	Was this degree awarded by a	100	accuracy of Q250.]
		university's Department or College		
		of Education, or a college's		
Education and		Department or School of	Code	
Training	25c	Education?	Major	
Education and		What was your major field of	Code	
Training	25d	study?	Major	
Education and		Did you have a second major field	Yes	
Training	25e	of study?	No	
Education and		What was your second major field	Code	
Training	25f	of study?	Major	
Education and		Did you have a minor field of	Yes	
Training	25g	study?	No	
Education and		What was your minor field of	Code	
Training	25h	study?	Major	
Education and		What is the name of the college or university where you earned this		
Training	26a	degree?	Name of college or university	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
300000	10000	Tem Tem	City	2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
			State	
Education and			Located outside the United	
Training	26b	In what city and state is it located?	States	
				[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]
Education and			Yes	to determine whether R's response to Q27c
Training	27a*	Do you have a master's degree?	No	seems reasonable.]
		Was at least a portion of the cost of		
Education and		your master's degree paid for by a	Vac	
Training	27b*	STATE, SCHOOL, or SCHOOL DISTRICT in which you taught?	Yes No	
Education and	2/0.	In what year did you receive your	NO	
Training	27c*	master's degree?	Year	
Training	2/0	Was this degree awarded by a university's Department or College of Education, or a college's		
Education and		Department or School of	Yes	
Training	27d*	Education?	No	
Education and		What was your major field of	Code	
Training	27e*	study?	Major	
Education and		Have you earned any of the degrees	Yes	
Training	28*	or certificates listed below?	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		What was your major field of study	Code	
Training	28b*	for each degree?	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	20.1%	T 1	77	
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 1 or 2 courses	
			3 or 4 courses	
Education and			5 to 9 courses	
Training	30*	How many 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.]
				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
Education and	21.*	Did you have any practice or	Yes	may fit here better.
Training	31a*	student teaching?	No	

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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.]	statem teaching last.	TE WEEKS OF MOTE	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	SASS 2011-12			
section	item number	Item Text	Response Options	Protocol Details
			Administrator (e.g., principal,	
			assistant principal, director,	
			school head)	
			Counselor	
			Library media specialist/	
			librarian	
			Coach	
			Other professional staff (e.g.,	
		Answer item 7 only if you marked	department head, curriculum	
T		box 6 in item 6 above. Which of	coordinator)	
First Year	0.4.00.4000.04	these categories best describes your	Instructional aide	
Teacher	SASS 1993-94	previous position in the field of	Noninstructional support staff	
Module	item 7	education?	(e.g., secretary)	
		Answer items 8a-e only if you marked box 7 in item 6. For whom		
First Year		did you work? Record the name of		
Teacher	SASS 1993-94	the company, business, or		
Module	item 8a	organization.	[BLANK]	
Wiodule	item oa	What kind of business or industry	[DLAIVIV]	
First Year		was this? For example, retail shoe		
Teacher	SASS 1993-94	store, State Labor Department,		
Module	item 8b	bicycle manufacturer, farm.	[BLANK]	
Wiodaic	Item ob	What kind of work were you		
First Year		doing? Please record your job title;		
Teacher	SASS 1993-94	for example, electrical engineer,		
Module	item 8c	cashier, typist, farmer, loan officer.	[BLANK]	
		What were your most important		
		activities or duties at that job? For		
First Year		example, typing, selling cars,		
Teacher	SASS 1993-94	driving delivery truck, caring for		
Module	item 8d	livestock.	[BLANK]	

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Teacher	SASS 2011-12			
section	item number	Item Text	Response Options	Protocol Details
			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	
First Year			family business or farm	
Teacher	SASS 1993-94	How would you classify yourself	Working WITHOUT PAY in a	
Module	item 8e	on that job? Mark only one box.	volunteer job	
		In your FIRST year of teaching,		
		how well prepared were you to—	Not at all prepared	
First Year		Handle a range of classroom	Somewhat prepared	
Teacher		management or discipline	Well prepared	
Module	33a*	situations?	Very well prepared	
			Not at all prepared	
First Year			Somewhat prepared	
Teacher	0.01	Use a variety of instructional	Well prepared	
Module	33b*	methods?	Very well prepared	
			Not at all prepared	
First Year			Somewhat prepared	
Teacher	22. *	m 1 11 11 11 11 11 11 11 11 11 11 11 11	Well prepared	
Module	33c*	Teach your subject matter?	Very well prepared	
E'art X			Not at all prepared	
First Year		TI	Somewhat prepared	
Teacher	77.3¥	Use computers in classroom	Well prepared	
Module	33d*	instruction?	Very well prepared	
Einst Mann			Not at all prepared	
First Year			Somewhat prepared	
Teacher	22.*	A an ana atrudanta?	Well prepared	
Module	33e*	Assess students?	Very well prepared	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Section	item number	item rext	Not at all prepared	Frotocor Details
First Year			Somewhat prepared	
Teacher		Differentiate instruction in the	Well prepared	
Module	33f*	classroom?	Very well prepared	
Wioduic	551	Classiconii.	Not at all prepared	
First Year			Somewhat prepared	
Teacher		Use data from student assessments	Well prepared	
Module	33g*	to inform instruction?	Very well prepared	
Wioduic	338	to morn moduction.	Not at all prepared	
First Year			Somewhat prepared	
Teacher			Well prepared	
Module	† *	Teach to state content standards?	Very well prepared	
First Year	1	In your FIRST year of teaching, did	very well prepared	
Teacher		you participate in a teacher	Yes	
Module	34*	induction program?	No	
First Year Teacher Module First Year	†*	[Develop questions to capture about the magnitude, depth, breadth, and quality of the induction program.] Did you receive the following kinds of support during your FIRST year	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?
Teacher		of teaching?— Reduced teaching	Yes	
Module	35a*	schedule or number of preparations	No	
First Year				
Teacher		Common planning time with	Yes	
Module	35b*	teachers in your subject	No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
First Year	item number	Tem Text	Tresponse options	1 Totocor Details
Teacher		Seminars or classes for beginning	Yes	
Module	35c*	teachers	No	
First Year				
Teacher		Extra classroom assistance (e.g.,	Yes	
Module	35d*	teacher aides)	No	
First Year		Regular supportive communication		
Teacher		with your principal, other	Yes	
Module	35e*	administrators, or department chair	No	
		In your FIRST year of teaching, did		
First Year		you work closely with a master or		
Teacher		mentor teacher who was assigned	Yes	
Module	36a*	by your school or district?	No	
			At least once a week	
First Year		How frequently did you work with	Once or twice a month	
Teacher		your master or mentor teacher	A few times a year	
Module	36b*	during your first year of teaching?	Never	
First Year		Has your master or mentor teacher		
Teacher		ever instructed students in the same	Yes	
Module	36c*	subject area(s) as yours?	No	
		Overall, to what extent did your	1 Not at all	
First Year		assigned master or mentor teacher	2 To a small extent	
Teacher	_	improve your teaching in your first	3 To a moderate extent	
Module	36d*	year of teaching?	4 To a great extent	
		Do you currently hold regular or		
		full certification by an accrediting		
		or certifying body OTHER THAN	Yes	
Certification	37a*	THE STATE?	No	
		Using Table 3 on page 23, in what		
		content area(s) and grade range(s)		
		does the teaching certificate		
	0.50	marked above allow you to teach in	Code	
Certification	37b-1*	THIS state?	Content area	
			Early childhood, preschool or at	
			least one of grades K-5	
C .:C .:	251 24		At least one of grades 6-8	
Certification	37b-2*	Grade Range of Certificate	At least one of grades 9-12	

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

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Teacher	SASS 2011-12	Italia Tarit	D	Part of Part's
section	item number	Item Text	Response Options	Protocol Details
			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	
		Which of the following describes	teaching	
		the teaching certificate you	teaching	
		currently hold that certifies you to	I do not hold any of the above	
Certification	38b*	teach in this state?	certifications in THIS state.	
		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		
Certification	38c-1*	allow you to teach in THIS state? – Content Area	Code Content area	
Certification	300-1	Content Area	Early childhood, preschool or at	
			least one of grades K-5	
			At least one of grades 6-8	
Certification	38c-2*	Grade Range of Certificate	At least one of grades 9-12	
		Does this certificate marked in item		
		38b allow you to teach in additional	Yes	
Certification	38d*	content areas?	No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Section	Item number	Using Table 3 on page 23, please	Response Options	Flotocol Details
		record all ADDITIONAL content		
		areas and grade ranges in which	Code	
Certification	38e -1*	this certificate allows you to teach:	Content area	
Gertification	500 1	uns ceremente unows 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	
		Grade Range of Certificate –	of grades 6-8; At least one of	
Certification	38e -1*	Additional Content Area	grades 9-12	
		Do you have another current		
		teaching certificate that certifies	Yes	
Certification	39a*	you to teach in THIS state?	No	
			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	
		Which of the following describes	must complete a certification	
		this current teaching certificate you	program in order to continue	
Certification	39b*	hold in this state?	teaching	

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

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Teacher	SASS 2011-12			
section	item number	Item Text	Response Options	Protocol Details
section	[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	Hem Text	Response Options	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 was 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
Certification	second attempt.]			try? How many tries did it take?
		Did you enter teaching through an	Yes	
Certification	42*	alternative certification program?	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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section ite Teacher Working	em number	Item Text		
			Response Options	Protocol Details
Morling				
Conditions		this school year, do you or	Yes	
Module 57a*	* will you	u – Coach a sport?	No	
Teacher				
Working				
Conditions	Sponso	or any student groups, clubs,	Yes	
Module 57b*	* or organ	nizations?	No	
Teacher				
Working				
Conditions	Serve a	as a department lead or	Yes	
Module 57c*	* chair?	-	No	
Teacher				
Working				
Conditions	Serve a	as a lead curriculum	Yes	
Module 57d*	* speciali	ist?	No	
Teacher				
Working				
Conditions	Serve o	on a school-wide or district-	Yes	
Module 57e*	* wide co	ommittee or task force?	No	
Teacher				
Working	Serve a	as a formal mentor or mentor		
Conditions		nator in your school or	Yes	
Module 57f*			No	
3/1				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?
ΓDe	velop			Are there other activities related to school or
	stions on			your students outside of the school day that
Working serv				demand your time that we have not yet talked
1 0	vided to			about? What are those? How long do they
Module scho				take on average per week?

