

NATIONAL TEACHER AND PRINCIPAL SURVEY
(NTPS)
2014-15 PILOT TEST
SPECIAL DISTRICT APPROVAL

VOLUME II
RESPONDENT COMMUNICATION MATERIALS

OMB# 1850-0803 v.101

April 2014

National Center For Education Statistics (NCES)

Special District Contact Call Script

2014-15 National Teacher and Principal Survey

Label Information	
A. Special District Research Application - Contact Person's Information	
Contact Name:	Contact Title:
Contact Phone Number:	Contact E-mail:
Notes	

A. INTRODUCTION and CONTACT INFORMATION

A1. **Hello, this is ____ from the U.S. Census Bureau. Have I reached (district name)?**

- _ Yes → GO TO item A2.*
- _ Different district name → Probe for district name if necessary and correct the district name in the address area above. If the difference is significant, record the change in the Notes section. Try to confirm the name change (e.g., respondent says, “We used to be Jefferson District but are now Washington District.”). GO TO item A2.*
- _ No → Verify that you dialed correctly.*
 - _ Correct number dialed → Probe for the respondent’s name, location, and whether the person or organization reached is related to the district in any way. Record information in the Notes section. Thank respondent and end call.*
 - _ Wrong number dialed → Dial correct number. GO TO item A1 above.*
- _ District closed → Probe for the respondent’s name, former position, and the closing date. Record information in the Notes section. Thank respondent and end call.*
- _ District merged → Probe for the name of the merged districts and the date of the merge. Record information in the Notes section. GO TO item A2. Refer case to supervisor following the call.*

- A2. **This call may be monitored to evaluate my performance and should only take a few minutes.**

During the upcoming school year we will be conducting the National Teacher and Principal Survey (NTPS) for the U.S. Department of Education.

The NTPS is a series of integrated questionnaires that provide data on education to Federal, state, and local policymakers as well as education researchers.

This voluntary survey is authorized by law (20 U.S. Code §9543 of the Education Sciences Reform Act of 2002 (ESRA)). The Office of Management and Budget approval number for this study is 1850-0803. The data provided by the school and staff may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S. Code §9573).

- A3. **I would like to verify your mailing address for the purposes of delivering a research application. Is the following address correct?**

Read address from label on cover page. Make any necessary corrections on the label. Then GO TO item A4.

- A4. **Can you tell me the name of the person most appropriate to receive this request (for research approval)?**

_ Yes → Record contact name and title in the appropriate spaces of the Contact Information section on the cover page. Probe for the contact person's direct phone line and email address and record it in the Contact Information section. GO TO item A5.

_ No → Try to probe for a contact name. If unsuccessful, set appointment and record on the call record. GO TO item A5.

- A4. **Can you tell me about how long the district spends reviewing research applications?**

_ Yes → Record information in the Notes section. Thank respondent and end call.

_ No → Thank respondent and end call.



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

[Name]

May 1, 2014

[Position, Department]

[School District]

[Street Address]

[City, State, Zip]

[Name]

The National Center for Education Statistics is requesting approval for the administration of the 2014-15 National Teacher and Principal Survey (NTPS) Pilot Test in some of the schools within the [School District Name] School District during the 2014-15 school year. The NTPS is a redesigned successor to the Schools and Staffing Survey (SASS). Like SASS, the NTPS is designed to measure critical aspects of schools and teaching, the composition of the principal and teacher workforce, and conditions in schools. The National Teacher and Principal Survey is administered once every 2 years to a sample of schools, principals, and teachers. No student or classroom time is involved.

With the results from the National Teacher and Principal Survey, the National Center for Education Statistics produces estimates of public school characteristics and comparisons among elementary and secondary schools at the national level. The information provided by the principals, schools, and teachers in your area will represent the uniqueness and diversity of your school district and will contribute to a robust portrait of education in the United States. By participating in the pilot test, schools in your district will provide important information that will improve the primary source of official statistics on characteristics of schools, teachers, and principals in the U.S. Further information can be found on the SASS website at <http://nces.ed.gov/surveys/sass/>. Any of our publications can be ordered without charge from the website.

The enclosed materials describe the purpose, survey topics, sample sizes, and respondent burden for the survey. Draft versions of the 2014-15 NTPS questionnaires are included for your review. While the content has been finalized, these draft questionnaires are not the final formatted versions that will be used during the data collection phase beginning this fall.

In addition to these application materials, a District Administration Form is enclosed that, when filled out, will indicate whether or not your district has approved the participation of sampled school(s). This form will facilitate participation in NTPS. Please return this form at your earliest convenience. This form may be returned by fax to Lucia Chavez at (301) 763-3035 or email to lucia.j.chavez@census.gov.

If you require further information, please let me know, and I will be happy to provide it.

Sincerely,

Andrew Zukerberg
Project Director, National Teacher and Principal Survey
National Center for Education Statistics
1990 K St. NW, Suite # 9046
Washington, D.C. 20006

2014-15 NTPS Generic Research Application

CONTACT

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TITLE

National Teacher and Principal Survey (NTPS), 2014-15 Pilot Test

PURPOSE

The need for contextual data on teachers, school principals, and school policies and programs has been well established. In response to concerns about the status of teaching and education, state and local education policymakers have sought more information about the school environment, the composition of the school workforce, and policies affecting the recruitment, retention, and retirement of teachers.

The National Teacher and Principal Survey (NTPS) is sponsored by the National Center for Education Statistics (NCES), the statistical agency for the United States Department of Education, to gather data on the teaching and working conditions in public elementary and secondary schools in the United States. NTPS is authorized by the Education Sciences Reform Act of 2002, 20 U.S. Code §9543. NTPS provides data on the characteristics and qualifications of teachers and principals, teacher hiring practices, class size, and other conditions in schools across the nation.

The NTPS is a redesigned successor to the Schools and Staffing Survey (SASS). The NTPS will maintain the role SASS served as the Department of Education's primary source of information on the teacher labor market and what is happening in K-12 schools from the teacher's and administrator's perspectives. The NTPS is integrated with other ED data collections to reduce requests for redundant information from schools and districts.

NTPS, which is conducted on a 2-year cycle, is a large survey of K-12 schools, teachers, and principals in the United States today. Its data will be used by a wide variety of people interested in K-12 education, including teacher professional organizations, education advocacy groups, legislators, researchers, and journalists. NTPS provides a unique resource for information on elementary and secondary education by linking data provided by schools with their respective principals and teachers. Data can be analyzed not only within each component (i.e., the school, principal, and teacher data files), but also across components or data files. This linkage across the different respondent groups makes NTPS data unique among school surveys and allows researchers to study the complexities of the American education system from multiple perspectives. For example, researchers can study teacher attrition using information from not only teachers but also from their schools and principals. The integrated survey design also allows NCES to collect information from the school personnel who can best supply it, causing less inconvenience to respondents and providing more accurate information.

In preparation for the 2015-16 NTPS, a pilot test is being conducted during the 2014-15 school year. The purpose of this pilot test is to optimize the design of the 2015-16 NTPS by experimentally testing the impact of offering Internet versions of the School, Principal, and Teacher Questionnaires first; looking at the impact of collecting teacher email address as part of the TLF operation; looking at

optimal methods of inviting Teachers to the internet questionnaire; and improving questionnaire wording and instructions in the Internet survey. This package provides information about the planned new approach and presents an overview of the proposed NTPS design.

HYPOTHESES

Congress, the Department of Education, and other Federal agencies, State Departments of Education, education associations, and the education research community will use data from the 2015-16 NTPS to conduct research on a range of issues. In the past, some of the most frequently published topics have included class size, new teachers, out-of-field teaching, professional development, teacher attrition/retention, and teacher qualifications. Based on previous administrations of NTPS, the data will be used to produce national statistics on:

- Teacher capacity as defined by teacher qualifications, teacher career paths, professional development activities, and support for these aspects of teachers' careers by schools and district; and
- School capacity as defined by school organization and decision-making, management of curriculum and instruction, school programs, and school safety.

This request is to conduct a pilot test to improve the design of the NTPS.

MEASUREMENT

Each topic is briefly described below in terms of the broad education issues in need of measurement.

Teacher Quality and Career Paths

Teacher quality and the factors that influence it have become the focus of many educational researchers and the National Commission on Teaching and America's Future. The movement of teachers in and out of the teaching workforce has been a central concern of NTPS/SASS since 1987 when data describing these phenomena were first collected. Building upon this base, more detailed indicators of teachers' career paths may help explain entry into teaching and teacher attrition. Teachers' experiences during the recruitment process and their first year of teaching can greatly influence decisions to continue teaching. Teacher quality items help inform NCEES about the characteristics of training, which can be related to teaching assignments. Quality is defined as the match between teacher preparation (degrees, certification, and endorsements) and teaching assignment fields. These topics are measured in fine detail in the NTPS.

Teacher Recruitment, Retention, and Evaluation

Recruiting and retention methods for teachers are a major topic of interest as schools and districts investigate ways to recruit and retain high-quality teachers. Questions in the School Questionnaire explore teacher vacancies and the ease with which positions are filled. Teachers are asked about their plans to remain in the teaching profession in the Teacher Questionnaire. Recent additions to the Principal Questionnaire explore the evaluation of teachers.

School Reform

An important role of NTPS is to document the evolution of major reforms, especially as they affect schools and teaching practices. Topics continued from the 1999-2000, 2003-04, 2007-08, and 2011-12 SASS questionnaires to the NTPS questionnaires include the amount of influence principals and teachers have in setting school policies.

School Safety

School safety is frequently reported as a major problem in public schools in the United States. Violence and drug abuse in schools put huge constraints on teachers, students, administrators, and schools. Increased attention to school safety has led policy makers to begin examining school safety at

the national level. The school safety items include the principal's knowledge of violence and other school problems as well as incidents of teachers being threatened or physically attacked.

Basic Descriptive Information

Each of the NTPS surveys contains questions that provide basic descriptive information on the respondent:

- The Principal and Teacher Questionnaires include items on gender, age, and race/ethnicity;
- The Principal Questionnaire includes items on principals' licensure, highest degree earned, years of teaching experience, and salary;
- The Teacher Questionnaire contains items on years of teaching experience, education degrees and fields, certification, salary, and main teaching assignment; and
- The School Questionnaire contains items on enrollment, programs and services in the school, and counts of various types of school staff.

CONTENT DESIGN

As mentioned previously, the NTPS will replace the Schools and Staffing Survey (SASS), which the Department of Education has conducted since 1987. The revision process involved an analysis of items on the SASS surveys. Items that were gathered on other NCES surveys (such as ED Facts and the Civil Rights Data Collection) were removed from the NTPS questionnaires. These items will instead be pulled from these extant data sources and included on the NTPS data files. Items that had low response rates, were difficult to answer, or had other grammatical and clarity issues were revised or deleted. Before the surveys were finalized, new and revised items underwent cognitive lab testing with teachers, principals and school staff to determine whether items were likely to be understood correctly and uniformly across the survey population.

Three of the five core components of the 2011-12 SASS remain: the School Questionnaire, Principal Questionnaire, and Teacher Questionnaire. These surveys are linked so that researchers may analyze school-level phenomenon at the national level.

In the 2015-16 administration, NTPS will retain or expand many of the topics covered in previous SASS administrations, maintaining the capability for trend analysis. At the same time, new items developed for the NTPS will collect additional information on a number of topics crucial to education reform.

QUESTIONNAIRES

We have enclosed a draft version of the questionnaires intended for public schools for the 2014-15 administration of NTPS. Based on their performance in the pilot test, these items may be revised or replaced for the 2015-16 data collection. The 2011-12 SASS questionnaires, as well as those from earlier administrations, are available on our website:

<http://nces.ed.gov/surveys/SASS/questionnaire.asp>.

METHODOLOGY AND SAMPLING

The U.S. Census Bureau is the collection agent for NTPS data on behalf of the National Center for Education Statistics (NCES). NTPS is a self-administered survey that is mailed to sampled participants (some participants will be offered an online survey option). The survey does not require the use of any school personnel to administer it, other than the direct time it takes for the sampled person to complete the questionnaire, and does not involve students. Sampled principals, teachers, and the most appropriate school staff are requested to record their answers either a) on the printed questionnaire and return the questionnaire as directed (by mail to the U.S. Census Bureau) or b) using the online survey option to send in their responses via a secure server link. There is no use of classroom time required for the completion of these questionnaires.

The 2014-15 NTPS Pilot Test samples will include fewer than 17,000 public schools and school principals, and less than 42,000 public school teachers.

