NATIONAL CENTER FOR EDUCATION STATISTICS

Attachment 5

Cognitive Interview Protocols

2019-2020 National Teacher and Principal Survey (NTPS)

Cognitive Interviews

OMB# 1850-0803 v.218

November 2017

Section 1: Introduction

Participant ID #:		_	
Interview Date:	/ /	_ _ _ (mm/dd/yyyy)	
Interviewer initials: _			
Start Time:	AM / PM	End Time:	AM / PM
Welcome participant a	and thank them for the	eir time.	

Read or paraphrase: Hello, my name is _________, and I work for the Census Bureau. Thank you for agreeing to participate in our study. [IF OBSERVER PRESENT]: I also want to let you know that this interview is being observed by [DESCRIBE OBSERVER'S ROLE: e.g., someone who works on the NTPS]. They are observing the interview because they are also interested in how the questions work for people like you.

We are working with the National Center for Education Statistics, within the U.S. Department of Education, to develop and refine questions for the National Teacher and Principal Survey. Before surveys are conducted, it's important to test the questions with the help of people such as yourself.

It is important that the questions make sense, are easy to answer, and that everyone understands the questions the same way. If you agree to take part in this study, I will hand you a questionnaire to complete. After you complete it, I will ask you some questions about the answers you gave. There are no right or wrong answers. In this study, I am less interested in your actual answers to the questions and more interested in what you *thought* about the questions and how you *understood* them. After you have gone through the questionnaire, I will ask some questions about your answers, such as what you understood the questions to mean and whether the questions reflect your actual circumstances.

In order to concentrate on what you are saying rather than having to take notes, and to make sure that I don't miss anything you say, I would like to audio record this interview. Is that okay with you? [IF NOT OKAY WITH RECORDING]: Okay, that's no problem.

I want you to know that your participation is voluntary and all of your responses are protected from disclosure by federal statute. I want you to know that you can speak freely. Also, you do not have to answer any question you don't want to and can stop the interview at any time if you wish.

Your participation in this interview is very important because it will help us improve the questionnaire. We're scheduled to be here for about [60 / 90] minutes, and I won't keep you any longer. As a thank you for your help, we will give you [\$40/\$75] cash after the interview is completed.

Do you have any questions?

[Write down questions]

Section 2: Informed Consent

Before we start, I'm going to give you a written consent form. This document explains the purpose of the study, how we will protect your information, and who you can call if you have questions.

[Hand the Informed Consent document to the participant to read.]

In addition to the point I have just mentioned about confidentiality I would like to draw your attention to the fact that:

- Your participation is voluntary and you may stop the interview at any time
- You can refuse to answer any of the questions asked or take a break at any time
- 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)

[When completed:

- 1. Ask participant if (s)he has any questions.
- 2. Ask participant if (s)he agrees to participate and agrees to be audio recorded.
- 3. If participant agrees, obtain the respondent's signature to proceed on two (2) copies.
- 4. Make sure respondent takes one copy with them when the interview is over.
- 5. *IF PARTICIPANT PROVIDES CONSENT TO HAVE THE SESSION AUDIO-TAPED*:] I will now turn on the audio recorder.

Section 3: Cognitive Interviewing for Paper Mode

[FOR PAPER SHOW RESPONDENT APPROPRIATE NTPS QUESTIONNAIRE:] This is the [Teacher / Principal / School] Questionnaire of the National Teacher and Principal Survey. If this were the real survey, you would receive this questionnaire from a school coordinator or in your mailbox at your school. It would have your name and school address in the address label. I am going to ask you to fill out the first section of the questionnaire just as you would if you had received it at school. Then, when you get to the section that says STOP HERE, I will give you some additional instructions.

[HAND QUESTIONNAIRE TO RESPONDENT:] Please go ahead and start filling out the questionnaire. Please remember to STOP when you get to the section that instructs you to stop.

[After filling out core sections and stopping]

Now I am going to ask you to fill out sections of this questionnaire just as you would if you had received it at school but with one difference.

I may occasionally stop the interview to ask you some additional questions about the questions you just answered.

I would also like you to think aloud as you answer the questions. While I am interested in your answers, I am even more interested in the process you go through when you answer the questions. So, as much as possible, I'd like you to think aloud for me; meaning, talk me through your thought process as you answer each question. From time to time, I may also ask you what you are thinking to remind you to do this.

I find it helps people to get the idea of thinking aloud while they are answering a question if they do a practice question first. Let's begin with a practice question. Remember to think aloud as you answer.

How many windows are there in the house or apartment where you live?

WINDOWS

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

PROBES:

- How did you come up with that answer?
- *Tell me more about that. Why did you say [ANSWER]?*
- I noticed that you hesitated. Tell me what you were thinking.]

As you complete the questionnaire, I may stop you in a couple of places to skip you to the next set of questions to answer. After you complete the questionnaire, I am going to ask you about some specific questions that you answered.

Before we begin, do you have any questions about the process?

[Let respondent begin modules we are testing. In addition to the scripted probes that are included for each questionnaire as shown in Section 5, additional general probes that may be used as needed are presented below:]

- What did you think this question was asking?
- Can you rephrase the question in your own words?
- How did you go about answering this question?
- What were you thinking about when you answered this question?
- How did you decide on your answer?
- What was the reason for that answer?

- How easy or difficult was it to answer this question?
- What is an example?
- How did you feel about answering this question?
- What does this term or phrase mean to you?
- Can you tell me more about that?
- You seemed to hesitate / take a moment before providing your response. Can you tell me what you were thinking about?
- What do you mean by...?
- Is there any additional information that we should have provided to help you answer that question?
- Does this term / question make sense to you, or is there something else that would make more sense?

