

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

OMB No.1850-0803 Approval Expires 7/31/2019

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.

<INSERT ASSIGNED PLEDGE HERE>.

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 1850-0803. The time required to complete this information collection is estimated to average 25 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.



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. 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 → [GO TO Section 2 on page 6.](#)

YEAR(S) of teaching since becoming a principal

1-12. 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



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.				
	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
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. TEACHER EVALUATION

4-1. During the LAST school year (2016-17), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?

a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator

☐ Yes

☐ No

b. Assessments by the principal or other school administrator that are NOT based on a teacher professional practice rubric

☐ Yes

☐ No

c. Videotaped classroom observation

☐ Yes

☐ No

d. Assessments by a peer or mentor teacher that are NOT based on a teacher professional practice rubric

☐ Yes

☐ No

e. Teacher self-assessment

☐ Yes

☐ No

f. Amount or content of professional development completed by the teacher

☐ Yes

☐ No

g. Artifacts of teacher professional practice or portfolios

☐ Yes

☐ No

h. Student surveys or other student feedback

☐ Yes

☐ No



4-1. Continued – During the LAST school year (2016-17), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?

i. Parent surveys or other parent feedback

☐ Yes

☐ No

j. Teacher professional credentials including experience, education, and certification

☐ Yes

☐ No

4-2. a. For a TENURED or EXPERIENCED teacher, on average, how many FORMAL observations were conducted during the LAST school year (2016-17) to evaluate performance?

(A formal observation is one that is required by the school, district, or state in order to collect information for a performance evaluation.)

☐ None or Number of observations



GO TO item 4-2c below.

b. For a TENURED or EXPERIENCED teacher, on average, how long is the typical FORMAL observation?

Average number of minutes

c. For a TENURED or EXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2016-17)?

☐ None or Number of observations



GO TO item 4-2e on page 11.

d. For a TENURED or EXPERIENCED teacher, on average, how long is the typical INFORMAL observation?

Average number of minutes



4-2. Continued –

- e. On average, how often do **TENURED** or **EXPERIENCED** teachers receive a summative evaluation?

(A summative evaluation is a **SUMMATIVE** judgment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance.)

🍏 Mark (X) only one box.

- ☐ Two or more times a year
- ☐ Once a year
- ☐ Once every 2 years
- ☐ Once every 3 or more years
- ☐ No evaluations are conducted

- 4-3. a. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how many **FORMAL** observations were conducted during the **LAST** school year (2016-17) to evaluate performance?

(A formal observation is one that is required by the school, district, or state in order to collect information for a performance evaluation.)

☐ None or Number of observations



GO TO item 4-3c below.

- b. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how long is the typical **FORMAL** observation?

Average number of minutes

- c. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how many **INFORMAL** observations were conducted during the **LAST** school year (2016-17)?

☐ None or Number of observations



GO TO item 4-3e on page 12.

- d. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how long is the typical **INFORMAL** observation?

Average number of minutes



4-3. Continued –

- e. On average, how often do NON-TENURED or INEXPERIENCED teachers receive a summative evaluation?**

(A summative evaluation is a SUMMATIVE judgment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance.)

🍏 Mark (X) only one box.

- ☐ Two or more times a year
- ☐ Once a year
- ☐ Once every 2 years
- ☐ Once every 3 or more years
- ☐ No evaluations are conducted

4-4. During THIS school year (2017-18), is student achievement growth on standardized assessments or student learning objectives used in the performance evaluation of teachers in this school, whether it be within a classroom, teamwide, gradewide, or schoolwide?

(Student achievement growth is the change in individual student achievement between two or more points in time.)

(Standardized assessments are assessments consistently administered and scored districtwide or statewide for all students in the same grades and subjects.)

(Student learning objectives (SLOs) are measurable learning goals or objectives established for students, which can be used to measure student growth over a set period of time.)

🍏 Mark (X) only one box.

