

NATIONAL CENTER FOR EDUCATION STATISTICS

Attachment 6

Questionnaires to be Cognitively Tested

2019-2020 National Teacher and Principal Survey (NTPS)

Cognitive Interviews

OMB# 1850-0803 v.218

November 2017

Attachment 6: Questionnaires to be Cognitively Tested for 2019-20 NTPS

The following contact materials are contained in this document:

1. 2017-18 NTPS Teacher Questionnaire
2. 2017-18 NTPS School Questionnaire
3. 2017-18 NTPS Private School Questionnaire
4. 2017-18 NTPS Principal Questionnaire

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598: Approval Expires xx/xx/xxxx

Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

TEACHER QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2017-18 SCHOOL YEAR



THIS SURVEY HAS BEEN ENDORSED BY:

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

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

NOTICE:

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).



INSTRUCTIONS AND DEFINITIONS

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

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

☐	3	5	☐
--------------------------	---	---	--------------------------

☒ Yes

☐ No

INCORRECT marking example –

35

3	5	☐
---	---	--------------------------

☐ Yes

☒ No

OR

☒ Yes

☐ No

- If you are the teacher named on the cover page label, please complete the questionnaire.
- Please do not write any comments near the answer boxes.
- If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- If you have any questions, call the U.S. Census Bureau at 1-888-595-1338. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: ntps@census.gov

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

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

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).

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0598. The time required to complete this information collection is estimated to average 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4014, Washington, DC 20202.



1. GENERAL INFORMATION

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)
- 4 ☐ Long-term substitute (i.e. your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
- 5 ☐ Short-term substitute
- 6 ☐ Student teacher
- 7 ☐ Teacher aide
- 8 ☐ Administrator (e.g., principal, assistant principal, director, school head)
- 9 ☐ Library media specialist or Librarian
- 10 ☐ Other professional staff (e.g., counselor, curriculum coordinator, social worker)
- 11 ☐ Support staff (e.g., secretary)

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

- ☐ Box 1 → GO TO item 1-5 on page 4.
- ☐ Box 2, 3, or 4 → GO TO item 1-4 on page 4.
- ☐ Box 5, 6, or 7 → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**
- ☐ Box 8, 9, 10, or 11



1-3. Do you TEACH one or more classes at THIS school, at least once per week, in any of grades K-12 or comparable ungraded levels?

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

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

- ☐ Yes → GO TO item 1-4 on page 4.
- ☐ No → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**



1-4. How much time do you work as a TEACHER in any of grades K-12 or comparable ungraded levels at THIS school?

🍎 Mark (X) only one box.

- ☐ Full time
- ☐ 3/4 time or more, but less than full-time
- ☐ 1/2 time or more, but less than 3/4 time
- ☐ 1/4 time or more, but less than 1/2 time
- ☐ Less than 1/4 time
- ☐ I do not teach any of grades K-12 or comparable ungraded levels →

Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.

1-5. When did you begin teaching, either full-time or part-time, at THIS school?

🍎 Do NOT include time spent as a student teacher.

🍎 Enter the month AND year. Report month as a number, that is, 01 for January, 02 for February, etc.

Month

Year

1-6. During the LAST school year (2016-17), what was your MAIN activity?

🍎 Mark (X) only ONE box which best applies to how you spent the MOST time LAST school year.

🍎 If you were a substitute or itinerant teacher, please mark (X) the box which best applies to your MAIN activity LAST school year.

- ☐ Teaching in this school
- ☐ Teaching in another public elementary, middle, or secondary school IN THIS SCHOOL SYSTEM
- ☐ Teaching in a public elementary, middle, or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE
- ☐ Teaching in a public elementary, middle, or secondary school IN ANOTHER STATE
- ☐ Teaching in a PRIVATE elementary, middle, or secondary school
- ☐ Teaching in a preschool
- ☐ Teaching at a college or university
- ☐ Student at a college or university
- ☐ Working in a position in the field of education, but not as a teacher
- ☐ Working in a position outside the field of education
- ☐ On leave (e.g., maternity or paternity leave, disability leave, sabbatical)
- ☐ Caring for family members, but not on leave (e.g., homemaking, childrearing)
- ☐ Military service
- ☐ Unemployed and seeking work
- ☐ Retired from another job
- ☐ Other – please specify →



1-7. When did you FIRST begin teaching, either full-time or part-time, at the K-12 or comparable ungraded level?

🍏 Do NOT include time spent as a student teacher.

🍏 Enter the month AND year. Report month as a number, that is, 01 for January, 02 for February, etc.

Month

Year

1-8. In how many schools have you taught, either full-time or part-time, at the K-12 or comparable ungraded level?

🍏 Do NOT include time spent as a student teacher.

Schools

1-9. Excluding time spent on maternity/paternity leave or sabbatical, how many school years have you worked, either full-time or part-time, as a K-12 or comparable ungraded level teacher in public, public charter, or private schools?

🍏 Include the current school year.

🍏 Do NOT include time spent as a student teacher.

🍏 Report years to the nearest whole year, not fractions or months.

School years



2. CLASS ORGANIZATION

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	☐ Yes	☐ No
Kindergarten	☐ Yes	☐ No
1st	☐ Yes	☐ No
2nd	☐ Yes	☐ No
3rd	☐ Yes	☐ 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

2-2. Of all the students you teach at THIS school, how many have an Individualized Education Program (IEP) because they have disabilities or are special education students?

🍏 Do NOT include students who have only a 504 plan.

🍏 If none, please mark (X) the box.

☐ None or
 Students



- 2-3. Of all the students you teach at THIS school, how many are of limited-English proficiency (LEP) or are English-language learners (ELLs)?**

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

🍏 If none, please mark (X) the box.

☐ None or ☐ ☐ ☐ Students

- 2-4. Using Table 1 on page 10, this school year, in what subject is your MAIN teaching assignment at THIS school, that is, the subject matter in which you teach the most classes?**

🍏 Record one of the main teaching assignment codes and labels from Table 1 on page 10.

☐ ☐ ☐ Main Teaching Assignment Code Main Teaching Assignment Label

- 2-5. Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)?**

☐ Yes

☐ No

- 2-6a. During any of your classes, do you have students use instructional software to learn some or all of their lessons?**

☐ Yes

☐ No → GO TO item 2-7 on page 8.



- b. Does any of the instructional software the students use AUTOMATICALLY ADJUST the level of instruction to an individual student's performance?**

☐ Yes

☐ No



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.

2-8. Which box did you mark in item 2-7 above?

☐ Box 1 or 2 → GO TO item 2-12 on page 11.

☐ Box 3 or 4

☐ Box 5 → GO TO item 2-10 below.

2-9. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught?

🍏 *If you teach more than one self-contained class, report the number from your class with the most students.*

Students → GO TO item 2-11 on page 9.

2-10. During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?

Students



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.



**Table 1. Main Teaching Assignment and Subject-matter Codes and Labels
For Questions 2-4 and 2-13**

General Education Codes and Labels

Elementary Education

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

Special Education

- 110 Special education, any

Subject-matter Specific Codes and Labels

Arts and Music

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

English and Language Arts

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

English as a Second Language (ESL)

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

Foreign Languages

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

Health Education

- 181 Health education
- 182 Physical education

Mathematics and Computer Science

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

Natural Sciences

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

Social Sciences

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

Career or Technical Education

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

Miscellaneous

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

Other

- 268 Other



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

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.

🍏 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	1 9 2	Algebra II	1 1	3 3
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
(10)				

Grade Level Codes

If your class period or section has students from more than one grade level (i.e., MIXED GRADES), please list the grade with the most students.

PK	Prekindergarten	07	7th grade
KG	Kindergarten	08	8th grade
01	1st grade	09	9th grade
02	2nd grade	10	10th grade
03	3rd grade	11	11th grade
04	4th grade	12	12th grade
05	5th grade	UG	Ungraded
06	6th grade		



3. EDUCATION AND TRAINING

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

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

🍏 Do NOT report academic minors or concentrations.

☐ Yes

☐ No → GO TO item 3-1h on page 14.



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

🍏 Do NOT report academic minors or concentrations.

Major Field
of Study Code

Major Field
of Study Label



**Table 2. Major and Minor Fields of Study Codes and Labels
For Questions 3-1e, 3-1g, 3-1i, 3-2e, and 3-3b**

General Education Codes and Labels

Elementary Education

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

Secondary Education

- 103 Middle grades, general
104 Secondary grades, general

Special Education

- 110 Special education, any

Other Education

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

Subject-matter Specific Codes and Labels

Arts and Music

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

English and Language Arts

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

English as a Second Language (ESL)

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

Foreign Languages

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

Health Education

- 181 Health education
182 Physical education

Mathematics and Computer Science

- 190 Mathematics
197 Computer science
200 Statistics and probability

Natural Sciences

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

Social Sciences

- 220 Social studies, general
221 Anthropology

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

Career or Technical Education

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

Miscellaneous

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

Other

- 268 Other



3-1h. Did you have a minor field of study?

- ☐ Yes
- ☐ No → *GO TO item 3-2a below.*

i. Using Table 2 on page 13, what was your minor field of study?

Minor Field
of Study Code
Minor Field
of Study Label**3-2a. Do you have a master's degree?**

🍏 *If you have more than one master's degree, information about additional degrees will be asked in item 3-3 on page 15.*

- ☐ Yes
- ☐ No → *GO TO item 3-3 on page 15.*

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

- ☐ Yes
- ☐ No

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

Year

d. Which of the following best describes your master'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 for your master's degree?

Major Field
of Study Code
Major Field
of Study Label

3-3. Have you earned any of the degrees or certificates listed below?