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher	item number	In the LAST SCHOOL YEAR	Aceponse Options	1 Totocol Details
Working		(2010-11), how much of your own		
Conditions		money did you spend on classroom	None	
Module	58*	supplies, without reimbursement?	Dollars	
		How much actual influence do you		
Teacher School		think teachers have over school		
Climate		policy AT THIS SCHOOL in each	No influence	
Satisfaction		of the following areas? — Setting	Minor influence	
Attitudes		performance standards for students	Moderate influence	
Module	61a	at this school	A great deal of influence	
Teacher School				
Climate			No influence	
Satisfaction			Minor influence	
Attitudes			Moderate influence	
Module	61b	Establishing curriculum	A great deal of influence	
Teacher School			_	
Climate			No influence	
Satisfaction		Determining the content of in-	Minor influence	
Attitudes		service professional development	Moderate influence	
Module	61c	programs	A great deal of influence	
Teacher School				
Climate			No influence	
Satisfaction			Minor influence	
Attitudes	C1 J	Foodbacking to a show	Moderate influence	
Module	61d	Evaluating teachers	A great deal of influence	
Teacher School Climate			No influence	
Satisfaction			Minor influence	
Attitudes			Moderate influence	
Module	61e	Hiring new full-time teachers	A great deal of influence	
Teacher School	OTC	Timing new run-time teachers	71 great dear of influence	
Climate			No influence	
Satisfaction			Minor influence	
Attitudes			Moderate influence	
Module	61f	Setting discipline policy	A great deal of influence	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School	rem number	Tiem Text	response options	1 Totocor Details
Climate			No influence	
Satisfaction			Minor influence	
Attitudes		Deciding how the school budget	Moderate influence	
Module	61g	will be spent	A great deal of influence	
3.200000	1 - 8	How much actual control do you	8	
Teacher School		have IN YOUR CLASSROOM at		
Climate		this school over the following areas	No control	
Satisfaction		of your planning and teaching? —	Minor control	
Attitudes		Selecting textbooks and other	Moderate control	
Module	62a	instructional materials	A great deal of control	
Teacher School				
Climate			No control	
Satisfaction			Minor control	
Attitudes		Selecting content, topics, and skills	Moderate control	
Module	62b	to be taught	A great deal of control	
Teacher School				
Climate			No control	
Satisfaction			Minor control	
Attitudes			Moderate control	
Module	62c	Selecting teaching techniques	A great deal of control	
Teacher School			· ·	
Climate			No control	
Satisfaction			Minor control	
Attitudes			Moderate control	
Module	62d	Evaluating and grading students	A great deal of control	
Teacher School				
Climate			No control	
Satisfaction			Minor control	
Attitudes			Moderate control	
Module	62e	Disciplining students	A great deal of control	
Teacher School				
Climate			No control	
Satisfaction			Minor control	
Attitudes		Determining the amount of	Moderate control	
Module	62f	homework to be assigned	A great deal of control	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
300000	10111 1101110 01	To what extent do you agree or	200000000000000000000000000000000000000	110000120001
Teacher School		disagree with each of the following		
Climate		statements?— The school	Strongly agree	
Satisfaction		administration's behavior toward	Somewhat agree	
Attitudes		the staff is supportive and	Somewhat disagree	
Module	63a	encouraging.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction			Somewhat agree	
Attitudes		I am satisfied with my teaching	Somewhat disagree	
Module	63b	salary.	Strongly disagree	
Teacher School		The level of student misbehavior in		
Climate		this school (such as noise,	Strongly agree	
Satisfaction		horseplay or fighting in the halls,	Somewhat agree	
Attitudes		cafeteria, or student lounge)	Somewhat disagree	
Module	63c	interferes with my teaching.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction			Somewhat agree	
Attitudes		I receive a great deal of support	Somewhat disagree	
Module	63d	from parents for the work I do.	Strongly disagree	
Teacher School				
Climate		Necessary materials such as	Strongly agree	
Satisfaction		textbooks, supplies, and copy	Somewhat agree	
Attitudes		machines are available as needed	Somewhat disagree	
Module	63e	by the staff.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction			Somewhat agree	
Attitudes	60.6	Routine duties and paperwork	Somewhat disagree	
Module	63f	interfere with my job of teaching.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction		My principal enforces school rules	Somewhat agree	
Attitudes	60	for student conduct and backs me	Somewhat disagree	
Module	63g	up when I need it.	Strongly disagree	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School	item namber	Tem Text	Response Options	1 Totocor Details
Climate		Rules for student behavior are	Strongly agree	
Satisfaction		consistently enforced by teachers in	Somewhat agree	
Attitudes		this school, even for students who	Somewhat disagree	
Module	63h	are not in their classes.	Strongly disagree	
Teacher School	0011	are not in their elastest	oriongry arougice	
Climate		Most of my colleagues share my	Strongly agree	
Satisfaction		beliefs and values about what the	Somewhat agree	
Attitudes		central mission of the school should	Somewhat disagree	
Module	63i	be.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction		The principal knows what kind of	Somewhat agree	
Attitudes		school he or she wants and has	Somewhat disagree	
Module	63j	communicated it to the staff.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction			Somewhat agree	
Attitudes		There is a great deal of cooperative	Somewhat disagree	
Module	63k	effort among the staff members.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction			Somewhat agree	
Attitudes		In this school, staff members are	Somewhat disagree	
Module	631	recognized for a job well done.	Strongly disagree	
Teacher School				
Climate		I worry about the security of my	Strongly agree	
Satisfaction		job because of the performance of	Somewhat agree	
Attitudes		my students or my school on state	Somewhat disagree	
Module	63m	and/or local tests.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction		State or district content standards	Somewhat agree	
Attitudes		have had a positive influence on	Somewhat disagree	
Module	63n	my satisfaction with teaching.	Strongly disagree	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School	rem number	Tem Text	Response Options	1 Totocor Details
Climate			Strongly agree	
Satisfaction			Somewhat agree	
Attitudes		I am given the support I need to	Somewhat disagree	
Module	630	teach students with special needs.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction		The amount of student tardiness	Somewhat agree	
Attitudes		and class cutting in this school	Somewhat disagree	
Module	63p	interferes with my teaching.	Strongly disagree	
Teacher School	•			
Climate			Strongly agree	
Satisfaction			Somewhat agree	
Attitudes		I am generally satisfied with being	Somewhat disagree	
Module	63q	a teacher at this school.	Strongly disagree	
Teacher School				
Climate			Strongly agree	
Satisfaction		I make a conscious effort to	Somewhat agree	
Attitudes		coordinate the content of my	Somewhat disagree	
Module	63r	courses with that of other teachers.	Strongly disagree	
Teacher School				
Climate			Serious problem	
Satisfaction		To what extent is each of the	Moderate problem	
Attitudes		following a problem in this school?	Minor problem	
Module	64a	–Student tardiness	Not a problem	
Teacher School				
Climate			Serious problem	
Satisfaction			Moderate problem	
Attitudes	C 41		Minor problem	
Module	64b	Student absenteeism	Not a problem	
Teacher School				
Climate			Serious problem	
Satisfaction			Moderate problem	
Attitudes	C4-	Charles along subting	Minor problem	
Module	64c	Student class cutting	Not a problem	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher School			этороно срасно	
Climate			Serious problem	
Satisfaction			Moderate problem	
Attitudes			Minor problem	
Module	64d	Teacher absenteeism	Not a problem	
Teacher School				
Climate			Serious problem	
Satisfaction			Moderate problem	
Attitudes			Minor problem	
Module	64e	Students dropping out	Not a problem	
Teacher School			_	
Climate			Serious problem	
Satisfaction			Moderate problem	
Attitudes			Minor problem	
Module	64f	Student apathy	Not a problem	
Teacher School				
Climate			Serious problem	
Satisfaction			Moderate problem	
Attitudes			Minor problem	
Module	64g	Lack of parental involvement	Not a problem	
Teacher School				
Climate			Serious problem	
Satisfaction			Moderate problem	
Attitudes			Minor problem	
Module	64h	Poverty	Not a problem	
Teacher School				
Climate			Serious problem	
Satisfaction			Moderate problem	
Attitudes		Students come to school	Minor problem	
Module	64i	unprepared to learn	Not a problem	
Teacher School				
Climate			Serious problem	
Satisfaction			Moderate problem	
Attitudes	6.41	B	Minor problem	
Module	64j	Poor student health	Not a problem	

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

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Teacher	SASS 2011-12			
section	item number	Item Text	Response Options	Protocol Details
Teacher School Climate Satisfaction Attitudes		If you could go back to your college days and start over again, would you become a teacher or	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	
Module	66a	not?	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	item number	Item Text	Response Options	Frotocol Details
Climate				
Satisfaction		In the past 12 months, how many		
Attitudes		times has a student FROM THIS		
Module	67c	SCHOOL threatened to injure you?	Times	
Teacher School	070	Scriool uncatened to injure you:	Times	
Climate				
Satisfaction		Has a student FROM THIS		
Attitudes		SCHOOL ever physically attacked	Yes	
Module	68a	you?	No	
Teacher School	oou	you.	110	
Climate				
Satisfaction		Has a student FROM THIS		
Attitudes		SCHOOL physically attacked you	Yes	
Module	68b	IN THE PAST 12 MONTHS?	No	
Teacher School	000	III IIII IIII II II IIII IIII	110	
Climate				
Satisfaction		In the past 12 months, how many		
Attitudes		times has a student FROM THIS		
Module	68c	SCHOOL physically attacked you?	Times	
General				
Employment		DURING THE SUMMER OF		
and		2011, did you have any earnings		
Background		from Teaching summer school in	Yes	
Information	69a	this or any other school?	No	
General				
Employment				
and				
Background				
Information		How much?	[BLANK]	
General				
Employment				
and				
Background		Did any of these earnings come	Yes	
Information	69a-1	from your current school?	No	