Sampling for NTPS begins by selecting schools as the primary sampling unit, and then, including the principal and a relatively small sample of teachers within each selected school. Public schools selected for NTPS are sampled from the Common Core of Data (CCD), the universe of public schools supplied annually by state educational agencies to NCES. NCES modifies the list of schools from the CCD to meet the definition of a school as used by NTPS. To make sure that the sample contains sufficient numbers for estimates, the NTPS uses a stratified probability sample design. The main design objective is to provide the following data for public schools:

- National estimates of public schools and public school characteristics;
- National estimates of combined grade public schools (schools with a grade span that overlaps the elementary, middle, and/or high school levels); and
- National estimates of public charter schools and selected school characteristics.

After schools are stratified and sampled, teachers within the schools are also stratified and sampled based on the broad level of teaching assignment area, full- or part-time teaching status, and years of teaching experience. The sample of teachers will be selected from a list of teachers provided by the school. For each school in the sample, all teachers who teach students in grades K-12 during the fall of 2014, except for short-term substitutes, student teachers, and teacher aides, are eligible for sampling. An average of 10 teachers will be sampled from each selected school. In order to achieve the desired sample size of new teachers, as well as teachers nearing retirement, the teacher sample will be stratified into four teacher groups based on years of teaching experience. This stratification will ensure a sufficient number of teachers in each group to permit estimates for all beginning and new public school teachers (i.e., teachers with 1 to 3 years of teaching experience), and all experienced and highly experienced public school teachers (i.e., teachers with 4 or more years of experience). A sufficient number of teachers is defined to be at least 2,400 teachers by experience category and school type (i.e., public, public charter, and private). Within each selected school, teachers will be classified as belonging in one of the following four categories:

1. Beginning (first year in the K-12 teaching profession);
2. New (2 to 3 years of teaching experience);
3. Experienced (4 to 19 years of teaching experience); or
4. Highly experienced (20 or more years of teaching experience).

All experienced teachers, who are more numerous than the beginning, new, or highly experienced groups, will be sampled with equal probability and at a lower rate than those in the other groups. To avoid placing an undue burden on schools by sampling teachers, NCES intends to survey an average of 10 teachers per school.

For all public schools, the principal will be included in the survey as a result of the school being selected. Schools, principals, and teachers will be weighted by the inverse of their probability of selection, multiplied by various sampling and nonresponse adjustments. The general purpose of weighting is to scale up the sample estimates to represent the target survey population.

DATA COLLECTION

The U.S. Census Bureau handles the data collection and editing phases. The 2014-15 NTPS is a mixed mode survey with paper and internet response options. Follow-up for sampled entities who do not respond to the initial mailing will be handled by telephone. U.S. Census Bureau staff who conduct NTPS receive training in preparation for the survey.

School principals will be mailed the an invitation to participate in the NTPS in October 2014. U.S. Census Bureau staff will follow-up on outstanding questionnaires associated with the schools by telephone from

November 2014 through December 2014. Teachers will be invited to participate in the NTPS on a flow basis as the teacher sample is drawn from the lists of teachers provided by the sampled schools.

The data collection schedule is outlined below.

2014-15 NTPS Timetable	
Initial mail-out of School, Principal, & TLF Questionnaires	October 2014
Mail first reminder letters for School, Principal, & TLF Questionnaires	October 2014
Mail second reminder letters for School, Principal, & TLF Questionnaires	October 2014
Second mail-out of School, Principal, & TLF Questionnaires	October 2014
Telephone reminder for the Teacher Listing Form (TLF)	November – December 2014
Mail Teacher Questionnaires weekly as they are sampled	November 2014 – January 2015
Mail first Teacher Reminder letters	November 2014 – February 2015
Mail second Teacher Reminder letters	November 2014 – February 2015
Mail second Teacher Packages	December 2014 – March 2015
Data capture of all questionnaires	November 2014 – April 2015

RESPONSE BURDEN

NTPS relies on the voluntary participation of the principal, teacher, and school personnel. The quality of national estimates is limited by the level of respondent participation. Every effort is made to create questionnaires that collect in-depth data without putting an undue burden on the respondent. The estimated average response time for each questionnaire in the 2014-15 NTPS is presented in the following table, Table 1. The average length of time necessary to complete each type of questionnaire is estimated from the results of the 2011-12 SASS and the number of survey item codes on the 2014-15 NTPS, and is also presented in Table 1.

Table 1. Number of survey item codes and estimated average response time per respondent for each questionnaire in the 2014-15 NTPS

Questionnaire	Number of item	Estimated average response time per respondent
Teacher Listing For	N/A	30 minutes
School	197	50 minutes
Principal	193	45 minutes
Teacher	440	60 minutes

The National Teacher and Principal Survey does not require any form of student or parent participation. All respondents will receive a letter that explains that participation in the survey is voluntary. In addition, each questionnaire states on the inside cover, “We hope you will participate in this voluntary survey.”

SASS has achieved a high response rate in previous administrations. Weighted response rates for the components to the public school sector for the 2011-12 SASS are presented in Table 2 below.

Table 2. Sample size and weighted response rate for each survey population for the 2011-12 SASS

Survey population	Sample size	Weighted response rate (%)
Public School Principal	11,000	72.6
Public School	11,000	72.4
Public School Teacher	51,062	77.7

ANALYSIS

Once the U.S. Census Bureau receives the completed survey forms, staff enter responses from the surveys into electronic data files, which are checked against the survey forms for accuracy. Names, addresses, and

other identifying information for schools, principals, and teachers are removed from the data files to protect respondents' confidentiality. When the respondents' identifying information is removed from the data files, a school identification number is used to link principal and teacher data from the schools in which they work.

The data are used in statistical summaries only. NCES issues its own reports and allows researchers to access the data through restricted-use licensing for other analyses. Only users who have official clearance from NCES may have access to the restricted-use data files. Several reports may be issued once the data are finalized. These reports may include: a general report on the methodological findings.

NTPS publications will be provided for download on the NCES publications page (<http://nces.ed.gov/pubsearch/>). Free printed copies of past SASS reports can be obtained from the Pubs Online Ordering System (www.edpubs.org or 1-877-433-7827) or downloaded from the NCES publications page (<http://nces.ed.gov/pubsearch/>).

CONSENT

The nature of this self-administered, cross-sectional survey is not considered intrusive, and has been ruled to be exempt under the protection of human subjects' provisions in federal research. There is no individual student data (such as test scores or Social Security numbers) associated with any of the data acquired in this data collection. Since no data is collected about individual students, it is not necessary to obtain active, informed consent from students' parents/guardians.

Participation in the NTPS is completely voluntary, and individual survey items can be left blank, at the discretion of each respondent. On each questionnaire for each respondent, there is a statement that participation is voluntary.

The Department of Education has adopted a common set of regulations known as the *Federal Policy for the Protection of Human Subjects or "Common Rule."* The design of these regulations is based on established, internationally recognized ethical principles. The specific regulation is Title 34, Code of Federal Regulations, Part 97, Protection of Human Subjects, which includes Subpart A, Basic Policy, and Subpart D, Additional Protections for Children. These regulations classify as exempt certain categories of research. Research that is nonexempt is covered by the regulations. Research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt:

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless the information identifies the subjects and disclosure could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. Subpart D amends this exemption, in part: *If the subjects are children, research involving interview or survey procedures and research involving observations of public behavior in which the researcher(s) participate in the activities being observed are not exempt. However, research involving the use of educational tests and research involving observations of public behavior in which the researcher(s) do not participate in the activities being observed are exempt.*

For more information, please see <http://www2.ed.gov/policy/fund/guid/humansub/overview.html>.

CONFIDENTIALITY

A security plan for assuring the confidentiality of individual respondent data has been developed by NCES and the U.S. Census Bureau. Under this plan, the 2014-15 NTPS will conform to federal regulations – specifically, the *Privacy Act of 1974* (5 U.S.C. 552a), *Privacy Act Regulations* (34 CFR Part 5b), the *Hawkins-Stafford Amendments of 1988* (P.L. 100-297), the *Computer Security Act of 1987*, NCES *Restricted-Use Data Procedures Manual*, the *Federal Statistical Confidentiality Order of 1997* (an OMB directive), the *U.S.A. Patriot Act of 2001* (P.L. 107-56), the *E-Government Act of 2002, Title V, Subtitle A, Confidential Information Protection*, the *Education Sciences Reform Act of 2002* (P.L. 107-279), and the NCES *Statistical Standards and Policies* handbook.

The U.S. Census Bureau will collect data under an interagency agreement with NCES. The U.S. Census Bureau will maintain the individually identifiable questionnaires as confidential material. The required plan will include the following:

1. Provisions for data collection in the field;
2. Provisions to protect the data-coding phase required before machine processing;
3. Provisions to safeguard completed survey documents;
4. Authorization procedures to access or obtain files containing identifying information; and
5. Provisions to remove printouts and other outputs that contain teacher identification information from normal operation. Such materials will be maintained in secured storage areas and will be destroyed as soon as practical by burning.

From the initial contact with the participants in this survey through all of the follow-up efforts, careful attention will be paid to informing potential survey respondents that NCES and the U.S. Census Bureau will protect the confidentiality of their personal data. The survey responses are protected from disclosure by federal statute (20 U.S.C., § 9573). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. In addition, the U.S. Census Bureau and NCES will treat the data as confidential, based on the *Privacy Act of 1974* and as amended under the *U.S.A. Patriot Act of 2001*.

In particular, the *National Education Statistics Act of 1994*, as amended, prohibits any of these activities:

- Producing any publication in which data furnished by any particular individual can be identified; or
- Permitting any person not authorized by the NCES Commissioner to examine any individual data or reports.

A violation of any of these restrictions is a felony, punishable by imprisonment of up to 5 years and a fine of up to \$250,000.

SIGNIFICANCE OF THE STUDY

The primary purpose of the National Teacher and Principal Survey is to provide valuable information about schools and school staff, and the teaching and working conditions in the nation's schools. With the help of survey participants, the National Center for Education Statistics is able to produce national estimates of public school characteristics and facilitate comparisons among elementary, middle, high, and combined elementary/secondary schools at the national level. The ability of NCES to provide this beneficial service is contingent upon the voluntary participation of schools, principals, and teachers whose inclusion is dependent upon their districts' approval. The National Teacher and Principal Survey provides respondents with the opportunity to participate in a unique national survey and contribute to data that are used by researchers interested in improving the education system in the United States.

The **District Name** benefits from being a sampled district by representing itself and also the state of **State**. Consequently, your district's participation will improve the reliability of state and national estimates, which will result in higher quality data. By choosing to participate, the policies and characteristics of the **District Name** will be reflected in the 2014-15 NTPS, which will allow your schools to compare themselves to other schools across the nation. The important information provided by your district's schools, principals, and teachers will better inform and shape future education policies.

INSTITUTIONAL REVIEW BOARD (IRB) REVIEW

Under the federal policy for the protection of human subjects, NTPS is exempt from IRB review because it utilizes survey procedures and is conducted in established or commonly accepted educational settings, involving normal educational practices. There is no potential for harm to human subjects. Confidentiality of individually identifiable information is required under federal law by the Privacy Act of 1974 and as amended under the *U.S.A. Patriot Act of 2001*.

For more information, please see <http://www2.ed.gov/policy/fund/reg/humansub/part97-2.html>

CONSENT

The nature of this self-administered, cross-sectional survey is not considered intrusive, and has been ruled to be exempt under the protection of human subjects' provisions in federal research. There is no individual student data (such as test scores or Social Security numbers) associated with any of the data acquired in this data collection. Since no data is collected about individual students, it is not necessary to obtain active, informed consent from student' parents/guardians.

Participation in the NTPS is completely voluntary, and individual survey items can be left blank, at the discretion of each respondent. On each questionnaire for each respondent, there is a statement that participation is voluntary.

The Department of Education has adopted a common set of regulations known as the *Federal Policy for the Protection of Human Subjects* or "*Common Rule*." The design of these regulations is based on established, internationally recognized ethical principles. The specific regulation is Title 34, Code of Federal Regulations, Part 97, Protection of Human Subjects, which includes Subpart A, Basic Policy, and Subpart D, Additional Protections for Children. These regulations classify as exempt certain categories of research. Research that is nonexempt is **covered** by the regulations. Research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt:

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless the information identifies the subjects and disclosure could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. Subpart D amends this exemption, in part: *If the subjects are children, research involving interview or survey procedures and research involving observation of public behavior in which the research(s) participate in the activities being observed are **not** exempt. However, research involving the use of educational tests and research involving observations of public behavior in which the researcher(s) do not participate in the activities being observed are exempt.*

For more information, please see <http://www2.ed.gov/policy/fund/reg/humansub/part97-3.html>

**PARTICIPANT INFORMED CONSENT FORM
NATIONAL TEACHER AND PRINCIPAL SURVEY (NTPS), 2014-15**

You are being asked to participate in a survey called the National Teacher and Principal Survey (NTPS), for the 2014-15 school year. This form provides you with information about this study, and the Project Director, Mr. Andy Zukerberg, who can be reached at 202-219-7056 or Andrew.Zukerberg@ed.gov is also available to answer your questions. Please read the information below and ask any questions you might have before deciding whether or not to take part.