☐

Yes

☐
No → **GO TO item 3-4 on page 16.**

a. Degree or certificate	b. Using Table 2 on page 13, what was your major field of study for each degree or certificate?	c. Which of the following best describes each degree or certificate? 🍏 Mark (X) only one box.	d. In what year?
(1) Vocational certificate	Major Field of Study Code Major Field of Study Label 		Year
(2) Associate's degree	Major Field of Study Code Major Field of Study Label 		Year
(3) SECOND Bachelor's degree	Major Field of Study Code Major Field of Study Label 	☐ 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	Year
(4) SECOND Master's degree	Major Field of Study Code Major Field of Study Label 	☐ 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	Year
(5) Educational specialist or professional diploma (at least one year beyond a master's level)	Major Field of Study Code Major Field of Study Label 	☐ 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	Year
(6) Certificate of Advanced Graduate Studies	Major Field of Study Code Major Field of Study Label 	☐ 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	Year
(7) Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)	Major Field of Study Code Major Field of Study Label 	☐ 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	Year



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

3-5. Did you take any of the courses you marked in 3-4 before your first year of teaching?

☐ Yes

☐ No

3-6. BEFORE your first year of teaching, did you take any graduate or undergraduate courses which taught you —

a. Classroom management techniques?

☐ Yes

☐ No

b. Lesson planning?

☐ Yes

☐ No

c. How to assess learning?

☐ Yes

☐ No

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

☐ Yes

☐ No

e. How to serve students from diverse economic backgrounds?

☐ Yes

☐ No



3-6. *Continued* – **BEFORE** your first year of teaching, did you take any graduate or undergraduate courses which taught you —

f. How to serve students with special needs?

☐ Yes

☐ No

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

☐ Yes

☐ No

3-7a. Did you have any student teaching (sometimes called practice teaching)?

☐ Yes

☐ No → *GO TO Section 4 on page 18.*



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

🍏 *Mark (X) only one box.*

☐ 1

☐ 2

☐ 3 or more

c. How long did your student teaching last?

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

🍏 *Mark (X) only one box.*

☐ 4 weeks or less

☐ 5-7 weeks

☐ 8-11 weeks

☐ 12 weeks or more



4. CERTIFICATION

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

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

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.

(1) Content Area	(2) Grade Range of Certificate (Mark (X) all that apply)
Content Area Code Content Area Label 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12

c. Does this certificate marked in item 4-2a certify you to teach in additional content areas?

☐ Yes → [GO TO item 4-2d on page 20.](#)

☐ No → [GO TO item 4-3a on page 20.](#)



Table 3. Certification Content Area Codes and Labels For Questions 4-2b, 4-2d, 4-3c, and 4-3e**General Education Codes and Labels****Elementary Education**

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

Secondary Education

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

Special Education

- 111 Special education, general
- 112 Autism
- 113 Deaf and hard-of-hearing
- 114 Developmentally delayed
- 115 Early childhood special education
- 116 Emotionally disturbed or behavior disorders

Special Education – Continued

- 117 Learning disabilities
- 118 Intellectual disabilities
- 119 Mildly or moderately disabled
- 120 Orthopedically impaired
- 121 Severely or profoundly disabled
- 122 Speech or language impaired
- 123 Traumatologically brain-injured
- 124 Visually impaired
- 125 Other special education

General Administration

- 131 Administration
- 132 Counseling and guidance

Subject-matter Specific Codes and Labels**Arts and Music**

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

English and Language Arts

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

English as a Second Language (ESL)

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

Foreign Languages

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

Health Education

- 181 Health education
- 182 Physical education

Mathematics and Computer Science

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

Natural Sciences

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

Social Sciences

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

Career or Technical Education

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

Miscellaneous

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

Other

- 268 Other



4-2. Continued –**d. Using Table 3 on page 19, please record all ADDITIONAL content areas and grade ranges in which this certificate certifies you to teach:**

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

Additional Content Area	Grade Range of Certificate (Mark (X) all that apply)
(1) Content Area Code Content Area Label 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12
(2) Content Area Code Content Area Label 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12
(3) Content Area Code Content Area Label 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12
(4) Content Area Code Content Area Label 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12

4-3a. Do you have another current teaching certificate that certifies you to teach in THIS state?

- ☐ Yes
☐ No → GO TO Section 5 on page 22.

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

🍏 Mark (X) only one box.

- ☐ 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)



4-3. Continued –**c. Using Table 3 on page 19, in what content area(s) and grade range(s) does the teaching certificate marked in question 4-3b on page 20 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.

(1) Content Area	(2) Grade Range of Certificate (Mark (X) all that apply)
Content Area Code 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12
Content Area Label 	

d. Does this certificate marked in item 4-3b certify you to teach in additional content areas?
☐ Yes

☐ No → GO TO Section 5 on page 22.
e. Using Table 3 on page 19, please record all ADDITIONAL content areas and grade ranges in which this certificate certifies you to teach:

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

Additional Content Area	Grade Range of Certificate (Mark (X) all that apply)
(1) Content Area Code 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12
Content Area Label 	
(2) Content Area Code 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12
Content Area Label 	
(3) Content Area Code 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12
Content Area Label 	
(4) Content Area Code 	☐ Early childhood, preschool, or at least one of grades K-5 ☐ At least one of grades 6-8 ☐ At least one of grades 9-12
Content Area Label 	



5. EARLY CAREER EXPERIENCES

5-1. Was your FIRST year of teaching before the 2011-2012 school year?

☐ Yes → *GO TO Section 6 on page 26.*

☐ No

5-2. What was your MAIN activity the year before you began teaching at the K-12 or comparable ungraded level?

🍏 *Mark (X) only one box.*

☐ Student at a college or university

☐ Working as a substitute teacher

☐ Teaching in a preschool

☐ Teaching at a college or university

→ *GO TO item 5-4 on page 23.*

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

☐ Working in an occupation outside the field of education

☐ Caring for family members

☐ Military service

☐ Unemployed and seeking work

☐ Retired from another job

→ *GO TO item 5-4 on page 23.*

5-3a. What kind of work did you do, that is, what was your occupation?

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

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

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

c. How would you classify yourself on that job?

🍏 *Mark (X) only one box.*

☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission

☐ A FEDERAL government employee

☐ A STATE government employee

☐ A LOCAL government employee

☐ SELF-EMPLOYED in your own business, professional practice, or farm

☐ Working WITHOUT PAY in a family business or farm

☐ Working WITHOUT PAY in a volunteer job



- 5-4. In your FIRST year of teaching, how well prepared were you to —**
 🍏 *If you are in your first year of teaching, please answer for THIS school year.*

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

- 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



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

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

5-8. Did your assigned master or mentor teacher provide the following types of support during your FIRST year of teaching?

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

a. Helped with paperwork or record keeping

- ☐ Yes
- ☐ No

b. Demonstrated lessons

- ☐ Yes
- ☐ No

c. Helped you prepare lessons that address learning standards

- ☐ Yes
- ☐ No

d. Helped you develop student assessment tools

- ☐ Yes
- ☐ No

5-9. Overall, to what extent did your assigned master or mentor teacher improve your teaching in your first year of teaching?

🍏 Mark (X) only one box.

- ☐ Not at all
- ☐ To a small extent
- ☐ To a moderate extent
- ☐ To a great extent



6. TEACHER WORKING CONDITIONS

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



6-4. During this school year, do you or will you do the following for this school or district —

a. Coach a sport?

☐ Yes

☐ No

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

☐ Yes

☐ No

c. Serve as a department lead or chair?

☐ Yes

☐ No

d. Serve as a lead curriculum specialist?

☐ Yes

☐ No

e. Serve on a schoolwide or districtwide committee or task force?

☐ Yes

☐ No

f. Serve as an assigned mentor or mentor coordinator for teachers?

☐ Yes

☐ No

6-5. In the LAST SCHOOL YEAR (2016-17), how much of your own money did you spend on classroom supplies, without reimbursement?

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

🍏 If none, please mark (X) the box.

☐ None

or

\$, .00



7. SCHOOL CLIMATE AND TEACHER ATTITUDES

- 7-1. How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?

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

- 7-2. How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?

	🍏 Mark (X) one box on each line.			
	No control	Minor control	Moderate control	A great deal of control
a. Selecting textbooks and other instructional materials	☐	☐	☐	☐
b. Selecting content, topics, and skills to be taught	☐	☐	☐	☐
c. Selecting teaching techniques	☐	☐	☐	☐
d. Evaluating and grading students	☐	☐	☐	☐
e. Disciplining students	☐	☐	☐	☐
f. Determining the amount of homework to be assigned	☐	☐	☐	☐



7-3. 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 school administration's behavior toward the staff is supportive and encouraging.	☐	☐	☐	☐
b. I am satisfied with my teaching salary.	☐	☐	☐	☐
c. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	☐	☐	☐	☐
d. I receive a great deal of support from parents for the work I do.	☐	☐	☐	☐
e. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	☐	☐	☐	☐
f. Routine duties and paperwork interfere with my job of teaching.	☐	☐	☐	☐
g. My principal enforces school rules for student conduct and backs me up when I need it.	☐	☐	☐	☐
h. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	☐	☐	☐	☐
i. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	☐	☐	☐	☐
j. The principal knows what kind of school he or she wants and has communicated it to the staff.	☐	☐	☐	☐
k. There is a great deal of cooperative effort among the staff members.	☐	☐	☐	☐
l. In this school, staff members are recognized for a job well done.	☐	☐	☐	☐
m. I worry about the security of my job because of the performance of my students or my school on state and/or local tests.	☐	☐	☐	☐
n. State or district content standards have had a positive influence on my satisfaction with teaching.	☐	☐	☐	☐
o. I am given the support I need to teach students with special needs.	☐	☐	☐	☐
p. The amount of student tardiness and class cutting in this school interferes with my teaching.	☐	☐	☐	☐
q. I am generally satisfied with being a teacher at this school.	☐	☐	☐	☐
r. I make a conscious effort to coordinate the content of my courses with that of other teachers.	☐	☐	☐	☐



7-4. To what extent is each of the following a problem in this school?

	🍏 Mark (X) one box on each line.			
	Not a problem	Minor problem	Moderate problem	Serious problem
a. Student tardiness	☐	☐	☐	☐
b. Student absenteeism	☐	☐	☐	☐
c. Student class cutting	☐	☐	☐	☐
d. Teacher absenteeism	☐	☐	☐	☐
e. Students dropping out	☐	☐	☐	☐
f. Student apathy	☐	☐	☐	☐
g. Lack of parental involvement	☐	☐	☐	☐
h. Poverty	☐	☐	☐	☐
i. Students come to school unprepared to learn	☐	☐	☐	☐
j. Poor student health	☐	☐	☐	☐

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.	☐	☐	☐	☐
b. 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.	☐	☐	☐	☐
d. 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.	☐	☐	☐	☐



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

7-7a. Has a student FROM THIS SCHOOL ever threatened to injure you?

