

National Teacher and Principal Survey of 2017-2018 (NTPS 2017-18) Preliminary Field Activities

OMB# 1850-0598 v.17

Appendix A Communication Materials

National Center for Education Statistics
U.S. Department of Education

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District Research Application Cover Letter (Districts in NTPS only)



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

[Name]
[Position, Department]
[School District]
[Street Address]
[City, State, Zip]

January 22, 2021

Dear [District Contact Name]

The National Center for Education Statistics (NCES) of the U.S. Department of Education is requesting approval to conduct the **National Teacher and Principal Survey (NTPS) 2017-18** in some of your district's schools during the 2017-18 school year.

NTPS is administered on a recurring basis by the U.S. Census Bureau on behalf of NCES. Its data are crucial in helping legislators and education leaders make informed decisions to improve education. By participating in this survey, you will ensure that information about your district's schools, principals, and teachers is included in those decisions.

[For districts where sample has been drawn, insert: "From your district, XX schools were sampled for NTPS."] **No student or classroom time is involved in this survey.**

Thank you for your consideration of the research application for NTPS 2017-18. The enclosed application and materials describe the purposes, survey topics, sample sizes, and respondent burden for NTPS. Draft versions of the NTPS 2017-18 questionnaires are also included for your review. In addition, a District Approval Form is enclosed for you to indicate whether your district has approved participation in NTPS. Please return the form as soon as possible to the contact listed on the form.

If you have any questions about NTPS or the research application, please contact the study's district research application team, by e-mail at [email]@westat.com or by telephone at 1-800-[phone]. You can find additional information about NTPS and results from prior NTPS administrations at <http://nces.ed.gov/surveys/ntps>.

Sincerely,

Amy Ho
Project Director
National Teacher and Principal Survey
National Center for Education Statistics
PCP, 550 12th St., SW, 4th floor, Room 4014
Washington, DC 20202

Enclosures

District Research Application Cover Letter (Districts in NTPS & SSOCS)



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

[Name]
[Position, Department]
[School District]
[Street Address]
[City, State, Zip]

January 22, 2021

Dear [District Contact Name]

The National Center for Education Statistics (NCES) of the U.S. Department of Education is requesting approval to conduct the National Teacher and Principal Survey (NTPS) 2017-18 and the School Survey on Crime and Safety (SSOCS) 2018 in some of your district's schools during the 2017-18 school year.

NTPS and SSOCS are administered by the U.S. Census Bureau on behalf of NCES on a recurring basis. The collected data are crucial in helping legislators and education leaders make informed decisions to improve education. By participating in these surveys, you will ensure that information about your district's schools, principals, and teachers is included in those decisions. **No student or classroom time is involved in either survey.**

[For districts where sample has been drawn, insert: "From your district, XX of schools were sampled for NTPS and XX of schools were sampled for SSOCS."] NCES recognizes the increased burden on schools asked to respond to multiple surveys. NTPS and SSOCS are working together to minimize as much as possible the number of schools asked to participate in both surveys.

We appreciate your consideration of the research applications for these important surveys. The enclosed applications and materials describe the purposes, survey topics, sample sizes, and respondent burden for NTPS and SSOCS. The applications and materials for each survey are provided separately. If you have any questions about the research applications, please contact the studies' district research application team, by e-mail at [email]@westat.com or by telephone at 1-800-[phone].

Sincerely,

Amy Ho
Project Director
National Teacher and Principal Survey
National Center for Education Statistics
PCP, 550 12th St., SW, 4th floor, Room 4014
Washington, DC 20202

Rachel Hansen
Project Director
School Survey on Crime and Safety
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Washington, DC 20202

Enclosures

NTPS 2017-18 Brochure Text

COVER

National Teacher and Principal Survey of 2017-18 (NTPS 2017-18)

Education quote: "A teacher affects eternity; he can never tell where his influence stops". ~Henry Brooks Adams

Study conducted by: National Center for Education Statistics of U.S. Department of Education

Data collection by: the U.S. Census Bureau

Study approved by: the U.S. Office of Management and Budget (OMB# 1850-0598 v.16)

INTERIOR

What is NTPS?

NTPS is the most comprehensive source of data on schools, principals, and teachers in the United States. NTPS provides critical information about the characteristics and qualifications of teachers and principals, teacher hiring practices, class size, and other conditions in a wide variety of schools across the nation.

How are schools chosen for NTPS?

Schools are selected for the survey using scientific sampling procedures that ensure that the results represent all kinds of schools in all kinds of communities. The principal and some teachers from each sampled school are also included in the study.

Why participate in NTPS?

NTPS helps researchers and policymakers learn about our nation's schools, teachers, and principals so they can work on improving education for all students. All districts ultimately benefit when good data help legislators and administrators make good decisions. Your participation is essential to the success of the study.