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

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Teacher	SASS 2011-12	T	D 0.1	D
section	item number	Item Text	Response Options	Protocol Details
		DURING THE CURRENT		
		SCHOOL YEAR, do you, or will		
		you, earn any additional		
		compensation from this school		
General		system for extracurricular or		
Employment		additional activities such as		
and		coaching, student activity		
Background		sponsorship, mentoring teachers, or	Yes	
Information	71	teaching evening classes?	No	
General				
Employment				
and				
Background		-		
Information	_	How much?	[BLANK]	
		DURING THE CURRENT		
		SCHOOL YEAR, do you, or will		
		you, earn any additional		
General		compensation from this school		
Employment		system based on your students'		
and		performance (e.g., through a merit		
Background		pay or pay-for-performance	Yes	
Information	72*	agreement)?	No	
General				
Employment				
and				
Background				
Information	*	How much?	[BLANK]	
General		DURING THE CURRENT		
Employment		SCHOOL YEAR, have you earned		
and		income from any OTHER sources		
Background		from this school system, such as a	Yes	
Information	73	state supplement, etc.?	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	item number	DURING THE CURRENT	Response Options	Protocol Details
Employment		SCHOOL YEAR, do you, or will		
and		you, earn additional compensation		
		from working in any job OUTSIDE	Yes	
Background Information	74a	this school system?	No	
General	/4a	this school system?	INO	
Employment				
and				
Background		17 12	FDL ANIZI	
Information	_	How much?	[BLANK]	
General				
Employment			Teaching or tutoring	
and			Non-teaching, but related to	
Background		Which of these best describes this	teaching field	
Information	74b	job OUTSIDE this school system?	Other	
General				
Employment		During the CURRENT SCHOOL		
and		YEAR do you, or will you, receive		
Background		a retirement pension check paid	Yes	
Information	75	from a teacher retirement system?	No	
General		Do you work in this school on a		
Employment		contributed service basis, that is,		
and		for less than full salary, or no		
Background		salary, as a member of a religious	Yes	
Information	76	order?	No	
General				
Employment				
and				
Background			Yes	
Information	77a	Does your school offer tenure?	No	
General				
Employment				
and				
Background		Are you tenured at your current	Yes	
Information	77b	school?	No	

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Teacher section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
General	item number	item rext	Response Options	Protocol Details
Employment				
and				
Background			Male	
Information	78	Are you male or female?	Female	
IIIIOIIIIduoii	70	Are you male or remaie:	Now married	
			Widowed	
General			Divorced	
Employment			Separated	
and			Separatea	
Background		What is your current marital status?	Never married	
Information	79a*	*	Trever married	
General	7.54			
Employment				
and				
Background		Are you currently living with a	Yes	
Information	79b*	boyfriend/girlfriend or partner?	No	
General				
Employment				
and		Are you currently living in a		
Background		registered domestic partnership or	Yes	
Information	79c*	civil union?	No	
General				
Employment				
and				
Background		Are you of Hispanic or Latino	Yes	
Information	80	origin?	No	
		What is your race?	White	
		White	Black or African-American	
General		Black or African-American	Asian	
Employment		Asian	Native Hawaiian or	
and		Native Hawaiian or	Other Pacific Islander	
Background		Other Pacific Islander	American Indian or Alaska	
Information	81	American Indian or Alaska Native	Native	

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

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	SASS 2011-12			
Dwinsing leastion	item number	Item Text	Decrease Ontions	Protocol Details
Principal section	number		Response Options	Protocol Details
		Does this school offer the following grades? Prekindergarten Kindergarten	Yes No	
		1st 2nd 3rd	110	
		4th 5th 6th		
		7th 8th 9th		[Check: Has R marked a contiguous set of grades? There
Confirm Your		10th 11th 12th		should be no gaps (e.g., school has 1st and 3rd grade, but
School	1*	Ungraded		not 2nd grade).]
		Around the first of October, how many students	Number of students	
Confirm Your		in grades K-12 and comparable ungraded levels		
School	2*	were enrolled in this school?		
		Is the agency named on the cover page a school	Yes (proceed)	
Confirm Your	A1	district or local education agency?	No	
District			X7	
	4.0	Is the school district or local education agency	Yes	
Confirm Your	A2	still in operation?	No (proceed)	
District			Street	
		Does this school district serve students in one or	City	
		more of grades 1-12 or comparable	State	
Confirm Your	A3	ungraded levels?	Zip Code	
District	AS	dilgraded levels:	Zip Code	
District		Since October 2010, has this school district	Yes (proceed)	
Confirm Your	A4	merged with another school district?	No	
District				
		Is the physical or street address of this district	Yes	
Confirm Your District	C1	office the same as that on the cover page?	No (proceed)	
			Street	
		What is the physical or street address of this	City	
		school district office or local education	State	
Confirm Your	C2	agency office?	Zip Code	
District				

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	SASS 2011-12 item			
Principal section	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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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Timeipui section	пишьст	Tem Text	None None	1 Totocor Details
Principal		Before you became a principal, how many years	Year(s) of teaching	
Education and		of elementary or secondary teaching experience	before becoming a	Probes: How did you figure out your answer to this
Experience	3*	did you have?	principal	question? What year did you begin teaching?
			None	[Think-aloud: Observe whether R is counting years of
			Year(s) of teaching	teaching experience BEFORE and SINCE becoming a
			since becoming a	principal, or whether R has missed the time frame of
			principal	these question.] Probes: You said you have N years of teaching
Principal		SINCE becoming a principal, how many years		experience BEFORE becoming a principal, and N years
Education and		of elementary or secondary teaching experience		of teaching experience SINCE becoming a principal, and it years
Experience	4*	have you had?		How did you figure out your answers to these questions?
Principal			Yes	
Education and		In addition to serving as principal, are you	No	
Experience	5*	currently teaching in this school?		
Principal		BEFORE you became a principal, did you hold	Yes	
Education and	C *	the following school positions? Assistant	No	
Experience	6c*	principal or program director	Yes	
Principal		Before you became a principal, did you participate in any district or school training or	No	
Education and		development program for ASPIRING school	110	
Experience	7*	principals?		
Principal			Yes	
Education and		Do you currently hold a license/certificate in	No	
Experience	8*	"school administration"?		
	[Develop			
Deimainal	question			Probes: Could you tell me a little about how you came to
Principal Education and	about principal			be a principal? In your own words, what is your
Experience	pinicipal pipeline.]			background?
Principal	1 1 2 3 3	From what institution did you receive your		- U
Education and		highest degree?		Probes: Is there anything about this question that made it
Experience	8b.			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		Before you became a principal, did you have	Yes	
Education and Experience	9*	any management experience outside of the field of education?	No	
Experience	3	of caucation;	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.,	
Principal			D.D.S.)	
Education and			Does not have a	
Experience	12*	What is the highest degree you have earned?	degree	
		We are interested in the importance you place on	Most important Second most	
Principal Working		various educational goals. From the following ten goals, which do you consider the most	important	
Conditions and		important, the second most important, and the	Third most	
Goals	15	third most important?	important	
			No influence	
		How much ACTUAL influence do you think	Minor influence	
Principal Working		you have as a principal on decisions concerning	Moderate influence	
Conditions and	1.0	the following activities?— Setting performance	Major influence	
Goals	16a	standards for students of this school	Not applicable	

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

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	SASS 2011-12 item			
Principal section	number	Item Text	Response Options	Protocol Details
		THIS school year (2011-12), is it the practice of	Yes	
		this school to do the following? -Control access	No	
Principal Safety	22 4	to school buildings during school hours (e.g.,		
Module	23a*	locked or monitored doors)	Yes	
Principal Safety Module	23b*	Control access to school grounds during school hours (e.g., locked or monitored gates)	No l	
Principal Safety	230	Require students to pass through metal detectors	Yes	
Module	23c*	each day	No l	
Principal Safety		Perform one or more random metal detector	Yes	
Module	23d*	checks on students	No	
Principal Safety		Close the campus for most or all students during	Yes	
Module	23e*	lunch	No	
Principal Safety	_	Use one or more random dog sniffs to check for	Yes	
Module	23f*	drugs	No	
D 10 f .		Perform one or more random sweeps for	Yes	
Principal Safety Module	22~*	contraband (e.g., drugs or weapons), but not	No	
Principal Safety	23g*	including dog sniffs	Yes	
Module Module	23h*	Require students to wear uniforms	No	
Principal Safety	2311	Use one or more security cameras to monitor the	Yes	
Module	231*	school	No	
Principal Safety		Maintain a daily presence of police or security	Yes	
Module	23m*	personnel	No	
Principal Safety	SSOCS'10		Yes	
Module	– 1a	Require visitors to sign or check in	No	
		Provide an electronic notification system that	Yes	
Principal Safety	SSOCS'10	automatically notifies parents in case of a	No	
Module	– 1p	school-wide emergency	77	
Principal Safety	SSOCS'10	Provide a structured anonymous threat reporting system (e.g., online submission, telephone	Yes No	
Module Module	550C5 10 - 1q	hotline, or written submission via drop box)	INO	
Principal Safety	SSOCS'10	Require faculty and staff to wear badges or	Yes	
Module	- 1s	picture IDs	No No	
Principal Safety	SSOCS'10	-	Yes	
Module	– 1u	Provide telephones in most classrooms	No	