- ☐ Yes
- ☐ No → *GO TO item 7-8a below.*

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

- ☐ Yes
- ☐ No → *GO TO item 7-8a below.*

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

Times

7-8a. Has a student FROM THIS SCHOOL ever physically attacked you?

- ☐ Yes
- ☐ No → *GO TO Section 8 on page 32.*

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

- ☐ Yes
- ☐ No → *GO TO Section 8 on page 32.*

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

Times



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

☐ Excellent

☐ Very good

☐ Good

☐ Fair

☐ Poor

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

Total average hours sleeping



8-1. DURING THE SUMMER OF 2017, did you have any earnings from —

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

☐ Yes →

\$. .00

☐ No

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

☐ Yes☐ No

GO TO item 8-1b below.

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

☐ Yes →

\$.

☐ No

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

☐ Yes☐ No

GO TO item 8-1c below.

c. Working in any NONSCHOOL job?

☐ Yes →

\$. .00

☐ No

GO TO item 8-2 below.

8-2. How many days are covered by your contract, per contract year?

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

11

Days per contract year

8-3. DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year?

🍏 Report amounts in whole dollars.

\$, .00

For the entire school year

8-4. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes?
 🍏 *Report amounts in whole dollars.*

☐

Yes →

☐

No

How much?

\$, .

GO TO item 8-5 below.

8-5. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system based on your students' performance (e.g., through a merit pay or pay-for-performance agreement)?
 🍏 *Report amounts in whole dollars.*

☐

Yes →

☐

No

How much?

\$,.00

GO TO item 8-6 below.

8-6. DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school system, such as a state supplement, etc.?
 🍏 Do NOT report any earnings already reported.
 🍏 Report amounts in whole dollars.

☐ Yes →

☐ No

How much?

\$, .00

GO TO item 8-7a below.

8-7a. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?
 🍏 *Report amounts in whole dollars.*

☐ Yes →

How much?

\$, .00

GO TO item 8-7b below.

☐ No → *GO TO item 8-8 on page 34.*

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

Mark (X) only one box.

- ☐ Teaching or tutoring
- ☐ Non-teaching, but related to teaching field
- ☐ Other



8-8. During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system?

🍏 Report amounts in whole dollars.

☐ Yes →

How much?

\$, .00

GO TO item 8-9 below.

☐ No

8-9. Are you a member of a teachers' union or an employee association similar to a union?

☐ Yes☐ No

8-10a. Does your school, district, or school system offer tenure?

☐ Yes

☐ No → **GO TO Section 9 on page 35.**

b. Are you tenured at your current school?

☐ Yes

☐ No



9. TEACHER DEMOGRAPHIC INFORMATION

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

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

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



9-4. Are you of Hispanic or Latino origin?☐ Yes☐ No**9-5. What is your race?**

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

☐ White☐ Black or African-American☐ Asian☐ Native Hawaiian or Other Pacific Islander☐ American Indian or Alaska Native**9-6. What is your year of birth?**

10. CONTACT INFORMATION

- 10-1.** Please PRINT your name, your home address, your cell and home telephone numbers, the most convenient time to reach you, and your work and home e-mail addresses. This information would only be used in the event that we need to contact you for follow-up. 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).

- a.** First name

Middle name

Last name

Suffix

- b.** Street Address

- c.** City

- d.** State

- e.** ZIP Code

- f.** Cell phone number

Area code Number

☐

I consent to receive text messages for follow-up purposes only.

- g.** Home phone number

Area code Number



- h.** Best day(s) to reach you
🍏 *Mark (X) all that apply.*

- ☐ Monday
☐ Tuesday
☐ Wednesday
☐ Thursday
☐ Friday
☐ Saturday
☐ Sunday

- i.** Best time of the day to reach you
🍏 *Mark (X) only one box.*

- ☐ a.m.
☐ p.m.

- j.** Work e-mail address

- k.** Home e-mail address



10-2. Please enter the date you completed this questionnaire.

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

Month

Day

Year

10-3. Please indicate how much time it took you to complete this form, not counting interruptions.

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

Minutes

**Thank you very much for your participation
in this survey. If you have any questions,
please contact us, toll-free, at: 1-888-595-1338
or by e-mail at: ntps@census.gov**

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

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**



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

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

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



Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598: Approval Expires xx/xx/xxxx

Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOL QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2017-18 SCHOOL YEAR



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

THIS SURVEY HAS BEEN ENDORSED BY:

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

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

NOTICE:

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).



- **What is the average student-teacher ratio in the United States?**
- **What is the average salary of a beginning principal?**
- **Have teachers' views of their autonomy in the classroom changed over time?**
- **Have the characteristics of the principal and teacher workforces in the United States changed over time?**

The answers to these questions help school districts and policy makers at the state, federal, and local levels set education policy and improve teacher and principal working conditions.

Since 1988, the National Teacher and Principal Survey and its precursor, the Schools and Staffing Survey, have provided the answers to these and other important education questions from the perspective of Principals and Teachers.

By selecting a statistically representative sample of schools, and teachers in those schools, we are able to provide representative data for the United States without going to every school.

Your school has been selected to participate in the 2017-18 National Teacher and Principal Survey. You will represent thousands of other schools, so it is important that you respond to this survey.

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).

More information can be found on our website: <http://nces.ed.gov/surveys/ntps>

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0598. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4014, Washington, DC 20202.



INSTRUCTIONS

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

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

3 5

☒ Yes

☐ No

INCORRECT marking example –

35 3 5

☐ Yes

☒ No

OR

☒ Yes

☐ No

- a. This questionnaire may be completed by any staff member who has access to the school's records.
- b. Please do not write any comments by the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-888-595-1338. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: ntps@census.gov.



1. GENERAL INFORMATION ABOUT THIS SCHOOL

Please report for the school listed on the cover.

1-1. Does this school offer the following grades?

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

Prekindergarten	☐ Yes	☐ No
Kindergarten	☐ Yes	☐ No
1st	☐ Yes	☐ No
2nd	☐ Yes	☐ No
3rd	☐ Yes	☐ 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

1-2. Excluding prekindergarten, postsecondary, and adult education students, around October 1, 2017, how many students were enrolled in this school?

Students

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 (%)



1-4. What is the official start and end time for MOST students at this school?

🍏 If the start and end times vary by day, record the start and end time for the longest day of the week.

🍏 Do not include prekindergarten or transitional first grade programs.

Start time		End time
00 : 00	☐ a.m. — ☐ p.m.	00 : 00
	☐ a.m. — ☐ p.m.	

1-5. How many days are in a TYPICAL SCHOOL WEEK for students in this school?

🍏 Do not include prekindergarten, kindergarten, or transitional first grade programs.

Days per **TYPICAL SCHOOL WEEK**

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

Days per **SCHOOL YEAR**

1-7. Which of the following best describes this school?

🍏 Mark (X) only one box.

- ☐ REGULAR school – elementary or secondary
- ☐ SPECIAL PROGRAM EMPHASIS school – such as a science or math school, performing arts school, talented or gifted school, foreign language immersion school, etc.
- ☐ SPECIAL EDUCATION school – primarily serves students with disabilities
- ☐ CAREER/TECHNICAL/VOCATIONAL school – primarily serves students being trained for occupations
- ☐ ALTERNATIVE/OTHER school – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school – *Please describe.* ➤



1-8a. Does this school currently have any students enrolled in kindergarten?

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

☐ Yes

☐ No → GO TO item 1-9 below.
b. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?

🍏 Mark (X) only one box.

☐ Full day (4 hours or more per day)

☐ Half day (less than 4 hours per day)

☐ Both full-day and half-day programs are offered
c. How many days are in a TYPICAL SCHOOL WEEK for kindergarten, transitional kindergarten, or transitional first grade students in this school?

🍏 If the number of days per week varies, record the most days that a student would attend in a week.

 Days per **TYPICAL SCHOOL WEEK**
1-9. Does this school have a library media center?

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

☐ Yes

☐ No


1-10a. Does this school offer any courses that are taught entirely online?

- ☐ Yes
☐ No → GO TO item 1-11a below.

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

🍏 *Mark (X) only one box.*

- ☐ One or a few courses
☐ Some courses but less than half
☐ About half
☐ A majority
☐ All courses

1-11a. Does this school have a magnet program?

(A magnet program offers enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area.)

- ☐ Yes
☐ No → GO TO item 1-12 on page 8.

b. Is this a school-wide magnet program in which all students in this school participate in the program?

- ☐ Yes
☐ No

c. Is the magnet program focused on...?

🍏 *Mark (X) for all that apply.*

- ☐ Science, Technology, Engineering, or Math
☐ Performing Arts
☐ Education for gifted or talented students
☐ Foreign language immersion
☐ Other



1-12. Does this school offer the following?

- a. Different instructional approaches** (e.g., mixed-ability grouping, self-paced instruction, ungraded classrooms, etc.)

☐ Yes

☐ No

- b. A dual-language or foreign language immersion program** (A program in which the goal of instruction is that students are proficient in two languages)

🍏 *Do not include English as a Second Language (ESL) programs or classes.*

☐ Yes

☐ No

- c. Distance learning course(s)** (Taught primarily via Internet, e-mail, satellite, or television)

☐ Yes

☐ No

1-13. Are the following before-school or after-school programs or services currently available for students in any of grades K-12, or comparable ungraded levels, regardless of funding source at this school?

- a. A program or service providing instruction beyond the normal school day for students who NEED academic ASSISTANCE**

☐ Yes

☐ No

- b. A program or service providing instruction beyond the normal school day for students who SEEK academic ADVANCEMENT or ENRICHMENT**

☐ Yes

☐ No

- c. Extended-day care**

☐ Yes

☐ No

- d. School-related activities and clubs** (e.g., yearbook club, school dance committee, etc.)