What will be included?

Survey topics include:

- Teacher qualifications and career paths
- Teacher recruitment, retention, and evaluation
- Teacher and principal professional development
- Principal experience and training
- Principal engagement
- School reform
- School climate

BACK

For More Information

If you have questions about NTPS 2017-18 or would like more information, please contact the study. Its success depends on you!

Phone number: [phone]

E-mail address: [email]

Website: <http://nces.ed.gov/surveys/ntps>

2017-18 NTPS Frequently Asked Questions

What is NTPS?

The National Teacher and Principal Survey (NTPS) is the most comprehensive source of data on schools, teachers, and principals in the United States. NTPS provides critical information about the characteristics and qualifications of teachers and principals, teacher hiring practices, class size, and other conditions in a wide variety of schools across the nation. It is conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education. The U.S. Census Bureau administers the NTPS surveys on behalf of NCES. NCES is authorized to conduct NTPS by the Education Sciences Reform Act of 2002 (ESRA; 20 U.S.C. §9543). **This survey does not involve students, parents, or any use of classroom time.**

Why participate in NTPS 2017-18?

NTPS helps researchers and policymakers learn about our nation's schools, teachers, and principals so they can work on improving education for all students. NTPS is the only national survey that provides this kind of information. All districts ultimately benefit when good data help legislators and administrators make good decisions. By participating in this survey, you will ensure that information about your district's schools, principals, and teachers is included in those decisions. The data they provide will better inform and help to shape future education policies.

Do public school organizations endorse these surveys?

NTPS is endorsed by numerous public school organizations, including: American Association of School Administrators, Association of American Educators, Association for Supervision and Curriculum Development, American Federation of Teachers, Association for Middle Level Education, Council of the Great City Schools, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of School Librarians, and the National Parent Teacher Association.

How will NTPS 2017-18 data be used?

Congress, the Department of Education, other Federal agencies, State Departments of Education, education associations, and the education research community will use data from NTPS 2017-18 to present research on a range of issues related to K-12 education. In the past, some of the most frequently published topics have included class size, number and characteristics of new teachers, teaching certification, teacher professional development, teacher attrition/retention, principal attrition and mobility, and teacher qualifications. Based on previous administrations of NTPS, we anticipate that the data will be used to produce national statistics on:

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

How many schools, principals, and teachers are selected for NTPS 2017-18?

The 2017-18 NTPS samples will include approximately 10,600 public schools and school principals, and approximately 47,000 public school teachers.

How are schools and principals selected for NTPS 2017-18?

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. To make sure that the sample contains sufficient numbers for various types of estimates, NTPS uses a sample design that provides for:

- 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);
- National estimates of public charter schools; and
- State-level estimates.

For all schools, the principal will be included in the survey as a result of the school being selected.

How are teachers selected for NTPS 2017-18?

The teacher sample 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 2017, except for short-term substitutes, student teachers, and teacher aides, are eligible for sampling. To avoid placing an undue burden on schools, NCES intends to survey an average of 7 teachers per school.

How will the survey be administered?

NTPS is a self-administered survey that is offered to respondents through a mail questionnaire and an online survey.

We will ask the school to assign a survey coordinator to serve as a central point of contact for NTPS.

The survey does not require the use of any school personnel to administer it, other than the direct time it takes for the respondent to complete the questionnaire. **This survey 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 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.**

How long does it take to fill out the survey?

The NTPS questionnaires strive to collect in-depth data without putting an undue burden on respondents. Each survey item has been selected based upon its contribution to the data needed by researchers and policymakers. The estimated average response time for each questionnaire in the 2017-18 NTPS is presented in the following table.

Questionnaire	Estimated average response time per respondent
Teacher Listing Form	30 minutes
School Questionnaire	13 minutes
Principal Questionnaire	25 minutes
Teacher Questionnaire	40 minutes

When will the survey be administered?

The planned data collection schedule is below.

NTPS 2017-18 Planned Timetable	Approximate Schedule
Initial mail-out of questionnaires to schools	September 2017
Initial mail-out of questionnaires to teachers	November 2017
Final acceptance of all questionnaires	July 2018
Data processing and analysis	July 2018-June 2019
Data file and initial report release	July 2019

What happens if a school, principal, or teacher refuses to participate?

All participation is voluntary. There are no penalties for not participating in the study. When completing the questionnaires, respondents can skip any question they do not want to answer. If individuals or schools are hesitant to be a part of the study, please reach out to NTPS 2017-18 staff so we can address any concerns you may have.

Will the names of participants and their responses be kept confidential?