Student achievement growth on standardized assessments or student learning objectives is used in the evaluation of:

- ☐ ALL teachers in this school, including all grades, all subjects, special education, and special populations
- ☐ MOST teachers in this school
- ☐ SOME teachers in this school
- ☐ NO teachers in this school → [GO TO item 4-6 on page 13.](#)

4-5. The teachers in this school are evaluated on the achievement growth of:

🍏 Mark (X) all that apply.

- ☐ Students they teach DIRECTLY
- ☐ Students GRADEWIDE
- ☐ Students TEAMWIDE
- ☐ Students SCHOOLWIDE
- ☐ Students DISTRICTWIDE



4-6. During THIS school year (2017-18), to what extent will teachers' performance evaluation results be used to inform the following decisions about teacher professional development?

🍏 Mark (X) one box on each line.		
Not at all	Somewhat	A lot
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

4-7. During THIS school year (2017-18), will teacher performance evaluation results be used to inform any of the following decisions about teachers in THIS school?

a. Formally recognizing high-performing teachers

☐ Yes

☐ No

b. Determining annual salary increases

☐ Yes

☐ No

c. Determining bonuses or performance-based compensation other than salary increases

☐ Yes

☐ No

d. Determining teaching assignments

☐ Yes

☐ No

e. Offering career advancement opportunities, such as teacher leadership roles

☐ Yes

☐ No

f. Granting job protection or tenure

☐ Yes

☐ No



4-8. During THIS school year (2017-18), will teacher performance evaluation results be used to inform any of the following decisions about LOW-PERFORMING teachers in THIS school?

a. Losing job protection or tenure

☐ Yes

☐ No

b. Prioritizing teachers for layoffs

☐ Yes

☐ No

c. Determining teacher reassignment

☐ Yes

☐ No

d. Counseling a teacher out of the school, district, or profession due to poor performance

☐ Yes

☐ No

e. Not renewing teacher contract or terminating employment for cause

☐ Yes

☐ No



5. TEACHER PROFESSIONAL DEVELOPMENT

- 5-1. To what extent do you agree or disagree with the following statements about professional development for TEACHERS in this school?

	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. An appropriate amount of time is provided for professional development	☐	☐	☐	☐
b. Sufficient resources are available for professional development in this school	☐	☐	☐	☐
c. Professional development offerings are based on best practices	☐	☐	☐	☐
d. Professional development opportunities are aligned with the school's improvement plan	☐	☐	☐	☐
e. Professional development is directly applicable to the content or curriculum being taught	☐	☐	☐	☐
f. Professional development provides ongoing opportunities for teachers to refine instructional strategies	☐	☐	☐	☐
g. Professional development enhances teachers' abilities to improve student learning	☐	☐	☐	☐

- 5-2. In the past 12 months, professional development was available to TEACHERS at THIS school:

🍏 Mark (X) all that apply.

- ☐ Before or after school days
- ☐ During in-service days (teacher planning or work days) when students are NOT in school
- ☐ During regular school days when students are in school
- ☐ During summer and other extended school breaks



5-3. a. How often is teachers' input taken into consideration when planning professional development at THIS school?

🍏 *Mark (X) only one box.*

☐

Never

☐

Sometimes

☐

Always

b. How often is professional development for teachers at THIS school led by teachers in this SCHOOL or DISTRICT?

🍏 *Mark (X) only one box.*

☐

Never

☐

Sometimes

☐

Always

c. How often is professional development for teachers at THIS school evaluated for evidence of improvement in SCHOOLWIDE or DISTRICTWIDE achievement?

🍏 *Mark (X) only one box.*

☐

Never

☐

Sometimes

☐

Always



6. PRINCIPAL EVALUATIONS

6-1a. During the LAST school year (2016-17), were you evaluated as a principal at THIS school?

☐ Yes

☐ No →

b. During the LAST school year, why were you not evaluated at THIS school?

🍏 Mark (X) only one box.

☐ I was not a principal at this school last year.

☐ This district does not conduct principal evaluations.

☐ This district does not conduct principal evaluations on a yearly basis.

☐ I was not evaluated because I am a tenured or experienced principal.

☐ I was not evaluated for another reason.

GO TO item 6-4 on page 18.