☐ Yes

☐ No



2. SCHOOL STAFFING

For all teacher counts in items 2-1 and 2-2:

🍏 **INCLUDE** these types of teachers:

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

🍏 **INCLUDE** as part-time teachers:

- Itinerant teachers who teach part-time at this school or teachers who are shared with other schools
- Employees who teach one or more classes at least once a week but have another position at this school

🍏 **DO NOT INCLUDE:**

- Student teachers
- Short-term substitute teachers
- Prekindergarten or adult education teachers who do not teach other grades

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



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



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		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 ☐
l. 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?

	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)		None ☐		None ☐
n. Sworn law enforcement officers who are not School Resource Officers		None ☐		None ☐
o. Other employees not reported above		None ☐		None ☐

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		None ☐		None ☐
(2) Nurses		None ☐		None ☐
(3) Social workers		None ☐		None ☐
(4) Psychologists		None ☐		None ☐
(5) Speech therapists or pathologists		None ☐		None ☐
(6) Other professional staff		None ☐		None ☐



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	
(1) Regular Title I aides		None ☐		None ☐
(2) English as a Second Language (ESL) or bilingual teacher aides		None ☐		None ☐
(3) Special education instructional aides		None ☐		None ☐
(4) Special education non-instructional aides		None ☐		None ☐
(5) Library media center instructional aides		None ☐		None ☐
(6) Library media center non-instructional aides		None ☐		None ☐
(7) Other classroom instructional aides		None ☐		None ☐
(8) Other non-instructional aides		None ☐		None ☐



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



- 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	☐	☐	☐	☐	☐	☐
(2) Special education	☐	☐	☐	☐	☐	☐
(3) English or language arts	☐	☐	☐	☐	☐	☐
(4) Social studies	☐	☐	☐	☐	☐	☐
(5) Computer science	☐	☐	☐	☐	☐	☐
(6) Mathematics	☐	☐	☐	☐	☐	☐
(7) Biology or life sciences	☐	☐	☐	☐	☐	☐
(8) Physical sciences (e.g., chemistry, physics, earth sciences)	☐	☐	☐	☐	☐	☐
(9) English as a Second Language (ESL) or bilingual education	☐	☐	☐	☐	☐	☐
(10) Foreign languages	☐	☐	☐	☐	☐	☐
(11) Music or art	☐	☐	☐	☐	☐	☐
(12) Career or technical education	☐	☐	☐	☐	☐	☐
(13) Other	☐	☐	☐	☐	☐	☐



- 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



3. DISTRICT COMMUNITY SERVICE REQUIREMENTS

The questions in this section are about the DISTRICT that this school is a part of, not this specific school. You may wish to contact the district to obtain the information requested if it is not immediately known.

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.

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

☐

Yes

☐

No → GO TO Section 4 on page 17.

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

Hours



4. SPECIAL PROGRAMS AND SERVICES

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

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



4-3a. Of the students enrolled in this school as of October 1, 2017, have any been identified as limited-English proficient (LEP), also known as English-language learners (ELLs)?

(Limited-English proficient (LEP) or English-language learners (ELLs) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

🍏 *Do NOT include prekindergarten, postsecondary, or adult education students.*

☐ Yes

☐ No → GO TO item 4-6a on page 19.



b. How many limited-English proficient students or English-language learners are enrolled in this school?

Students

4-4. Does this school have instruction specifically designed to address the needs of students with limited-English proficiency (LEP), also known as English-language learners (ELLs)?

☐ Yes

☐ No → GO TO item 4-6a on page 19.



4-5. How are English-language learners taught English?

a. Using ESL, bilingual, or immersion techniques?

☐ Yes

☐ No

b. In regular English-speaking classrooms?

☐ Yes

☐ No



4-6a. Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?

☐ Yes

☐ No → GO TO item 4-7 on page 20.

b. Around October 1, 2017, how many PREKINDERGARTEN students were enrolled in this school?

☐ None or Prekindergarten students

(1) What was the percentage of PREKINDERGARTEN students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?

% of Prekindergarten students approved

c. Around October 1, 2017, what was the percentage of K-12 students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?

% of K-12 students approved

d. What is the count of students whose National School Lunch Program eligibility was determined through direct certification?

(Direct certification deems students eligible for free meals under the National School Lunch Program (NSLP) by their families' participation in certain Federal assistance programs such as Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or Food Distribution Program on Indian Reservations (FDPIR).)

☐ None or students

e. Does this school provide a free lunch for ALL students as part of the National School Lunch Program's Community Eligibility Option?

(The Community Eligibility Program (CEP) eliminates the requirement for eligibility information once a school has determined a baseline percentage of NSLP-eligible students. Under CEP, schools must serve all students free lunch and breakfast. All students in a school are therefore eligible for free lunches and there is no count of reduced-price lunch students.)

☐ Yes

☐ No



4-7. Around October 1, 2017, did any students enrolled in this school receive Title I services at this school or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)



☐ Yes

☐ No → **GO TO Section 5 on page 21.**

4-8a. How many PREKINDERGARTEN students at this school participate in the Title I program?

☐ None or Prekindergarten students

b. How many students at this school in GRADES K-12 participate in the Title I program?

☐ None or K-12 students

4-9. Are students receiving Title I services in –

a. Reading or language arts?

☐ Yes

☐ No

b. Mathematics?

☐ Yes

☐ No

c. English as a Second Language (ESL)?

☐ Yes

☐ No

4-10. How many designated Title I teachers were teaching AT THIS SCHOOL around October 1, 2017?

☐ None or Title I teachers



5. CHARTER SCHOOL INFORMATION

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.](#)

5-2. Which of the following best describes the governance structure of this public charter school?

☐ An independent or stand-alone charter school

☐ Part of a non-profit charter management organization or network of schools that are managed by a central agency

☐ Part of a for-profit charter management organization or network of schools that are managed by a central agency

☐ Part of a traditional public school district

☐ Other – *Please describe* ↘



6. CONTACT INFORMATION

6-1. What is the name of the person who completed most of this questionnaire?

6-2. What is his or her job title?

6-3. What is his or her phone number?

Area code

Number

 - -

6-4. What is his or her work e-mail address?

6-5. Please enter the date you completed this questionnaire.

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

Month

Day

Year

6-6. Please indicate how much time it took you to complete this form, not counting interruptions.

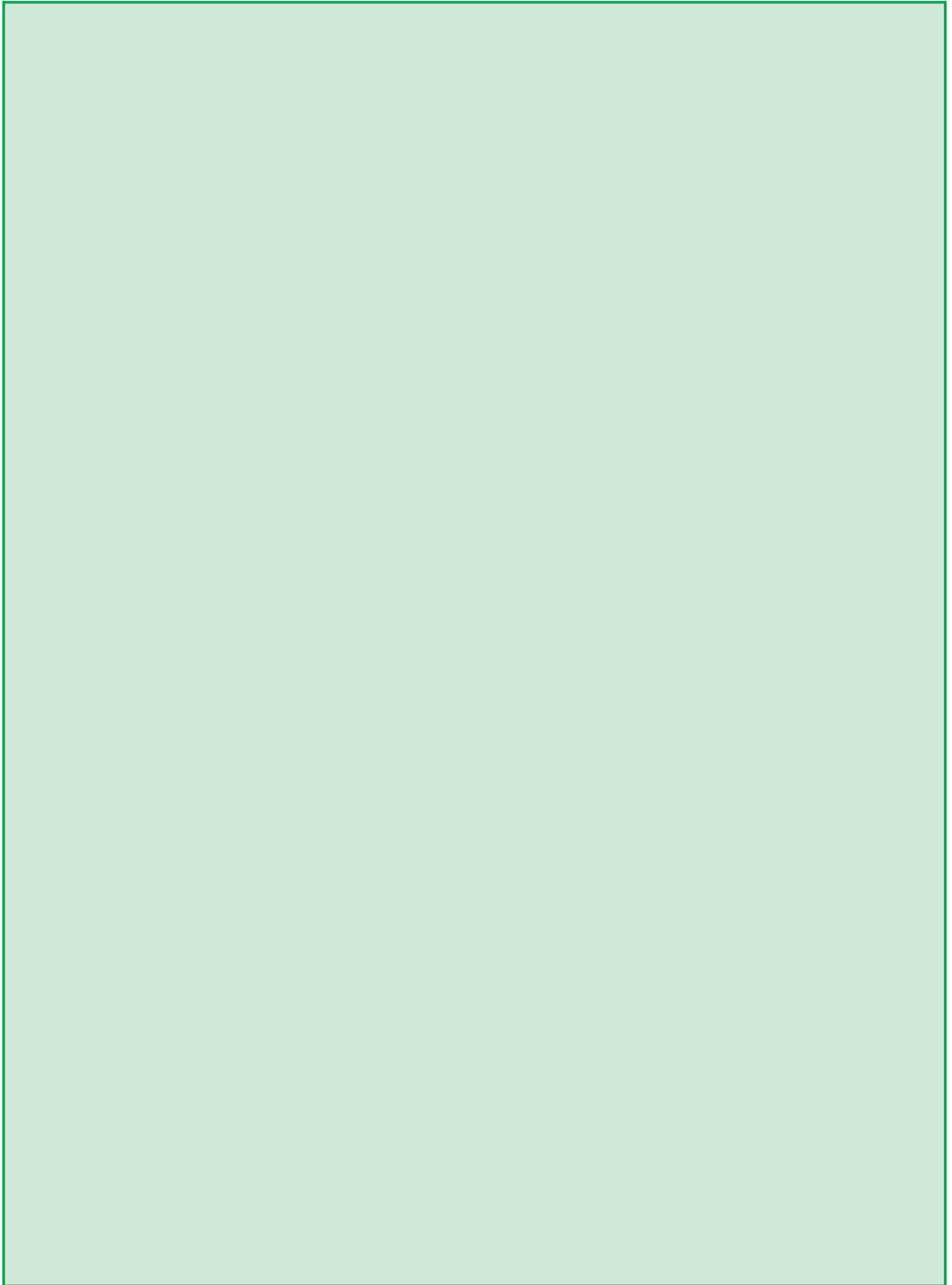
Minutes

Thank you very much for your participation
in this survey. If you have any questions,
please contact us, toll-free, at: 1-888-595-1338
or by e-mail at: ntps@census.gov.