All of the information provided by schools 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.C. §9573 and 6 U.S.C. §151). By law (20 U.S.C. §9573), a violation of the confidentiality restrictions is a felony, punishable by imprisonment of up to 5 years and/or a fine of up to \$250,000. All government or contracted staff working on the NTPS study and having access to the data, including NTPS field staff, are required to sign an NCES Affidavit of Nondisclosure and have received public-trust security clearance.

Who do I contact for further information about NTPS 2017-18?

For additional information, call the NTPS 2017-18 information number, [phone], or send an email to [email]. You may also learn more about the NTPS survey program and read results from prior administrations by visiting the NTPS website at <http://nces.ed.gov/surveys/ntps>

Special Contact District Affidavit of Nondisclosure

Affidavit of Nondisclosure for Districts that Require the List of Schools in the Study Sample

2017-18 National Teacher and Principal Survey (NTPS) and the NTPS Follow-up Surveys: Teacher Follow-up Survey (TFS) and Principal Follow-up Survey (PFS)

(Job Title)

(Organization Name)

2017-18 NTPS List of Sampled Schools

(Name of NCES File with
Individually Identifiable Information)

(Organization Address)

I, _____,
(Printed Full Name)

do solemnly swear (or affirm) that when given access to the subject NCES file, I will not

- (i) use or reveal any individually identifiable information furnished, acquired, retrieved or assembled by me or others, under the provisions of the Education Sciences Reform Act of 2002 (20 U.S.C. § 9573) and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347) for any purpose other than statistical purposes specified in the NCES survey, project or agreement;
- (ii) make any disclosure or publication whereby a sample unit or survey respondent (including principals, teachers, and schools) could be identified or the data furnished by or related to any particular person or school under these sections could be identified; or
- (iii) permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics who have signed an affidavit of nondisclosure to examine the list of participating districts, schools, and/or staff.

[The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word "swear" should be stricken out when a person elects to affirm the affidavit rather than to swear to it.]

(Signature)

(Date)

Participant Informed Consent Form

Example Consent Form – will be used only in districts that require a consent form and will be adjusted based on individual district requirements; the following sentence will not be changed:

“I fully understand that all of the information I provide 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.C. §9573 and 6 U.S.C. §151).”

PARTICIPANT INFORMED CONSENT FORM NATIONAL TEACHER AND PRINCIPAL SURVEY (NTPS) 2017-18

You are being asked to participate in a survey called the National Teacher and Principal Survey (NTPS), for the 2017-18 school year. [District] district has approved your school’s participation in this important study. This form provides you with information about the study, and the [title], [name], who can be reached at [phone] or [email] is also available to answer your questions. Please read the information below and ask any questions you might have before deciding whether to take part.

The NTPS is conducted by the National Center for Education Statistics (NCES) to collect important data on public elementary and secondary schools and staff in the United States. The U.S. Census Bureau administers the NTPS on behalf of NCES. NCES is authorized to conduct NTPS by the Education Sciences Reform Act of 2002 (ESRA; 20 U.S.C. §9543). 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 Coordinator	30 minutes
School Questionnaire	School Coordinator	13 minutes
Principal Questionnaire	Principal	25 minutes
Teacher Questionnaire	Teacher (Average of 7 per school)	40 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. Data security and confidentiality protection procedures have been put in place for NTPS 2017-18 to ensure that all NCES contractors and agents working on NTPS 2017-18 comply with all privacy requirements including, as applicable: the Inter-agency agreement with NCES for this study; *Privacy Act of 1974* (5 U.S.C. §552a); *Privacy Act Regulations* (34 CFR Part 5b); *Computer Security Act of 1987*; *U.S.A. Patriot Act of 2001* (P.L. 107-56); *Education Sciences Reform Act of 2002* (ESRA, 20 U.S.C. §9573); *Confidential Information Protect and Statistical efficiency Act of 2002*; *E-Government Act of 2002*, Title V, Subtitle A; *Cybersecurity Enhancement Act of 2015* (6 U.S.C. §151); the U.S. Department of Education General Handbook for Information Technology Security General Support Systems and Major Applications Inventory Procedures (March 2005); the U.S. Department of Education Incident Handling Procedures (February 2009); the U.S. Department of Education, ACS Directive OM: 5-101, Contractor Employee Personnel Security Screenings; NCES Statistical Standards; and all new legislation that impacts the data collected through the inter-agency agreement for this study. By law (20 U.S.C. §9573), a violation of the confidentiality restrictions is a felony, punishable by imprisonment of up to 5 years and/or a fine of up to \$250,000. All government or contracted staff working on the NTPS study and having access to the data, including NTPS field staff, are required to sign an NCES Affidavit of Nondisclosure and have received public-trust security clearance.

Once the U.S. Census Bureau receives the completed survey forms, the responses received on paper questionnaires 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. NTPS publications will be provided for download on the NCES publications page <http://nces.ed.gov/pubsearch/>.