6-2. To what extent do you agree or disagree with the following statements about THIS school's evaluation process LAST school year (2016-17)?

🍏 Mark (X) one box on each line.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The evaluator(s) accurately evaluated my strengths and weaknesses as a principal or school head	☐	☐	☐	☐
b. My evaluator(s) was fair and unbiased.	☐	☐	☐	☐
c. Overall, the evaluation process was fair.	☐	☐	☐	☐
d. I had a strong understanding of how I would be evaluated at this school.	☐	☐	☐	☐
e. I had a clearer idea of what was expected of me because of the evaluation process.	☐	☐	☐	☐
f. The evaluation rubric accurately represents the scope of my responsibilities as a principal or school head.	☐	☐	☐	☐



- 6-3. a. Thinking about your evaluation LAST school year (2016-17), did you receive any feedback on your work as a principal?**

☐ Yes

☐ No → **GO TO item 6-4 below.**

- b. Thinking about your evaluation LAST school year (2016-17), have you used the feedback you received to try to improve YOUR performance?**

☐ Yes

☐ No

- c. Thinking about your evaluation LAST school year (2016-17), did you receive feedback on the processes or procedures you used to achieve THIS SCHOOL'S performance goals?**

☐ Yes

☐ No

- 6-4. During THIS school year (2017-18), is student achievement growth on standardized assessments used in your performance evaluation?**

(Student achievement growth is the change in individual student achievement between two or more points in time.)

(Standardized assessments are assessments consistently administered and scored districtwide or statewide for all students in the same grades and subjects.)

☐ Yes

☐ No



7. PRINCIPAL PROFESSIONAL DEVELOPMENT

7-1. During the LAST school year (2016-17), did you participate in any professional development activities as a principal at this school?

☐ Yes

☐ No → *GO TO Section 8 on page 22.*

7-2. During the LAST school year (2016-17), how often were the professional development activities in which you participated:

🍏 Mark (X) one box on each line.

	Never	Sometimes	Always
a. Designed to support state or district standards and/or assessments?	☐	☐	☐
b. Designed as part of a school improvement plan to meet state, district, or school goals?	☐	☐	☐

7-3. During the LAST school year (2016-17), was participation in professional development considered as part of your evaluation?

☐ Yes

☐ No

7-4. During the LAST school year (2016-17), have you participated in the following kinds of professional development?

a. University course(s) related to your role as principal

☐ Yes

☐ No

b. Visits to other schools designed to improve your own work as principal

☐ Yes

☐ No

c. Mentoring and/or peer observation and coaching of principals

☐ Yes

☐ No

d. Participating in a principal network (e.g, a group of principals organized within school systems, by an outside agency, or through the Internet)

☐ Yes

☐ No



7-4. *Continued* – During the LAST school year (2016-17), have you participated in the following kinds of professional development?

e. Workshops, conferences, or training in which you were a presenter

☐ Yes

☐ No

f. Other workshops or conferences in which you were not a presenter

☐ Yes

☐ No

7-5. During the LAST school year (2016-17), did you participate in professional development on any of the following topics?

a. Analyzing and interpreting student achievement data

☐ Yes

☐ No

b. Human resource management

☐ Yes

☐ No

c. Student motivation and engagement

☐ Yes

☐ No

d. Use of technology to support instruction

☐ Yes

☐ No

e. School management and policy

☐ Yes

☐ No

f. School improvement planning

☐ Yes

☐ No



7-5. *Continued* – During the LAST school year (2016-17), did you participate in professional development on any of the following topics?

g. Social services for students

☐ Yes

☐ No

h. Safety or school climate

☐ Yes

☐ No

i. Supporting effective instruction

☐ Yes

☐ No



8. PRINCIPAL ENGAGEMENT

8-1. To what extent do you agree or disagree with the following statements?

	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The stress and disappointments involved with 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.	☐	☐	☐	☐



9. PRINCIPAL DEMOGRAPHIC INFORMATION

9-1. Are you male or female?

☐ Male

☐ Female

9-2. Are you of Hispanic or Latino origin?