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

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Principal Safety	SSOCS'10	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*	Number of incidents recorded / Number of incidents reported to law enforcement	
Module	– 16di	With a weapon		
		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]	Number of incidents recorded / Number of incidents reported to law enforcement	
Principal Safety Module	SSOCS'10 – 16dii	Physical attack or fight* Without a weapon		
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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	SASS 2011-12			
	item			
Principal section	number	Item Text	Response Options	Protocol Details
		Please record the number of incidents that	Number of	
		occurred at school* during the 2014-15 school	incidents recorded /	
		year for the offenses listed below. [number of	Number of	
		recorded incidents/ number of incidents reported	incidents reported	
Principal Safety	SSOCS'10	to law enforcement]	to law enforcement	
Module	– 16g	Possession of a firearm or explosive device*		
		Please record the number of incidents that	Number of	
		occurred at school* during the 2014-15 school	incidents recorded /	
		year for the offenses listed below. [number of	Number of	
		recorded incidents/ number of incidents reported	incidents reported	
Principal Safety	SSOCS'10	to law enforcement]	to law enforcement	
Module	– 16h	Possession of a knife or sharp object		
		Please record the number of incidents that	Number of	
		occurred at school* during the 2014-15 school	incidents recorded /	
		year for the offenses listed below. [number of	Number of	
		recorded incidents/ number of incidents reported	incidents reported	
Principal Safety	SSOCS'10	to law enforcement]	to law enforcement	
Module	– 16i	Distribution, possession, or use of illegal drugs		
		Please record the number of incidents that	Number of	
		occurred at school* during the 2014-15 school	incidents recorded /	
		year for the offenses listed below. [number of	Number of	
		recorded incidents/ number of incidents reported	incidents reported	
		to law enforcement]	to law enforcement	
Principal Safety	SSOCS'10	Inappropriate distribution, possession, or use of		
Module	– 16j	prescription drugs		
	,	Please record the number of incidents that	Number of	
		occurred at school* during the 2014-15 school	incidents recorded /	
		year for the offenses listed below. [number of	Number of	
		recorded incidents/ number of incidents reported	incidents reported	
Principal Safety	SSOCS'10	to law enforcement]	to law enforcement	
Module	– 16k	Distribution, possession, or use of alcohol		

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
r i incipai section	Humber	Please record the number of incidents that	Number of	F Totocoi Details
		occurred at school* during the 2014-15 school	incidents recorded /	
		year for the offenses listed below. [number of	Number of	
		recorded incidents/ number of incidents reported	incidents reported	
Principal Safety	SSOCS'10	to law enforcement]	to law enforcement	
Module	– 16l	Vandalism*	to law emoreement	
			Happens daily	
			Happens at least	
			once a week	
			Happens at least	
		To the best of your knowledge, how often do the	once a month	
		following types of problems occur at your	Happens on	
Principal Safety	SSOCS'10	school*?	occasion	
Module	– 20a	Student racial/ethnic tensions	Never happens	
			Happens daily	
			Happens at least	
			once a week	
			Happens at least	
		To the best of your knowledge, how often do the	once a month	
		following types of problems occur at your	Happens on	
Principal Safety	SSOCS'10	school*?	occasion	
Module	– 20b	Student bullying	Never happens	
			Happens daily	
			Happens at least	
			once a week	
			Happens at least	
		To the best of your knowledge, how often do the	once a month	
	00000112	following types of problems occur at your	Happens on	
Principal Safety	SSOCS'10	school*?	occasion	
Module	– 20c	Student sexual harassment* of other students	Never happens	

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

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

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	SASS 2011-12			
	item			
Principal section	number	Item Text	Response Options	Protocol Details
		Cyberbullying occurs when willful and repeated	Happens daily	
		harm is inflicted through the use of computers,	Happens at least	
		cell phones, or other electronic devices. To the	once a week	
		best of your knowledge, thinking about	Happens at least	
		problems that can occur anywhere (both at your	once a month	
		school* and away from school), how often do	Happens on	
Principal Safety	SSOCS'10	the following occur? Staff resources are used to	occasion	
Module	– 21c	deal with cyberbullying	Never happens	
			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	
		During the 2009–10 school year, how many	school year	
		students were involved in committing the	Other disciplinary	
		following offenses, and how many of the	action (e.g.	
		following disciplinary actions were taken in	suspension for less	
Principal Safety	SSOCS'10	response?	than 5 days,	
Module	– 23a	Use/possession of a firearm/ explosive device*	detention, etc.)	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
•			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	
		During the 2009–10 school year, how many	remainder of the	
		students were involved in committing the	school year	
		following offenses, and how many of the	Other disciplinary	
		following disciplinary actions were taken in	action (e.g.	
		response?	suspension for less	
Principal Safety	SSOCS'10	Use/possession of a weapon* other than a	than 5 days,	
Module	– 23b	firearm/ explosive device*	detention, etc.)	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
			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	
		During the 2009–10 school year, how many	school year	
		students were involved in committing the	Other disciplinary	
		following offenses, and how many of the	action (e.g.	
		following disciplinary actions were taken in	suspension for less	
Principal Safety	SSOCS'10	response?	than 5 days,	
Module	– 23c	Distribution, possession, or use of illegal drugs	detention, etc.)	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Frincipal Section	number	Item Text	Total students	Frotocol Details
			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	
		During the 2009–10 school year, how many	school year	
		students were involved in committing the	Other disciplinary	
		following offenses, and how many of the	action (e.g.	
		following disciplinary actions were taken in	suspension for less	
Principal Safety	SSOCS'10	response?	than 5 days,	
Module	– 23d	Distribution, possession, or use of alcohol	detention, etc.)	

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	SASS 2011-12			
	item			
Principal section	number	Item Text	Response Options	Protocol Details
			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	
		During the 2009–10 school year, how many	school year	
		students were involved in committing the	Other disciplinary	
		following offenses, and how many of the	action (e.g.	
		following disciplinary actions were taken in	suspension for less	
Principal Safety	SSOCS'10	response?	than 5 days,	
Module	– 23e	Physical attacks or fights*	detention, etc.)	
		How many of the following were present in your	Number at your	
		school at least once a week?	school	
		Security guards or security personnel (not law	None	
Principal Safety	SSOCS'10	enforcement)		
Module	– 9ai	Full-Time		
		How many of the following were present in your	Number at your	
		school at least once a week?	school	
		Security guards or security personnel (not law	None	
Principal Safety	SSOCS'10	enforcement)		
Module	– 9aii	Part-Time		

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Principal Safety	SSOCS'10	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)	Number at your school None	Trotocor Details
Module Principal Safety Module	- 9bi SSOCS'10 - 9bii	Full-Time 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	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?
				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?
Principal Working Conditions and Goals	[Develop questions on services.]			What services require your time? About how much of your time per week is required?

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	SASS 2011-12			
Principal section	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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	SASS 2011-12			
Principal section	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		For this school year (2011-12), what is the	Percent	
Information About Your School	8*	Average Daily Attendance (ADA) percentage at this school?		
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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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
A			Yes	[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.] 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? {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?
General Information About Your School	12a*	Does this school have a kindergarten?		[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?
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
1 Inicipal section	number	Are the following programs or services currently	Yes	Trotocor Details
		available AT THIS SCHOOL for students in any	No	
		of grades K-12 or comparable ungraded levels,		
		regardless of funding source? - Before-school or		
General		after-school program providing instruction		
Information About		beyond the normal school day for students who		
Your School	18a	need academic assistance		
_		Before-school or after-school program providing	Yes	
General		instruction beyond the normal school day for	No	
Information About	4.01	students who seek academic advancement or		
Your School	18b	enrichment	***	
General Information About			Yes	
Your School	18c	Before-school or after-school day care programs	No	
1 our School	100	Does this school have instruction specifically	Yes (proceed)	
General		designed to address the needs of students with	No	
Information About		limited-English proficiency, also known as	140	
Your School	36	English-language learners (ELLs)?		
District			Yes	
Community		For high school graduates of the class of 2012,	No	
Service		does this district have a community service		
Requirements	45	requirement for a standard diploma?		
District			Number of hours	
Community		What is the minimum number of community		
Service		service hours required of the high school		
Requirements	46	graduates in the class of 2012?		
		Around the first of October, how many	None	
		TEACHERS held full-time or part-time	Number full-time	
Staffing	27a	positions or assignments in this school? –Full-time	teachers	
Statting	∠/d	unie	None	
			Number part-time	
Staffing	27b	Part-time	teachers	
Staffing	27c	TOTAL number of full- and part-time teachers	Total teachers	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Staffing		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	None Number of teachers	
Principal Staffing Module	28a-28g 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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	SASS 2011-12			
	item			
Principal section	number	Item Text	Response Options	Protocol Details
			Full time:	
			None	
			Number	
			Part time:	
Principal Staffing		Instructional coordinators and supervisors, such	None	
Module	29c*	as curriculum specialists	Number	
			Full time:	
			None	
			Number	
			Part time:	
Principal Staffing			None	
Module	29d*	Librarians or library media specialists	Number	
			Full time:	
			None	
			Number	
			Part time:	
Principal Staffing		School/guidance counselors, excluding	None	
Module	29e*	psychologists and social workers	Number	
			Full time:	
			None	
			Number	
			Part time:	
Principal Staffing		Student support services professional staff-	None	
Module	29f-1*	Nurses	Number	
			Full time:	
			None	
			Number	
			Part time:	
Principal Staffing		Student support services professional staff-	None	
Module	29f-2*	Social workers	Number	