The NTPS is sponsored by the National Center for Education Statistics (NCES) in order to collect extensive data on public elementary and secondary schools in the United States. The NTPS provides data on the characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size, and other conditions in schools across the nation. Participants are asked to complete a paper questionnaire and return it in the pre-addressed, postage-paid envelope provided (some respondents are also given an online option). Details about the data collection instrument, respondent type, and time required to complete the questionnaire are below.

Data Collection Instrument	Respondent Type	Estimated Time Required to Complete Questionnaire
Teacher Listing Form	School Administrator	XX minutes
School Questionnaire	Principal	XX minutes
Principal Questionnaire	Principal	XX minutes
Teacher Questionnaire	Teacher (1-5 per school)	XX minutes

Each NTPS Principal or Teacher Questionnaire contains questions that provide basic descriptive information on the respondent. Some of these items are: gender, age, race/ethnicity, principals' licensure, highest degree earned, salary, years of teaching experience, education degrees earned and fields, certification, main teaching assignment, teacher salary schedules, and hours worked per week.

Once the U.S. Census Bureau receives the completed survey forms, the responses are keyed into electronic data files, which are checked against the survey forms for accuracy. Names, addresses, and other identifying information for schools, principals, and teachers are removed from the data files to protect respondents' confidentiality. A school identification number is used to link principal and teacher data to the schools where they work.

The data are used in statistical summaries only. NCES issues its own reports and requires researchers to access the data through restricted-use licensing for other analyses. Only users who have official clearance from NCES may have access to the restricted-use data files. Several reports are issued once the data are finalized, which may include: a general report that provides an overview of the data, a teacher report, a school report, and a principal report. Congress and the U.S. Department of Education use these data to critically examine existing educational programs and services to plan new programs intended to improve education throughout the nation.

There are no risks involved in participating in this important survey. Your participation is entirely voluntary and you can refuse to participate without any penalty or loss of benefits to you or your school. If you decide to participate, you are free to withdraw your participation at any time during the study without any adverse consequences from the U.S. Department of Commerce or your school.

Please check one of the following:

I am willing to participate in the research project. I am *not* willing to participate in the research project.

I fully understand that my responses may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S. Code, Section 9573), and that my signature gives my consent to voluntarily participate in this project.

Signature _____
Participant
Printed Name
Date

Please return this form to Lucia Chavez via fax at (301) 763-3035 or email to Lucia.J.Chavez@census.gov or mail to:

U.S. Census Bureau
Lucia Chavez, 6H030D
4600 Silver Hill Road, Stop 8400
Washington, DC 20233

PRINCIPAL QUESTIONNAIRE

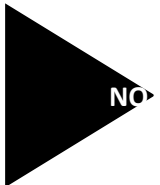
NATIONAL TEACHER AND PRINCIPAL SURVEY 2013-14 SCHOOL YEAR

(all references to years will be updated for 2014-15 administration)



THIS SURVEY HAS BEEN ENDORSED BY:

TO BE DETERMINED



**This survey is authorized by the Education Sciences Reform Act
of 2002 (20. U.S.C. § 9573).**

DEAR PRINCIPAL:

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

WHAT IS THE PURPOSE OF THIS SURVEY?

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

WHO IS CONDUCTING THIS SURVEY?

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

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

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

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?

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

HOW WILL YOUR INFORMATION BE REPORTED?

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

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

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

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 61G
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.

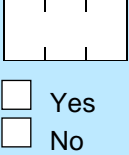
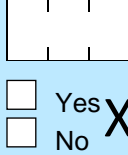
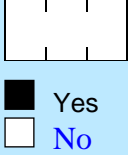
**SINCERELY,
JOHN Q. EASTON
ACTING COMMISSIONER FOR EDUCATION STATISTICS
NATIONAL CENTER FOR EDUCATION STATISTICS**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-XXXX. The time required to complete this information collection is estimated to average 45 minutes per response, including the time spent to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s), suggestions for improving this form, or about the contents of this questionnaire, please write to: National Teacher and Principal Survey, National Center for Education Statistics, 1990 K Street, N.W., #9046, Washington, DC 20006.

INSTRUCTIONS AND DEFINITIONS

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


Correct marking example – (Use care to keep characters in their designated spaces.)	Incorrect marking example –	
		


- a. Sections I to V of this questionnaire may be completed by any staff member who has access to the school's records. Sections VI through X of this questionnaire must be completed by the school PRINCIPAL, not by anyone else.
- b. Please do not write any comments by the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: addp.education.surveys@census.gov.

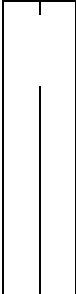
YOUR COMMENTS

1. PRINCIPAL EXPERIENCE AND TRAINING

1-1. Before you became a principal, how many years of elementary or secondary teaching experience did you have?

 *Count part of a year as 1 year.*

 *If none, please mark (X) the box.*

 Year(s) of teaching before becoming a principal

1-2. BEFORE you became a principal, did you hold the position of an assistant principal or program director?

 *Include temporary positions.*

1 Yes

2 No

1-3. Before you became a principal, did you have any management experience outside of the field of education?

1 Yes


2 No


1-4. Before you became a principal, did you participate in any district or school training or development program for ASPIRING school principals?


1 Yes

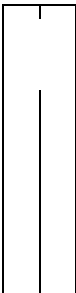
2 No

1-5. PRIOR to this school year, how many years did you serve as the principal of THIS OR ANY OTHER school?


 *Do NOT include any years you served as ASSISTANT principal.*


 *Count part of a year as 1 year.*


 *If none, please mark (X) the box.*

 Year(s) as principal of this or any other school

1-6. PRIOR to this school year, how many years did you serve as the principal of THIS school?

 Do NOT include any years you served as ASSISTANT principal.

 Count part of a year as 1 year.


 If none, please mark (X) the box.

None

--	--

Year(s) as principal of this school

1-7. What is the highest degree you have earned?

 Mark (X) only one box.

1 Associate's degree

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

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

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

5 Do not have a degree

1-8. Was the highest degree you have earned from a Department of Education, College of Education, or School of Education at your college or university?

1 Yes

2 No

1-9. Do you currently hold a license/certificate in "school administration"?

1 Yes

2 No


1-10. At any time after you became a principal, did you serve as a regular classroom teacher?


1 Yes

2 No → **GO TO Section 2**



1-11. SINCE becoming a principal, how many years of elementary or secondary teaching experience have you had?

 Count part of a year as 1 year.

 If none, please mark (X) the box.

None → **GO TO item 2-1 below.**

--	--

Year(s) of teaching since becoming a principal



1-12. In addition to serving as principal, are you currently teaching in this school?

- 1 Yes
- 2 No

2. GOALS AND DECISION MAKING

2-1. 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?

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

Most important

Second most important


Third most important

2-2. How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities?

	🍏 Mark (X) one box on each line				
	No influence	Minor influence	Moderate influence	Major influence	Not applicable
Setting performance standards for students of this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Establishing curriculum at this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Determining the content of in-service professional development programs for teachers of this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Evaluating teachers of this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiring new full-time teachers of this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Setting discipline policy at this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Deciding how your school budget will be spent	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

3. SCHOOL CLIMATE AND SAFETY

3-1. To the best of your knowledge, how often do the following types of problems occur at this school?

 Mark (X) one box on each line					
	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
	1	2	3	4	5
Physical conflicts among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Robbery or theft	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Vandalism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student use of alcohol	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student use of illegal drugs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student possession of weapons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Physical abuse of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student racial tensions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student bullying	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student verbal abuse of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Widespread disorder in classrooms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student acts of disrespect for teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Gang activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

3-2. LAST SCHOOL YEAR (2012-13), what percentage of students had at least one parent or guardian participating in the following events?

	🍏 Mark (X) one box on each line				
	0-25%	26-50%	51-75%	76-100%	Not applicable
Open house or back-to-school night	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
All regularly scheduled schoolwide parent-teacher conferences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Special subject-area events (e.g., science fair, concerts)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Parent education workshops or courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Signing of a school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Volunteer in the school as needed or on a regular basis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Involvement in budget decisions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

3-3. Are teachers at THIS school required to do the following?

a. Help students with academic needs OUTSIDE of regular school hours

- 1 Yes
2 No

b. Help students with social and emotional needs OUTSIDE of regular school hours

- 1 Yes
2 No

4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS

4-1. 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

4-2. On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?

- Rough estimates are sufficient.*
- Please write a percentage in each row. Write 0 if none.*
- Responses should add up to 100%.*

a. Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget	<table border="1" style="width: 50px; height: 20px; border-collapse: collapse;"><tr><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td></tr></table>				%
b. Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers	<table border="1" style="width: 50px; height: 20px; border-collapse: collapse;"><tr><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td></tr></table>				%
c. Student interactions, including discipline and academic guidance	<table border="1" style="width: 50px; height: 20px; border-collapse: collapse;"><tr><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td></tr></table>				%
d. Parent interactions, including formal and informal interactions	<table border="1" style="width: 50px; height: 20px; border-collapse: collapse;"><tr><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td></tr></table>				%
e. Other - <i>please specify</i> ↙	<table border="1" style="width: 650px; height: 20px; border-collapse: collapse;"></table>	<table border="1" style="width: 50px; height: 20px; border-collapse: collapse;"><tr><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td><td style="width: 16px; height: 16px;"></td></tr></table> %			
100% TOTAL					

4-3. How many days per year are you required to work under your current contract?


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

Days per contract year

4-4. Are you represented under a meet-and-confer agreement or a collective bargaining agreement? ("Meet-and-confer" discussions are for the purpose of reaching non-legally-binding agreements. Collective bargaining agreements are legally-binding agreements.)

- Mark (X) only one box.*
- 1 Yes, meet-and-confer
- 2 Yes, collective bargaining
- 3 No

4-5. To what extent do you agree or disagree with each of the following statements?

	 <i>Mark (X) one box on each line</i>			
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The stress and disappointments involved with being a principal at this school aren't really worth it.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
I am generally satisfied with being principal at this school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
If I could get a higher paying job, I'd leave this job as soon as possible.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
I think about transferring to another school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
I don't seem to have as much enthusiasm now as I did when I began this job.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
I think about staying home from school because I'm just too tired to go.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

4-6. How long do you plan to remain a principal?

Mark (X) only one box.

- 1 As long as I am able
- 2 Until I am eligible for retirement benefits from this job
- 3 Until I am eligible for retirement benefits from a previous job
- 4 Until I am eligible for Social Security benefits
- 5 Until a specific life event occurs (e.g., children graduate from college, relocation)
- 6 Until a more desirable job opportunity comes along
- 7 Definitely plan to leave as soon as I can
- 8 Undecided at this time

5. STUDENT GROWTH AND TEACHER EVALUATION

- 5-1.** During this school year (2013-14), is student achievement growth on standardized assessments used in the performance evaluation of teachers in this school? Please include student achievement growth within a teacher's classroom as well as teamwide, gradewide, or schoolwide student achievement growth.

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.

Student achievement growth on standardized assessments is:

- 1 Used in the evaluation of ALL teachers in the school, including all grades, all subjects (including art, music, and physical education), special education, and special populations such as English learners and students with disabilities.
- 2 Used in the evaluation of SOME (but not all) teachers in this school.
- 3 Not used in the evaluation of any teachers in this school.