☐ Yes☐ No

9-3. 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

9-4. What is your year of birth?

9-5. 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



10. SCHOOL LEADERSHIP AND RESOURCES

Your responses to this section of questions will help researchers and policymakers make international comparisons to principals in other countries.

10-1. Please indicate how frequently you engaged in the following activities in this school during the last 12 months.

	🍏 Mark (X) one box on each line.			
	Never or Rarely	Sometimes	Often	Very Often
a. I collaborated with teachers to solve classroom discipline problems.	☐	☐	☐	☐
b. I observed instruction in the classroom.	☐	☐	☐	☐
c. I provided feedback to teachers based on my observations.	☐	☐	☐	☐
d. I took actions to support cooperation among teachers to develop new teaching practices.	☐	☐	☐	☐
e. I took actions to ensure that teachers take responsibility for improving their teaching skills.	☐	☐	☐	☐
f. I took action to ensure that teachers feel responsible for their students' learning outcomes.	☐	☐	☐	☐
g. I provided parents or guardians with information on the school and student performance.	☐	☐	☐	☐
h. I reviewed school administrative procedures and reports.	☐	☐	☐	☐
i. I resolved problems with the lesson timetable in this school.	☐	☐	☐	☐
j. I collaborated with principals from other schools on challenging work tasks.	☐	☐	☐	☐
k. I worked on a professional development plan for this school.	☐	☐	☐	☐
l. I used student results to develop the school's education goals.	☐	☐	☐	☐



10-2. To what extent do the following limit your effectiveness as a principal in this school?

	🍏 Mark (X) one box on each line.			
	Never or Rarely	Sometimes	Often	Very Often
a. Inadequate school budget and resources	☐	☐	☐	☐
b. Government regulation and policy	☐	☐	☐	☐
c. Teachers' absences	☐	☐	☐	☐
d. Lack of parent or guardian involvement and support	☐	☐	☐	☐
e. Teachers' career-based wage system (A <u>career-based wage system</u> is used when an employee's salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job.)	☐	☐	☐	☐
f. Lack of opportunities and support for my own professional development	☐	☐	☐	☐
g. Lack of opportunities and support for teachers' professional development	☐	☐	☐	☐
h. High workload and level of responsibilities in my job	☐	☐	☐	☐
i. Lack of shared leadership with other school staff members	☐	☐	☐	☐
j. Difficulty to recruit qualified teachers in some subject areas	☐	☐	☐	☐
k. Other, please specify 	☐	☐	☐	☐



10-3. To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues?

	🍏 Mark (X) one box on each line.			
	Not at all	Very little	To some extent	A lot
a. Shortage of qualified teachers	☐	☐	☐	☐
b. Shortage of teachers with competence in teaching students with special needs	☐	☐	☐	☐
c. Shortage of vocational teachers	☐	☐	☐	☐
d. Shortage or inadequacy of instructional materials (e.g., textbooks)	☐	☐	☐	☐
e. Shortage or inadequacy of digital technology for instruction (e.g., computers, tablets, iPads)	☐	☐	☐	☐
f. Insufficient Internet access	☐	☐	☐	☐
g. Shortage or inadequacy of digital software for instruction	☐	☐	☐	☐
h. Shortage or inadequacy of library materials	☐	☐	☐	☐
i. Shortage of support personnel	☐	☐	☐	☐
j. Shortage or inadequacy of instructional space (e.g., classrooms)	☐	☐	☐	☐
k. Shortage or inadequacy of classroom furniture for students (e.g., desks, chairs, materials storage)	☐	☐	☐	☐
l. Shortage or inadequacy of physical infrastructure (e.g., school buildings, heating/cooling, and lighting)	☐	☐	☐	☐



10-4. For how many years do you want to continue to be a principal?

🍏 *Count part of a year as 1 year.*

🍏 *If none, please mark (X) the box.*

☐

None

or

Years



11. CONTACT INFORMATION

- 11-1. 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. <INSERT ASSIGNED PLEDGE HERE.>**

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

h. Home phone number

Area code Number

i. Work e-mail address

j. Home e-mail address



11-2. 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

11-3. 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.