Special Contact District Approval Form (NTPS Only)

National Teacher and Principal Survey (NTPS) 2017-18 District Approval Form

Please mark one of the boxes below to let us know your district's decision to allow sampled school(s) to participate in the National Teacher and Principal Survey (NTPS).

- The U.S. Department of Education has permission to administer the National Teacher and Principal Survey (NTPS) 2017-18 to one or more schools in the [District Name].
- The U.S. Department of Education does not have permission to administer the National Teacher and Principal Survey (NTPS) 2017-18 to any school in the [District Name].

Printed
Name: _____

Date: _____

Signature: _____

Title: _____

Address: _____

Phone: _____

Email: _____

Please return this form to [contact info] by email to [email], or by mail to:

[address]



NTPS School Pre-contact Letter

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

[Name]
[Position, Department]
[School District]
[Street Address]
[City, State, Zip]

[Date]

Dear Principal:

Your school has been selected for a vitally important national study: the **National Teacher and Principal Survey of 2017-18 (NTPS 2017-18)**. NTPS helps researchers and policymakers learn about our nation's schools, principals, and teachers and is the only national survey that provides this kind of information. All schools and students ultimately benefit when good data help legislators and administrators make good decisions. **No student or classroom time is involved in this survey.**

NTPS is administered on a recurring basis by the U.S. Census Bureau on behalf of the National Center for Education Statistics (NCES). You can find additional information about NTPS and results from prior NTPS administrations at <http://nces.ed.gov/surveys/ntps>.

In preparation for the study, please review your school name and address printed above. If it is not correct, please call the U.S. Census Bureau at [phone] to provide us with corrections. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time).

Thank you for giving this matter your attention. We look forward to your school's participation in this important survey. The Census Bureau will be in contact with your school at the beginning of the 2017-18 school year.

Sincerely,

Chris Chapman
Associate Commissioner for Education Statistics
National Center for Education Statistics

2017-18 NTPS Generic Research Application

CONTACT

Applicant: Amy Ho
Title: Project Director
Affiliation: National Center for Education Statistics (NCES)
Institute of Education Sciences (IES)
United States Department of Education
Address: PCP, 550 12th Street, SW, 4th floor, Room 4014
Washington, DC 20202
Phone: (202) 245-8312
E-mail: [email]@ed.gov

NTPS Research Application Contact:

District Research Application Team
1-800-[phone]
[email]@westat.com

TITLE

National Teacher and Principal Survey (NTPS), 2017-18

Anticipated Start Date: July 2017

Anticipated End Date: July 2018

PURPOSE OF THE STUDY

The National Teacher and Principal Survey (NTPS) is the most comprehensive source of data on schools, teachers, and principals in the United States. NTPS provides critical information about the characteristics and qualifications of teachers and principals, teacher hiring practices, class size, and other conditions in a wide variety of schools across the nation. The NTPS system of related questionnaires allows for school, principal, and teacher characteristics to be analyzed in relation to one another. **NTPS does not involve students, parents, or any use of classroom time.**

NTPS is conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education. The U.S. Census Bureau administers the NTPS surveys on behalf of NCES. NCES is authorized to conduct NTPS by the Education Sciences Reform Act of 2002 (ESRA; 20 U.S.C. §9543).

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.

NTPS is a redesigned successor to the Schools and Staffing Survey (SASS), conducted periodically by NCES since 1987. NTPS maintains the role SASS served as the Department of Education's primary source of information on the teacher labor market and what is happening in elementary and secondary schools from the teacher's and administrator's perspectives. 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 and was last conducted in 2015-16, is a large survey of elementary and secondary education schools, teachers, and principals in the United States. The data obtained through NTPS are used by a wide variety of people interested in elementary and secondary education, including legislators, other education policymakers, researchers, teacher professional organizations,

education advocacy groups, and journalists. NTPS provides a unique resource of 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. Moreover, the integrated survey design allows NCES to collect information from the school personnel who can best supply it, providing more accurate information and resulting in less inconvenience to respondents. In addition, because NTPS collects data every two years, changes in education issues over time can be assessed.

SIGNIFICANCE OF THE STUDY AND BENEFITS OF PARTICIPATION

NTPS helps researchers and policymakers learn about our nation's schools, teachers, and principals so they can work on improving education for all students. NTPS is the only national survey that provides this kind of information. All districts ultimately benefit when good data help legislators and administrators make good decisions. The ability of NCES to provide this important information is contingent upon the voluntary participation of sampled schools, principals and teachers; participation of these schools and staff is dependent upon their districts' approval. Because your district, and your schools and staff, represent yourselves and many others like you, your participation is crucial for producing high quality information. By participating in this survey, you will ensure that information about your district's schools, principals, and teachers is included in those decisions. The data you and your schools provide will better inform and help to shape future education policies.