-
- 5-2.** During this school year (2013-14), which of the following sources of information on teacher performance does your school use in teacher evaluations?

a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator

- 1 Used in evaluating teachers
- 2 Not used in evaluating teachers

b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district)

- 1 Used in evaluating teachers
- 2 Not used in evaluating teachers

c. Teacher self-assessment

- 1 Used in evaluating teachers
- 2 Not used in evaluating teachers

d. Portfolios or other artifacts of teacher professional practice

- 1 Used in evaluating teachers
- 2 Not used in evaluating teachers

5-2. Continued – During this school year (2013-14), which of the following sources of information on teacher performance does your school use in teacher evaluations?

e. Assessments by a peer or mentor teacher that are not based on a teacher professional practice rubric

- 1 Used in evaluating teachers
 - 2 Not used in evaluating teachers
-

f. Student work samples

- 1 Used in evaluating teachers
 - 2 Not used in evaluating teachers
-

g. Student surveys or other student feedback

- 1 Used in evaluating teachers
 - 2 Not used in evaluating teachers
-

h. Parent surveys or other parent feedback

- 1 Used in evaluating teachers
 - 2 Not used in evaluating teachers
-

5-3. Will the performance evaluation results for teachers for this school year (2013-14) be used to inform any of the following decisions about teacher professional development?

a. Feedback given to teachers on their professional practice

- 1 Yes
 - 2 No
-

b. Planning professional development for individual teachers

- 1 Yes
 - 2 No
-

c. Development of performance improvement plans for low-performing teachers

- 1 Yes
 - 2 No
-

d. Setting goals with teachers for student achievement growth for the next school year

- 1 Yes
 - 2 No
-

e. Identifying low-performing teachers for coaching, mentoring, or peer assistance

- 1 Yes
- 2 No

5-4. Will the performance evaluation results for teachers for this school year (2013-14) be used to inform any of the following decisions about teacher career advancement?

a. Recognizing high-performing teachers

- 1 Yes
 - 2 No
-

b. Determining annual salary increases

- 1 Yes
 - 2 No
-

c. Determining bonuses or performance-based compensation other than salary increases

- 1 Yes
 - 2 No
 - 3 This school does not use bonuses or performance-based compensation
-

d. Granting tenure or similar job protection

- 1 Yes
 - 2 No
 - 3 This school does not grant tenure or similar job protection
-

e. Career advancement opportunities, such as teacher leadership roles

- 1 Yes
 - 2 No
-

5-5. Will the performance evaluation results for teachers for this school year (2013-14) be used to inform any of the following decisions about low-performing teachers?

a. Loss of tenure or similar job protection

- 1 Yes
 - 2 No
 - 3 This school does not grant tenure or similar job protection
-

b. Sequencing potential layoffs to reduce staff

- 1 Yes
 - 2 No
-

c. Dismissing or terminating employment for cause

- 1 Yes
 - 2 No
-

6. PRINCIPAL DEMOGRAPHIC INFORMATION

6-1. Are you male or female?

- 1 Male
- 2 Female

6-2. Are you of Hispanic or Latino origin?

- ¹ Yes
- ² No

6-3. What is your race?

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

- ¹ White
- ² Black or African-American
- ¹ Asian
- ² Native Hawaiian or Other Pacific Islander
- ¹ American Indian or Alaska Native

6-4. What is your year of birth?

1	9				
---	---	--	--	--	--

6-5. What is your current ANNUAL salary for your position in this school before taxes and deductions?

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

Please report in whole dollars.

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

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

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

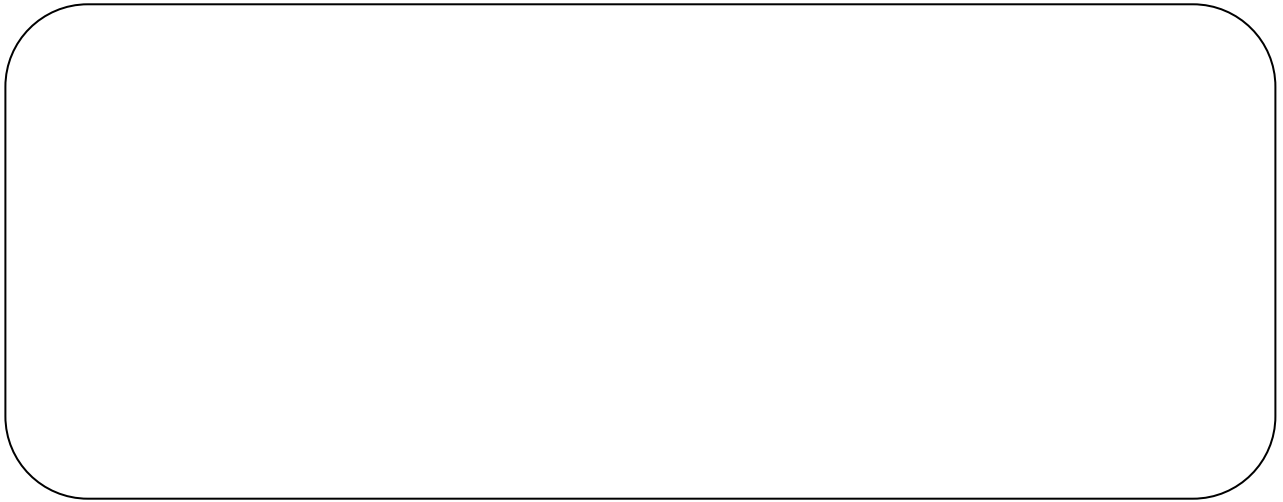
For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: <http://www.fedstats.gov>

SCHOOL QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

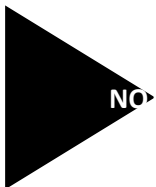
2014-15 SCHOOL YEAR

(All years will be revised to reflect 2014-15 school year)



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SINCERELY,

**JOHN Q. EASTON
ACTING COMMISSIONER FOR EDUCATION STATISTICS
NATIONAL CENTER FOR EDUCATION STATISTICS**

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Correct marking example – (Use care to keep characters in their designated spaces.)	Incorrect marking example –	
 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	 1 <input checked="" type="checkbox"/> Yes 2 <input type="checkbox"/> No

- Please do not write any comments by the answer boxes.
- If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- If you have any questions, call the U.S. Census Bureau at 1-866-208-7437. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: dsd.education.surveys@census.gov.

Grades K-12 and comparable ungraded levels. This survey focuses on schools offering any of grades K-12 or comparable ungraded levels at the elementary or secondary level. The term “ungraded levels” refers to schools that classify students by an alternative means other than particular grade levels (e.g., Kindergarten, 1st grade, 2nd grade, etc.).

YOUR COMMENTS


Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-XXXX. The time required to complete this information collection is estimated to average 45 minutes per response, including the time spent to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s), suggestions for improving this form, or about the contents of this questionnaire, please write to: National Teacher and Principal Survey, National Center for Education Statistics, 1990 K Street, N.W., #9046, Washington, DC 20006.

I GENERAL INFORMATION ABOUT THIS SCHOOL

Please report for the school listed on the cover.

1. Does this school offer the following grades?

 Please mark (X) Yes or No for each grade level.


Prekindergarten	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
Kindergarten	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
1st	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
2nd	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
3rd	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
4th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
5th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
6th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
7th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
8th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
9th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
10th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
11th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
12th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
Ungraded	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

2. Excluding prekindergarten, postsecondary, and adult education students, around the first of October, how many students were enrolled in this school?

--	--	--	--	--

Students

3. For this school year (2014-15), what is the Average Daily Attendance (ADA) percentage at this school?

 Round to the nearest whole **PERCENT**.

--	--	--	--

Percent

What is the official start and end time for MOST students at this school?

- If the start and end times vary by day, record the start and end time for the longest day of the week.
- Do not include pre-k or transitional first grade programs

Start time ___ : ___


End time ___ : ___

6. How many days are in the school YEAR for students in this school?

--	--	--	--	--

Days per school YEAR

7a. Does this school currently have any students enrolled in kindergarten?


 Please include regular kindergarten as well as transitional (or readiness) kindergarten and transitional first (or prefirst) grade students, if enrolled.

1 Yes

2 No →

GO TO item 8 below.

b. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?


 Mark (X) only one box.

1 Full day (4 hours or more per day)

2 Half day (less than 4 hours per day)

3 Both full-day and half-day programs are offered

c. How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?

 If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.

--	--	--	--

Days per week

8. Does this school have a library media center?

(A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may be called a school library, media center, resource center, information center, instructional materials center, learning resource center, or any other similar name.)


- 1 Yes
- 2 No

9a. Does this school offer any courses that are taught entirely online?

- 1 Yes
- 2 No →

GO TO item 10a below.

b. Among all the courses you offer at this school, about how many of the courses are entirely online?

 Mark (X) only one box.

- 1 One or a few courses
- 2 Some courses but less than half
- 3 About half
- 4 A majority
- 5 All courses

c. Are any of the online course(s) offered at this school designed by staff at this school or district?

- 1 Yes
- 2 No

10a. Does this school offer any courses that use live video of an instructor in another location?

- 1 Yes
- 2 No →

GO TO item 11a below.

11a. Does this school offer any courses that use pre-recorded video of an instructor in another location?

- 1 Yes
- 2 No →

GO TO item 12a below.

12a. Does this school offer any courses that use instructional software that adjusts the level of instruction to an individual student's performance?

- 1 Yes
- 2 No →

GO TO item 13 below.

13. Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K-12 or comparable ungraded levels, regardless of funding source?

a. Before-school or after-school program providing instruction beyond the normal school day for students who need academic assistance

- 1 Yes
- 2 No

b. Before-school or after-school program providing instruction beyond the normal school day for students who seek academic advancement or enrichment

1 Yes

2 No

c. Before-school or after-school day care programs

1 Yes

2 No

14. Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)?

1 Yes

2 No

15. In the LAST SCHOOL YEAR (2013-2014), Does THIS school help students access the following services because the students are in economic need?

a. Medical, dental, or vision care BEYOND routine screenings or what is provided by a school nurse

1 Yes

2 No

b. Clothes

1 Yes

2 No


c. Meals after school or on weekends

1 Yes


2 No

II STAFFING

For all teacher counts in 16 and 17:

 **INCLUDE** these types of teachers:

- Regular classroom teachers
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers


 **INCLUDE** as part-time teachers:

- Itinerant teachers who teach part-time at this school
- Teachers who are shared with other schools
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

 **DO NOT INCLUDE:**

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY prekindergarten or adult education

16. **Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school?**

 *If none, please mark (X) the box.*

a. Full-time

None or

--	--	--	--

Full-time teachers

b. Part-time

None or

--	--	--	--


Part-time teachers


c. TOTAL number of full- and part-time teachers

--	--	--	--

Total teachers

17. Of the full-time and part-time TEACHERS in this school around the first of October, how many were –

 If none, please mark (X) the box.

 Please only include each teacher in one category below so none are double-counted.

a. Hispanic or Latino, regardless of race?

None or

--	--	--	--

Teachers

b. White, not of Hispanic or Latino origin?

None or

--	--	--	--

Teachers

c. Black or African American, not of Hispanic or Latino origin?

None or

--	--	--	--

Teachers

d. Asian, not of Hispanic or Latino origin?

None or

--	--	--	--

Teachers

e. Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin?

None or

--	--	--	--

Teachers

f. American Indian or Alaska Native, not of Hispanic or Latino origin?

None or

--	--	--	--

Teachers

g. Two or more races, not of Hispanic or Latino origin?

None or

--	--	--	--

Teachers


NOTE: Sum of entries in items 17a-g should be equal to entry in item 16c.


18. 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?


Employees shared with other schools or the district office should be counted as part-time employees.

Employees who hold more than one position in this school should be counted as part-time staff for each position held.

FOR EXAMPLE: If your school's vice principal also serves as a data coach, you would count this person as 1 part-time vice principal (item b) and 1 part-time data coach (item k), even if this person works full-time across the two positions.

 If no FULL-TIME staff members exist, please mark (X) the "None" box under FULL-TIME.

 If no PART-TIME staff members exist, please mark (X) the "None" box under PART-TIME.

 If no full-time or part-time staff members exist, please mark (X) the "None" boxes under BOTH full-time AND part-time.

	FULL-TIME	PART-TIME
	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
a. Principals	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
b. Vice principals and assistant principals	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
c. Instructional coordinators and supervisors, such as curriculum specialists	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
d. Librarians or library media specialists	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
e. School/guidance counselors, excluding psychologists and social workers	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
f. Student support services professional staff	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(1) Nurses	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(2) Social workers	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(3) Psychologists	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(4) Speech therapists or pathologists	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(5) Other professional staff	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>

Continued — 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?

	FULL-TIME	PART-TIME
g. Aides	<input type="checkbox"/> None	<input type="checkbox"/> None
(1) Regular Title I aides	<input type="text"/>	<input type="text"/>
(2) English as a Second Language (ESL) or bilingual teacher aides	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(3) Special education instructional aides	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(4) Special education non-instructional aides	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(5) Library media center instructional aides	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(6) Library media center non- instructional aides	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(7) Other classroom instructional aides	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
(8) Other non-instructional aides	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
h. Secretaries and other clerical support staff	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
i. Food service personnel	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
j. Custodial and maintenance personnel	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
k. Data coaches or data coordinators	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
l. Technology specialists	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
m. Security guards or security personnel (not law enforcement)	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
n. 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)	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
o. Sworn law enforcement officers who are not School Resource Officers	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>
p. Other employees not reported above	<input type="checkbox"/> None <input type="text"/>	<input type="checkbox"/> None <input type="text"/>

19a. Do any of the teachers or staff have the following specialist assignments in this school?

(A specialist works with students.)

(1) Reading specialist

1 Yes

2 No

(2) Math specialist

1 Yes

2 No

(3) Science specialist

1 Yes

2 No

b. Do any of the teachers or staff have the following coaching assignments in this school?

(A coach works with teachers. Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies.)