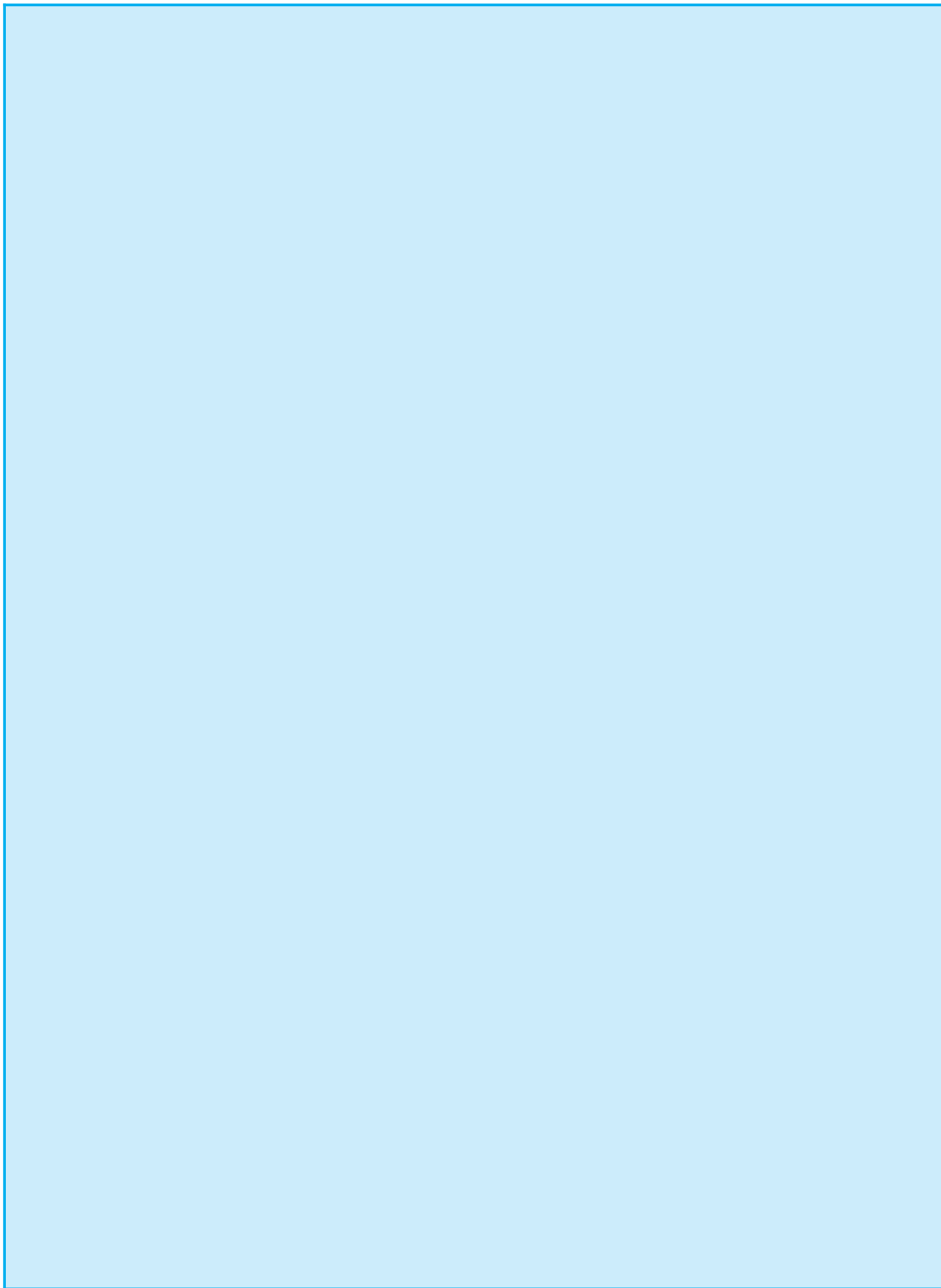
Minutes

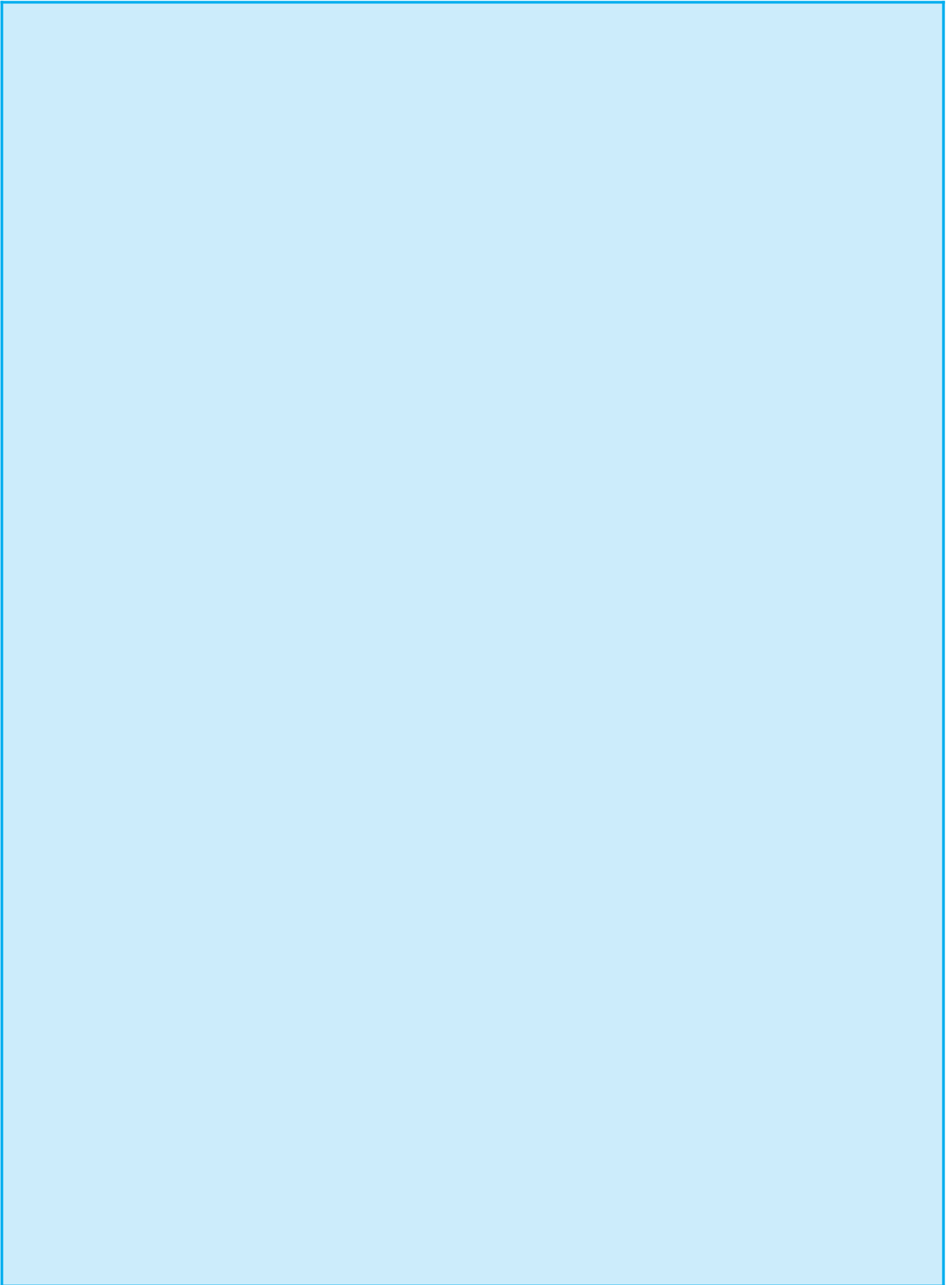
**Thank you very much for your participation
in this survey.**

**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>