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

U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001





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

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

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



Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598: Approval Expires xx/xx/xxxx

Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PRIVATE SCHOOL QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2017-18 SCHOOL YEAR



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

THIS SURVEY HAS BEEN ENDORSED BY:

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

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

NOTICE:

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).



- **What is the average student-teacher ratio in the United States?**
- **What is the average salary of a beginning principal?**
- **Have teachers' views of their autonomy in the classroom changed over time?**
- **Have the characteristics of the principal and teacher workforces in the United States changed over time?**

The answers to these questions help schools and policy makers set education policy and improve teacher and principal working conditions.

Since 1988, the National Teacher and Principal Survey and its precursor, the Schools and Staffing Survey, have provided the answers to these and other important education questions from the perspective of Principals and Teachers.

By selecting a statistically representative sample of schools, and teachers in those schools, we are able to provide representative data for the United States without going to every school.

Your school has been selected to participate in the 2017-18 National Teacher and Principal Survey. You will represent thousands of other schools, so it is important that you respond to this survey.

Basic school information such as school name, contact information, school type or program emphasis, religious orientation or affiliation of the school, association membership, grades taught and the number of students by grade, number of students by race/ethnicity, and the number of full-time-equivalent teachers are published on <http://nces.ed.gov/surveys/pss/privateschoolsearch/>. The remaining information is 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).

More information can be found on our website: <http://nces.ed.gov/surveys/ntps>

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0598. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4014, Washington, DC 20202.



INSTRUCTIONS

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

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

3 5

☒ Yes

☐ No

INCORRECT marking example –

35 3 5

☐ Yes

☒ No

OR

☒ Yes

☐ No

- a. This questionnaire may be completed by any staff member who has access to the school's records.
- b. Please do not write any comments by the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-888-595-1338. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: ntps@census.gov.



1. GENERAL INFORMATION ABOUT THIS SCHOOL

1-1. How many students were enrolled in each of the following grade levels around October 1, 2017?

🍏 Report only for the school named on the front of this questionnaire.

🍏 Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school.

🍏 In column (1), mark (X) "Yes" or "No" for each grade level.

🍏 In column (2), record the number of students for each grade level with "Yes" marked in column (1).

Grade levels	(1) Does this school have students in this grade?	(2) Number of students in this grade
a. Ungraded (including ungraded special education students)	☐ Yes → ☐ No	
b. Nursery and prekindergarten	☐ Yes → ☐ No	
c. Kindergarten (traditional year of school primarily for 5-year-olds prior to first grade)	☐ Yes → ☐ No	
d. Transitional (or readiness) kindergarten (extra year of school for kindergarten-age children who are judged not ready for kindergarten)	☐ Yes → ☐ No	
e. Transitional first (or pre-first) grade (extra year of school for children who have attended kindergarten but have been judged not ready for first grade)	☐ Yes → ☐ No	
f. 1st	☐ Yes → ☐ No	
g. 2nd	☐ Yes → ☐ No	
h. 3rd	☐ Yes → ☐ No	
i. 4th	☐ Yes → ☐ No	
j. 5th	☐ Yes → ☐ No	
k. 6th	☐ Yes → ☐ No	



1-1. Continued – How many students were enrolled in each of the following grade levels around October 1, 2017?

	(1) Does this school have students in this grade?	(2) Number of students in this grade
l. 7th	☐ Yes → ☐ No	
m. 8th	☐ Yes → ☐ No	
n. 9th	☐ Yes → ☐ No	
o. 10th	☐ Yes → ☐ No	
p. 11th	☐ Yes → ☐ No	
q. 12th	☐ Yes → ☐ No	

1-2. What was the total number of students enrolled in this school or program around October 1, 2017?

🍏 Please sum lines 1-1(a) through 1-1(q).

Students



1-3. Around October 1, 2017, how many students enrolled in grades K-12 and comparable ungraded levels were –

🍏 Do NOT include nursery, prekindergarten, postsecondary, or adult education students.

🍏 Do NOT include children who are enrolled only in day care at this school or program.

🍏 If none, please mark (X) the box.

a. Hispanic or Latino, regardless of race?

☐ None or Students

b. White, not of Hispanic or Latino origin?

☐ None or Students

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

☐ None or Students

d. Asian, not of Hispanic or Latino origin?

☐ None or Students

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

☐ None or Students

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

☐ None or Students

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

☐ None or Students

1-4a. Is this school or program coeducational?

☐ Yes

☐ No, it is an all-female school

☐ No, it is an all-male school

GO TO item 1-5a on page 7.



b. Around October 1, 2017, how many MALE students in grades K-12 and comparable ungraded levels were enrolled in this school or program?

🍏 Do NOT include nursery, prekindergarten, postsecondary, or adult education students.

🍏 Do NOT include children who are enrolled only in day care at this school or program.

🍏 If none, please mark (X) the box.

☐ None or Male students



1-5a. During the LAST school year (2016-17), were any students enrolled in 12th grade?

☐

Yes

☐

No → GO TO item 1-6 below.

b. How many students were enrolled in 12th grade around October 1, 2016?

12th graders

c. How many students graduated from the 12th grade with a diploma LAST school year (2016-17)?

🍏 Include 2017 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

🍏 If none, please mark (X) the box.

☐

None → GO TO item 1-6 below.

Graduates

d. Of those who graduated with a diploma LAST school year (2016-17), approximately what percentage went to four-year colleges?

🍏 If none, please mark (X) the box.

🍏 Round to the nearest whole percent.

☐

None or

Percent

1-6. What is the official start and end time for MOST students at this school?

🍏 If the start and end times vary by day, record the start and end time for the longest day of the week.

🍏 Do not include prekindergarten or transitional first grade programs.

Start time

☐

a.m.

☐

p.m.

—

End time

☐

a.m.

☐

p.m.

1-7. How many days are in a TYPICAL SCHOOL WEEK for students in this school?

🍏 Do not include prekindergarten, kindergarten, or transitional first grade programs.

Days per **SCHOOL WEEK**

1-8. How many days are in the SCHOOL YEAR for students in this school or program?

Days per **SCHOOL YEAR**



1-9. Which of the following best describes this school?

🍏 *Mark (X) only one box.*

- ☐ REGULAR school – elementary or secondary
- ☐ MONTESSORI school
- ☐ SPECIAL PROGRAM EMPHASIS school – such as a science or math school, performing arts school, talented or gifted school, foreign language immersion school, etc.
- ☐ SPECIAL EDUCATION school – primarily serves students with disabilities
- ☐ CAREER/TECHNICAL/VOCATIONAL school – primarily serves students being trained for occupations
- ☐ EARLY CHILDHOOD PROGRAM OR DAY CARE CENTER – such as kindergarten only, prekindergarten and kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.
- ☐ ALTERNATIVE/OTHER school – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school – *Please describe.* ➤



1-11a. Does this school currently have any students enrolled in kindergarten?

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


☐

Yes

☐

No → GO TO item 1-12 below.

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

🍏 Mark (X) only one box.

☐

Full day (4 hours or more per day)

☐

Half day (less than 4 hours per day)

☐

Both full-day and half-day programs are offered

c. How many days are in a TYPICAL SCHOOL WEEK for kindergarten, transitional kindergarten, or transitional first grade students in this school?

🍏 If the number of days per week varies, record the most days that a student would attend in a week.

Days per TYPICAL SCHOOL WEEK

1-12. Does this school have a library media center?

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

☐

Yes

☐

No

1-13a. Is a major role of this school or program to support homeschooling?
☐

Yes

☐

No

b. Is this school or program located in a private home that is used primarily as a family residence?
☐

Yes

☐

No

1-14a. Does this school or program have a religious orientation or purpose?
☐

Yes

☐

No → GO TO item 1-15 on page 11.

b. Is this school or program affiliated with a religious organization or institution?
☐

Yes

☐

No



1-14c. What is this school's or program's religious orientation or affiliation?

🍏 *Mark (X) only one box.*

☐ Roman Catholic →

Is this school –

🍏 *Mark (X) only one box.*

☐ African Methodist Episcopal

☐ Parochial (or inter-parochial)

☐ Amish

☐ Diocesan

☐ Assembly of God

☐ Private

☐ Baptist

☐ Brethren

☐ Calvinist

☐ Christian (no specific denomination)

☐ Church of Christ

☐ Church of God

☐ Church of God in Christ

☐ Church of the Nazarene

☐ Disciples of Christ

☐ Episcopal

☐ Friends

☐ Greek Orthodox

☐ Islamic

☐ Jewish

☐ Latter Day Saints

☐ Lutheran Church – Missouri Synod

☐ Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)

☐ Wisconsin Evangelical Lutheran Synod

☐ Other Lutheran

☐ Mennonite

☐ Methodist

☐ Pentecostal

☐ Presbyterian

☐ Seventh-Day Adventist

☐ Other – *Specify* ➤



1-15. To which of the following associations or organizations does this school or program belong?

🍏 Mark (X) all that apply.

☐ This school does NOT belong to ANY associations or organizations → GO TO item 1-16a on page 13.

RELIGIOUS

- ☐ Accelerated Christian Education (ACE) (or School of Tomorrow)
- ☐ American Association of Christian Schools (AACS)
- ☐ Association of Christian Schools International (ACSI)
- ☐ Association of Christian Teachers and Schools (ACTS)
- ☐ Association of Classical and Christian Schools (ACCS)
- ☐ Christian Schools International (CSI)
- ☐ Evangelical Lutheran Education Association (ELEA)
- ☐ Friends Council on Education (FCE)
- ☐ General Conference of the Seventh-Day Adventist Church (GCSDAC)
- ☐ Islamic School League of America (ISLA)
- ☐ Jesuit Secondary Education Association (JSEA)
- ☐ National Association of Episcopal Schools (NAES)
- ☐ National Catholic Educational Association (NCEA)
- ☐ National Christian School Association (NCSA)
- ☐ National Society for Hebrew Day Schools (Torah Umesorah)
- ☐ Oral Roberts University Educational Fellowship (ORUEF)
- ☐ The Jewish Community Day School Network (RAVSAK)
- ☐ Solomon Schechter Day School Association (SSDSA)
- ☐ Southern Baptist Association of Christian Schools (SBACS)
- ☐ Other religious school association(s) – *Specify* ➤



1-15. Continued – To which of the following associations or organizations does this school or program belong?