Cognitive Interviewing for Web Mode

[FOR WEB SHOW RESPONDENT APPROPRIATE NTPS LOGIN INSTRUCTION LETTER:] This is the [Teacher / Principal / School] introductory letter with questionnaire login instructions for the National Teacher and Principal Survey. If this were the real survey, you would receive this letter from a school coordinator or in your mailbox at your school. It would have your name and school address in the address label. I am going to ask you to login and fill out the first section of the survey just as you would if you had received the letter at school. Then, when you get to section [interviewer fill based on Teacher/Principal/School] I will ask you to stop, and I will give you some additional instructions.

[HAND LOGIN INSTRUCTION LETTER TO RESPONDENT:] Please go ahead and login and start filling out the questionnaire. Please remember I will ask you to STOP after section [interviewer fill based on Teacher/Principal/ School].

[After filling out core sections and stopping]

Now I am going to ask you to fill out sections of this questionnaire just as you would if you were filling it out at school but with one difference.

I may also occasionally stop the interview to ask you some additional questions about the questions you just answered.

I would also like you to think aloud as you answer the questions. While I am interested in your answers, I am even more interested in the process you go through when you answer the questions. So, as much as possible, I'd like you to think aloud for me; meaning, talk me through your thought process as you answer each question. From time to time, I may also ask you what you are thinking to remind you to do this.

I find it helps people to get the idea of thinking aloud while they are answering a question if they do a practice question first. Let's begin with a practice question. Remember to think aloud as you answer.

How many windows are there in the house or apartment where you live?

WINDOWS
WINDOWS

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

PROBES:

- How did you come up with that answer?
- *Tell me more about that. Why did you say [ANSWER]?*
- I noticed that you hesitated. Tell me what you were thinking.]

As you complete the questionnaire, I may stop you in a couple of places to skip you to the next set of questions to answer. After you complete the questionnaire, I am going to ask you about some specific questions that you answered.

Before we begin, do you have any questions about the process?

[Let respondent begin modules we are testing. In addition to the scripted probes that are included for each questionnaire as shown in Section 5, additional general probes that may be used as needed are presented below:]

- What did you think this question was asking?
- Can you rephrase the question in your own words?
- How did you go about answering this question?
- What were you thinking about when you answered this question?
- How did you decide on your answer?
- What was the reason for that answer?
- How easy or difficult was it to answer this question?
- What is an example?
- · How did you feel about answering this question?
- What does this term or phrase mean to you?
- Can you tell me more about that?
- You seemed to hesitate / take a moment before providing your response. Can you tell me what you were thinking about?
- What do you mean by...?
- Is there any additional information that we should have provided to help you answer that question?
- Does this term / question make sense to you, or is there something else that would make more sense?

Login Letter for Web Mode

Instructions for completing the [Principal/Teacher/School] Questionnaire

Dear [School Head name/ Principal name/ Teacher name /School Staff Member],

As part of your school's participation in the National Teacher and Principal Survey (NTPS), you have been [Interviewer fill as appropriate] [selected to fill out the NTPS Principal Questionnaire / selected to complete the NTPS Teacher Questionnaire / identified by your school's principal or designated survey coordinator as

the staff member who is most knowledgeable about your school and who can provide the required information on the NTPS School Questionnaire]. This survey is administered by the U.S. Census Bureau on behalf of the National Center for Education Statistics (NCES), the statistical agency of the U.S. Department of Education.

The NTPS is one of the Department of Education's primary sources of information about what is happening in K-12 schools; therefore, your response is very important.

Respond now at https://respond.census.gov/ntpspq

Log in using this User ID:

Please complete the survey within two weeks. The survey will take approximately [22/30/40] minutes to complete. Please be assured that both the U.S. Department of Education and the U.S. Census Bureau follow strict procedures to protect the confidentiality of study participants. 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). Your responses to the survey questions will not be shared with your school staff or your school district.

Additional information about the NTPS is available on the [Principal/Teacher/School] Questionnaire respondent website. If you have any questions about the survey or need assistance, please contact the U.S. Census Bureau at 1–888–595–1338 between 8:00 a.m. and 8:00 p.m. (Eastern Time) Monday through Friday. The U.S. Census Bureau is also available to answer your questions via e-mail at ntps@census.gov. Thank you in advance for your participation in this important survey.

Sincerely,

Peggy G. Carr, Ph. D. Acting Commissioner National Center for Education Statistics U.S. Department of Education

Section 4: Debriefing Procedures

- Ask for any last observations / comments / concerns.
- Stop the digital audio recorder.
- Thank the participant for coming in and for helping to test the survey.
- Give the [\$40 / \$75] incentive and their copy of the consent form, have the respondent sign the voucher, and escort them from the interview room.

Section 5: Scripted Probes by Survey

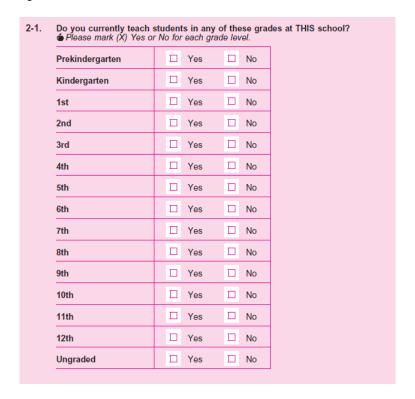
Teacher Survey

Question 1-1

1-1.	m	ost (lo you classify your position at THIS school, that is, the activity at which you spend of your time during this school year? $k(X)$ only one box.
	1		Regular full-time teacher (in any of grades K-12 or comparable ungraded levels)
	2		Regular part-time teacher (in any of grades K-12 or comparable ungraded levels)
	3		Itinerant teacher (i.e. your assignment requires you to provide instruction at more than one school)

• What does an "itinerant teacher" mean to you? IF NEEDED: Does the text in parenthesis match your understanding of this term?