HYPOTHESES AND MEASUREMENT

Congress, the U.S. Department of Education, and other Federal agencies, State Departments of Education, education associations, and the education research community will use data from the 2017-18 NTPS to present research on a range of issues related to K-12 education. In the past, some of the most frequently published topics have included class size, number and characteristics of new teachers, teaching certification, teacher professional development, teacher attrition/retention, principal attrition and mobility, and teacher qualifications. Based on previous administrations of NTPS, the data will be used to produce national statistics on topics such as:

- Teacher qualifications, career paths, professional development activities, and school and district support for teachers' careers; and
- School organization and decision-making, management of curriculum and instruction, school programs, and school climate and safety.

Examples of the types of topics that can be explored with NTPS data are briefly described below in terms of the broad education issues measured in NTPS.

Teacher Quality and Career Paths

Teacher quality and the factors that influence it are the focus of many educational researchers. The movement of teachers in and out of the teaching workforce has been a central concern of NTPS/SASS since 1987. 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 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 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. The Principal Questionnaire explores the evaluation of teachers.

Goals, Influence, and Decision Making

The amount of influence that principal and teachers perceive they have in setting school policies is another focus of educational researchers. The NTPS Principal questionnaire asks principals about their most important educational goals and how much influence they think they have as principals on decisions concerning school policies and processes. The NTPS Teacher Questionnaire asks teachers how much influence they think they have over school policies and how much control they have in their classroom.

School Climate and Safety

Increased attention to school climate and safety has led policymakers to begin examining these topics at the national level. School climate and safety items in the NTPS Principal Questionnaire include the principal's knowledge of violence and other school problems, and items in the NTPS Teacher Questionnaire include teachers' perspectives on climate and 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 classroom organization.

QUESTIONNAIRES

Copies of the draft 2017-18 NTPS questionnaires for public schools are enclosed. The school, principal, and teacher questionnaire modules are described below. Additional information about NTPS is available at <http://nces.ed.gov/surveys/ntps>.

School Questionnaire. The School Questionnaire is targeted towards an administrator or administrative assistant in sampled schools and consists of the following core and rotating modules:

Core Modules

1. *General Information about This School.* Includes items on grade levels served, enrollment, average daily attendance, length of school year, whether the school is a regular or special program/emphasis school, kindergarten programs, library media centers, courses taught entirely online, presence of before- or after-school programs, and instruction for English-language learners.
2. *Community Service Requirements.* Asks whether the district that the school is a part of grants high school diplomas and has a community service requirement for a standard diploma. If so, the section asks for the number of community service hours required for high school graduation.
3. *Special Programs and Services.* Asks about Individual Education Plans and services for students with disabilities, prekindergarten, participation in the National School Lunch Program, and participation in Title 1.
4. *Charter School Information.* Asks if the school is considered a public charter school, and, if so, to describe its governance structure.

5. *Contact Information.* Asks for contact information for the person who completed most of the questionnaire, including the date completed and how many minutes it took to complete the form.

Rotating Modules

6. *School Staffing.* Defines the types of teachers sought in NTPS reporting and then asks for the total number of teachers by full- and part-time teaching status and race/ethnicity; full- and part-time staffing counts for various categories, including principals, librarians, student support staff, and aides; whether any of the teachers or staff at the school have special assignments or coaching responsibilities in academic subjects; teaching vacancies in the school in various subject fields and whether the vacancies were easy or difficult to fill; and the number of newly-hired and first-year teachers at the school.
7. *Instructional Time.* Asks about how much students receive instruction in certain subjects, such as reading and math, in a typical week.
8. *Classroom Organization.* Asks about the method in which the school organizes classes or students.

In addition to the core modules, the following rotating modules will be included in the NTPS 2017-18 School Questionnaire: *Instructional Time* and *Classroom Organization*.

Principal Questionnaire. The Principal Questionnaire is targeted towards the principals of sampled schools and consists of the following core modules and rotating modules:

Core Modules

1. *Principal Experience and Training.* Includes items on experience prior to becoming a principal and as a principal, participation in a development program for aspiring school principals, highest degree earned, license or certification in school administration, and current teaching status.
2. *Goals and Decision Making.* Asks principals to rate their three most important educational goals and to indicate how much influence they think they have as principals on decisions concerning school policies and processes.
3. *School Climate and Safety.* Asks principals to indicate to the best of their knowledge how often various types of problems occur at the school; to report on measures of parent involvement in school; whether teachers are required to help students with academic, social, and emotional needs outside of regular school hours; and whether the school has a formal teacher induction program for beginning teachers.
4. *Principal Demographic Information.* Asks about sex, race, ethnicity, year of birth, and current annual salary for the principal's position at the sampled school.