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

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
1 Timespai Section	namber	Teem Text	Full time:	110totol Details
			None	
			Number	
			Part time:	
Principal Staffing			None	
Module	29g-3*	Aides- Special education instructional aides	Number	
Troduc		Thues openin education monucuonar andes	Full time:	
			None	
			Number	
			Part time:	
Principal Staffing			None	
Module	29g-4*	Aides- Special education non-instructional aides	Number	
		•	Full time:	
			None	
			Number	
			Part time:	
Principal Staffing			None	
Module	29g-5*	Aides- Library media center instructional aides	Number	
			Full time:	
			None	
			Number	
			Part time:	
Principal Staffing		Aides- Library media center non-instructional	None	
Module	29g-6*	aides	Number	
			Full time:	
			None	
			Number	
			Part time:	
Principal Staffing			None	
Module	29g-7*	Aides- Other classroom instructional aides	Number	

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

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Principal Staffing			Yes	
Module	30a-3*	Science specialist	No	
		Do any of the teachers or staff have the	Yes	
Principal Staffing		following coaching assignments in this school?	No	
Module	30b-1*	— Reading coach		
Principal Staffing			Yes	
Module	30b-2*	Math coach	No	
Principal Staffing			Yes	
Module	30b-3*	Science coach	No	
Principal Staffing			Yes	
Module	30b-4*	General instructional/Not subject-specific coach	No	
		For THIS school year (2011-12), were there	Yes	
		teaching vacancies in this school, that is,	No	
		teaching positions for which teachers were		
Principal Staffing		recruited and interviewed by this school's hiring		
Module	31a*	authority?		
			This position is not	
			offered in this	
			school.	
			No vacancy in this	
			field this school	
			year	
		Here are an difficult are it to fill the are are	Easy	
		How easy or difficult was it to fill the vacancies	Somewhat difficult	
Dringing Stoff:		for this school year in each of the following fields?	Very difficult Could not fill the	
Principal Staffing Module	31b-1*	General elementary		
wiodule	310-1	General elementary	vacancy	

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	SASS 2011-12			
	item			
Principal section	number	Item Text	Response Options	Protocol Details
_			This position is not	
			offered in this	
			school.	
			No vacancy in this	
			field this school	
			year	
			Easy	
			Somewhat difficult	
			Very difficult	
Principal Staffing			Could not fill the	
Module	31b-2*	Special education	vacancy	
			This position is not	
			offered in this	
			school.	
			No vacancy in this field this school	
			year	
			Easy	
			Somewhat difficult	
			Very difficult	
Principal Staffing			Could not fill the	
Module	31b-3*	English or language arts	vacancy	
Wioduic	310 0	Inglish of funguage area	This position is not	
			offered in this	
			school.	
			No vacancy in this	
			field this school	
			year	
			Easy	
			Somewhat difficult	
			Very difficult	
Principal Staffing			Could not fill the	
Module	31b-4*	Social studies	vacancy	

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	SASS 2011-12			
	item			
Principal section	number	Item Text	Response Options	Protocol Details
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	110111001	2000 2000	This position is not	2 100000 2 00000
			offered in this	
			school.	
			No vacancy in this	
			field this school	
			year	
			Easy	
			Somewhat difficult	
			Very difficult	
Principal Staffing	_		Could not fill the	
Module	31b-5*	Computer science	vacancy	
			This position is not	
			offered in this	
			school.	
			No vacancy in this field this school	
			year	
			Easy	
			Somewhat difficult	
			Very difficult	
Principal Staffing			Could not fill the	
Module	31b-6*	Mathematics	vacancy	
			This position is not	
			offered in this	
			school.	
			No vacancy in this	
			field this school	
			year	
			Easy	
			Somewhat difficult	
Dain ain al Ct- (Ct-			Very difficult	
Principal Staffing	211 7*	Biologo on life esignees	Could not fill the	
Module	31b-7*	Biology or life sciences	vacancy	

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

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	SASS 2011-12			
	item			
Principal section	number	Item Text	Response Options	Protocol Details
-			This position is not	
			offered in this	
			school.	
			No vacancy in this	
			field this school	
			year	
			Easy	
			Somewhat difficult	
			Very difficult	
Principal Staffing			Could not fill the	
Module	31b-11*	Music or art	vacancy	
			This position is not	
			offered in this	
			school.	
			No vacancy in this	
			field this school	
			year	
			Easy	
			Somewhat difficult	
D : 1 C: (():			Very difficult	
Principal Staffing Module	211 12*	Career or technical education	Could not fill the	
Module	31b-12*	Career or technical education	vacancy	
			This position is not offered in this	
			school.	
			No vacancy in this	
			field this school	
			year	
			Easy	
			Somewhat difficult	
			Very difficult	
Principal Staffing			Could not fill the	
Module	31b-13*	Other	vacancy	

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

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	SASS 2011-12 item			
Principal section	number	Item Text	Response Options	Protocol Details
Teacher	THE TOTAL PROPERTY OF	This question and the next several questions ask about the use of standardized assessments to measure student achievement growth. Note: As a reminder, student achievement growth is the change in student achievement for an individual 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. Standardized assessments 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. 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. (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.)	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 Student achievement growth on standardized assessments is used in the evaluation of some but not all teachers in the school 2 Student achievement growth on standardized assessments is not used in the evaluation of any teachers in the school 3	Probe for specifics on the test type, frequency of
evaluation	NCEE 4-2			administration, how results reported to principal and teacher

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

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	SASS 2011-12			
	item			
Principal section	number	Item Text	Response Options	Protocol Details
Teacher	NCEE 4-4		USED IN	
evaluation			EVALUATING	
			TEACHERS	
			NOT USED	
			IN EVALUATING	
		f. Student work samples	TEACHERS	
Teacher	NCEE 4-4		USED IN	
evaluation			EVALUATING	
Cvaraation			TEACHERS	
			NOT USED	
		g. Student surveys or other student	IN EVALUATING	How often are they administered? What information do
		feedback	TEACHERS	they capture?
Teacher	NCEE 4-4		USED IN	
evaluation			EVALUATING	
			TEACHERS	
			NOT USED	
		h. Parent surveys or other parent	IN EVALUATING	How often are they administered? What information do
		feedback	TEACHERS	they capture?
Teacher		Will the performance evaluation results for	Yes	
evaluation		teachers for this school year (2013-14)	No	
		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		
		F. 2. 22 22 22 22 22 22 22 22 22 22 22 22		How will this be done? By whom? For all teachers or
	NCEE 4-10			certain teachers?

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

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	SASS 2011-12 item			
Principal section	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	I. Sequencing potential layoffs to reduce staff	Yes No	
	NCEE 4-10	m. Dismissing or terminating employment for cause	Yes No	

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	SASS 2011-12 item			
Principal section	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]	
	[Develop question			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? 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?
Charter School Information	about governing board.]			

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Charter School		Which of the following best describes the governance structure of this public charter	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	
Information	51	school?	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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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Principal				
Demographic			Yes	
Information	52	Are you of Hispanic or Latino origin?	No	
			White	
			Black or African	
			American	
			Asian	
			Native American	
_			or other Pacific	
Principal			Islander	
Demographic		What is your race?	American Indian or	
Information	53a		Alaska Native	
Principal				
Demographic		T.T	X7 (11.1	
Information	54	What is your year of birth?	Year of birth	
Principal				
Demographic		What is your current ANNUAL salary for your	¢	
Information	55	position in this school before taxes and deductions?	\$ per year	
			Yes, meet and	
Dringing			confer	
Principal		A	Yes, collective	
Demographic Information	38	Are you represented under a meet-and-confer agreement or a collective bargaining agreement?	bargaining No	
IIIIOIIIIauloli	30	agreement of a confective dargaining agreement?	INU	

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	SASS 2011-12			
	item			
Principal section	number	Item Text	Response Options	Protocol Details
			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	
Principal			can	
Demographic			Undecided at this	
Information	40	How long do you plan to remain a principal?	time	
		Please PRINT your name, home address, your		
Contact		work, cell, and home telephone numbers, and your		
Information	56	work and home e-mail addresses.	[BLANK]	
Contact		Please enter the date you completed this		
Information	57	questionnaire.	[BLANK]	
Contact		Please indicate how much time it took you to		
Information	58	complete this form, not counting interruptions.	[BLANK]	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
	Adapted			
	from SASS			
	district			Yes (proceed)
Confirm Your	questionnair	Is the school named on the cover page a private		No
School	e	school?		
	Adapted			
	from SASS			Ves (present)
C C X	district			Yes (proceed)
Confirm Your	questionnair	Does this school serve students in one or more of		No
School	e Adapted	grades 1-12 or comparable ungraded levels?		
	from SASS			
	district	Since October 2011, has this school merged with		Yes
Confirm Your	questionnair	another school?		No (proceed)
School	e			
	Adapted			Street
	from SASS			City
	district	Is the physical or street address of this school the		State
Confirm Your	questionnair	same as that on the cover page?		Zip Code
School	e	1 0		
				[Check: Has R marked a contiguous set of
		How many students were enrolled in each of the		grades? There should be no gaps (e.g.,
Confirm Your		following grade levels around the first of		school has 1st and 3rd grade, but not 2nd
School	1*	October?	Number of students	grade).]
Confirm Your		What was the total number of students enrolled in		
School	2*	this school around the first of October?	Number of students	

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Principal	SASS 2011-12 item			
section	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?