Question 2-1

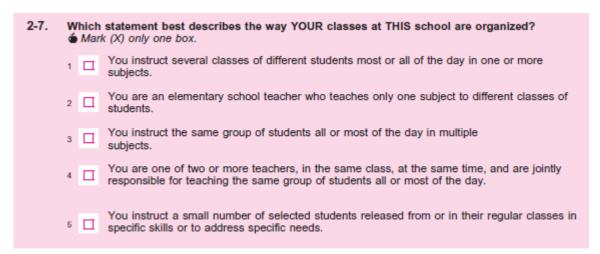


• Please tell me what grades are taught in your school? IF NEEDED: Just to confirm, do you ever teach students of any grades besides the ones you selected?

• I'm going to give you an alternate question. Please answer as if this was part of the survey you just did.

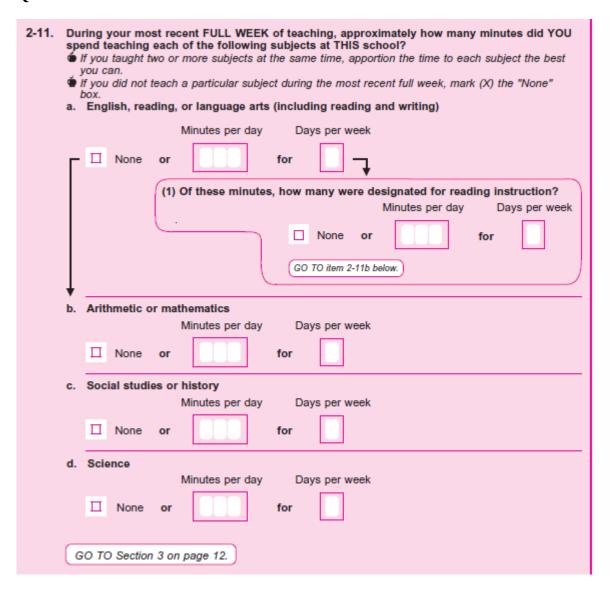
2-1. Do you currently teach students in any of these grades at THIS school? • Please mark (X) all that apply.						
		Prekindergarten				
		Kindergarten				
		1st				
		2nd				
		3rd				
		4th				
		5th				
		6th				
		7th				
		8th				
		9th				
		10th				
		11th				
		12th				
		Ungraded				

Between these two versions, which do you prefer, if either?



- Please tell me more about your answer? IF NEEDED: How are students assigned to you during the day?
- What type of teachers may not have an option that applies to them in the above list?
- Can you think of a type of teacher that might need to choose more than one of the response options?

- Can you give examples of the types of teachers that would mark "You instruct several classes of different students most or all of the day in one or more subjects?" IF NEEDED: Would it apply to primary as well as secondary teachers? Please tell me why you say that?
- Can you give examples of the types of teachers that would mark "You instruct the same group of students all or most of the day in multiple subjects?" IF NEEDED: Would it apply only to primary teachers or could it apply to secondary teachers as well?



- Please tell me more about the subjects you teach each day and how it varies by day?
- Now for item (a) please tell me more about your answer. IF THEY PUT IN AN ANSWER FOR (a) (1) AND DIDN'T MENTION DURING THINK ALOUD: how easy or difficult was it to report separately for reading instruction? IF THEY LEFT (a)(1) BLANK: I noticed you didn't put an answer for question a1. Can you tell me more about that?
- Do you have any subjects that are interdisciplinary, for example math and science? How did you come up with your answer for those subjects?

• IF IT APPEARS THIS QUESTION FORMAT IS NOT CONDUCIVE TO HOW THE TEACHER'S DAY IS STRUCTURED: Now please turn to page 11. Do you think that it would be easier to describe how many minutes you spent teaching each subject with this format in Q 2-13?

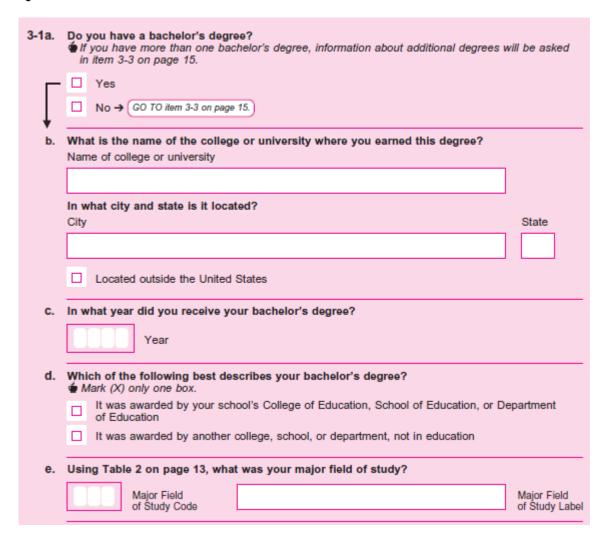
Question 2-12

NOTE: Items 2-12 and 2-13 are for teachers who marked box 1 or 2 for item 2-7 on page 8.
If you marked box 3, 4, or 5 for item 2-7 \rightarrow GO TO Section 3 on page 12.
2-12. 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

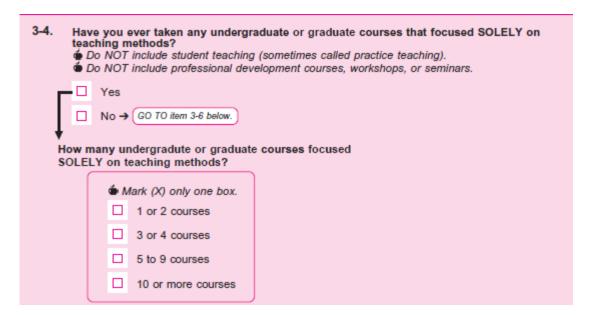
• For question 2-12 please tell me more about how you came up with your answer? IF NEEDED: How are classes or sections divided during your day?