(1) Reading coach

1 Yes

2 No

(2) Math coach

1 Yes

2 No

(3) Science coach

1 Yes

2 No

(4) General instructional/Not subject specific coach

1 Yes

2 No

20a. For THIS school year (2014-15), were there teaching vacancies in this school, that is, teaching positions for which teachers were recruited and interviewed by this school’s hiring authority?

- 🍏 Please include teaching positions that were vacant for the 2014-15 school year and that may or may not have been filled before the start of the 2014-15 school year.
- 🍏 Do not include vacancies for teachers who teach ONLY prekindergarten or adult education.

1 Yes
 2 No →

GO TO item 21a on page 14.

(b) How easy or difficult was it to fill the vacancies for this school year in each of the following fields?

🍏 Mark (X) one box on each line.						
	This position is not offered in this school	No vacancy in this field this school year	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
General elementary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Special education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
English or language arts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Social studies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Computer science	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Mathematics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Biology or life sciences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Physical sciences (e.g., chemistry, physics, earth sciences)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
English as a Second Language (ESL) or bilingual education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Foreign languages	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

Music or art	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Career or technical education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

21a. Around the first of October, how many teachers were newly hired by this school?

(Newly hired teachers are teachers not employed in this school last school year as teachers.)

- 🍏 Record HEAD COUNTS, not FTEs (full-time equivalent).
- 🍏 Do not include newly hired teachers who teach ONLY prekindergarten or adult education.
- 🍏 🍏 If none, please mark (X) the box.

None → **GO TO item section III on page 15.**

|

Teachers



b. Of those newly hired teachers, how many were in their first year of teaching?

- 🍏 Record HEAD COUNTS, not FTEs (full-time equivalent).
- 🍏 If none, please mark (X) the box.

None or

|

 Teachers

III DISTRICT COMMUNITY SERVICE REQUIREMENTS

22. Does this school grant high school diplomas?

 Do NOT include vocational certificates, certificates of attendance, or certificates of completion.

1 Yes

2 No →

**GO TO section IV on page
16.**

23. For high school graduates of the class of 2015, does this district have a community service requirement for a standard diploma?

1 Yes

2 No →

**GO TO section IV on page
16.**

24. What is the minimum number of community service hours required of the high school graduates in the class of 2015?

--	--	--	--	--

Hours

IV CHARTER SCHOOL INFORMATION

25. Is this school a public CHARTER school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school.)

1 Yes

2 No →

**GO TO section V on page
17.**

26. Which of the following best describes the origin of this public charter school?

- 1 A converted public school
- 2 A converted Bureau of Indian Education-funded school
- 3 A converted private school
- 4 A school originally established as a charter

27. Which of the following best describes the governance structure of this public charter school?

- 1 An independent or stand-alone charter school
- 2 Part of a non-profit charter management organization or network of schools that are managed by a central agency
- 3 Part of a for-profit charter management organization or network of schools that are managed by a central agency
- 4 Part of a traditional public school district
- 5 Other - Please describe ↴

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

To learn more about this survey and to access reports from earlier collections, see the National Teacher and Principal Survey (NTPS) website at: <http://nces.ed.gov/surveys/ntps>

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

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

TEACHER QUESTIONNAIRE

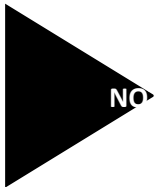
NATIONAL TEACHER AND PRINCIPAL SURVEY

2014-15 SCHOOL YEAR

(Please note all name and address changes on page 3.)

THIS SURVEY HAS BEEN ENDORSED BY:

TO BE DETERMINED



This survey is authorized by the Education Sciences Reform Act of 2002 (20. U.S.C. § 9573).

DEAR TEACHER:

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

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about teachers, such as professional background, teaching field, workload, and opinions about working conditions.

WHO IS CONDUCTING THIS SURVEY?

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

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

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

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?

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

HOW WILL YOUR INFORMATION BE REPORTED?

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

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

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

**U.S. CENSUS BUREAU
ATTN: DCB 60A
1201 E. 10th STREET
JEFFERSONVILLE, IN 47132-0001
WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.**

SINCERELY,

John Q. Easton

**Acting Commissioner for Education Statistics
National Center for Education Statistics**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-XXXX. The time required to complete this information collection is estimated to average 45 minutes per response, including the time spent to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s), suggestions for improving this form, or about the contents of this questionnaire, please write to: National Teacher and Principal Survey, National Center for Education Statistics, 1990 K Street, N.W., #9046, Washington, DC 20006.

INSTRUCTIONS AND DEFINITIONS

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

<p>Correct marking example – (Use care to keep characters in their designated spaces.)</p>	<p>Incorrect marking example –</p>
<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div> <p>1 <input type="checkbox"/> Yes X</p> <p>2 <input type="checkbox"/> No X</p>
<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div> <p>1 <input checked="" type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>	

- a. If you are the teacher named on the cover page label, please complete the questionnaire.
- b. Please do not write any comments near the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: addp.education.surveys@census.gov.

Teachers who teach in multiple schools: Please respond to questions as they apply to the school where you received this questionnaire.

Grades K-12 and comparable ungraded levels. This survey focuses on schools offering any of grades K-12 or comparable ungraded levels at the elementary or secondary level. The term “ungraded levels” refers to schools that classify students by an alternative means other than particular grade levels (e.g., Kindergarten, 1st grade, 2nd grade, etc.).

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

Teacher name

School name

Address


City

State

ZIP Code

I GENERAL INFORMATION

1. How do you classify your position at THIS school, that is, the activity at which you spend most of your time during this school year?

 Mark (X) only one box.

- 1 Regular full-time teacher (in any of grades Kindergarten-12 or comparable ungraded levels)
- 2 Regular part-time teacher (in any of grades Kindergarten-12 or comparable ungraded levels)
- 3 Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- 4 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)
- 5 Short-term substitute
- 6 Student teacher
- 7 Teacher aide
- 8 Administrator (e.g., principal, assistant principal, director, school head)
- 9 Library media specialist or Librarian
- 10 Other professional staff (e.g., counselor, curriculum coordinator, social worker)
- 11 Support staff (e.g., secretary)

2. Which box did you mark in item 1 above?

1 Box 1 → **GO TO item 5 on page 5.**

GO TO item 4


2 Box 2, 3, or 4 →


3 Box 5, 6, or 7 → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**

4 Box 8, 9, 10, or 11

3. Do you TEACH any regularly scheduled class(es) at this school in any of grades K-12 or comparable ungraded levels?

(Regularly scheduled classes are those taught at least once per week.)


 If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

 If you teach a particular specialty either within or outside of a regular classroom (e.g., reading specialist, special education teacher, English as a Second Language teacher), include that time as a regularly scheduled class.

1 Yes → **GO TO item 4 on page 5.**

2 No → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**

4. How much time do you work as a TEACHER in any of grades K-12 or comparable ungraded levels at THIS school?

 Mark (X) only one box.

1 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

6 I do not teach any of grades K-12 → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**

5. In what SCHOOL YEAR did you begin teaching at THIS SCHOOL?

 Do NOT include time spent as a student teacher.


I began teaching at THIS SCHOOL in the


--	--	--	--	--

--	--	--	--	--

SCHOOL YEAR

6. What was your MAIN activity LAST school year (2013-14)?

 Considering all of the options below, please mark (X) the box which best applies to how you spent the MOST time LAST school year. If you were a substitute or itinerant teacher please mark (X) the box which best applies to your MAIN activity LAST school year.

 Mark (X) only one box.

1 Teaching in this school

2 Teaching in another public elementary or secondary school IN THIS SCHOOL SYSTEM

3 Teaching in a public elementary or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE

4 Teaching in a public elementary or secondary school IN ANOTHER STATE

5 Teaching in a PRIVATE elementary or secondary school

6 Student at a college or university

7 Teaching in a preschool

8 Teaching at a college or university

9 Working in a position in the field of education, but not as a teacher

10 Working in an occupation outside the field of education

11 On leave (e.g., maternity or paternity leave, disability leave, sabbatical)

12 Caring for family members, but not on leave (e.g., homemaking, childrearing)


13 Military service

14 Unemployed and seeking work

15 Retired from another job

16 Other – please specify


7. In what school year did you FIRST begin teaching, either full-time or part-time, at the elementary or secondary level?

 Do NOT include time spent as a student teacher.

I first began teaching in the

SCHOOL YEAR


8. In how many schools have you taught at the elementary or secondary level?


 Do NOT include time spent as a student teacher.

Schools

9. 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?

 Include the current school year.

 Do NOT include time spent as a student teacher.


 Record whole years, not fractions or months.

School Years

YOUR COMMENTS


II CLASS ORGANIZATION


10. Do you currently teach students in any of these grades at THIS school?


 Please mark (X) Yes or No for each grade level.

Prekindergarten	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
Kindergarten	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
1st	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
2nd	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
3rd	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
4th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
5th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
6th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
7th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
8th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
9th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
10th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
11th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
12th	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
Ungraded	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

11. Of all the students you teach at this school, how many have an Individualized Education Program (IEP) because they have disabilities or are special education students?

 Do NOT include students who only have a 504 plan but not an IEP.


 If none, please mark (X) the box.

 None
or

Students

- 12.** Of all the students you teach at this school, how many are of limited-English proficiency (LEP) or are English-language learners (ELLs)?

(Students of limited-English proficiency [LEP] or English-language learners [ELLs] are those whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

 If none, please mark (X) the box.

--	--	--

Students

-
- 13.** This school year, in what subject is your MAIN teaching assignment at THIS school, that is, the subject matter in which you teach the most classes?

 Record one of the main teaching assignment codes and labels from Table 1 on page 9.

--	--	--

Main

--

Main

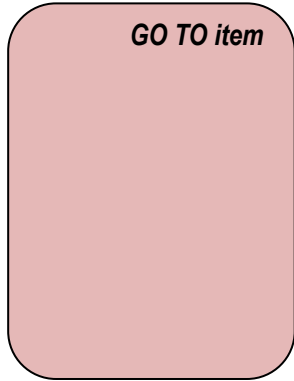
-
- 14.** Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)?

1 Yes

2 No

15a. Do you teach any classes that use LIVE video of an instructor in another location?

1 Yes
↓



2 No →

b. Is the LIVE video used?

- Everyday
 - At least once a week, but not everyday
 - A few times a month
 - About once a month
 - A few times a year
-

16a. Do you teach any classes that use PRE-RECORDED video of an instructor in another location?

1 Yes
↓



2 No →

b. Is the PRE-RECORDED video used?

- Everyday
 - At least once a week, but not everyday
 - A few times a month
 - About once a month
 - A few times a year
-

17a. Do you teach any classes that use instructional software that adjusts the level of instruction to an individual student's performance?

1 Yes
↓

GO TO item

² No →

b. Is this instructional software used?

Everyday

At least once a week, but not everyday

A few times a month

About once a month

A few times a year

TABLE 1. MAIN TEACHING ASSIGNMENT AND SUBJECT-MATTER CODES AND LABELS FOR QUESTIONS 13 AND 24

General Education Codes and Labels

Elementary Education

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

Special Education

- 110 Special education, any

Subject-matter Specific Codes and Labels

Arts and Music

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

English and Language Arts

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

English as a Second Language (ESL)

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

Foreign Languages

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

Health Education

- 181 Health education
- 182 Physical education

Mathematics and Computer Science

- 191 Algebra I
- 192 Algebra II
- 193 Algebra III
- 194 Basic and general mathematics
- 195 Business and applied math
- 196 Calculus and pre-calculus
- 197 Computer science
- 198 Geometry
- 199 Pre-algebra
- 200 Statistics and probability
- 201 Trigonometry

Natural Sciences

- 210 Science, general
- 211 Biology or life sciences
- 212 Chemistry
- 213 Earth sciences
- 214 Engineering
- 215 Integrated science
- 216 Physical sciences
- 217 Physics
- 218 Other natural sciences

Social Sciences

- 220 Social studies, general
- 221 Anthropology
- 222 Area or ethnic studies (excluding Native American studies)
- 225 Economics
- 226 Geography
- 227 Government or civics
- 228 History
- 231 Native American studies
- 232 Political science
- 233 Psychology
- 234 Sociology
- 235 Other social sciences

Career or Technical Education

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


Miscellaneous

- 262 Driver education
- 264 Library or information science
- 265 Military science or ROTC
- 266 Philosophy
- 267 Religious studies, theology, or divinity

Other

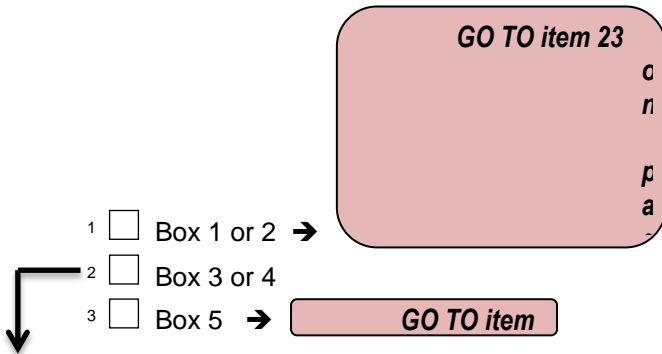
- 268 Other

18. Which statement best describes the way YOUR classes at THIS school are organized?

 Mark (X) only one box.

