

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 and thank them for their 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?

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

● Mark (X) only one box.

- 1 Regular full-time teacher (in any of grades 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

2-1. Do you currently teach students in any of these grades at THIS school?

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

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

- 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?

Question 2-7

2-7. Which statement best describes the way YOUR classes at THIS school are organized?
● Mark (X) only one box.

- 1 You instruct several classes of different students most or all of the day in one or more subjects.
- 2 You are an elementary school teacher who teaches only one subject to different classes of students.
- 3 You instruct the same group of students all or most of the day in multiple subjects.
- 4 You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day.
- 5 You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs.

- 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?

Question 2-11

2-11. During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching each of the following subjects at THIS school?

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

• If you did not teach a particular subject during the most recent full week, mark (X) the “None” box.

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

Minutes per day Days per week

None or for

(1) Of these minutes, how many were designated for reading instruction?

Minutes per day Days per week

None or for

[GO TO item 2-11b below.](#)

b. Arithmetic or mathematics

Minutes per day Days per week

None or for

c. Social studies or history

Minutes per day Days per week

None or for

d. Science

Minutes per day Days per week

None or for

[GO TO Section 3 on page 12.](#)

- 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 → 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?

Question 2-13

2-13. 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.
 Do NOT include homeroom periods or study halls.
 If 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	B. Subject-Matter Label from Table 1	C. Grade Level Code from list below	D. Number of Students
Example	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 9 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2	Algebra II	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3
(1)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
(2)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
(3)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
(4)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
(5)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
(6)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
(7)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
(8)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
(9)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
(10)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>

- 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?

Question 3-1

3-1a. Do you have a bachelor's degree?
 🗳️ *If you have more than one bachelor's degree, information about additional degrees will be asked in item 3-3 on page 15.*

Yes

No → GO TO item 3-3 on page 15.

b. What is the name of the college or university where you earned this degree?
 Name of college or university

In what city and state is it located?
 City State

Located outside the United States

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

Year

d. Which of the following best describes your bachelor's degree?
 🗳️ *Mark (X) only one box.*

It was awarded by your school's College of Education, School of Education, or Department of Education

It was awarded by another college, school, or department, not in education

e. Using Table 2 on page 13, what was your major field of study?

Major Field of Study Code Major Field of Study Label

- 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?

Question 3-4

3-4. Have you ever taken any undergraduate or graduate courses that focused SOLELY on teaching methods?
⚡ Do NOT include student teaching (sometimes called practice teaching).
⚡ Do NOT include professional development courses, workshops, or seminars.

Yes
 No → GO TO item 3-6 below.

How many undergraduate or graduate courses focused SOLELY on teaching methods?

⚡ Mark (X) only one box.

1 or 2 courses
 3 or 4 courses
 5 to 9 courses
 10 or more courses

- 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

4-1. Did you enter teaching through an alternative route to certification program?
(An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)

Yes
 No

- 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?

Question 4-2

4-2a. Which of the following describes the teaching certificate you currently hold that certifies you to teach in THIS state?

☛ Mark (X) only one box.
☛ If you currently hold more than one of the following, a second certification may be listed in item 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)
- 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)
- I do not hold any of the above certifications in THIS state → [GO TO Section 5 on page 22.](#)

b. Using Table 3 on page 19, in what content area(s) and grade range(s) does the teaching certificate marked above certify you to teach in THIS state?
(For some teachers, the content area may be special education or the grade level.)
☛ If this certificate certifies you to teach in more than one content area, you may report additional content areas in later items.
☛ If your certificate does not restrict you to a specific grade range(s), mark (X) all three grade ranges.

- Please tell me more about your answer for this item?
- In your own 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”?

Question 5-6

5-6. Did you receive the following kinds of support during your FIRST year of teaching?

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

a. Reduced teaching schedule or number of preparations

Yes

No

b. Common planning time with teachers in your subject

Yes

No

c. Seminars or classes for beginning teachers

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

g. Release 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”?

Question 5-7

5-7a. In your FIRST year of teaching, were you ASSIGNED a master or mentor teacher by your school or district?
☛ If you are in your first year of teaching, please answer for THIS school year.

Yes

No → **GO TO Section 6 on page 26.**

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

At least once a week

Once or twice a month

A few times a year

Never

c. Had your assigned master or mentor teacher ever instructed students in the same subject area(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 questions 6-1 to 6-3 please report to the nearest whole hour; do not record fractions of an hour or minutes.

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?

Question 7-5

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teachers at this school like being here; I would describe us as a satisfied group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I like the way things are run at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. If I could get a higher paying job I'd leave teaching as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I think about transferring to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I don't seem to have as much enthusiasm now as I did when I began teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

● 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
- 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 general, 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*”?

Question 7-10

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.

Question 9-1

These next few questions will help us better understand the experiences of teachers of all sexual orientations and gender identities.

9-1. 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 9-2

9-2. 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?