- Using Table 1 on page 10, for EACH class period or section that you reported in item 2-12, record the subject-matter code, subject-matter label, grade level code, and number of students. f you teach a class or section with more than one grade level, list the grade level with the most students in column C and record the total number of students in column D. ■ If you reported more than 10 periods or sections in item 2-12, report on only 10 of those periods or sections. A. Subject-Matter Code from Table 1 Grade Level Code from list below Subject-Matter Label from Table 1 Number of Students 92 33 Algebra II Example (1) (2)(3)(4) (5)(6) (7)(8) (9)(10)
 - Now would you please tell me more about how your day is structured?
 - Were you able to find a subject-matter code in the table on page 10 that fits well for every subject you teach? INTERVIEWER NOTE IF THEY USED THE OFFICIAL SUBJECT MATTER LABEL PROVIDED IN TABLE 1 OR SOMETHING ELSE.

• IF IT APPEARS THIS QUESTION FORMAT IS NOT CONDUCIVE TO HOW THE TEACHER'S DAY IS STRUCTURED: Now please turn back to page 9. Do you think that it would be easier to describe how many minutes you spent teaching each subject with this format in Q2-11?

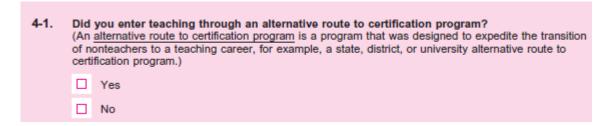


- For Q 3-1d (POINT) would you please tell me more about your answer? What do the phrases "College of Education, School of Education or Department of Education" mean to you in this question?
- In your own words what does the option "It was awarded by another college, school, or department, not in education", mean?



- Please tell me in your own words what "courses that focused SOLELY on teaching methods" means in this question?
- IF YES to 3-4, please give me an example of a course you took and what you learned in that course.
- Did you notice the instruction to "NOT include professional development courses, workshops, or seminars"? IF THEY SELECT YES: Were you including professional development courses when you selected yes?

Q4-1



- Please tell me in your own words what an "alternative route to certification program" means?
- IF YES—please tell me about how you entered the teaching profession. What did you do before becoming a teacher?

4-2a.	to to	ch of the following describes the teaching certificate you currently hold that certifies you each in THIS state? fark (X) only one box. You currently hold more than one of the following, a second certification may be listed in item 4-3.
		Regular or standard state certificate or advanced professional certificate
		Certificate issued after satisfying all requirements except the completion of a probationary period (in some states this is called a probationary certificate)
П		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)
		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)
1		I do not hold any of the above certifications in THIS state → GO TO Section 5 on page 22.
b.	(For	Ing Table 3 on page 19, in what content area(s) and grade range(s) does the teaching ificate marked above certify you to teach in THIS state? It is 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 (X) all three grade ranges.

- Please tell me more about your answer for this item?
- In your owns words what does the first option "regular or standard state certificate mean", what about "advanced professional certificate"?
- What is a probationary certificate?
- What about a temporary or provisional certificate, and a waiver or emergency certificate?
- What difference, if any, do you see between the last three options "probationary certificate, temporary/ provisional certificate, and waiver/emergency certificate"?

Question 5-5

5-5.	In your FIRST year of teaching, did you participate in a FORMAL schoolwide or districtwide program for beginning teachers aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)? # If you are in your first year of teaching, please answer for THIS school year.	
	□ Yes	
	□ No	

• Can you please tell me in your own words what this question means by "a formal schoolwide or districtwide program for beginning teachers aimed to enhance teachers' effectiveness"?

5-6.	Dic	l you If you	receive the following kinds of support during your FIRST year of teaching? are in your first year of teaching, please answer for THIS school year.
	a.	Red	uced teaching schedule or number of preparations
			Yes
			No
	b.	Con	nmon planning time with teachers in your subject
			Yes
			No
	c.	Sen	ninars or classes for beginning teachers
			Yes
			No
	d.	Extr	ra classroom assistance (e.g., teacher aides)
			Yes
			No
	e.	Reg dep	ular supportive communication with your principal, other administrators, or artment chair
			Yes
			No
	f.	you	ervation and feedback on your teaching aimed at helping you develop and refine r teaching practice BEYOND any formal administrative observation and feedback may have received
			Yes
			No
	g.	Rele	ease time to participate in support activities for new or beginning teachers
			Yes
			No

• In Q5-6f please tell me in your own words what do you think is meant by "observation and feedback... Beyond any formal administrative observation"?

5-7a.	scho	our FIRST year of teaching, were you ASSIGNED a master or mentor teacher by your pool or district? you are in your first year of teaching, please answer for THIS school year.
Г		Yes
Ų.		No → GO TO Section 6 on page 26.
b.		frequently did you work with your assigned master or mentor teacher during your year of teaching?
		At least once a week
		Once or twice a month
		A few times a year
		Never
c.		your assigned master or mentor teacher ever instructed students in the same subject (s) as yours?
		Yes
		No

- In your own words what is a "master or mentor teacher"? IF NEEDED: Does your school have this type of program what do they call it?
- IF YES: Please tell me about your master or mentor teacher? How are they assigned? At the school or district level?