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Principal	SASS 2011-12 item			
section	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		Prior to this school year, how many years did you serve as the principal or school head of this	None Year(s) as principal of	-
Experience	2*	school?	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				1
Education and	5*	In addition to serving as principal or school head,	Yes	
Experience Principal	5"	are you currently teaching in this school? BEFORE you became a principal or school head,	No	
Education and		did you hold the following school positions?	Yes	
Experience	6c*	Assistant principal or program director	No	
Ziperience		Before you became a principal or school head, did	110	
Principal		you participate in a school training or		
Education and		development program for aspiring school	Yes	
Experience	7*	principals or school heads?	No	
Principal				
Education and		Do you currently hold a license/certificate in	Yes	
Experience	8*	"school administration"?	No	
Principal Education and	[Develop question about principal			Probes: Could you tell me a little about how you came to be a principal? In your
Experience	pipeline.]	The state of the s		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		Before you became a principal or school head, did		
Education and		you have any management experience outside of	Yes	
Experience	9*	the field of education?	No	

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Principal	SASS 2011-12 item			
section	number	Item Text	Response Options	Protocol Details
			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	
Principal			(Ph.D., Ed.D., M.D.,	
Education and Experience	12*	What is the highest degree you have earned?	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 No influence	
Principal Working Conditions and Goals	16b	Establishing curriculum at this school	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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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
			No influence	
Principal			Minor influence	
Working			Moderate influence	
Conditions and			Major influence	
Goals	16d	Evaluating teachers of this school	Not applicable	
			No influence	
Principal			Minor influence	
Working			Moderate influence	
Conditions and			Major influence	
Goals	16e	Hiring new full-time teachers of this school	Not applicable	
			No influence	
Principal			Minor influence	
Working			Moderate influence	
Conditions and			Major influence	
Goals	16f	Setting discipline policy at this school	Not applicable	
			No influence	
Principal			Minor influence	
Working			Moderate influence	
Conditions and			Major influence	
Goals	16g	Deciding how your school budget will be spent	Not applicable	
		LAST school year (2010-11), how many students		
Principal		were expelled from this school, that is, removed		
School Climate		or transferred for at least the remainder of the	None	
and Safety	21	school year?	Number of students	
Principal				
School Climate		What was the total number of suspensions during	None	
and Safety	22	the LAST school year (2010-11)?	Number of suspensions	
		THIS school year (2011-12), is it the practice of		
D 10 0		this school to do the following? -Control access to		
Principal Safety	20 44	school buildings during school hours (e.g., locked	Yes	
Module	23a*	or monitored doors)	No	
Principal Safety	201 4	Control access to school grounds during school	Yes	
Module	23b*	hours (e.g., locked or monitored gates)	No	
Principal Safety	20 44	Require students to pass through metal detectors	Yes	
Module	23c*	each day	No	

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Duincipal	SASS 2011-12 item			
Principal section	number	Item Text	Response Options	Protocol Details
Principal Safety		Perform one or more random metal detector	Yes	
Module	23d*	checks on students	No	
Principal Safety		Close the campus for most or all students during	Yes	
Module	23e*	lunch	No	
Principal Safety		Use one or more random dog sniffs to check for	Yes	
Module	23f*	drugs	No	
		Perform one or more random sweeps for		
Principal Safety		contraband (e.g., drugs or weapons), but not	Yes	
Module	23g*	including dog sniffs	No	
Principal Safety			Yes	
Module	23h*	Require students to wear uniforms	No	
Principal Safety		Use one or more security cameras to monitor the	Yes	
Module	231*	school	No	
Principal Safety		Maintain a daily presence of police or security	Yes	
Module	23m*	personnel	No	
Principal Safety	SSOCS'10		Yes	
Module	– 1a	Require visitors to sign or check in	No	
Principal Safety	SSOCS'10		Yes	
Module	– 1i	Require drug testing for athletes	No	
Principal Safety	SSOCS'10	Require drug testing for students in extra-	Yes	
Module	– 1j	curricular activities other than athletics	No	
Principal Safety	SSOCS'10		Yes	
Module	- 1k	Require drug testing for any other students	No	
Principal Safety	SSOCS'10		Yes	
Module	– 1n	Provide school lockers to students	No	
		Provide an electronic notification system that		
Principal Safety	SSOCS'10	automatically notifies parents in case of a school-	Yes	
Module	– 1p	wide emergency	No	
		Provide a structured anonymous threat reporting		
Principal Safety	SSOCS'10	system (e.g., online submission, telephone hotline,	Yes	
Module	– 1q	or written submission via drop box)	No	
Principal Safety	SSOCS'10	Require faculty and staff to wear badges or picture	Yes	
Module	- 1s	IDs	No	

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	SASS 2011-12			
Principal	item			
section	number	Item Text	Response Options	Protocol Details
Principal Safety	SSOCS'10		Yes	
Module	– 1u	Provide telephones in most classrooms	No	
Principal Safety	SSOCS'10		Yes	
Module	- 1v	Provide two-way radios to any staff	No	
		Limit access to social networking websites (e.g.,		
Principal Safety	SSOCS'10	Facebook, MySpace, Twitter) from school	Yes	
Module	- 1w	computers	No	
Principal Safety	SSOCS'10	Prohibit use of cell phones and text messaging	Yes	
Module	- 1x	devices during school hours	No	
		Please record the number of incidents that		
		occurred at school* during the 2014-15 school		
		year for the offenses listed below. [number of	Number of incidents	
		recorded incidents/ number of incidents reported	recorded / Number of	
Principal Safety	SSOCS'10	to law enforcement]	incidents reported to law	
Module	– 16a	Rape* or attempted rape*	enforcement	
		Please record the number of incidents that		
		occurred at school* during the 2014-15 school		
		year for the offenses listed below. [number of	Number of incidents	
		recorded incidents/ number of incidents reported to law enforcement]	recorded / Number of	
Dringinal Cafety	SSOCS'10	Sexual battery* other than rape* (include	incidents reported to law	
Principal Safety Module	– 16b	threatened rape*)	enforcement	
IVIOUUIC	- 100	Please record the number of incidents that	CHIOICEIIICIIL	
		occurred at school* during the 2014-15 school		
		year for the offenses listed below. [number of		
		recorded incidents/ number of incidents reported	Number of incidents	
		to law enforcement]	recorded / Number of	
Principal Safety	SSOCS'10	Robbery* (taking things by force)	incidents reported to law	
Module	– 16ci	With a weapon	enforcement	

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

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	SASS 2011-12			
Principal	item			
section	number	Item Text	Response Options	Protocol Details
		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	Number of incidents	
		to law enforcement]	recorded / Number of	
Principal Safety	SSOCS'10	Theft/larceny* (taking things worth over \$10	incidents reported to law	
Module	– 16f	without personal confrontation)	enforcement	
		Please record the number of incidents that		
		occurred at school* during the 2014-15 school		
		year for the offenses listed below. [number of	Number of incidents	
Dein ein al Cafata	66066310	recorded incidents/ number of incidents reported	recorded / Number of	
Principal Safety Module	SSOCS'10	to law enforcement]	incidents reported to law enforcement	
Module	– 16g	Possession of a firearm or explosive device* Please record the number of incidents that	enforcement	
		occurred at school* during the 2014-15 school year for the offenses listed below. [number of	Number of incidents	
		recorded incidents/ number of incidents reported	recorded / Number of	
Principal Safety	SSOCS'10	to law enforcement]	incidents reported to law	
Module	– 16h	Possession of a knife or sharp object	enforcement	
Wioduic	1011	Please record the number of incidents that	emoreement	
		occurred at school* during the 2014-15 school		
		year for the offenses listed below. [number of	Number of incidents	
		recorded incidents/ number of incidents reported	recorded / Number of	
Principal Safety	SSOCS'10	to law enforcement]	incidents reported to law	
Module	– 16i	Distribution, possession, or use of illegal drugs	enforcement	
		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	Number of incidents	
		to law enforcement]	recorded / Number of	
Principal Safety	SSOCS'10	Inappropriate distribution, possession, or use of	incidents reported to law	
Module	– 16j	prescription drugs	enforcement	

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	SASS 2011-12			
Principal	item			
section	number	Item Text	Response Options	Protocol Details
		Please record the number of incidents that		
		occurred at school* during the 2014-15 school		
		year for the offenses listed below. [number of	Number of incidents	
		recorded incidents/ number of incidents reported	recorded / Number of	
Principal Safety	SSOCS'10	to law enforcement]	incidents reported to law	
Module	– 16k	Distribution, possession, or use of alcohol	enforcement	
		Please record the number of incidents that		
		occurred at school* during the 2014-15 school		
		year for the offenses listed below. [number of	Number of incidents	
		recorded incidents/ number of incidents reported	recorded / Number of	
Principal Safety	SSOCS'10	to law enforcement]	incidents reported to law	
Module	– 16l	Vandalism*	enforcement	
			Happens daily	
			Happens at least once a	
			week	
		To the best of your knowledge, how often do the	Happens at least once a	
		following types of problems occur at your	month	
Principal Safety	SSOCS'10	school*?	Happens on occasion	
Module	– 20a	Student racial/ethnic tensions	Never happens	
			Happens daily	
			Happens at least once a	
			week	
		To the best of your knowledge, how often do the	Happens at least once a	
D 10 C .	66066110	following types of problems occur at your	month	
Principal Safety	SSOCS'10	school*?	Happens on occasion	
Module	– 20b	Student bullying	Never happens	
			Happens daily	
			Happens at least once a week	
		To the best of your knowledge, how often do the	Happens at least once a	
			month	
Principal Safety	SSOCS'10	following types of problems occur at your school*?	Happens on occasion	
Module Module	- 20c	Student sexual harassment* of other students		
Module	- 20C	Student Sexual narassment of other students	Never happens	