Rotating Modules

5. *Student Growth and Teacher Evaluation.* Asks principals to report on whether and how student achievement is used in the performance evaluation of teachers in the school, the sources of information on teacher performance used in teacher evaluations, and whether teacher performance evaluation results are used to inform decisions about teacher professional development, teacher career advancement, or low-performing teachers.
6. *Working Conditions and Principal Perceptions.* Asks principals to report the number of hours they spend on all school-related activities during a typical full week, the percentage of time spent on various tasks including administration, teaching, and student/parent interaction, the number of days he or she is required to work under contract, whether he or she is represented under a meet-and-confer or collective bargaining agreement, the principal's agreement with measures of job satisfaction, and how long he or she plans to remain a principal.
7. *Teacher Evaluation.* Asks about the principal's general knowledge and perceptions of teacher evaluations, formal evaluations on tenured and non-tenured teachers, the impact of student

achievement on evaluations, and the influence of evaluations on the teaching practice within the school.

8. *Teacher Professional Development*. Asks about the principal's knowledge and perceptions of teacher professional development.
9. *Principal Evaluation*. Asks about principals' knowledge and perceptions of principal evaluations, whether they received feedback, and the impact of student achievement on their evaluations.
10. *Principal Professional Development*. Asks about the principal's knowledge about and participation in various principal professional development activities.
11. *Principal Engagement*. Asks about principals' engagement and connection with the school and with colleagues.

In addition to the core modules, the following rotating modules will be included in the NTPS 2017-18 Principal Questionnaire: *Teacher Evaluation*, *Teacher Professional Development*, *Principal Evaluation*, *Principal Professional Development*, and *Principal Engagement*. In addition to the NTPS core and rotating modules, a special module on *School Leadership and Resources* with items from the Teaching and Learning International Survey (TALIS) will appear on the Principal Questionnaire. Responses from these items will help researchers and policy makers make international comparisons to principals in other countries.

Teacher Questionnaire. The Teacher Questionnaire is targeted towards teachers sampled for NTPS based on school-level teacher rosters. It consists of the following core and rotating modules:

Core Modules

1. *General Information*. Includes items confirming eligibility for the teacher sample, including their position at the school and whether they are teaching in any of grades K-12 or comparable ungraded levels. It also contains items on year began teaching (for the first time and at the sampled school), number of schools taught in, and number of years teaching.
2. *Class Organization*. Asks the teacher to report grades taught, number of students with an IEP and of limited-English proficiency, main teaching assignment subject field, looping, use of instructional software, how classes are organized, number of students taught and class size, hours spent teaching various academic subjects (for self-contained classroom teachers), and details on each class period or section taught (for subject-matter teachers).
3. *Education and Training*. Asks details about major and, if applicable, minor fields of study for all levels of educational attainment from vocational certificate through doctorate degrees; courses taken on teaching methods, including classroom management and using student performance data; and student teaching including number of classrooms and number of weeks.
4. *Certification*. Asks detailed information about the content area(s) and grade range(s) in which sample members are certified to teach, and whether the teacher entered teaching through an alternative route to certification program.
5. *General Employment and Background Information*. Includes items on earnings, union membership, tenure, sex, marital status, race, ethnicity, and year of birth.
6. *Contact Information*. Asks for contact information for the sample teacher, including spouse's information (if applicable), phone numbers, and email addresses. This information is used in the TFS to track sample members.¹

Rotating Modules

7. *Early Career Experiences*. Targeted towards teachers in their first three years of teaching. It asks

¹ The TFS and PFS are conducted every four years as a follow up to sample members from the prior year's NTPS. TFS and PFS are currently being fielded in 2016-17 as a follow up to NTPS 2015-16. There will not be a TFS or PFS administration following up NTPS 2017-18. TFS and PFS will return in 2020-21 as a follow-up to the NTPS 2019-20.

about their main activity prior to teaching, how well prepared they felt for various teaching-related tasks, whether they participated in a formal teacher induction program, and whether they received various kinds of support during their first year of teaching (including whether and how a master or mentor teacher supported them that year).

8. *Teacher Working Conditions*. Asks teachers to report the number of hours they are required to work under contract per week; how many of those hours are spent on delivering instruction; how many total hours (paid and unpaid) are spent each week on all teaching and school-related activities; whether the teacher serves as a coach, club sponsor, or in other department- or school-wide roles; and how much the teacher spent of his or her own money on school supplies in the last school year.
9. *School Climate and Teacher Attitudes*. Asks a series of questions about how much influence teachers think they have over school policies, how much control they have in their classroom, whether they agree with various measures of job satisfaction, the extent to which various conditions are a problem at the school, how long they plan to remain in teaching, and whether they've ever been threatened or physically attacked by a student from the school.
10. *Teacher Evaluations*. Asks about teachers' knowledge and perceptions of teacher evaluations, the type of feedback they received, and the influence of evaluations on their teaching.
11. *Teacher Professional Development*. Asks about the current methods/modes of teacher professional development and other opportunities to learn, and their implications on teachers' approaches to teaching.
12. *Teacher Engagement*. Asks about teachers' engagement and connection with the school and with colleagues.