Question 9-3

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

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

⚠ Count part of a year as 1 year.

⚠ If none, please mark (X) the box.

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

1-10. WHILE serving as a principal, have you also REGULARLY TAUGHT one or more classes at the elementary, middle, or secondary level?

⚠ Do not include time spent as a short-term substitute teacher.

Yes

No → [GO TO Section 2 on page 6.](#)

- 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

1-12. While serving as a principal, how many YEARS did you regularly teach at the elementary, middle, or secondary level?

⚠ Count part of a year as 1 year.

⚠ Include the 2017-18 school year in this count, if applicable.

⚠ If none, please mark (X) the box.

None or YEAR(S) of teaching since becoming a principal

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

Question 4-1

4-1. How many days per year are you required to work under your current contract?

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

Days per contract year

- 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?

Question 4-2

4-2. On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?
 ⚙️ *Rough estimates are sufficient.*
 ⚙️ *Please write a percentage in each row. Write 0 if none.*
 ⚙️ *Responses should add up to 100%.*

a. Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget	<input type="text"/>	%
b. Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers	<input type="text"/>	%
c. Student interactions, including discipline and academic guidance	<input type="text"/>	%
d. Parent interactions, including formal and informal interactions	<input type="text"/>	%
e. Other – please specify → <input type="text"/>	<input type="text"/>	%
f. Total	<input type="text" value="100"/>	%

4-2. On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?
 ⚙️ *Please write a percentage in each row. Write 0 if none.*
 ⚙️ *Responses should add up to 100%.*

a. Internal administrative tasks	<input type="text"/>	%
b. Curriculum and teaching-related tasks	<input type="text"/>	%
c. Student interactions	<input type="text"/>	%
d. Parent interactions	<input type="text"/>	%
e. Other – please specify → <input type="text"/>	<input type="text"/>	%
f. Total	<input type="text" value="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%?

Question 4-3

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?

Question 4-4

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?

Question 4-5

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
a. The stress and disappointments involved in being a principal at this school aren't really worth it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am generally satisfied with being principal at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If I could get a higher paying job I'd leave this job as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think about transferring to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I don't seem to have as much enthusiasm now as I did when I began this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 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?

Question 4-6

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

Question 5-1

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?

Question 5-3

5-3. 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?

School Survey

Question 1-1

1-1. Does this school offer the following grades?
● Please mark (X) Yes or No for each grade level.

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

1-1. Which of the following grades does this school offer?
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?

Question 1-3

1-3. For this school year (2017-18), what is the Average Daily Attendance (ADA) percentage at this school?
Round to the nearest whole PERCENT.

Percent (%)

- 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

1-6. How many days are in the SCHOOL YEAR for students in this school?

Days per SCHOOL YEAR

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

Question 2-1

2-1. 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.*

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

Total teachers

b. Full-time

None

or

Full-time teachers

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?

Question 2-2

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?

Question 2-3

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, please mark (X) the "None" box under full-time and/or part-time.

	FULL-TIME		PART-TIME	
a. Principals	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
b. Vice principals and assistant principals	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
c. Instructional coordinators and supervisors, such as curriculum specialists	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
d. Librarians or library media specialists	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
e. Data coaches or data coordinators	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
f. Technology specialists	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
g. Student support services professional staff	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
h. Aides	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
i. Secretaries and other clerical support staff	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
j. Food service personnel	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
k. Custodial and maintenance personnel	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
l. Security guards or security personnel (not law enforcement)	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>

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?

	FULL-TIME		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)	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
n. Sworn law enforcement officers who are not School Resource Officers	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
o. Other employees not reported above	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>

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

Question 2-4

2-4a. Did you report any support services professional staff in question 2-3?

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 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 nurse also serves as a guidance counselor, you would count this person as 1 part-time nurse (item 2) and 1 part-time data coach (item 1), even if this person works full-time across the two positions.
- If no FULL-TIME or PART-TIME staff members exist, please mark (X) the "None" box under full-time and/or part-time.

	FULL-TIME		PART-TIME	
(1) School/guidance counselors, excluding psychologists and social workers	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
(2) Nurses	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
(3) Social workers	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
(4) Psychologists	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
(5) Speech therapists or pathologists	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>
(6) Other professional staff	<input type="text"/>	None <input type="checkbox"/>	<input type="text"/>	None <input type="checkbox"/>

- What does “support services professional staff” mean to you in this question?

Question 2-5

2-5a. Did you report any aides in question 2-3?

Yes
 No → **GO TO item 2-6a on page 14.**

b. Around October 1, 2017, of the aides 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 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 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 mark (X) the "None" box under full-time and/or part-time.