- 1 You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).
- 2 You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist).
- 3 You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class).
- 4 You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day (sometimes called Team Teaching).
- 5 You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "Pull-Out" Class or "Push-In" Instruction).

19. Check the box you marked in item 18 and follow the arrow for the next item.




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 → **GO TO item 22 on**


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 → **GO TO item 22 on**

22. During your most recent FULL WEEK of teaching, approximately how many hours did YOU spend teaching each of the following subjects at THIS school?


 *If you taught two or more subjects at the same time, apportion the time to each subject the best you can.*


 *Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

 *If you did not teach a particular subject during the week, mark (X) the "None" box.*

a. English, reading, or language arts (including reading and writing)

None or Hours per



(1) Of these hours, how many were designated for reading instruction?
 *Record response, then GO TO item 22b below.*

None or Hours per

b. Arithmetic or mathematics

None or Hours per

c. Social studies or history

None or Hours per


d. Science

None or Hours per

GO TO Section III on

Note: Items 23, 24, and 25 are for teachers who marked box 1 or 2 for item 18 on page 10. If you marked box 3, 4, or 5 for item 18 (and completed items 20 and 22, or 21 and 22) → **GO TO Section III on**



23. How many separate class periods or sections do you currently teach at THIS school?

 Do NOT include homeroom periods or study halls.

(Example: If you teach 2 classes or sections of chemistry I, a class or section of physics I, and a class or section of physics II, you would report 04 classes or sections.)

Number of classes or sections

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.

 However, if you reported more than 10 periods or sections in item 23, report on only 10 of those periods or sections. 
The number of lines filled out should equal the number of class periods or sections reported in item 23.



A. Subject Name See table 1	B. Subject-Matter Code See table 1	C. Grade Level Code See codes below	D. Number of Students
English	1 5 3	1 1	3 3

Codes for grade levels of students

If your class period or section has students from more than one grade level, please list the grade with the most students.

PK Prekindergarten
 KG Kindergarten
 01 1st grade
 02 2nd grade
 03 3rd grade
 04 4th grade
 05 5th grade
 06 6th grade

07 7th grade
 08 8th grade
 09 9th grade
 10 10th grade
 11 11th grade
 12 12th grade
 UG Ungraded

25a. Among the class periods or sections that you reported in item 24 on page 12, how many are taught online only?

None → **GO TO Section III on**

or

Number of classes or sections.



b. Among the class periods or sections that you reported in item 25a, how many online classes were designed by you or other teachers or staff within your school?

None

or

Number of

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YOUR COMMENTS



III EDUCATION AND TRAINING

26a. Do you have a bachelor's degree?

 If you have more than one bachelor's degree, information about additional degrees will be asked in item 29.

- 1 Yes
2 No → **GO TO item 29 on**
- 

b. In what year did you receive your bachelor's degree?


--	--	--	--	--	--	--	--

Year

c. Did you receive your bachelor's degree from a Department of Education, College of Education, or School of Education at your college or university?

- 1 Yes
2 No

d. What was your major field of study?

 Record the field of study code and label from Table 2 on page 15.

--	--	--

Major

--

Major

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


 Do NOT report academic minors or concentrations.

1 Yes
↓

GO TO item

2 No →

f. What was your second major field of study?

 Record the field of study code and label from Table 2 on page 15.

 Do NOT report academic minors or concentrations.

--	--	--

Major

--

Major

--	--	--	--	--

g. Did you have a minor field of study?

1 Yes



2 No →

**GO TO item 27a on
page
16**

h. What was your minor field of study?



Record the field of study code and the field name from Table 2 on page 15.

			Minor		Minor
--	--	--	-------	--	-------

**TABLE 2. MAJOR AND MINOR FIELDS OF STUDY CODES AND LABELS
FOR QUESTIONS 26D, 26F, 26H, 28E, AND 29B**

General Education Codes and Labels

Elementary Education

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

Secondary Education

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

Special Education

- 110 Special education, any

Other Education

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

Subject-matter Specific Codes and Labels

Arts and Music

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

English and Language Arts

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

English as a Second Language (ESL)

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

Foreign Languages

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

Health Education

- 181 Health education
- 182 Physical education

Mathematics and Computer Science

- 190 Mathematics
- 197 Computer science
- 200 Statistics and probability

Natural Sciences

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

Social Sciences

- 220 Social studies, general
- 221 Anthropology
- 222 Area or ethnic studies (excluding Native American Studies)

- 223 Criminal justice
- 224 Cultural studies
- 225 Economics
- 226 Geography
- 227 Government or civics
- 228 History
- 229 International studies
- 230 Law
- 231 Native American studies
- 232 Political science
- 233 Psychology
- 234 Sociology
- 235 Other social sciences

Career or Technical Education

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

Miscellaneous

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

Other

- 268 Other

27a. What is the name of the college or university where you earned this degree?

Name of college or university

--

b. In what city and state is it located?

City


--

State

--

Located outside the United States

28a. Do you have a master's degree?

 *If you have more than one master's degree, information about additional degrees will be asked in item 29.*



1 Yes

2 No → **GO TO item 29 on**

b. Was at least a portion of the cost of your master's degree paid for by a STATE, SCHOOL, or SCHOOL DISTRICT in which you taught?

1 Yes

2 No

c. In what year did you receive your master's degree?

--


Year

d. Did you receive your master's degree from a Department of Education, College of Education, or School of Education at your college or university??

1 Yes

2 No

e. What was your major field of study for your master's degree?

 *Record the field of study code and label from Table 2 on page 15.*

--

Major

--

Majo

--	--	--	--	--	--	--	--	--	--

YOUR COMMENTS

29. Have you earned any of the degrees or certificates listed below?

1 Yes
 2 No → GO TO item 30a

a. Degree	b. What was your major field of study for each degree? Record the major field of study code and label from Table 2 on page 15.	c. Did you receive this degree from a Department of Education, College of Education, or School of Education at your college or university?	d. In what year?
1) Vocational certificate	Major Field of Study Code <input style="width: 60px; height: 25px;" type="text"/> Major Field of Study Label <input style="width: 300px; height: 40px;" type="text"/>		Year <input style="width: 60px; height: 25px;" type="text"/>
2) Associate's degree	Major Field of Study Code <input style="width: 60px; height: 25px;" type="text"/> Major Field of Study Label <input style="width: 300px; height: 40px;" type="text"/>		Year <input style="width: 60px; height: 25px;" type="text"/>
3) SECOND Bachelor	Major Field of Study Code <input style="width: 60px; height: 25px;" type="text"/>	<input type="checkbox"/> Yes, awarded by a Department of Education, College of Education, or School of Education.	Year <input style="width: 60px; height: 25px;" type="text"/>

r's de gre e	<input type="checkbox"/> No Major Field of Study Label <input type="text"/>		
4) SECOND Ma ste r's de gre e	Major Field of Study Code <input type="text"/> Major Field of Study Label <input type="text"/>	<input type="checkbox"/> Yes, awarded by a Department of Education, College of Education, or School of Education. <input type="checkbox"/> No	Year <input type="text"/>
5) Educational sp eci alis t or pr ofe ssi on al dip lo ma (at lea st on e ye ar be yo nd a ma ste r's lev el)	Major Field of Study Code <input type="text"/> Major Field of Study Label <input type="text"/>	<input type="checkbox"/> Yes, awarded by a Department of Education, College of Education, or School of Education. <input type="checkbox"/> No	Year <input type="text"/>

<p>6) Certificate of Advanced Graduate Studies</p>	<p>Major Field of Study Code</p> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px 0;"> </div> <p>Major Field of Study Label</p> <div style="border: 1px solid black; width: 300px; height: 40px; margin: 5px 0;"></div>	<p><input type="checkbox"/> Yes, awarded by a Department of Education, College of Education, or School of Education</p> <p><input type="checkbox"/> No</p>	<p>Year</p> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px 0;"> </div>
<p>7) Doctorate or first professional degree (Ph.D., Ed.d, M.D., J.D., D.D.S.)</p>	<p>Major Field of Study Code</p> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px 0;"> </div> <p>Major Field of Study Label</p> <div style="border: 1px solid black; width: 300px; height: 40px; margin: 5px 0;"></div>	<p><input type="checkbox"/> Yes, awarded by a Department of Education, College of Education, or School of Education</p> <p><input type="checkbox"/> No</p>	<p>Year</p> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px 0;"> </div>

30.

Have you ever taken any undergraduate or graduate courses that focused SOLELY on teaching methods?

- 🍏 Do NOT include professional development courses, workshops, or seminars.
- 🍏 Do NOT include practice or student teaching (sometimes called practice teaching).

1 Yes

2 No →

GO TO item 33a

b
e
l
o

31. Were any of the teaching methods courses you took –

a. Undergraduate or graduate courses that were FOR a degree program?

Do NOT include student teaching (sometimes called practice teaching).

Do NOT include professional development courses, workshops, or seminars.

1 Yes

2 No

How many courses?

🍏 Mark (X) only one box.

1 1 or 2 courses

2 3 or 4 courses

3 5 to 9 courses

4 10 or more courses

Undergraduate or graduate courses OUTSIDE of a degree program?

b. Do NOT include student teaching (sometimes called practice teaching).

Do NOT include professional development courses, workshops, or seminars.

1 Yes

2 No

How many courses?

🍏 Mark (X) only one box.

1 1 or 2 courses

2 3 or 4 courses

3 5 to 9 courses

4 10 or more courses

32. Did you take any of the courses you marked in 31a or 31b before your first year of teaching?

1 Yes

2 No

BEFORE your first year of teaching, did you take any undergraduate or graduate courses which taught you—

a. Classroom management techniques?

Yes
No

b. Lesson planning?

Yes
No

c. How to assess learning?

Yes
No

d. How to use student performance data to inform instruction?

Yes
No

e. How to serve students from diverse economic backgrounds?

Yes
No

f. How to serve students with special needs?

Yes
No

g. How to teach students who are limited-English proficient (LEP) or English-language learners (ELLs)?

Yes
No

33a. Did you have any student teaching (sometimes called practice teaching)?

- 1 Yes
2 No →

**GO TO Section IV on
page**


33. Continued –


b. In how many different classrooms did you student teach?

Mark (X) only one box.

- 1
2
3 or more

c. How long did your student teaching last?

 If you student taught in more than one classroom, report the total amount of time spent student teaching across all assignments.

 Mark (X) only one box.

- 1 4 weeks or less
2 5-7 weeks
3 8-11 weeks
4 12 weeks or more

d. Did any of your student teaching assignments require a full-time commitment?

- 1 Yes
2 No

e. Did any of your student teaching assignments provide the opportunity to teach students from diverse economic backgrounds?

- 1 Yes
2 No

f. In any of your student teaching assignments, were you given increasing levels of responsibility over the course of your assignment?

- 1 Yes

2 No

g. Did you assume most or all of the teaching responsibilities for the class during any of your student teaching assignments?

1 Yes

2 No

h. Were expectations for your performance as a student teacher communicated to you by your college/university supervisor(s)?

1 Yes

2 No

i. How many times did your college or university supervisor(s) provide you with written or verbal feedback based on observing your delivery of instruction?



If you student taught in more than one classroom, report the total number of times you received feedback across all assignments.



Mark (X) only one box.

1 Never

2 1 or 2 times

3 3 or 4 times


4 5 to 7 times


5 8 or more times

IV CERTIFICATION

The next series of questions is about state certification. Please read the questions carefully. This section allows teachers to report UP TO TWO current teaching certificates in the state where they are teaching, plus several content areas per certificate, if applicable. Those who have only one certificate that applies to only one content area DO NOT have to fill out the entire section and should follow the GO TO instructions.

34a. Which of the following describes the teaching certificate you currently hold that certifies you to teach in THIS state?

 Mark (X) only one box.

 If you currently hold more than one of the following, a second certification may be listed in item 35.