Questions 6-1 to 6-3

For qu	uestions 6-1 to 6-3 please report to the nearest whole hour; do not record fractions of an hour or es.
6-1.	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
6-2.	Of the hours you are CONTRACTED to work, how many hours during a typical full week do you DELIVER INSTRUCTION to students in THIS school? This number should be less than the reported number of hours in 6-1. "PULL-OUT" or "PUSH-IN" TEACHERS: Please include the number of hours you instruct individual students or small groups of students. Exclude time spent planning and monitoring students outside of class. Total WEEKLY hours delivering instruction
6-3.	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

• FOR Q 6-1 please tell me more about how you calculated your answer to 6-1? IF NEEDED: Is this information you know from memory, or would you need to look this up?

- What does "How many hours does your contract require you to work" mean to you in this question?
- What does "typical FULL WEEK" mean to you in these questions?
- Please tell me more about how you calculated your answer for Q6-2?
- Could you tell me more about the types of activities you consider to be "delivering instruction"? IF NEEDED: Did you include time spent on discipline or administrative tasks like grading and attendance? What about time spent working one on one or with a small group of students while the class performs another task?
- For question 6-3, I see you reported X more hours than in question 6-1. Please tell me how you came up with your additional weekly hours? What kind of things did you include for before and after school? What do you do on the weekends for school?

7-5.	To what extent do you agree or disagree with each of the following statements?						
		Mark (X) one box on each line.					
		Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree		
	a. The stress and disappointments involved in teaching at this school aren't really worth it.						
	 The teachers at this school like being here; I would describe us as a satisfied group. 						
	c. I like the way things are run at this school.						
	 If I could get a higher paying job I'd leave teaching as soon as possible. 						
	e. I think about transferring to another school.						
	f. I don't seem to have as much enthusiasm now as I did when I began teaching.						
	g. I think about staying home from school because I'm just too tired to go.						

- How easy or difficult was it to answer this question?
- What does "disappointments" in item (a) mean to you? Also in this item, what is meant by the phrase "aren't really worth it"?
- In your own words, what is item (f) asking?
- How honest would you expect other teachers to be when answering these questions?

Q7-6

7-6.	long do you plan to remain in teaching? fark (X) only one box.
	As long as I am able
	Until I am eligible for retirement benefits from this job
	Until I am eligible for retirement benefits from a previous job
	Until I am eligible for Social Security benefits
	Until a specific life event occurs (e.g., parenthood, marriage, retirement of spouse or partner)
	Until a more desirable job opportunity comes along
	Definitely plan to leave as soon as I can
	Undecided at this time

- How easy or difficult was it to answer this question?
- In this question, what is meant by "remain in teaching"? IF NEEDED: Do you think the question is asking about remaining in teaching at ANY school or only at this school?
- What do you see as the difference between the second, third, and fourth response options?
- In your own words, what is meant by the fifth response option, "Until a specific life event occurs?" IF NEEDED: Other than the examples provided, what are some examples of this?

Question 7-9

7-9.	In ge	eneral, would you say that your health is: Excellent, Very good, Good, Fair, or Poor?
		Excellent
		Very good
		Good
		Fair
		Poor

- Please tell me more about your answer to Q 7-9.
- In your own words could you give me an example of what "*Excellent*" health is? What about "*Poor*"?

7-10.	On average, how many hours of sleep do you get in a 24-hour period?
	Total average hours sleeping

- Please tell me how you came up with your answer to 7-10.
- In your own words what does a "24 hour period" mean in this question?
- [IF NEEDED] Did you count the time from when you laid down in bed to when you physically got up? Or did you only include the amount of time you know you were asleep.

	These next few questions will help us better understand the experiences of teachers of all sexual orientations and gender identities.			
9-1.	Wha	at sex were you assigned at birth (what the doctor put on your birth certificate)?		
		Male		
		Female		

- In your own words, what is this question asking?
- What does "assigned at birth" mean to you in this question?
- What concerns, if any, do you have about providing this information on this survey?

Question 9-2

	s your gender? nder is how you feel inside and can be the same or different from the sex you were assigned at birth.)
	Male
	Female
	Transgender, male-to-female
	Transgender, female-to-male
	Some other gender
	Not sure

- IF NEEDED: Did you consult the definition for "gender" in order to answer this question?
- Does the definition provided for "gender" align with your understanding of this term?
- How easy or difficult was it for you to select a response to this question?
- What concerns, if any, do you have about providing this information on a survey?

9-3. Which of the following do you think of yourself as? • Mark (X) only one box.				
		Lesbian or gay, that is, homosexual		
		Straight, that is, heterosexual		
		Bisexual		
		Don't know		
		Another sexual orientation		

- How easy or difficult was it for you to select a response to this question?
- What concerns, if any, do you have about providing this information on a survey?

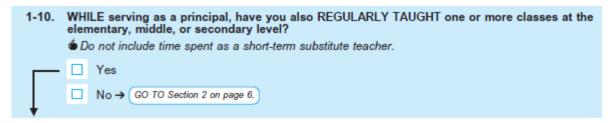
Principal Survey

Question 1-5

1-5.	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. 				
	□ None or Year(s) as principal of this or any other school				

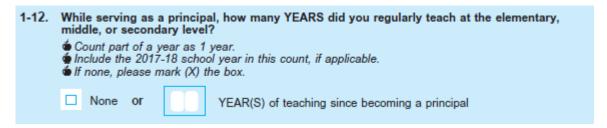
- How did you come up with your answer to this question?
- How easy or difficult was it to answer this question?

Question 1-10



- How did you come up with your answer to this question?
- How easy or difficult was it to answer this question?
- What does "regularly taught" mean to you in this question?

Question 1-12



- How did you come up with your answer to this question?
- How easy or difficult was it to answer this question?



