

Attachment C: NTPS content for the first two cycles and changes from 2011-12 SASS content

2015-16 Teacher Instrument	2017-18 Teacher Instrument	2015-16 Principal / School Instruments	2017-18 Principal / School Instruments	2016-17 Follow-up Instrument s	Extant Data Topics	Dropped Topics
<b>Core Instruments</b>					<b>Public principal:</b> -Count of student expulsions, suspensions, and bullying incidents  <b>District:</b> -Grades offered -Enrollment by grade-level -National School Lunch Program participation -Teacher and principal counts -Adjustment of school attendance boundaries -Magnet program in district -High school graduation requirements -Migrant education -District AYP performance  <b>Public school:</b> -Student characteristics (migrant, sex, race) -Magnet program in school -School offers advanced courses (talented or gifted / honors, AP, and IB courses) -Info on special programs and services provided by the school -Charter school status, year became charter, and charter granting body	<b>Public Teacher</b> -Non-teaching job-last school yr -Years taught by school sector -Reading course concentration -NBPTS certification -Taken Praxis or other basic skills or subject matter test -Highly Qualified Teacher status -Enrollment in tribe <b>Public Principal</b> -Positions held before principal -Bachelor and master's degree characteristics -School programs to promote school climate, parent involvement, special instructional approaches -School instructional time policies for 3 <sup>rd</sup> and 8 <sup>th</sup> grades -Total hours principal spends interacting with students -School AYP status last year <b>District</b> -Days in school year for district -Teacher count by race/ethnicity -Count of short-term substitutes -District has policy to encourage teacher attendance -District has agreement with teachers'/principals' association or union -Days in normal contract year for teachers and principals -Tenure system for principals -District library media coordinator -Count of new teachers & principals -District uses hiring incentives -District has training program for aspiring administrators -Teacher dismissals -Homeschool student monitoring <b>Public School</b> -HS graduates in 4-year colleges -ELL instruction, ELL services for parents with limited-English skills -Charter school support for homeschooled students -Security measures
<b>Core teacher topics:</b> -Years of teaching experience (in general and at current school), number of schools taught in -Main activity last school year -Characteristics of current teaching (main assignment, grades, subjects, and students taught (# & IEP/ELL), class organization, hours spent per subject; new items on uses of technology in classroom) -Education, training (including characteristics of student teaching experience: full-time commitment, opportunities to teach students from diverse backgrounds, increasing levels of responsibility, clearly communicated expectations, feedback received), and certification/ alternative route to certification -Days covered by contract in current year -Current base teaching salary, additional compensation during school year and summer -Teachers' union membership -Tenure status -Demographics						
<b>Core principal / School topics:</b> -General school info (grades and enrollment (for confirmation), attendance, length of day & year, start time, KG-specific information, library media center, before/after school programs, charter school) -Uses of technology in the school, -Community service requirements for graduation -Teacher counts and teacher demographics -Years as principal and other administrative or teaching experiences -Principal's Education, training, and certification -Select school safety items ( based on key SASS items and SSOCS items) -Student growth assessments and teacher evaluations ( will become part of module after 2015) -Length of time plan to remain principal -Principal demographics, including current annual salary and meet-and-confer representation						
<b>Teacher Follow-up:</b> -Percentage of teachers who remained at the same school, moved to another school, or left the profession in the year following the SASS administration -No content changes recommended <b>Principal Follow-up:</b> Is principal still at school?						
<b>Modules</b>						
<b>First-year teacher module topics:</b> -Types of support provided to first-year teachers, including new items on mentor teacher supports and content and quality of teacher induction programs -How well prepared in first year -Main activity/ job prior to teaching -Coursework during teacher preparation program	<b>Teacher professional development module topics:</b> -Redesign of the existing 2011-12 PD items to provide more depth on <u>current methods/ modes of teacher PD and other opportunities to learn, and its implications on teachers' approaches to teaching</u>	<b>Principal staffing module topics:</b> -Counts of non-teacher staff by employment status, including data coaches, technology specialists, and security personnel -Coaches and specialist -Difficulty filling teaching vacancies -Count of new teachers / first-year teachers	<b>Principal professional development module topics:</b> -Redesign of the existing 2011-12 PD items to provide more depth on <u>current methods and modes of principal PD and other opportunities to learn, and its implications on principals' approach to school leadership</u>			
<b>Teacher working conditions module topics:</b> -Hours required to instruct and earn salary -Hours spent on teaching/school activities -Involvement in non-teaching activities (coaching etc.) -Own money spent on school supplies	<b>Teacher evaluation module topics:</b> - NEW items to <u>measure teachers' knowledge and perceptions of teacher evaluations and its influence on their teaching</u>	<b>Principal working conditions &amp; goals module topics:</b> -Educational goals for students -Perceived influence on school policies/practices -Hours spent on school activities -Breakdown of time spent by tasks -Days in contract year	<b>Principal evaluation module topics:</b> - NEW items to <u>measure principals' knowledge and perceptions of both teacher and principal evaluations and its influence on their practice may be based on NCEE title I/II items fielded in 2015 NTPS</u>			
<b>Teacher school climate/ satisfaction/ attitudes module topics:</b> -Perceived influence on school policies/practices -Satisfaction and attitudes on school climate indicators -Extent teachers perceive various behaviors or factors are problems in the school -Length of time plan to remain in teaching -Threats to safety from students			<b>School &amp; class organization module topics:</b> -Programs/ policies that affect school composition (district choice programs, school admissions requirements, lottery-based admissions) -Methods school uses to organize classes -School offers college and/or career readiness opportunities and/or academic summer programs			
			<b>District compensation module topics (if schools can answer):</b> -Characteristics of district salary schedule/ benefits/ incentives for teachers and principals -Training offered for staff to teach shortage fields			
<b>Hot Topic Instruments</b>						
<b>Teacher hot topic:</b> NONE	<b>Teacher hot topic:</b> TBD	<b>Principal hot topic:</b> NONE	<b>Principal hot topic:</b> TBD			

NOTES: Underlined topics indicate new content recommended for addition to SASS/NTPS. All of the SASS 2011-12 content except for the Library Media Center questions are accounted for in the table either as core, module, extant data, or dropped items across the four-year time period.