🍏 Mark (X) all that apply.

SPECIAL EMPHASIS

- ☐ American Montessori Society (AMS)
- ☐ Association Montessori International (AMI)
- ☐ Other Montessori association(s)
- ☐ Association of Military Colleges and Schools (AMCS)
- ☐ Association of Waldorf Schools of North America (AWSNA)
- ☐ National Association of Private Special Education Centers (NAPSEC)
- ☐ Other association(s) for exceptional children
- ☐ European Council for International Schools (ECIS)
- ☐ National Association for the Education of Young Children (NAEYC)
- ☐ National Association of Laboratory Schools (NALS)
- ☐ National Coalition of Girls Schools (NCGS)
- ☐ Other special emphasis association(s) – *Specify* ➤

OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

- ☐ Alternative School Network (ASN)
- ☐ National Association of Independent Schools (NAIS)
- ☐ State or regional independent school association
- ☐ National Independent Private Schools Association (NIPSA)
- ☐ The Association of Boarding Schools (TABS)
- ☐ Other school association(s) – *Specify* ➤



1-16a. Does this school offer any courses that are taught entirely online?

- ☐ Yes
☐ No → GO TO item 1-17a below.

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

🍏 *Mark (X) only one box.*

- ☐ One or a few courses
☐ Some courses but less than half
☐ About half
☐ A majority
☐ All courses

1-17. Does this school offer the following?**a. Different instructional approaches** (e.g., mixed-ability grouping, self-paced instruction, ungraded classrooms, etc.)

- ☐ Yes
☐ No

b. A dual-language or foreign language immersion program (A program in which the goal of instruction is that students are proficient in two languages)

🍏 *Do not include English as a Second Language (ESL) programs or classes.*

- ☐ Yes
☐ No

c. Distance learning course(s) (Taught primarily via Internet, e-mail, satellite, or television)

- ☐ Yes
☐ No



- 1-18. Are the following before-school or after-school programs or services currently available for students in any of grades K-12, or comparable ungraded levels, regardless of funding source at this school?**
- a. A program or service providing instruction beyond the normal school day for students who NEED academic ASSISTANCE**
- ☐ Yes
- ☐ No
-
- b. A program or service providing instruction beyond the normal school day for students who SEEK academic ADVANCEMENT or ENRICHMENT**
- ☐ Yes
- ☐ No
-
- c. Extended-day care**
- ☐ Yes
- ☐ No
-
- d. School-related activities and clubs (e.g., yearbook club, school dance committee, etc.)**
- ☐ Yes
- ☐ No



2. SCHOOL STAFFING

INSTRUCTIONS AND AN EXAMPLE FOR ITEM 2-1

In item 2-1, we ask for the number of teachers for grades K-12 and comparable ungraded levels by the amount of time they teach at THIS school or program.

Example:

The following is an example to illustrate how to report teachers in this item for a school that includes prekindergarten through grade 8.

If this school has eight full-time teachers for grades 1 through 8, one full-time teacher who teaches kindergarten $\frac{1}{2}$ time and prekindergarten $\frac{1}{2}$ time, a music teacher who teaches two days each week, a physical education teacher who teaches three days each week, and a teaching principal who teaches one 30-minute class each day, you would complete item 2-1 as follows:

☐

None

or

Full-time teachers

☒

None

or

Teach at least $\frac{3}{4}$ time but less than full time
☐

None

or

Teach at least $\frac{1}{2}$ time but less than $\frac{3}{4}$ time

This number includes the one full-time teacher who teaches kindergarten $\frac{1}{2}$ time and prekindergarten $\frac{1}{2}$ time. The time he or she spends teaching prekindergarten is not counted in item 2-1.

This number also includes the physical education teacher who teaches three days a week.

☐

None

or

Teach at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time

This includes the music teacher who teaches two days a week.

☐

None

or

Teach less than $\frac{1}{4}$ time

This includes the principal who teaches one 30-minute class each day. The time he or she spends working as a principal is not included in item 2-1.

TOTAL TEACHERS

2-1. Around October 1, 2017, how many persons were teaching in grades K-12 and/or COMPARABLE ungraded levels at this school or program in the following time categories?

🍏 Consider only the amount of time an individual works as a teacher of grades K-12 and comparable ungraded levels during a typical week at THIS school or program.

🍏 Include:

- Regular classroom teachers
- Teachers who teach subjects such as music, art, physical education, and special education
- Teaching principals or administrators who teach a regularly scheduled class at this school or program

🍏 Do NOT include:

- Teachers who teach ONLY nursery, prekindergarten, postsecondary, or adult education
- Student teachers, teacher aides, day care aides, or short-term substitute teachers
- Counselors, library media specialists or librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school or program

🍏 If none, please mark (X) the box.

☐ None or ☐ ☐ ☐ Full-time teachers

☐ None or ☐ ☐ ☐ Teach at least $\frac{3}{4}$ time but less than full time

☐ None or ☐ ☐ ☐ Teach at least $\frac{1}{2}$ time but less than $\frac{3}{4}$ time

☐ None or ☐ ☐ ☐ Teach at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time

☐ None or ☐ ☐ ☐ Teach less than $\frac{1}{4}$ time

☐ ☐ ☐ TOTAL TEACHERS



2-2. Of the total number of teachers reported in question 2-1 on page 16, 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 16.

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



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 or School heads		None ☐		None ☐
b. Vice principals and assistant principals or school heads		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 ☐
l. 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?

	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)		None ☐		None ☐
n. Sworn law enforcement officers who are not School Resource Officers		None ☐		None ☐
o. Other employees not reported above		None ☐		None ☐

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

☐ Yes
☐ No → [GO TO item 2-5a on page 20.](#)

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		None ☐		None ☐
(2) Nurses		None ☐		None ☐
(3) Social workers		None ☐		None ☐
(4) Psychologists		None ☐		None ☐
(5) Speech therapists or pathologists		None ☐		None ☐
(6) Other professional staff		None ☐		None ☐



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

☐ Yes
☐ No → **GO TO item 2-6a on page 21.**

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	
(1) Regular Title I aides		None ☐		None ☐
(2) English as a Second Language (ESL) or bilingual teacher aides		None ☐		None ☐
(3) Special education instructional aides		None ☐		None ☐
(4) Special education non-instructional aides		None ☐		None ☐
(5) Library media center instructional aides		None ☐		None ☐
(6) Library media center non-instructional aides		None ☐		None ☐
(7) Other classroom instructional aides		None ☐		None ☐
(8) Other non-instructional aides		None ☐		None ☐



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



- 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 2-8a on page 23.**

- 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	☐	☐	☐	☐	☐	☐
(2) Special education	☐	☐	☐	☐	☐	☐
(3) English or language arts	☐	☐	☐	☐	☐	☐
(4) Social studies	☐	☐	☐	☐	☐	☐
(5) Computer science	☐	☐	☐	☐	☐	☐
(6) Mathematics	☐	☐	☐	☐	☐	☐
(7) Biology or life sciences	☐	☐	☐	☐	☐	☐
(8) Physical sciences (e.g., chemistry, physics, earth sciences)	☐	☐	☐	☐	☐	☐
(9) English as a Second Language (ESL) or bilingual education	☐	☐	☐	☐	☐	☐
(10) Foreign languages	☐	☐	☐	☐	☐	☐
(11) Music or art	☐	☐	☐	☐	☐	☐
(12) Career or technical education	☐	☐	☐	☐	☐	☐
(13) Other	☐	☐	☐	☐	☐	☐



- 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 24.](#)

↓ 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



3. COMMUNITY SERVICE REQUIREMENTS

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

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

☐ Yes

☐ No → [GO TO Section 4 on page 25.](#)

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

☐ Yes

☐ No → [GO TO Section 4 on page 25.](#)

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

Hours



4. SPECIAL PROGRAMS AND SERVICES

4-1a. Of the students enrolled in this school, do any have a formally identified disability?

🍏 Do NOT include prekindergarten, postsecondary, or adult education students.

☐

Yes

☐

No → GO TO item 4-3a on page 26.



b. How many students in this school have a formally identified disability?

🍏 Do NOT include prekindergarten, postsecondary, or adult education students.

Students

4-2a. Does this school primarily serve students with disabilities?

🍏 If you marked "SPECIAL EDUCATION school - primarily serves students with disabilities" for item 1-9, please mark "Yes" for this item.

☐

Yes → GO TO item 4-3a on page 26.

☐

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



- 4-3a. Of the students enrolled in this school as of the first of October 2017, have any been identified as limited-English proficient, also known as English-language learners (ELLs)?** (Limited-English proficient (LEP) or ELLs refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

🍏 Do NOT include prekindergarten, postsecondary, or adult education students.

- ☐ Yes
- ☐ No → GO TO item 4-6a on page 27.

- b. How many limited-English proficient students or English-language learners are enrolled in this school?**

Students

- 4-4. Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)?**

- ☐ Yes
- ☐ No → GO TO item 4-6a on page 27.

- 4-5. How are English-language learners taught English?**

Are any of them taught –

- a. Using ESL, bilingual, or immersion techniques?**

- ☐ Yes
- ☐ No

- b. In regular English-speaking classrooms?**

- ☐ Yes
- ☐ No



4-6a. Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?

☐

Yes

☐No → *GO TO item 4-7 on page 28.*

b. Around the first of October 2017, how many PREKINDERGARTEN students were enrolled in this school?

☐

None or

Prekindergarten students

(1) What was the percentage of PREKINDERGARTEN students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?

% of prekindergarten students approved

c. Around the first of October 2017, what was the percentage of GRADES K-12 students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?