In addition to the core modules, the following rotating modules will be included in the NTPS 2017-18 Teacher Questionnaire: *Teacher Evaluations*, *Teacher Working Conditions*, *Teacher Professional Development*, and *Teacher Engagement*. In addition to the NTPS core and rotating modules, a special module on *Feedback and Teacher Strategies* with items from the TALIS will appear on the Teacher Questionnaire. Responses from these items will help researchers and policy makers make international comparisons to teachers in other countries.

NTPS also collects information from schools on the Teacher Listing Form (TLF). The TLF will be sent to sampled schools at the beginning of data collection. The TLF will be used to sample teachers to participate in the Teacher Questionnaire. For each teacher, it requests name, subject taught (in eight categories: special education, general elementary, math, science, English/language arts, social studies, Vocational/Technical, and other), teaching status (full- or part-time), and teacher email address.

METHODOLOGY AND SAMPLING

The U.S. Census Bureau is the collection agent for NTPS data on behalf of NCES. NTPS is a self-administered survey that is offered to respondents through a mail questionnaire and an online survey. As part of an effort to increase survey response rates, subject to approval, a random sample of respondents will receive a prepaid gift card in the initial survey package.

Sampled schools are asked to assign a survey coordinator to serve as a central point of contact for NTPS. The survey does not require the use of any school personnel to administer it, other than the direct time it takes for the respondent to complete the questionnaire. **The survey 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 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.**

Nationally, the 2017-18 NTPS will include approximately 10,600 public schools and school principals, and approximately 47,000 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. Some major stratification variables include instructional level of the school, locale, school enrollment, charter school status, and state. 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);
- National estimates of public charter schools and selected school characteristics; and
- State-level estimates.

After schools are stratified and sampled, teachers within the schools are also stratified and sampled based on the broad type of teaching assignment area and full- or part-time teaching status. 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 2017, except for short-term substitutes, student teachers, and teacher aides, are eligible for sampling. An average of 7 teachers will be sampled from each selected school. For all public schools, the principal will be included in the survey from each selected school.

DATA COLLECTION

The U.S. Census Bureau handles the NTPS data collection for NCES. The 2017-18 NTPS is a mixed mode survey with paper and internet response options. Follow-up with non-responding schools, principals, and teachers will be conducted by mail, email, and telephone, and in person by field staff. U.S. Census Bureau staff who administer the NTPS receive training in preparation for the survey, and have undergone a criminal background check as a condition of employment.

The 2017-18 NTPS data collection begins with a letter mailed to all sampled school principals in July 2017, prompting the principal to log into the NTPS Respondent Portal to complete a short Screener Interview. The purpose of the Screener Interview is to determine the school's eligibility to participate in NTPS 2017-18 and to establish a survey coordinator. Principals who do not complete the online screener will be contacted by telephone in August 2017 to collect the information.

The next step of data collection is to collect the school-level questionnaires – the Teacher Listing Form, School Questionnaire, and Principal Questionnaire – from schools beginning in September 2017. If the principal established a survey coordinator during the Screener Interview, the package with these materials will be addressed to the coordinator; otherwise, it will be addressed to the principal. Schools that do not respond to the initial request will receive follow up by mail, email, and telephone or personal visit from Census field staff.

Once the Teacher Listing Form is received, processed, and the teacher sample selected, invitations to complete the teacher questionnaire will be sent out to teachers on a flow basis by email and mailed paper letters, beginning in November 2017. Teachers who do not respond to the initial request will receive follow up by mail, email, and telephone or personal visit from Census field staff. NTPS data collection for school, principal, and teacher questionnaires will end in July 2018.

The planned data collection schedule is outlined below.

NTPS 2017-18 Planned Timetable	Approximate Schedule
Mail advance screener letter to school principals	July 2017
Screener telephone follow-up to name survey coordinator	August 2017
Initial mail-out of questionnaires to schools	September 2017
Initial mail-out of questionnaires to teachers	November 2017
Final acceptance of all questionnaires	July 2018
Release initial reports and data files	July 2019

RESPONSE BURDEN

NTPS relies on the voluntary participation of the principal, teachers, and school personnel. The quality of national and state-level estimates is dependent on the level of respondent participation. The data provided by individual schools and staff are combined with the information provided by other schools and staff in statistical reports. 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 2017-18 NTPS is shown below.