- How did you come up with your answer to this question? IF NEEDED: Is this information you know from memory, or would you need to look this up?
- What does days "you are required to work under your current contract" mean to you in this question?

• Did the instruction below the question influence your answer? [IF YES:] How did it influence your answer?

4-2.	On average throughout the school year, what percentage of time dispend 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%.	o you estimate that you
	Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget	%
	Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers	%
	c. Student interactions, including discipline and academic guidance	%
	d. Parent interactions, including formal and informal interactions	%
	e. Other – please specify →	%
	f. Total	100 %

4-2.	On average throughout the school year, what percentage of time do you estimate that spend on the following tasks in this school? Please write a percentage in each row. Write 0 if none. Responses should add up to 100%.					
	a. Internal administrative tasks	%				
	b. Curriculum and teaching-related tasks	%				
	c. Student interactions	%				
	d. Parent interactions	%				
	e. Other – please specify →	%				
	f. Total	100%				

- How easy or difficult was it to answer this question?
- What does "throughout the school year" mean to you in this question?
- Looking at items (a) though (d) in this grid, does the way these different tasks are grouped align with how you would group them? IF NO: How would you group them instead?
- For item (a), what does "internal administrative tasks" mean to you?
- IF "OTHER" RESPONSE: Can you tell me more about what you included for item (e) "Other"?

- [Besides what you included in "Other",] Is there anything missing from this list that you spend time on throughout the year?
- IF NOT APPARENT: Did you check to make sure your responses totaled 100%?

4-3.	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

- IF NEEDED: How did you come up with your answer for this question? IF NEEDED: Did you include time spent on the weekends?
- What do you consider to be a "typical full week"?
- What does "school-related activities" mean to you in this question?
- For question 4-3, I see you reported X more hours than in question 4-1. Please tell me how you came up with your additional weekly hours? What kind of things did you include for before and after school? What do you do on the weekends for school?

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.			
		Yes, meet-and-confer		
		Yes, collective bargaining		
		No		

- In your own words, what is this question asking?
- How did you come up with your answer to this question?
- IF NEEDED: Did you consult the definitions of these terms to answer the question?
- Does the definition of "meet and confer agreement" align with your understanding of this term? What about the definition of "collective bargaining agreements"?
- Is it possible for principals to be represented by both types of agreements?

4-5.	To what extent do you agree or disagree with each of the following statements?				
		♠ Mark (X) one box on each line.			
		Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
	The stress and disappointments involved in being a principal at this school aren't really worth it.		П		П
	b. I am generally satisfied with being principal at this school.	П	П	П	П
	c. If I could get a higher paying job I'd leave this job as soon as possible.	П	П	П	П
	d. I think about transferring to another school.	П	П	□	П
	e. I don't seem to have as much enthusiasm now as I did when I began this job.	П	П	П	П
	f. I think about staying home from school because I'm just too tired to go.	П	П	П	П

- How easy or difficult was it to answer this question?
- What does "disappointments" in item (a) mean to you? Also in this item, what is meant by the phrase "aren't really worth it"?
- In your own words, what is item (f) asking?
- How honest would you expect other principals to be when answering these questions?

4-6.	How long do you plan to remain a principal? • Mark (X) only one box.					
		As long as I am able				
		Until I am eligible for retirement benefits from this job				
		Until I am eligible for retirement benefits from a previous job				
		Until I am eligible for Social Security benefits				
	П	Until a specific life event occurs (e.g., children graduate from college, relocation)				
		Until a more desirable job opportunity comes along				
		Definitely plan to leave as soon as I can				
	П	Undecided at this time				

- How easy or difficult was it to answer this question?
- In this question, what is meant by "remain a principal"? IF NEEDED: Do you think the question is asking about remaining a principal at ANY school or only at this school?
- What do you see as the difference between the second, third, and fourth response options?
- In your own words, what is meant by the fifth response option, "Until a specific life event occurs?" IF NEEDED: Other than the examples provided, what are some examples of this?

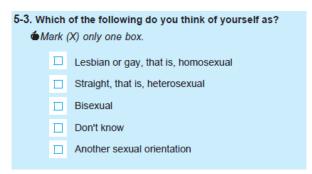
These next few questions will help us better understand the experiences of people of all sexual orientations and gender identities.						
5-1.	What sex were you assigned at birth (what the doctor put on your birth certificate)?					
		Male				
		Female				

- In your own words, what is this question asking?
- What does "assigned at birth" mean to you in this question?
- What concerns, if any, do you have about providing this information on this survey?

Question 5-2

5-2. What is your gender? (Your gender is how you feel inside and can be the same or different from the sex you were assigned at birth.)						
		Male				
		Female				
		Transgender, male-to-female				
		Transgender, female-to-male				
		Some other gender				
		Not sure				

- IF NEEDED: Did you consult the definition for "gender" in order to answer this question?
- Does the definition provided for "gender" align with your understanding of this term?
- How easy or difficult was it for you to select a response to this question?
- What concerns, if any, do you have about providing this information on a survey?



- How easy or difficult was it for you to select a response to this question?
- What concerns, if any, do you have about providing this information on a survey?

5-7.	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.
	\$.00 per year

- How easy or difficult was it for you to answer this question? What concerns, if any, do you have about providing your salary information on a survey?