- 1 Regular or standard state certificate or advanced professional certificate
- 2 Certificate issued after satisfying all requirements except the completion of a probationary period (in some states this is called a probationary certificate)
- 3 Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained (in some states this is called a temporary or provisional certificate)
- 4 Certificate issued to persons who must complete a certification program in order to continue teaching (in some states this is called a waiver or emergency certificate)




GO TO item 36

c
r
f
a

- 5 I do not hold any of the above certifications in THIS state →

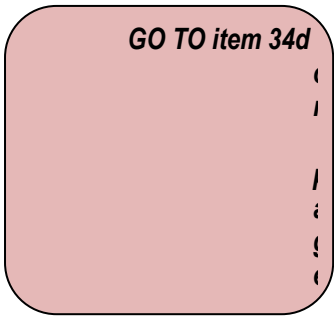
b. Using Table 3 on page 21, in what content area(s) and grade range(s) does the teaching certificate marked above certify you to teach in THIS state?

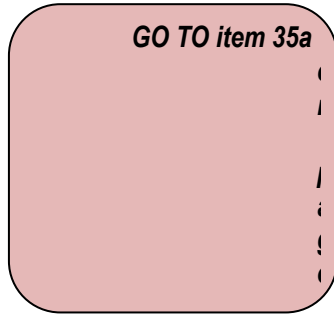
(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc., or special education.)

 If this certificate certifies you to teach in more than one content area, you may report additional content areas in later items. If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

1) Content Area	2) Grade Range of Certificate (mark (X) all that apply)
<p>Content Area Code</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px 0;"></div> <p>Content Area Label</p> <div style="border: 1px solid black; width: 300px; height: 30px; margin: 5px 0;"></div>	<p><input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5</p> <p><input type="checkbox"/> At least one of grades 6-8</p> <p><input type="checkbox"/> At least on of grades 9-12</p>

c. Does this certificate marked in item 34a certify you to teach in additional content areas?

1 Yes → 

2 No → 

YOUR COMMENTS

TABLE 3. CERTIFICATION CONTENT AREA CODES AND LABELS FOR QUESTIONS 34B, 34D, 35C, AND 35E

General Education Codes and Labels

Elementary Education

- 101 Early childhood or Pre-K, general
- 102 Elementary grades, general
- 103 Middle grades, general

Secondary Education

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

Special Education

- 111 Special education, general
- 112 Autism
- 113 Deaf and hard-of-hearing

- 114 Developmentally delayed
- 115 Early childhood special education
- 116 Emotionally disturbed or behavior disorders
- 117 Learning disabilities
- 118 Intellectual disabilities
- 119 Mildly or moderately disabled
- 120 Orthopedically impaired
- 121 Severely or profoundly disabled
- 122 Speech or language impaired
- 123 Traumatically brain-injured
- 124 Visually impaired
- 125 Other special education
- 131 Administration
- 132 Counseling and guidance

Subject-matter Specific Codes and Labels

Arts and Music

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

English and Language Arts

Social Sciences

- 220 Social studies, general
- 221 Anthropology
- 222 Area or ethnic studies (excluding Native American studies)
- 225 Economics

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

English as a Second Language

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

Foreign Languages

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

Health Education

- 181 Health education
- 182 Physical education

Mathematics and Computer Science

- 190 Mathematics
- 197 Computer science
- 200 Statistics and probability

Natural Sciences

- 210 Science, general
- 211 Biology or life sciences
- 212 Chemistry
- 213 Earth sciences
- 217 Physics
- 218 Other natural sciences

- 226 Geography
- 227 Government or civics
- 228 History
- 231 Native American studies
- 232 Political science
- 233 Psychology
- 234 Sociology
- 235 Other social sciences

Career or Technical Education

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

Miscellaneous

- 262 Driver education
- 263 Humanities or Liberal studies
- 264 Library or Information science
- 265 Military science or ROTC
- 266 Philosophy
- 267 Religious studies, theology or divinity

Other

- 268 Other

34. Continued –

d. Using Table 3 on page 21, please record all ADDITIONAL content areas and grade ranges in which this certificate certifies you to teach:



Please record the content area code and label from Table 3 on page 21.



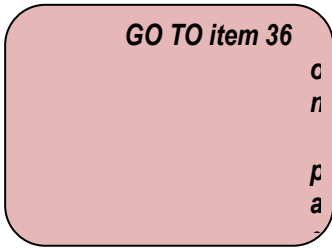
If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

Additional Content Area	Grade Range of Certificate <i>(mark (X) all that apply)</i>
<p>(1) Content Area Code</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin: 5px 0;"></div> <p>Content Area Label</p> <div style="border: 1px solid black; width: 300px; height: 25px; margin-top: 5px;"></div>	<p><input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5</p> <p><input type="checkbox"/> At least one of grades 6-8</p> <p><input type="checkbox"/> At least on of grades 9-12</p>

<p>(2) Content Area Code</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin: 5px 0;"></div> <p>Content Area Label</p> <div style="border: 1px solid black; width: 300px; height: 25px;"></div>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least on of grades 9-12
<p>(3) Content Area Code</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin: 5px 0;"></div> <p>Content Area Label</p> <div style="border: 1px solid black; width: 300px; height: 25px;"></div>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least on of grades 9-12
<p>(4) Content Area Code</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin: 5px 0;"></div> <p>Content Area Label</p> <div style="border: 1px solid black; width: 300px; height: 25px;"></div>	<input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5 <input type="checkbox"/> At least one of grades 6-8 <input type="checkbox"/> At least on of grades 9-12

35a. Do you have another current teaching certificate that certifies you to teach in THIS state?

1 Yes



2 No →

b. Which of the following describes this current teaching certificate you hold in THIS state?


Mark (X) only one box.

- 1 Regular or standard state certificate or advanced professional certificate
- 2 Certificate issued after satisfying all requirements except the completion of a probationary period (in some states this is called a probationary certificate)
- 3 Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained (in some states this is called a temporary or provisional certificate)
- 4 Certificate issued to persons who must complete a certification program in order to continue teaching (in some states this is called a waiver or emergency certificate)

35. Continued –

- c. Using Table 3 on page 21, in what content area(s) and grade range(s) does the teaching certificate marked in question 35b on page 22 certify you to teach in THIS state?**

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc., or special education.)

 If this certificate certifies you to teach in more than one content area, you may report additional content areas in later items.

 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

1) Content Area	2) Grade Range of Certificate (<i>mark (X) all that apply</i>)					
<p>Content Area Code</p> <table border="1" style="width: 60px; height: 25px; margin-bottom: 5px;"> <tr> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> <td style="width: 15px; height: 15px;"></td> </tr> </table> <p>Content Area Label</p> <table border="1" style="width: 300px; height: 25px;"> <tr> <td style="width: 300px;"></td> </tr> </table>						<p><input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5</p> <p><input type="checkbox"/> At least one of grades 6-8</p> <p><input type="checkbox"/> At least on of grades 9-12</p>

- d. Does this certificate marked in item 35b certify you to teach in additional content areas?**

1 Yes →

GO TO item 35e

2 No →

GO TO item 36

YOUR COMMENTS

35. Continued –

e. Using Table 3 on page 21, please record all ADDITIONAL content areas and grade ranges in which this certificate certifies you to teach:

 Please record the content area code and label from Table 3 on page 21.

 If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

Additional Content Area	Grade Range of Certificate (<i>mark (X) all that apply</i>)
<p>(1) Content Area Code</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin-bottom: 5px;"></div> <p>Content Area Label</p> <div style="border: 1px solid black; width: 320px; height: 25px;"></div>	<p><input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5</p> <p><input type="checkbox"/> At least one of grades 6-8</p> <p><input type="checkbox"/> At least on of grades 9-12</p>
<p>(2) Content Area Code</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin-bottom: 5px;"></div> <p>Content Area Label</p> <div style="border: 1px solid black; width: 320px; height: 25px;"></div>	<p><input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5</p> <p><input type="checkbox"/> At least one of grades 6-8</p> <p><input type="checkbox"/> At least on of grades 9-12</p>
<p>(3) Content Area Code</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin-bottom: 5px;"></div> <p>Content Area Label</p> <div style="border: 1px solid black; width: 320px; height: 25px;"></div>	<p><input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5</p> <p><input type="checkbox"/> At least one of grades 6-8</p> <p><input type="checkbox"/> At least on of grades 9-12</p>
<p>(4) Content Area Code</p> <div style="border: 1px solid black; width: 60px; height: 25px; margin-bottom: 5px;"></div> <p>Content Area Label</p> <div style="border: 1px solid black; width: 320px; height: 25px;"></div>	<p><input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5</p> <p><input type="checkbox"/> At least one of grades 6-8</p> <p><input type="checkbox"/> At least on of grades 9-12</p>

36. Did you enter teaching through an alternative route to certification program?

(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

¹ Yes

2 No

YOUR COMMENTS

V EARLY CAREER EXPERIENCES

37. Was your FIRST year of teaching before the 2010-11 school year?

1 Yes → **GO TO Section VI on**

2 No

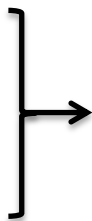


38. What was your MAIN activity the year before you began teaching at the elementary or secondary level?

Mark (X) only one box.

1 Student at a college or university

2 Caring for family members



GO TO item 41
c
n
p
a

3 Working as a substitute teacher

4 Teaching in a preschool

5 Teaching at a college or university

6 Working in a position in the field of education, but not as a teacher →

GO TO item 39
b
e
l

7 Working in an occupation outside the field of education →

GO TO item 40a
b
e
l

8 Military service




GO TO item 41
c
n
p
a

9 Unemployed and seeking work

10 Retired from another job

39. Which of these categories best describes your previous position in the field of education?

 *Mark (X) only one box.*

1 Administrator (e.g., principal, assistant principal, director, school head)

2 Counselor

3 Library media specialist/librarian

4 Coach

5 Other professional staff (e.g., department head, curriculum coordinator)

6 Instructional aide

7 Noninstructional support staff (e.g., secretary)



GO TO item 41

40a. What kind of work did you do, that is, what was your occupation?

 *Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.*

b. What were your most important activities or duties on that job?

 *For example, typing, selling cars, driving delivery truck, caring for livestock.*

40. Continued –

c. How would you classify yourself on that job?



Mark (X) only one box.

- 1 An employee of a PRIVATE company, business, or individual for wages, salary, or commission
- 2 A FEDERAL government employee
- 3 A STATE government employee
- 4 A LOCAL government employee
- 5 SELF-EMPLOYED in your own business, professional practice, or farm
- 6 Working WITHOUT PAY in a family business or farm
- 7 Working WITHOUT PAY in a volunteer job

43. In your FIRST year of teaching, how well prepared were you to –



If you are in your first year of teaching, please answer for THIS school year.

	Mark (X) one box on each line.			
	Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a. Handle a range of classroom management or discipline situations?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Use a variety of instructional methods?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Teach your subject matter?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Use computers in classroom instruction?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Assess students?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Differentiate instruction in the classroom?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Use data from student assessments to inform instruction?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Teach to state content standards?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Teach students who are limited-English proficient [LEP] or English-language learners [ELLs]?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Teach students with special needs?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Item 44-45 will be revised to measure participation in teacher induction programs and the components of those teacher induction programs, rather than orientation programs Exact wording forthcoming.

44a. In your FIRST year of teaching, did you participate in a school or district-wide orientation for new or beginning teachers?



If you are in your first year of teaching, please answer for THIS school year.

- 1 Yes



GO TO item 46

c
n
p
a

2 No →

b. How long did the school or district-wide orientation last?

- 1 1 day or less
2 2 or 3 days
3 4 or 5 days
4 More than one week

45. Did the school or district-wide orientation provide the following kinds of supports?

a. Tour of your assigned school

- 1 Yes
2 No

b. Access to resources for curriculum and instruction?

- 1 Yes
2 No

45. Continued – Did the school or district-wide orientation provide the following kinds of supports?

c. Session(s) focused on content area that was appropriate for your teaching assignment?

- 1 Yes
2 No

d. Session(s) focused on using different technology in the classroom?

- 1 Yes
2 No

e. Session(s) focused on school and district policies?

- 1 Yes
2 No

f. Session(s) focused on developing cultural proficiency?

- 1 Yes
2 No

g. Session(s) focused on supporting students with unique or special needs in the classroom?

- 1 Yes
2 No

46. Did you receive the following kinds of support during your FIRST year of teaching?

 *If you are in your first year of teaching, please answer for THIS school year.*

a. Reduced teaching schedule or number of preparations

1 Yes

2 No

b. Common planning time with teachers in your subject

1 Yes

2 No

c. Seminars or classes for beginning teachers

1 Yes

2 No

d. Extra classroom assistance (e.g., teacher aides)

1 Yes

2 No

e. Regular supportive communication with your principal, other administrators, or department chair

1 Yes

No

46. Continued – Did you receive the following kinds of supports during your FIRST year of teaching?

- f.** Observation and feedback on your teaching aimed at helping you develop and refine your teaching practice BEYOND any formal administrative observation and feedback you may have received

- 1 Yes
2 No

- g.** Release time to participate in support activities for new or beginning teachers

- 1 Yes
2 No

47a. In your FIRST year of teaching, were you assigned a master or mentor teacher by your school or district?