2017-18 NTPS Questionnaire	Estimated average response time per respondent
Teacher Listing Form	30 minutes
School questionnaire	13 minutes
Principal questionnaire	25 minutes
Teacher questionnaire	40 minutes

The National Teacher and Principal Survey does not require student or parent participation, and no classroom time is required for completion of the questionnaires. All participation is voluntary. There are no penalties for not participating in the study. When completing the questionnaires, respondents can skip any question they do not want to answer.

ANALYSIS AND RELEASE OF INFORMATION

Once the U.S. Census Bureau receives the completed survey forms, staff create electronic data files of the survey forms. 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.

NTPS publications will be provided for download on the NCES publications page (<http://nces.ed.gov/pubsearch/>).

BENEFIT TO YOUR SCHOOL DISTRICT

NTPS provides critical information about the characteristics and qualifications of teachers and principals, teacher hiring practices, class size, and other conditions in a wide variety of schools across the nation. NTPS is the only national survey that provides this kind of information. All districts ultimately benefit when good data help legislators and administrators make good decisions. The ability of NCES to provide this important information is contingent upon the voluntary participation of sampled schools, principals, and teachers; participation of these schools and staff is dependent upon their districts' approval. Because your district and its schools and staff represent themselves and many others like them, your and your schools' participation is

crucial for producing high quality information. By participating in this this survey, you will ensure that information about your district's schools, principals, and teachers is included in those important decisions.

CONFIDENTIALITY

Data security and confidentiality protection procedures have been put in place for NTPS 2017-18 to ensure that all NCES contractors and agents working on NTPS 2017-18 comply with all privacy requirements including, as applicable: the Inter-agency agreement with NCES for this study; *Privacy Act of 1974* (5 U.S.C. §552a); *Privacy Act Regulations* (34 CFR Part 5b); *Computer Security Act of 1987*; *U.S.A. Patriot Act of 2001* (P.L. 107-56); *Education Sciences Reform Act of 2002* (ESRA, 20 U.S.C. §9573); *Confidential Information Protect and Statistical efficiency Act of 2002*; *E-Government Act of 2002*, Title V, Subtitle A; *Cybersecurity Enhancement Act of 2015* (6 U.S.C. §151); the U.S. Department of Education General Handbook for Information Technology Security General Support Systems and Major Applications Inventory Procedures (March 2005); the U.S. Department of Education Incident Handling Procedures (February 2009); the U.S. Department of Education, ACS Directive OM: 5-101, Contractor Employee Personnel Security Screenings; NCES Statistical Standards; and all new legislation that impacts the data collected through the inter-agency agreement for this study.

The U.S. Census Bureau will collect data under an interagency agreement with NCES, and maintain the individually identifiable questionnaires per the security plan, including:

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 identification information from normal operation. Such materials will be maintained in secured storage areas and will be securely destroyed as soon as practical.

U.S. Census Bureau will comply with the Department of Education's IT security policy requirements as set forth in the Handbook for Information Assurance Security Policy and related procedures and guidance, as well as IT security requirements in the Federal Information Security Management Act (FISMA), Federal Information Processing Standards (FIPS) publications, Office of Management and Budget (OMB) Circulars, and the National Institute of Standards and Technology (NIST) standards and guidance. All data products and publications will also adhere to: the revised NCES Statistical Standards, as described at the website: <http://nces.ed.gov/statprog/2012/>.

By law (20 U.S.C. §9573), a violation of the confidentiality restrictions is a felony, punishable by imprisonment of up to 5 years and/or a fine of up to \$250,000. All government or contracted staff working on the NTPS study and having access to the data, including NTPS field staff, are required to sign an NCES Affidavit of Nondisclosure and have received public-trust security clearance.

From the initial contact with the participants in this survey through all of the follow-up efforts, potential survey respondents will be informed that (a) the U.S. Census Bureau administers NTPS on behalf of NCES; (b) NCES is authorized to conduct NTPS by the Education Sciences Reform Act of 2002 (ESRA; 20 U.S.C. §9543); (c) all of the information they provide 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.C. §9573 and 6 U.S.C. §151); and that their participation is voluntary.

The following language will be included in respondent contact materials and on data collection instruments:

All of the information you provide 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.C. §9573 and 6 U.S.C. §151).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0598. The time required to complete this information collection is estimated to average [XX] minutes per response, including the time 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, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey, National Center for Education Statistics, PCP, 550 12th Street SW, #4014, Washington, DC 20202.

INSTITUTIONAL REVIEW BOARD (IRB) OR HUMAN SUBJECTS 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.

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 [34 CFR 97.101(b)(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>.

INFORMED 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 are 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 are 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 indicating that participation is voluntary. A respondent gives implied consent to participate by completing the NTPS questionnaire.