	FULL-TIME		PART-TIME	
	<input type="checkbox"/>	None <input type="checkbox"/>	<input type="checkbox"/>	None <input type="checkbox"/>
(1) Regular Title I aides	<input type="checkbox"/>	None <input type="checkbox"/>	<input type="checkbox"/>	None <input type="checkbox"/>
(2) English as a Second Language (ESL) or bilingual teacher aides	<input type="checkbox"/>	None <input type="checkbox"/>	<input type="checkbox"/>	None <input type="checkbox"/>
(3) Special education instructional aides	<input type="checkbox"/>	None <input type="checkbox"/>	<input type="checkbox"/>	None <input type="checkbox"/>
(4) Special education non-instructional aides	<input type="checkbox"/>	None <input type="checkbox"/>	<input type="checkbox"/>	None <input type="checkbox"/>
(5) Library media center instructional aides	<input type="checkbox"/>	None <input type="checkbox"/>	<input type="checkbox"/>	None <input type="checkbox"/>
(6) Library media center non-instructional aides	<input type="checkbox"/>	None <input type="checkbox"/>	<input type="checkbox"/>	None <input type="checkbox"/>
(7) Other classroom instructional aides	<input type="checkbox"/>	None <input type="checkbox"/>	<input type="checkbox"/>	None <input type="checkbox"/>
(8) Other non-instructional aides	<input type="checkbox"/>	None <input type="checkbox"/>	<input type="checkbox"/>	None <input type="checkbox"/>

- 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?
- Was it difficult for you to decide where to include an aide?

Question 2-6

2-6a. Do any of the teachers or staff have the following specialist assignments in this school?
(A specialist works with students.)

(1) Reading specialist

Yes

No

(2) Math specialist

Yes

No

(3) Science specialist

Yes

No

b. Do any of the teachers or staff have the following coaching assignments in this school?
(A coach works with teachers. Coaching includes observing teachers giving lessons, providing feedback to teachers, and demonstrating teaching strategies.)

(1) Reading coach

Yes

No

(2) Math coach

Yes

No

(3) Science coach

Yes

No

(4) General 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?

Question 2-7

2-7a. For THIS school year (2017-18), were there teaching vacancies in this school, that is, teaching positions for which teachers were recruited and interviewed by this school's hiring authority?
 • Please include teaching positions that were vacant for the 2017-18 school year and that may or may not have been filled before the start of the 2017-18 school year.
 • Do not include vacancies for teachers who teach ONLY prekindergarten or adult education.

Yes
 No → [GO TO item 2-6a on page 15.](#)

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

• Mark (X) one box on each line.

	This position is not offered in this school	No vacancy in this field this school year	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
(1) General elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Special education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) English or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Computer science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Biology or life sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) Physical sciences (e.g., chemistry, physics, earth sciences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) English as a Second Language (ESL) or bilingual education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) Foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) Music or art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(12) Career or technical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(13) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 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?

Question 2-8

2-8a. Around October 1, 2017, how many teachers were newly hired by this school?
(Newly hired teachers were not employed in this school last school year as teachers.)
• Do not include newly hired teachers who teach ONLY prekindergarten or adult education.
• Record HEAD COUNTS, not FTEs (full-time equivalent).
• If none, please mark (X) the box.

None → GO TO Section 3 on page 16.

Teachers

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

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

None or Teachers

- 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

3-1. Does this DISTRICT grant high school diplomas?

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

Yes

No → GO TO Section 4 on page 17.

- In your own words, what does ‘certificates of completion’ mean to you?

Question 3-2

3-2. For high school graduates of the class of 2018, does this school or district have a community service requirement for a standard diploma?

Yes

No → GO TO Section 4 on page 17.

- What does the phrase “standard diploma” mean to you in this question?

Question 3-3

3-3. What is the minimum number of community service hours required of the high school graduates in the class of 2018?

Hours

- 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

4-1a. Of the students enrolled in this school, do any have an Individual Education Plan (IEP) because they have special needs?
👉 Do NOT include prekindergarten, postsecondary, or adult education students.

Yes
 No → GO TO item 4-3a on page 18.

b. How many students have an Individual Education Plan (IEP) because they have disabilities or are special education students?
👉 Do NOT include prekindergarten, postsecondary, or adult education students.
👉 Do NOT include students who have only a 504 plan.

Students

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

Question 4-2

4-2a. Does this school primarily serve students with disabilities?
👉 If you marked "SPECIAL EDUCATION school - primarily serves students with disabilities" for item 1-7, please mark "Yes" for this item.

Yes → GO TO item 4-3a on page 18.
 No

b. How many students with disabilities are in each of the following instructional settings?
👉 The sum of entries in item 4-2b should equal the entry in item 4-1b above.
👉 If none, please mark (X) the box.

(1) All day in a regular classroom (100 percent of the school day)
 None or Students

(2) Most of the day in a regular classroom (80-99 percent of the school day)
 None or Students

(3) Some of the day in a regular classroom (40-79 percent of the school day)
 None or Students

(4) Little or none of the day in a regular classroom (0-39 percent of the school day)
 None or Students

- 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

5-1. Is this school a public CHARTER school?
(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school.)

Yes
 No → GO TO Section 6 on page 22.

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