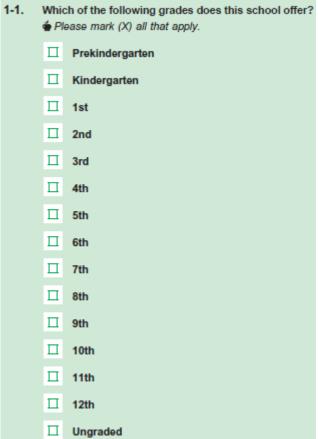
School Survey

Question 1-1

1-1.	Does this school offer the following grades? • Please mark (X) Yes or No for each grade level.					el.
	Prekindergarten			Yes	П	No
	Kindergarten			Yes	□	No
	1st			Yes	П	No
	2nd			Yes		No
	3rd			Yes	П	No
	4th			Yes		No
	5th			Yes	□	No
	6th			Yes		No
	7th			Yes		No
	8th			Yes	□	No
	9th			Yes		No
	10th			Yes	□	No
	11th			Yes	□	No
	12th			Yes		No
	Ungraded			Yes		No

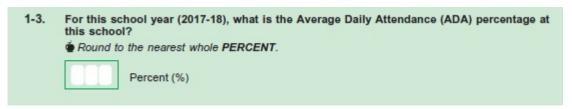
• [if needed] How did you decide on your answer?

• I'm going to give you an alternate question. Please answer it as if this was a part of the survey you just did.



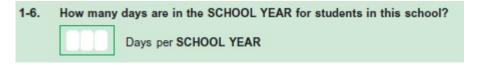
Between these two versions, which do you prefer, if either?

Question 1-3



- Can you tell me more about your answer?
- If we had asked for the average daily attendance as the number of students instead of a percentage, how would you answer?
- Would you prefer answering as a percentage, or as a number?

Question 1-6



• Now let's turn to 1-6. Can you tell me more about how you came to your answer?

а	Around October 1, 2017, how many TEACHERS held full-time or part-time positions or assignments in this school? if none, please mark (X) the box.					
а	3. TOTAL number of full- and part-time teachers					
	Total teachers					
t	D. Full-time					
	None or Full-time teachers					
c	C. Part-time					
	None or Part-time teachers					

- Now let's turn to 2-1. Can you tell me how you came up with your answer to this question?
- In your own words, can you tell me the difference between a "full time" teacher and a "part time" teacher?
- [if at elementary school/pre-kindergarten checked in 1-1] Did you include any pre-kindergarten teachers?
- Does your school have any student teachers? [if yes] Did you include them here?
- Did you include any student teachers in your answer to this question? What about short-term substitutes?
- Do you have any substitutes at this school? Are they short-term or long-term?
- What is the difference between a long-term substitute teacher, and a short-term substitute teacher?
- Were there any teachers you didn't know how to classify?

2-2.	Of the total number of teachers reported in question 2-1 on page 9, how many were –					
	 • If none, please mark (X) the box. • Please only include each teacher in one category below so none are double-counted, 					
	NOTE: Sum of entries in items 2-2(a-g) should be equal to entry in item 2-1a on page 9.					
	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					

- Was this question easy or difficult to answer?
 Is this sort of demographic information kept for all of the teachers at this school?

2-3.	Around October 1, 2017, 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 e), even if this person works full-time across the two positions.					
	If no FULL-TIME or PART-TIME staff members exist, pleas full-time and/or part-time.	e mark (X) tl	he "None	box unde	r	
		FULL-	TIME	PART-	TIME	
	a. Principals		None		None	
	b. Vice principals and assistant principals		None		None	
	C. Instructional coordinators and supervisors, such as curriculum specialists		None		None	
	d. Librarians or library media specialists		None		None	
	e. Data coaches or data coordinators		None		None	
	f. Technology specialists		None		None	
	g. Student support services professional staff		None		None	
	h. Aides		None		None	
	i. Secretaries and other clerical support staff		None		None	
	j. Food service personnel		None		None	
	k. Custodial and maintenance personnel		None		None	
	Security guards or security personnel (not law enforcement)		None		None	

2-3.	Continued – Around October 1, 2017, how many STAFF held full-time or part-time positions or assignments in this school in each of the following categories?					ns or
			FULL-T	IME	PART-	TIME
	m.	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)		None		None
	n.	Sworn law enforcement officers who are not School Resource Officers		None		None
	о.	Other employees not reported above		None		None

- How did you decide on your answer?
 Were there any parts of this question that you had trouble answering?

2-4a. Did you report any support services professional staff in question 2-3?						
r □ Yes						
No → GO TO item 2-5a on page 13.						
b. Around October 1, 2017, of the support services professional staff reported in question 2-3, how many 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 sh	ould be cou	inted as	part-time			
employees. Employees who hold more than one position in this school s	should be co	ounted as	s part-time			
staff for each position held. FOR EXAMPLE: If your school's counselor, you would count this person as 1 part-time nurse				ce		
coach (item 1), even if this person works full-time across the	two positio	ns.				
If no FULL-TIME or PART-TIME staff members exist, please full-time and/or part-time.	mark (X) th	he "None	box unde	Г		
	FULL-1	IME	PART-	TIME		
		None		None		
(1) School/guidance counselors, excluding						
psychologists and social workers		None		None		
(2) Nurses						
(2) Nurses						
		None		None		
(3) Social workers						
		None		None		
(4) Psychologists						
(1, 12,51112)		None		None		
		None		INOTIC		
(5) Speech therapists or pathologists						
		None		None		
(6) Other professional staff						

What does "support services professional staff" mean to you in this question?