% of K-12 students approved



4-7. Around the first of October 2017, did any students enrolled in this school receive Title I services at this school or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)



☐ Yes

☐ No → GO TO Section 5 on page 29.

4-8a. How many PREKINDERGARTEN students at this school participate in the Title I program?

☐ None or

 Prekindergarten students

b. How many students at this school in GRADES K-12 participate in the Title I program?

☐ None or

 K-12 students

4-9. Are students receiving Title I services in –

a. Reading or language arts?

☐ Yes

☐ No

b. Mathematics?

☐ Yes

☐ No

c. English as a Second Language (ESL)?

☐ Yes

☐ No



5. CONTACT INFORMATION

5-1. What is the name of the person who completed most of this questionnaire?

5-2. What is his or her job title?

5-3. What is his or her phone number?

Area code

Number

 - -

5-4. What is his or her work e-mail address?

5-5. Please verify this school's or program's name and mailing address that are printed below.

If any part of the name and mailing address is incorrect, enter the correction(s), as necessary, in the appropriate space(s) below.

School or program name

Mailing address

City

State

ZIP Code

5-5a. Is the physical or street address of this school or program the same as the mailing address?

☐

Yes → *GO TO item 5-7 on page 30.*

☐

No



b. Please print this school's or program's physical or street address.

Street

City

State

ZIP Code



5-7. Please enter the date you completed this questionnaire.

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

Month

Day

Year

5-8. Please indicate how much time it took you to complete this form, not counting interruptions.

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

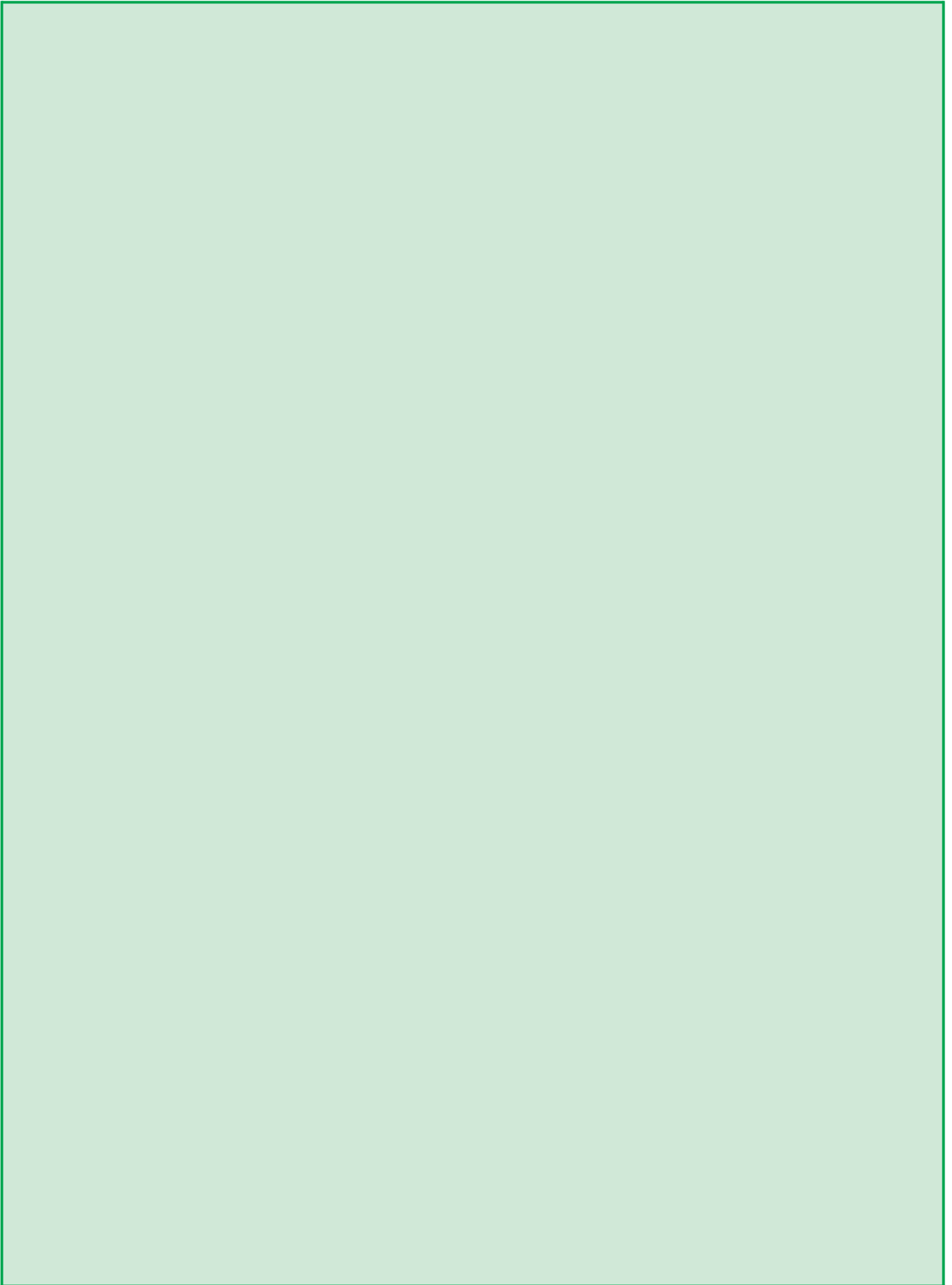
Minutes

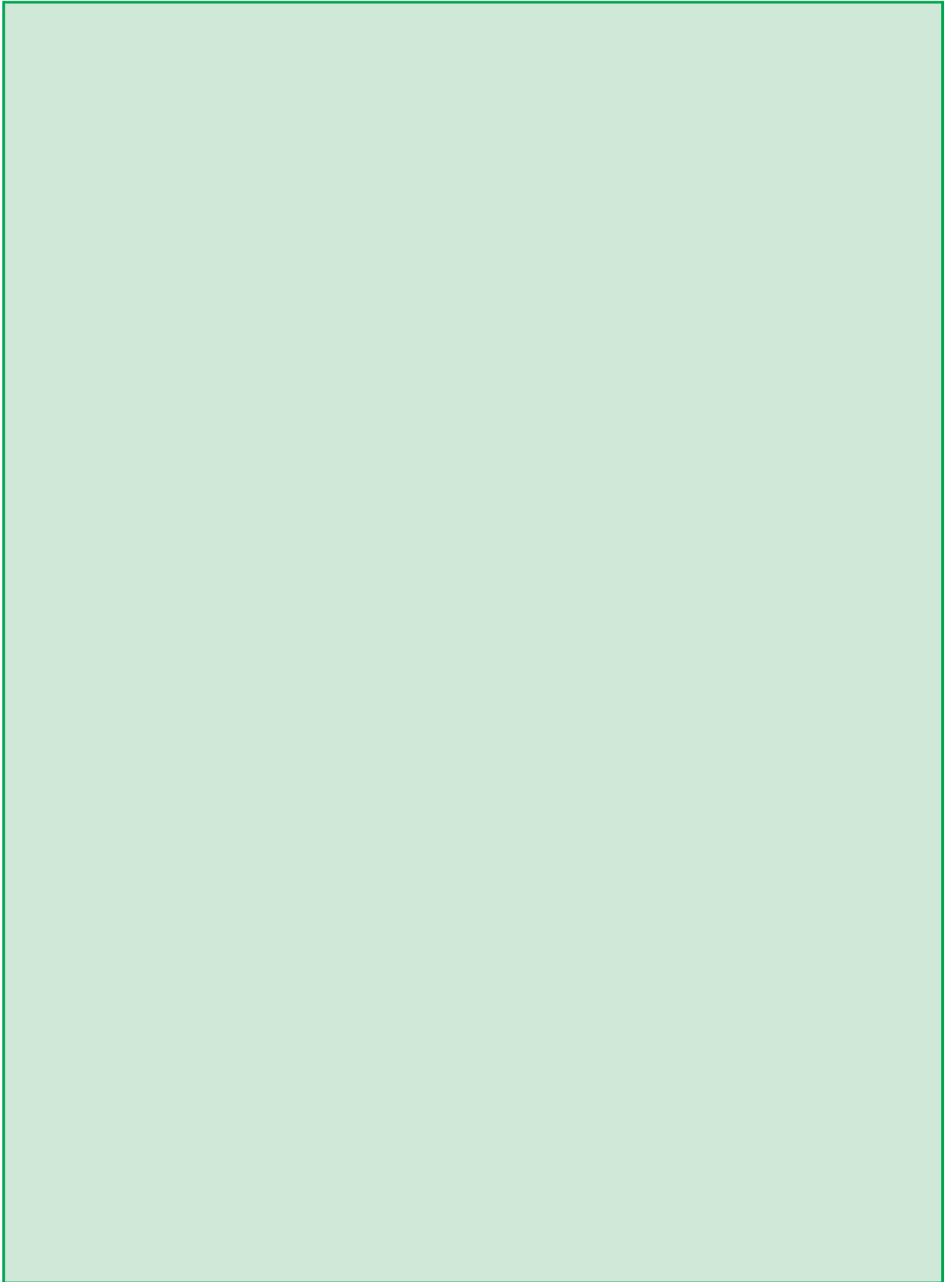
**Thank you very much for your participation
in this survey. If you have any questions,
please contact us, toll-free, at: 1-888-595-1338
or by e-mail at: ntps@census.gov.**

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

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**







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

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

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



Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598 Approval Expires xx/xx/xxxx

Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PRINCIPAL QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2017-18 SCHOOL YEAR



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

THIS SURVEY HAS BEEN ENDORSED BY:

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

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

NOTICE:

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).



- **What is the average student-teacher ratio in the United States?**
- **What is the average salary of a beginning principal?**
- **Have teachers' views of their autonomy in the classroom changed over time?**
- **Have the characteristics of the principal and teacher workforces in the United States changed over time?**

The answers to these questions help school districts and policy makers at the state, federal, and local levels set education policy and improve teacher and principal working conditions.