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Principal	SASS 2011-12 item			
section	number	Item Text	Response Options	Protocol Details
			Happens daily	
		To the best of your knowledge, how often do the	Happens at least once a	
		following types of problems occur at your	week	
		school*? Student harassment of other students based on	Happens at least once a month	
Principal Safety	SSOCS'10	sexual orientation or gender identity (i.e., lesbian,	Happens on occasion	
Module Module	- 20d	gay, bisexual, transgender, questioning)	Never happens	
Module	200	guy, bisertadi, transgender, questioning)	Happens daily	
			Happens at least once a	
			week	
		To the best of your knowledge, how often do the	Happens at least once a	
		following types of problems occur at your	month	
Principal Safety	SSOCS'10	school*?	Happens on occasion	
Module	– 20e	Widespread disorder in classrooms	Never happens	
			Happens daily	
			Happens at least once a week	
		To the best of your knowledge, how often do the	Happens at least once a	
		following types of problems occur at your	month	
Principal Safety	SSOCS'10	school*?	Happens on occasion	
Module	- 20f	Student verbal abuse of teachers	Never happens	
			Happens daily	
			Happens at least once a	
		To the best of your knowledge, how often do the	week	
		following types of problems occur at your	Happens at least once a	
Dringing Cofety	SSOCS'10	school*?	month	
Principal Safety Module	- 20g	Student acts of disrespect for teachers other than verbal abuse	Happens on occasion Never happens	
iviounie	- 20g	verbar abuse	Happens daily	
			Happens at least once a	
			week	
		To the best of your knowledge, how often do the	Happens at least once a	
		following types of problems occur at your	month	
Principal Safety	SSOCS'10	school*?	Happens on occasion	
Module	– 20h	Gang* activities	Never happens	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Section	number	item rext	Happens daily	Protocol Details
			Happens at least once a	
			week	
		To the best of your knowledge, how often do the	Happens at least once a	
		following types of problems occur at your	month	
Principal Safety	SSOCS'10	school*?	Happens on occasion	
Module	– 20i	Cult or extremist group* activities	Never happens	
		Cyberbullying occurs when willful and repeated		
		harm is inflicted through the use of computers,	Happens daily	
		cell phones, or other electronic devices. To the	Happens at least once a	
		best of your knowledge, thinking about problems	week	
		that can occur anywhere (both at your school* and	Happens at least once a	
		away from school), how often do the following	month	
Principal Safety	SSOCS'10	occur? Cyberbullying among students who attend	Happens on occasion	
Module	– 21a	your school	Never happens	
		Cyberbullying occurs when willful and repeated	Hamana daila	
		harm is inflicted through the use of computers, cell phones, or other electronic devices. To the	Happens daily Happens at least once a	
		best of your knowledge, thinking about problems	week	
		that can occur anywhere (both at your school* and	Happens at least once a	
		away from school), how often do the following	month	
Principal Safety	SSOCS'10	occur? School environment is affected by	Happens on occasion	
Module	– 21b	cyberbullying	Never happens	
		Cyberbullying occurs when willful and repeated	11	
		harm is inflicted through the use of computers,	Happens daily	
		cell phones, or other electronic devices. To the	Happens at least once a	
		best of your knowledge, thinking about problems	week	
		that can occur anywhere (both at your school* and	Happens at least once a	
		away from school), how often do the following	month	
Principal Safety	SSOCS'10	occur? Staff resources are used to deal with	Happens on occasion	
Module	– 21c	cyberbullying	Never happens	

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Principal	SASS 2011-12 item			
section	number	Item Text	Response Options	Protocol Details
			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	
		During the 2000, 10 school ways have many	more days but less than the remainder of the	
		During the 2009–10 school year, how many students were involved in committing the		
		following offenses, and how many of the	school year Other disciplinary action	
		following disciplinary actions were taken in	(e.g. suspension for less	
Principal Safety	SSOCS'10	response?	than 5 days, detention,	
Module	– 23a	Use/possession of a firearm/ explosive device*	etc.)	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Section	number	ACM TOAT	Total students involved	Trotocor Details
			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	
			Transfers to specialized schools	
			Out of school	
			suspensions lasting 5 or	
		During the 2009–10 school year, how many	more days but less than	
		students were involved in committing the	the remainder of the	
		following offenses, and how many of the	school year	
		following disciplinary actions were taken in	Other disciplinary action	
		response?	(e.g. suspension for less	
Principal Safety	SSOCS'10	Use/possession of a weapon* other than a firearm/	than 5 days, detention,	
Module	– 23b	explosive device*	etc.)	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
			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	
		During the 2009–10 school year, how many	the remainder of the	
		students were involved in committing the	school year	
		following offenses, and how many of the	Other disciplinary action	
		following disciplinary actions were taken in	(e.g. suspension for less	
Principal Safety	SSOCS'10	response?	than 5 days, detention,	
Module	– 23c	Distribution, possession, or use of illegal drugs	etc.)	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
			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	
		During the 2009–10 school year, how many	the remainder of the	
		students were involved in committing the	school year	
		following offenses, and how many of the	Other disciplinary action	
		following disciplinary actions were taken in	(e.g. suspension for less	
Principal Safety	SSOCS'10	response?	than 5 days, detention,	
Module	– 23d	Distribution, possession, or use of alcohol	etc.)	

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Principal	SASS 2011-12 item			
section	number	Item Text	Response Options	Protocol Details
			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	
		During the 2009–10 school year, how many	the remainder of the	
		students were involved in committing the	school year	
		following offenses, and how many of the	Other disciplinary action	
		following disciplinary actions were taken in	(e.g. suspension for less	
Principal Safety	SSOCS'10	response?	than 5 days, detention,	
Module	– 23e	Physical attacks or fights*	etc.)	
		How many of the following were present in your		
		school at least once a week?		
D 10	66666146	Security guards or security personnel (not law		
Principal Safety	SSOCS'10	enforcement)	Number at your school	
Module	– 9ai	Full-Time	None	
		How many of the following were present in your school at least once a week?		
		Security guards or security personnel (not law		
Principal Safety	SSOCS'10	enforcement)	Number at your school	
			_	
Module	– 9aii	Part-Time	None	

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	SASS 2011-12			
Principal	item			
section	number	Item Text	Response Options	Protocol Details
		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		
Principal Safety	SSOCS'10	in collaboration with school organizations)	Number at your school	
Module	– 9bi	Full-Time	None	
		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		
D 10.6	00000110	have specialized training and are assigned to work	. , , , , , , , , , , , , , , , , , , ,	
Principal Safety	SSOCS'10	in collaboration with school organizations)	Number at your school	
Module	– 9bii	Part-Time	None	
		How many of the following were present in your		
		school at least once a week?		
Dring air al Cafata	SSOCS'10	Sworn law enforcement officers who are not	NIh au atu a ah a al	
Principal Safety Module	- 9ci	School Resource Officers Full-Time	Number at your school None	
Module	– 9CI		INONE	
		How many of the following were present in your school at least once a week?		
		Sworn law enforcement officers who are not		
Principal Safety	SSOCS'10	School Resource Officers	Number at your school	
Module	– 9cii	Part-Time	None	
Module	- 3CII	Did any of the security guards, security personnel,	None	
		or sworn law enforcement officers at your school*		
Principal Safety	SSOCS'10	routinely:	Yes	
Module	– 10a	Carry a stun gun (e.g., Taser gun)	No	
mana	100	Did any of the security guards, security personnel,	110	
		or sworn law enforcement officers at your school*		
		routinely:		
Principal Safety	SSOCS'10	Carry chemical aerosol sprays (e.g., Mace, pepper	Yes	
Module	– 10b	spray)	No	

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Principal	SASS 2011-12 item			
section	number	Item Text	Response Options	Protocol Details
		Did any of the security guards, security personnel, or sworn law enforcement officers at your school*		
Principal Safety	SSOCS'10	routinely:	Yes	
Module	– 10c	Carry a firearm*	No	
Principal Working		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	Total weekly hours	[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
Conditions and		activities during a typical FULL WEEK at THIS	spent on school-related	activities as well as activities that do not
Goals	34*	school?	activities	occur every day?

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Principal	SASS 2011-12 item			
section	number	Item Text	Response Options	Protocol Details
				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
Principal	[Develop			how much of your time per week is
Working	questions			required?
Conditions and	on			
Goals	services.]			

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Principal Working Conditions and Goals Principal	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?
Working Conditions and		Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom		
Goals	36b*	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 Admissions and Programs	[Develop additional questions on distance learning.] 26f.*	How many days per year are you required to work under your current contract? Does this school offer distance learning courses?	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? 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?
	•	,		•

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

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

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
		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?		
General		American Indian or Alaska Native, not of		
Information		Hispanic or Latino origin?	N.T.	
About Your School	38a-g	Two or more races, not of Hispanic or Latino origin?	None Number of Teachers	
Special	Jod-g	Originit	Number of Teachers	
Programs and		Of the students enrolled in this school, do any	Yes	
Services	42a	have a formally identified disability?	No	
Special				
Programs and		How many students have a formally identified		
Services	42b	disability in this school?	Number students	
Special			**	
Programs and	43a	Does this school primarily serve students with disabilities?	Yes No	
Services Special	43a	How many students with disabilities are in each of	INO	
Programs and		the following instructional settings?	None	
Services	43b1	1) All day in a regular classroom	Number of students	
Special		How many students with disabilities are in each of		
Programs and		the following instructional settings?	None	
Services	43b2	2) Most of the day in a regular classroom	Number of students	
Special		How many students with disabilities are in each of		
Programs and	401.0	the following instructional settings?	None	
Services	43b3	3) Some of the day in a regular classroom	Number of students	
Special		How many students with disabilities are in each of	Nama	
Programs and	43b4	the following instructional settings?	None Number of students	
Services	43D4	4) Little or none of the day in a regular classroom	Number of students	

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Section	Humber	Of the students enrolled in this school as of	Response Options	r rotocor Details
Special		October 1, have any been identified as limited-		
Programs and		English proficient, also known as English-	Yes	
Services	44a	language learners (ELLs)?	No	
Special	7-14	How many limited-English proficient students or	110	
Programs and		English-language learners are enrolled in this	None	
Services	44b	school?	Number of students	
Scrvices	110	Does this school have instruction specifically	Trumber of students	
Special		designed to address the needs of students with		
Programs and		limited-English proficiency, also known as	Yes	
Services	45	English-language learners (ELLs)?	No	
Scrvices	13	Does this school require limited-English	110	
		proficient students or English-language learners		
Special		(ELLs) to pass a test of English language		
Programs and		proficiency to complete its limited-English	Yes	
Services	48	proficient program?	No.	
Services		Are limited-English proficient students or	1.0	
		English-language learners (ELLs) in this school		
Special		administered assessments at least once per year to		
Programs and		determine their level of English language	Yes	
Services	49	proficiency?	No	
Special		Does this school participate in the National	110	
Programs and		School Lunch Program (that is, the federal free or	Yes	
Services	52a	reduced-price lunch program)?	No	
			None	
			K-12 students approved	
Caratal		Annual the Cost of Octob	NT	
Special		Around the first of October, how many students at	None	
Programs and	LOP.	this school were APPROVED for free or reduced-	Prekindergarten students	
Services	52b	price lunches?	approved	
Special		Around the first of October, did any students	Was	
Programs and		enrolled in this school receive Title I services at	Yes	
Services	53	this school or at any other location?	No	