 If you are in your first year of teaching, please answer for THIS school year.

- 1 Yes

- 2 No →

**GO TO Section VI on
page 31.**

- b.** How frequently did you work with your assigned master or mentor teacher during your first year of teaching?

- 1 At least once a week
2 Once or twice a month
3 A few times a year
4 Never

- c.** Has your assigned master or mentor teacher ever instructed students in the same subject area(s) as yours?

- 1 Yes
2 No

48. Did your assigned master or mentor teacher provide the following types of support during your FIRST year of teaching?

 If you are in your first year of teaching, please answer for THIS school year.

- a.** Provided encouragement

- 1 Yes
2 No

- b.** Helped with paperwork or record keeping

- 1 Yes
2 No

- c.** Provided verbal or written feedback based on observing your teaching

- 1 Yes
2 No

d. Demonstrated lessons

- 1 Yes
2 No

48. Continued – Did your assigned master or mentor teacher provide the following kinds of support during your FIRST year of teaching?

e. Shared curriculum and instructional ideas

- 1 Yes
2 No

f. Shared classroom management techniques or strategies

- 1 Yes
2 No

g. Strategized about how to accommodate the needs of specific students

- 1 Yes
2 No


h. Helped you prepare lessons that address learning standards

- 1 Yes
2 No

i. Helped you develop student assessment tools

- 1 Yes
2 No

49. Overall, to what extent did your assigned master or mentor teacher improve your teaching in your first year of teaching?

 *Mark (X) only one box.*

- 1 Not at all
2 To a small extent
3 To a moderate extent
4 To a great extent

YOUR COMMENTS

VI TEACHER WORKING CONDITIONS

For questions 50 to 52 please report to the nearest whole hour; do not record fractions of an hour or minutes.

- 50. How many hours does your contract require you to work during a typical FULL WEEK at THIS SCHOOL?**
(This would be base contract hours, or the equivalent, NOT including stipends or extra pay for extra duty.)
?

Total WEEKLY hours required to work

- 51.** Will be revised to:

Of the hours you are required to work, how many hours per week are you required to deliver INSTRUCTION to students in this school?

(Example: If your base contract requires you to work 40 hours a week, with 30 of those hours for delivering instruction and 10 hours for planning, monitoring students outside of class time, etc., you would report 30 hours.)

"PULL-OUT" or "PUSH-IN" TEACHERS: Please include the number of hours you instruct individual students or small groups of students.

__ __ Total WEEKLY hours required to deliver instruction

-
- 52. 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

-
- 53. During this school year, do you or will you do the following for this school or district—**

- a. Coach a sport?**

- 1 Yes
2 No

-
- b. Sponsor any student groups, clubs, or organizations?**

- 1 Yes
2 No

-
- c. Serve as a department lead or chair?**

- 1 Yes
2 No

-
- d. Serve as a lead curriculum specialist?**

- 1 Yes
2 No

-
- e. Serve on a school-wide or district-wide committee or task force?**


- 1 Yes
2 No


f. Serve as an assigned mentor or mentor coordinator for teachers in your school or district?

1 Yes

2 No

56. In the LAST SCHOOL YEAR (2013-14), how much of your own money did you spend on classroom supplies, without reimbursement?

 *Please use your best estimate for costs incurred, in whole dollars.*


 *If none, please mark (X) the box.*

or


--

VII SCHOOL CLIMATE AND TEACHER ATTITUDES


57. How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?

 Mark (X) one box on each line.				
	No influence	Minor influence	Moderate influence	A great deal of influence
a. Setting performance standards for students at this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Establishing curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Determining the content of in-service professional development programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Evaluating teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Hiring new full-time teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Setting discipline policy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Deciding how the school budget will be spent	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

58. How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?


 Mark (X) one box on each line.				
	No influence	Minor influence	Moderate influence	A great deal of influence
a. Selecting textbooks and other instructional materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Selecting content, topics, and skills to be taught	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Selecting teaching techniques	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Evaluating and grading students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Disciplining students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Determining the amount of homework to be assigned	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

59. To what extent do you agree or disagree with each of the following statements?


 Mark (X) one box on each line.				
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The school administration's behavior toward the staff is supportive and encouraging.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. I am satisfied with my teaching salary.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I receive a great deal of support from parents for the work I do.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Routine duties and paperwork interfere with my job of teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. My principal enforces school rules for student conduct and backs me up when I need it.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. The principal knows what kind of school he or she wants and has communicated it to the staff.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. There is a great deal of cooperative effort among the staff members.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. In this school, staff members are recognized for a job well done.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m. I worry about the security of my job because of the performance of my students or my school on state and/or local tests.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
n. State or district content standards have had a positive influence on my satisfaction with teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
o. I am given the support I need to teach students with special needs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
p. The amount of student tardiness and class cutting in this school interferes with my teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
q. I am generally satisfied with being a teacher at this school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
r. I make a conscious effort to coordinate the content of my courses with that of other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

teachers.


60. To what extent is each of the following a problem in this school?

 <i>Mark (X) one box on each line.</i>				
	Serious problem	Moderate problem	Minor problem	Not a problem
a. Student tardiness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Student absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Student class cutting	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Teacher absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Students dropping out	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Student apathy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Lack of parental involvement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Poverty	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Students come to school unprepared to learn	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Poor student health	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

61. To what extent do you agree or disagree with each of the following statements?

 <i>Mark (X) one box on each line.</i>				
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The stress and disappointments involved in teaching at this school aren't really worth it.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. The teachers at this school like being here; I would describe us as a satisfied group.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I like the way things are run at this school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. If I could get a higher paying job I'd leave teaching as soon as possible.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. I think about transferring to another school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. I don't seem to have as much enthusiasm now as I did when I began teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. I think about staying home from school because I'm just too tired to go.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

62. How long do you plan to remain in teaching?

 Mark (X) only one box.

- 1 As long as I am able
- 2 Until I am eligible for retirement benefits from this job
- 3 Until I am eligible for retirement benefits from a previous job
- 4 Until I am eligible for Social Security benefits
- 5 Until a specific life event occurs (e.g., parenthood, marriage, retirement of a spouse or partner)
- 6 Until a more desirable job opportunity comes along
- 7 Definitely plan to leave as soon as I can
- 8 Undecided at this time

63a. Has a student FROM THIS SCHOOL ever threatened to injure you?

- 1 Yes
- 2 No →

GO TO item 64a
below.

b. Has a student FROM THIS SCHOOL threatened to injure you IN THE PAST 12 MONTHS?

- 1 Yes
- 2 No →

GO TO item 64a
below.

c. In the past 12 months, how many times has a student FROM THIS SCHOOL threatened to injure you?

--	--

 Times

64a. Has a student FROM THIS SCHOOL ever physically attacked you?

- 1 Yes
- 2 No →

GO TO Section VIII
on page

b. Has a student FROM THIS SCHOOL physically attacked you IN THE PAST 12 MONTHS?

- 1 Yes
- 2 No →

GO TO Section VIII
on page

c. In the past 12 months, how many times has a student FROM THIS SCHOOL physically attacked you?


--	--

 Times

VIII GENERAL EMPLOYMENT AND BACKGROUND INFORMATION

The following questions refer to your BEFORE-TAX earnings from teaching and other employment.

65. DURING THE SUMMER OF 2014, did you have any earnings from –

 Report amounts in whole dollars.

a. Teaching summer school in this or any other school?

- 1 Yes →
2 No

How much?

	.00
--	-----

(1) Did all of these earnings come from your current school?

 Mark (X) Yes or No, then GO TO item 65b below.

- 1 Yes
2 No

b. Working in a non-teaching job in this or any other school?

- 1 Yes →
2 No

How much?

	.00
--	-----

(1) Did all of these earnings come from your current school?

 Mark (X) Yes or No, then GO TO item 65c below.

- Yes
 No

c. Working in any NONSCHOOL job?


- 1 Yes →
2 No

How much?

 Record amount, then GO TO item 66 below.

	.00
--	-----

66. How many days are covered by your contract, per contract year?

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

--

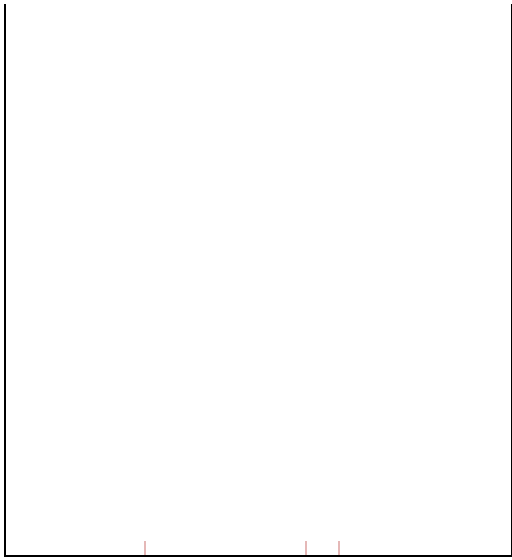
Days per contract year

67. DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year?


 Report amounts in whole dollars.

	.00
--	-----

For the



68. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes?

 Report amounts in whole dollars.

1 Yes →


How much?

2 No

 Record amount, then GO TO item 69 below.

.00

69. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system based on your students' performance (e.g., through a merit pay or pay-for-performance agreement)?

 Report amounts in whole dollars.

1 Yes →


How much?

2 No

 Record amount, then GO TO item 70 below.

.00

70. DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school system, such as a state supplement, etc.?

 Do NOT report any earnings already reported

 Report amounts in whole dollars.

1 Yes →

How much?

2 No

 Record amount, then GO TO item 71a below.

.00

71a. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?

 Report amounts in whole dollars.

1 Yes →

How much?


2 No →

 Record amount, then GO TO item 71b below.

G

.00

b. Which of these best describes this job OUTSIDE this school system?


 Mark (X) only one box.

1 Teaching or tutoring

2 Non-teaching, but related to teaching field

3 Other

72. During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system?

 Report amount in whole dollars.

1 Yes →

How much?

 Record amount, then GO TO item 73 on page 39.

2 No →

GO

.00

73. Are you a member of a teachers' union or an employee association similar to a union?

1 Yes

2 No

74a. Does your school, district, or school system offer tenure?

1 Yes

GO TO

2 No →

b. Are you tenured at your current school?

1 Yes


2 No

75. Are you male or female?

1 Male

2 Female

76a. What is your current marital status?

 Mark (X) only one box.

GO TO

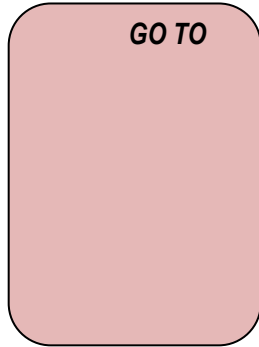
1 Now married →

2 Widowed

- 3 Separated
 - 4 Divorced
 - 5 Never married
-

b. Are you currently living with a boyfriend/girlfriend or partner?

1 Yes



2 No →

c. Are you currently living in a registered domestic partnership or civil union?

1 Yes

2 No

77. Are you of Hispanic or Latino origin?

1 Yes

2 No

78. What is your race?

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

- 1 White
- 2 Black or African-American
- 3 Asian
- 4 Native Hawaiian or Other Pacific Islander
- 5 American Indian or Alaska Native

79. What is your year of birth?

YOUR COMMENTS

IX CONTACT INFORMATION

- 80.** The survey you have completed may involve a brief follow-up next school year in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs. Please keep in mind that all information provided here is strictly confidential and will only be used in the event that we need to contact you for follow-up. Your responses are protected from disclosure by federal statute (20 U.S.C., §9573). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, the most convenient time to reach you, and your work and home e-mail addresses.

a. First name

Middle name

Last Name

b. Spouse's first name

Spouse's middle name

Spouses last Name

c. Street Address

d. City

e. State

f. ZIP Code + 4

 -

g. Home telephone number

AREA CODE TELEPHONE NUMBER

 - -

h. In whose name is the telephone number listed?

¹ Name entered in part a

² Other, please specify

i. Best day(s) to reach you

Enter Mon, Tue, etc., as appropriate.

j. Best time of the day to reach you

Mark (X) only one box.

¹ a.m.
² p.m.

k. Work e-mail address

l. Home e-mail address

YOUR COMMENTS

83. Please enter the date you completed this questionnaire.

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

		2	0	1
MONTH	DAY	YEAR		

84. Please indicate how much time it took you to complete this form, not counting interruptions.

Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

--	--	--	--

 Minutes

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

To learn more about this survey and to access reports from earlier collections, see the National Teacher and Principal Survey (NTPS) website at:
<http://nces.ed.gov/surveys/ntps>

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

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