2-5a. Did you report any aides in question 2-3?					
r □ Yes					
☐ No → GO TO item 2-6a on page 14.					
 b. Around October 1, 2017, of the aides reported in question 2 part-time positions or assignments in this school in each of 			r		
Employees shared with other schools or the district office sho , employees.	uld be counted a	s part-time			
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 library media center instructional aide also serves as a ESL aide, you would count this person as 1 part-time ESL aide (item 2) and 1 part-time library media center instructional aide (item 5), even if this person works full-time across the two positions.					
If no FULL-TIME or PART-TIME staff members exist, please if full-time and/or part-time.	mark (X) the "Nor	e" box under			
	FULL-TIME	PART-	TIME		
(1) Regular Title I aides	Nor		None		
(2) English as a Second Language (ESL) or bilingual teacher aides	Nor		None		
(3) Special education instructional aides	Nor		None		
(4) Special education non-instructional aides	Nor		None		
(5) Library media center instructional aides	Nor		None		
(6) Library media center non-instructional aides	Nor		None		
(7) Other classroom instructional aides	Nor		None		
(8) Other non-instructional aides	Nor	е	None		

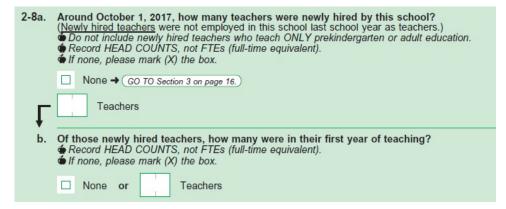
- In your own words, can you tell me the difference between an "instructional aide" and an "non-instructional aide"?
- Does your school use this distinction?
- Whas it difficult for you to decide where to include an aide?

2-6a.	Do a	any of the teachers or staff have the following specialist assignments in this school? pecialist works with students.)					
	(1)	Reading specialist					
			Yes				
			No				
	(2)	Mati	h specialist				
	ι_,		Yes				
			No				
	(3)	Scie	ence specialist				
			Yes				
			No				
b.			of the teachers or staff have the following coaching assignments in this school? works with teachers. Coaching includes observing teachers giving lessons, providing				
	feed	lback	to teachers, and demonstrating teaching strategies.)				
	(1) Reading coach						
			Yes				
			No				
	(2)	Mati	h coach				
			Yes				
			No				
	(3)	Scio	ence coach				
	(5)		Yes				
		H	No				
	(4)	Gen	eral instructional/Not subject-specific coach				
			Yes				
			No.				

- What does the term "specialist" mean to you in this question?
 How did you decide on your answers?
 What does the term "coach" mean to you in this question?

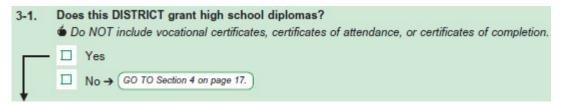
	Yes No → (GO TO item 2-6a on page 15.) ow easy or difficult was it to fill the vacancies for this school year in each of the following elds?							
		pos not ii		No vacancy in this field this school year	k (X) one Easy	Somewhat difficult	very difficult	Cou fill vac
(1)	General elementary					П		
(2)	Special education					П		1
(3)	English or language arts					П		
(4)	Social studies					П		
(5)	Computer science					П		
(6)	Mathematics					П		
(7)	Biology or life sciences					П		
(8)	Physical sciences (e.g., chemistry, physics, earth sciences)							
(9)	English as a Second Language (ESL) or bilingual education					П		
(10)	Foreign languages							
(11)	Music or art					П		
(12)	Career or technical education					П		
(13)	Other					П		

- How did you come to your answer for this question? What does "this school's hiring authority" mean to you in this question?
- About how many teaching vacancies were there in this school?
- Can you tell me more about your answers to this question?
- What timeframe were you thinking of when you answered this question?



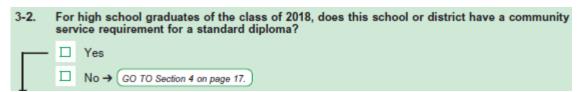
- Can you tell me more about your answer to this question?
- If a teacher had taught in another school in your county and was transferred to your school this school year, would you report that teacher in question 2-8a?
- Can you tell me in your own words what "Record HEAD COUNTS, not FTEs" means in this question?

Question 3-1



In your own words, what does 'certificates of completion' mean to you?

Question 3-2

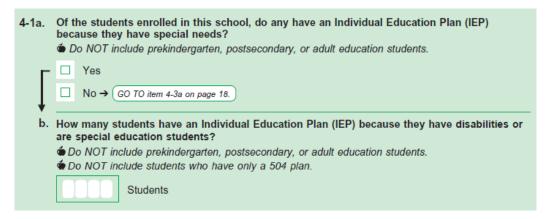


What does the phrase "standard diploma" mean to you in this question?



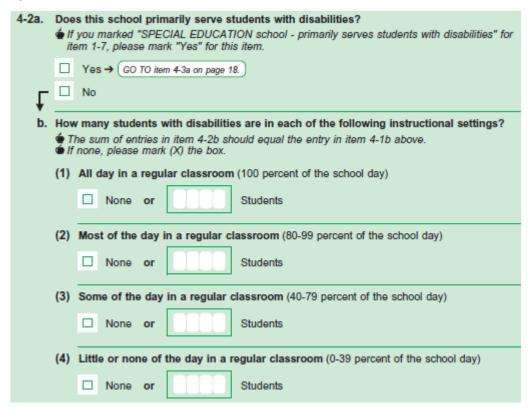
- How did you come to your answer? IF NOT A HIGH SCHOOL- how certain are you of your answer?
- Would you have to look at records or speak with someone else to be able to answer this question?

Question 4-1b



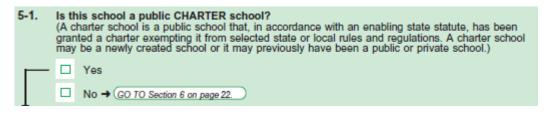
- Were there any students with IEP plans that you were unsure of including?
- Does your school have any prekindergarten/postsecondary students?

Question 4-2



- Can you tell me more about how you came to your answer?
- Were there any students that you had trouble classifying for part B?

Question 5-1, page 21



Can you tell me more about how you came to your answer?