Since 1988, the National Teacher and Principal Survey and its precursor, the Schools and Staffing Survey, have provided the answers to these and other important education questions from the perspective of Principals and Teachers.

By selecting a statistically representative sample of schools, and teachers in those schools, we are able to provide representative data for the United States without going to every school.

Your school has been selected to participate in the 2017-18 National Teacher and Principal Survey. You will represent thousands of other principals, so it is important that you respond to this survey.

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).

More information can be found on our website: <http://nces.ed.gov/surveys/ntps>

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0598. The time required to complete this information collection is estimated to average 22 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4014, Washington, DC 20202.



INSTRUCTIONS

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

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

☐ 3 ☐ 5

☒ Yes

☐ No

INCORRECT marking example –

☐ 35

☐ Yes

☒ No

OR

☐ 3 ☐ 5

☒ Yes

☐ No

- a. It is important that this questionnaire be completed by the school PRINCIPAL, not by anyone else.
- b. Please do not write any comments by the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-888-595-1338. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: ntps@census.gov.



1. PRINCIPAL EXPERIENCE AND TRAINING

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

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

☐ None or Year(s) of teaching before becoming a principal

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

🍏 Include temporary positions.

☐ Yes

☐ No

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

☐ Yes

☐ No

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

☐ Yes

☐ No

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

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

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

☐ None or Year(s) as principal of this or any other school

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

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

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

☐ None or Year(s) as principal of this school



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

🍏 *Mark (X) only one box.*

- ☐ Associate's degree
- ☐ Bachelor's degree (B.A., B.S., etc.)
- ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
- ☐ Educational specialist or professional diploma (at least one year beyond master's level)
- ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
- ☐ Do not have a degree → [GO TO item 1-9 below.](#)

1-8. Which of the following best describes the highest degree you have earned?

🍏 *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

1-9. Do you currently hold a license or certification in "school administration"?

- ☐ Yes
- ☐ No

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.](#)

1-11. In addition to serving as principal, are you CURRENTLY teaching in THIS school?

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

- ☐ Yes
- ☐ No

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



2. GOALS AND DECISION MAKING

2-1. We are interested in the importance you place on various educational goals. From the following ten goals, which do you consider the most important, the second most important, and the third most important?

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



Most important



Second most important



Third most important

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

		🍏 Mark (X) one box on each line.				
		No influence	Minor influence	Moderate influence	Major influence	Not applicable
a.	Setting performance standards for students of this school	☐	☐	☐	☐	☐
b.	Establishing curriculum at this school	☐	☐	☐	☐	☐
c.	Determining the content of in-service professional development programs for teachers of this school	☐	☐	☐	☐	☐
d.	Evaluating teachers of this school	☐	☐	☐	☐	☐
e.	Hiring new full-time teachers of this school	☐	☐	☐	☐	☐
f.	Setting discipline policy at this school	☐	☐	☐	☐	☐
g.	Deciding how your school budget will be spent	☐	☐	☐	☐	☐



3. SCHOOL CLIMATE AND SAFETY

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

	🍏 Mark (X) one box on each line.				
	Never happens	Happens on occasion	Happens at least once a month	Happens at least once a week	Happens daily
a. Physical conflicts among students	☐	☐	☐	☐	☐
b. Robbery or theft	☐	☐	☐	☐	☐
c. Vandalism	☐	☐	☐	☐	☐
d. Student use of alcohol	☐	☐	☐	☐	☐
e. Student use of illegal drugs	☐	☐	☐	☐	☐
f. Student possession of weapons	☐	☐	☐	☐	☐
g. Physical abuse of teachers	☐	☐	☐	☐	☐
h. Student racial tensions	☐	☐	☐	☐	☐
i. Student bullying	☐	☐	☐	☐	☐
j. Student verbal abuse of teachers	☐	☐	☐	☐	☐
k. Widespread disorder in classrooms	☐	☐	☐	☐	☐
l. Student acts of disrespect toward teachers	☐	☐	☐	☐	☐
m. Gang activities	☐	☐	☐	☐	☐



3-2. LAST school year (2016-17), what percentage of students had at least one parent or guardian participating in the following events?

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

3-3. Are teachers at this school REQUIRED to do the following?

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

☐ Yes

☐ No

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

☐ Yes

☐ No

3-4. Are BEGINNING teachers at this school enrolled in a formal schoolwide or districtwide program aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)?

(A beginning teacher refers to a teacher who is in the first or second year of teaching.)

☐ Yes

☐ No



4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS

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

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, including human resource/personnel issues, regulations, reports, school budget		%
b. 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	%

4-3. 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

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



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.	☐	☐	☐	☐
b. I am generally satisfied with being principal at this school.	☐	☐	☐	☐
c. If I could get a higher paying job I'd leave this job as soon as possible.	☐	☐	☐	☐
d. I think about transferring to another school.	☐	☐	☐	☐
e. I don't seem to have as much enthusiasm now as I did when I began this job.	☐	☐	☐	☐
f. I think about staying home from school because I'm just too tired to go.	☐	☐	☐	☐

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
- ☐ 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
- ☐ Undecided at this time



5. PRINCIPAL DEMOGRAPHIC INFORMATION

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

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

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



5-4. Are you of Hispanic or Latino origin?

☐ Yes☐ No

5-5. What is your race?

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

☐ White

☐ Black or African-American

Asian

☐ Native Hawaiian or Other Pacific Islander☐ American Indian or Alaska Native

5-6. What is your year of birth?

0000

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



6. CONTACT INFORMATION

6-1. Please PRINT your name, your home address, your work, cell, and home telephone numbers, and your work and home e-mail addresses. This information would only be used in the event that we need to contact you for follow-up. 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).

a. First name

Middle name

Last name

Suffix

b. Street address

c. City

d. State

e. ZIP Code

f. Work phone number

Area code Number

g. Cell phone number

Area code Number

☐

I consent to receive text messages for follow-up purposes only.

h. Home phone number

Area code Number

i. Work e-mail address

j. Home e-mail address



6-2. Please enter the date you completed this questionnaire.

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

Month

Day

Year

6-3. Please indicate how much time it took you to complete this form, not counting interruptions.

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

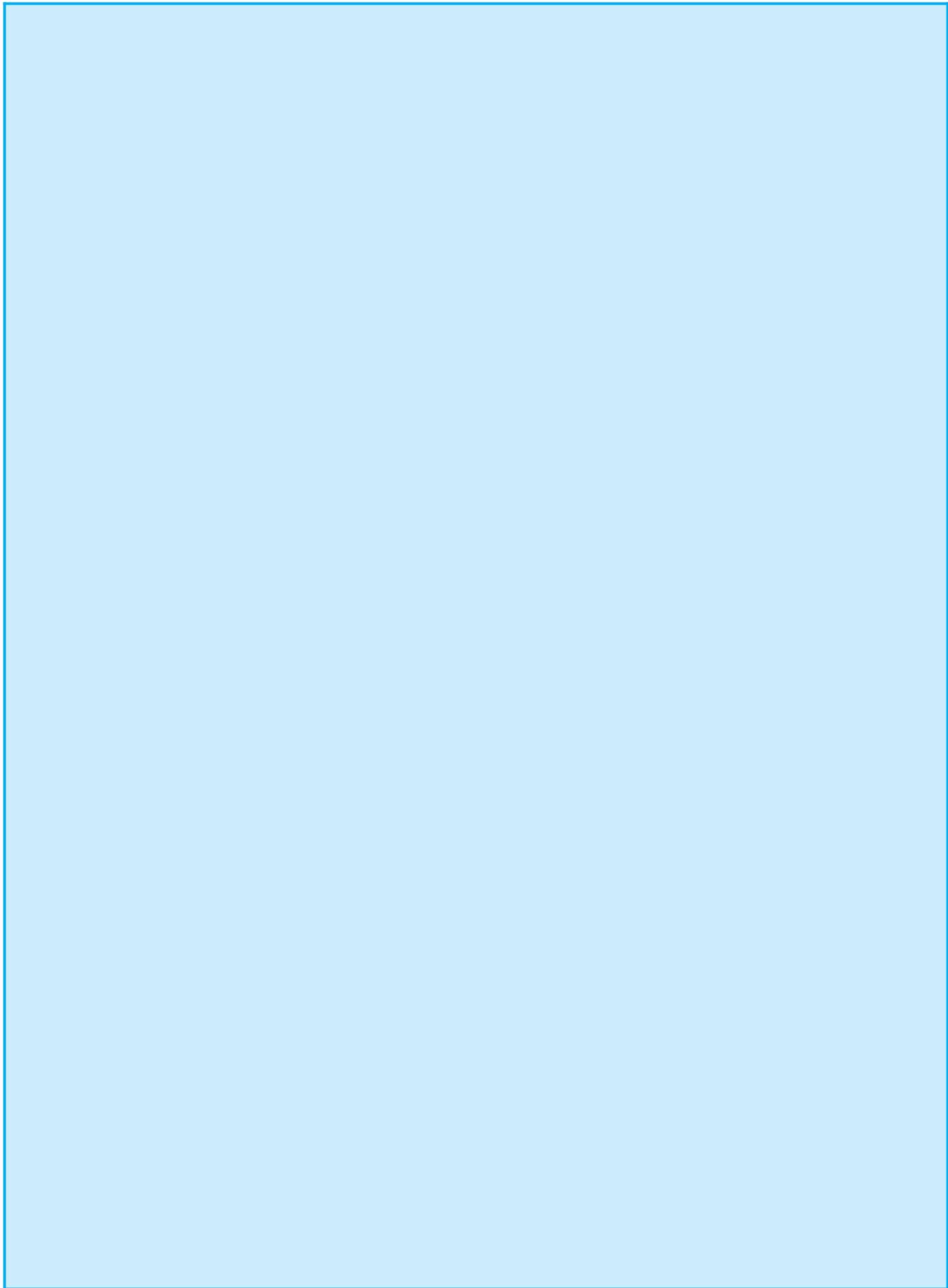
Minutes

Thank you very much for your participation
in this survey. If you have any questions,
please contact us, toll-free, at: 1-888-595-1338
or by e-mail at: ntps@census.gov.

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

U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001





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

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

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