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Principal	SASS 2011-12 item			
section	number	Item Text	Response Options	Protocol Details
Special				
Programs and		How many students participate in the Title I		
Services	54	program?	[BLANK]	
Special				
Programs and		Are students receiving Title I services in	Yes	
Services	55a	– Reading or language arts?	No	
Special		A 1		
Programs and	551	Are students receiving Title I services in	Yes	
Services	55b	– Mathematics?	No	
Special		A sector description of Titals I section in	X/	
Programs and Services	55c	Are students receiving Title I services in – English as a Second Language (ESL)?	Yes No	
	55C	In head counts, how many designated Title I	INO	
Special Programs and		teachers were teaching AT THIS SCHOOL	None	
Services	56	around the first of October?	Number Title 1 teachers	
Services	30	[Develop question that captures schools that are	Number Title I teachers	
[Section to be		virtual and schools that share space with other		
determined]	†	entities.]		
Private School	1	Children		
Graduation			Yes	
Requirements	30	Does this school grant high school diplomas?	No	
		For high school graduates of the class of 2012,		
		how many years of instruction are required in		
Private School		each of the following areas for a standard		
Graduation		diploma?	None	
Requirements	31a	a) English or language arts	Number of years	
Private School				
Graduation			None	
Requirements	31b	b) Mathematics	Number of years	
Private School				
Graduation		d) Social sciences, social studies (e.g. history,	None	
Requirements	31d	geography, economics)	Number of years	
Private School				
Graduation			None	
Requirements	31e	e) Science	Number of years	

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Private School				
Community		For high school graduates of the class of 2012,		
Service		does this district have a community service	None	
Requirements	32	requirement for a standard diploma?	Number of years	
Private School				
Community		What is the minimum number of community		
Service		service hours required of the high school	Yes	
Requirements	33	graduates in the class of 2012?	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 Full time: None/	[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			Number of teachers	
Staffing			Part-time: None/	
Module	39b*	Vice principals and assistant principals	Number of teachers	
iviounc	330	rice principuis una assistant principuis	Full time: None/	
Principal			Number of teachers	
Staffing		Instructional coordinators and supervisors, such as	Part-time: None/	
Module	39c*	curriculum specialists	Number of teachers	
7-2-2			Full time: None/	
Principal			Number of teachers	
Staffing			Part-time: None/	
Module	39d*	Librarians or library media specialists	Number of teachers	

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

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

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

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

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

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

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

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

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

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Detection 1	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
			This position is not offered in this school	
			No vacancy in this field this school year	
			Easy	
			Somewhat difficult	
			Very difficult	
Principal Staffing			Could not fill the	
Module	57b-7*	Biology or life sciences	vacancy	

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Duincinal	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
			This position is not offered in this	
			school	
			No vacancy in this field this school year	
			Easy	
			Somewhat difficult	
			Very difficult	
Principal			Could not	
Staffing	[7b 0*	Physical sciences (e.g., chemistry, physics, earth	fill the	
Module	57b-8*	sciences)	vacancy	

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

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

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

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

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	SASS 2011-12			
Principal section	item number	Item Text	Response Options	Protocol Details
Section	number	item rext	This	Protocol Details
			position is	
			not offered	
			in this	
			school	
			No	
			vacancy in	
			this field	
			this school	
			year	
			Easy	
			Somewhat	
			difficult	
			Very	
			difficult	
Deimainal			Could not	
Principal Staffing			fill the	
Module	57b-13*	Other	vacancy	
Principal		Around the first of October, how many teachers	None	
Staffing		were newly hired by this school for grades K-12	Number of teachers	
Module	58a*	and comparable ungraded levels?		
Principal			None	
Staffing		Of those newly hired teachers, how many were in	Number of teachers	
Module	58b*	their first year of teaching?		
Principal			Male	
Demographic Information	48	Are you male or female?	Female	
IIIIUIIIIduulii	40	Are you male of female:	Lemaie	

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	SASS 2011-12			
Principal	item			
section	number	Item Text	Response Options	Protocol Details
Teacher		This question and the next several questions ask about the use of standardized assessments to measure student achievement growth. Note: As a reminder, student achievement growth is the change in student achievement for an individual 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. Standardized assessments 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. 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. (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.)	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 Student achievement growth on standardized assessments is used in the evaluation of some but not all teachers in the school 2 Student achievement growth on standardized assessments is not used in the evaluation of any teachers in the school 3	Probe for specifics on the test type, frequency of administration, how results
evaluation	NCEE 4-2			reported to principal and teacher

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
		During this school year (2013-14), which of the following sources of information on teacher performance does your school use in teacher	USED IN EVALUATING TEACHERS NOT USED IN EVALUATING	
		evaluations?	TEACHERS	
Teacher		a. Classroom observations using a teacher professional practice rubric, conducted by the		In your own words what is a "practice rubric?" what is the job title of the person
evaluation	NCEE 4-4	principal or other school administrator		that conducts these observations?
Teacher	NCEE 4-4	b. Classroom observations using a teacher	USED IN EVALUATING	
evaluation		professional practice rubric, conducted by someone other than a school administrator (such	TEACHERS NOT USED IN EVALUATING	
		as a peer or mentor teacher, instructional coach,	TEACHERS	
		central office staff member, or an observer from	TEACHERS	
		outside the school or district)		If yes, What is the job title of the person
Teacher	NCEE 4-4	·	USED IN EVALUATING	J. S. J. S.
evaluation			TEACHERS NOT	
Cvaluation			USED IN EVALUATING	
		c. Teacher self-assessment	TEACHERS	If yes, probe for specific examples
Teacher	NCEE 4-4		USED IN EVALUATING	
evaluation			TEACHERS NOT	
		d. Portfolios or other artifacts of teacher	USED IN EVALUATING	
		professional practice	TEACHERS	f yes, probe for specific examples
Teacher	NCEE 4-4		USED IN EVALUATING	
evaluation		e. Assessments by a peer or mentor	TEACHERS NOT	
		teacher that are not based on a teacher	USED IN EVALUATING	
		professional practice rubric	TEACHERS	f yes, probe for specific examples
Teacher	NCEE 4-4		USED IN EVALUATING	
evaluation			TEACHERS NOT	
		£ Chudant walk as	USED IN EVALUATING	
T	NOTE 4.4	f. Student work samples	TEACHERS	
Teacher	NCEE 4-4		USED IN EVALUATING	
evaluation		Student surveys or other student	TEACHERS NOT USED IN EVALUATING	II.
		g. Student surveys or other student feedback	TEACHERS	How often are they administered? What
		ICCUDACK	TLACHERS	information do they capture?

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Principal section	SASS 2011-12 item number	Item Text	Response Options	Protocol Details
Teacher	NCEE 4-4	Item Text	USED IN EVALUATING	Frotocor Details
	INCEE 4-4		TEACHERS NOT	
evaluation			USED IN EVALUATING	How often are they administered? What
		h. Parent surveys or other parent feedback	TEACHERS	information do they capture?
Teacher		Will the performance evaluation results for	Yes	
evaluation		teachers for this school year (2013-14)	No	
ovaraution.		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:		
	NCEE 4 10	a. Feedback given to teachers on their professional practice		How will this be done? By whom? For all
Teacher	NCEE 4-10 NCEE 4-10		Yes	teachers or certain teachers?
	NCEE 4-10		No	
evaluation		b. Planning professional development for individual teachers	110	
Teacher	NCEE 4-10	marriada codonoro	Yes	
evaluation		c. Development of performance	No	
		improvement plans for low-performing teachers		
Teacher	NCEE 4-10		Yes	
evaluation		d. Setting goals with teachers for student achievement growth for the next school year	No	How will this be done? By whom? For all teachers or certain teachers?
Teacher	NCEE 4-10	,	Yes	
evaluation		e. Identifying low-performing teachers for coaching, mentoring, or peer assistance	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	Yes No	How will this be done? By whom? For all
Teacher evaluation	NCEE 4-10	g. Determining annual salary increases	Yes No	teachers or certain teachers?
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? Is this at the school or district level?
Teacher evaluation	NCEE 4-10	i. Granting tenure or similar job protection	Yes No N/A	to this till believe to the serious of the serious to the serious
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	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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	SASS 2011-12			
Principal	item			
section	number	Item Text	Response Options	Protocol Details
		What is your race?		
		White		
Principal		Black or African American		
Demographic		Asian Native American or other Pacific Islander		
Information	50	American Indian or Alaska Native	[BLANK]	
Principal	30	American mulan of Alaska Native	[BLANK]	
Demographic				
Information	51	What is your year of birth?	Year of birth	
Principal	51	Triacis your year or bitui:	1 cur or origi	
Demographic		What is your current ANNUAL salary for your		
Information	52	position in this school before taxes and deductions?	\$ per year	
	3_	position in this sensor service tailes and deductions.	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	
Principal			Definitely plan to leave	
Demographic			as soon as I can	
Information	39	How long do you plan to remain a principal?	Undecided at this time	
Contract		Please PRINT your name, home address, your work,		
Contact	F2	cell, and home telephone numbers, and your work	[DI ANIZ]	
Information	53	and home e-mail addresses.	[BLANK]	

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

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