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

OMB# 1850-0598 v.19

Supporting Statement

Part C

Survey Items Justification

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

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This document contains item justification for the items that appear on the 2017–18 National Teacher and Principal Survey (NTPS 2017–18). The justification provides information for why an item is asked, why it was changed (if applicable), or why it was added. Most items were retained from previous collections of Schools and Staffing Surveys (SASS) or NTPS 2015-16 and all new items have been tested using cognitive testing.

C.1 Item Justification for the 2017–18 NTPS Teacher Listing Form (TLF): *All Versions*

NTPS 2017–18 Questionnaire/ Section (TLF)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
	1	**In case we have questions about any of your responses, please print your name, title, and work telephone number on the lines below.** Name Title Work Telephone Number	 [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces]	This is a core item and has been retained from the previous NTPS collection.	Core
	2	**How much time did it take to complete this form, not counting interruptions?**	_ _ _ Minutes	This is a core item and has been retained from the previous NTPS collection.	Core
		Teacher's Name **Teacher's Email Address** **Subject Matter Taught** **Teaching Status at the Selected School**	[Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] *Response options are prefilled in the verification form version.*	This is a core item and has been retained from the previous NTPS collection.	Core

C.2   Item Justification for the 2017–18 NTPS Principal Questionnaire: *Public School*

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
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	NTPS will retain this item from previous SASS administrations because it provides data on principals' work history and experience in schools that researchers use to examine principals' pathways to principalship, the principal pipeline, and principal compensation on a national scale and by school sector – traditional, public charter, and private. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function"; Williams, I. and Loeb, S. (2012) "Race and the principal pipeline: The prevalence of minority principals in light of a largely white teacher workforce. Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1–2	**BEFORE you became a principal, did you hold the position of an assistant principal or program director?** *Include temporary positions.*	Yes No	NTPS will retain this item from previous SASS administrations because it is used in research on principals' pathways to principalship, the principal pipeline, and principal compensation on a national scale and by school sector – traditional, public charter, and private. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	1–3	**BEFORE you became a principal, did you have any management experience outside of the field of education?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides important data on principals' work history and experience outside of schools that researchers use to examine principals' pathways to principalship and the principal pipeline by school sector. Examples of recent research using this item include: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it is used for research and reporting on principals' pathways to principalship and specifically the relationship between principal training programs and principal effectiveness and /turnover. Examples of recent research using this item include: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function"; McKibben, S. (2013) "Do Local-Level Principal Preparation Programs Prevent Principal Turnover?" Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it provides important data on principals' work history which researchers use to examine principal effectiveness, compensation, and retention/turnover. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it provides important data on principals' work history. This variable is used in research on principal effectiveness, compensation, and retention/turnover. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report.	Core

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it provides important data on a principals' educational background and is widely used by the research community for subgroup analyses and in research on principals' pathways to principalship, the principal pipeline, principal compensation, and principal effectiveness on a national scale and by school sector – traditional, public charter, and private. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." This item is used in NCES's forthcoming Principal Demographics report and in the 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it provides data on whether principals' academic training is in schools of education or from alternate pathways. Staff from the Office of Planning, Evaluation and Policy Development (OPEPD) indicated that this item is important for addressing questions about the principal pipeline and examining differences by school sector. Data from this variable is used in NCES's 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report.	Core

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	1–9	**Do you currently hold a license or certification in "school administration"?**	Yes No	NTPS will retain this item from previous SASS administrations because it is used in research and reporting on the relationship between principal preparation and principal effectiveness and retention/turnover and to examine differences in principal experience and training by school sector. Examples of recent research using this item include: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report. "	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	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	This item function as a screener question for items 1–11 and 1–12 which are only intended for respondents that answer yes to item 1–10.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	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 2015–16 school year in this count, if applicable.* *If none, please mark (X) the box.*	None _ _ Year(s) of teaching since becoming a principal	NTPS will retain this item from previous SASS administrations because it is used by researchers to examine principals' professional experiences by school sector – traditional, public charter, and private. The wording has been tweaked. Recent research using this item includes: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it is used by researchers to examine principals' professional experiences by school type – traditional, public charter, and private. The wording has been tweaked. Recent research using this item includes: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. GOALS AND DECISION MAKING	2–1	**We are interested in the importance you place on various educational goals. From the following 10 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	NTPS will retain this item from previous SASS administrations because it provides principals' rankings of important educational goals. This item remains relevant to the current policy debates over school improvement and restructuring in education administration. Researchers have used this item to examine differences in principals' goals by school sector and to provide context for examining variation in principals' time allocation and a range of school characteristics. Recent research using this item includes: Herriot, J. (2012) "Characteristics of Effective Principals: Evidence from the 1999–2000 Schools and Staffing Survey.	Module
2. GOALS AND DECISION MAKING	2–2	**How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities?** 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 at this school** f. **Setting discipline policy at this school** g. **Deciding how your school budget will be spent**	*Mark (X) one box on each line.* No influence Minor influence Moderate influence Major influence Not applicable	NTPS will retain this string of items (2–2a to 2–2g) from previous SASS administrations because it provides data on principals' perceptions of the influence they have on various decisions concerning their school. When analyzed together these items describe the extent to which principals have the authority to establish policies and practices in their school. Researchers use these variables to examine the relationship between principals' decision making power and job satisfaction and retention/turnover. Data from these variables are used in NCES's Principal Attrition and Mobility First Look Report (2014) and in NCES's 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look report.	Module

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
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? 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	*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	NTPS will retain this string of items (3–1a to 3–1m) from previous SASS administrations because it provides principals' perceptions of the frequency of various problems that occur at their school. When analyzed together these items provide an overall measure of school crime and safety. Researchers use these variables to examine differences in school crime and safety by school sector, urbanicity, and other school characteristics and to examine the relationship between school safety and principal/teacher job satisfaction and retention/turnover. Although similar data are collected by NCES's school crime surveys, these items are included on NTPS in order to report the data with the full context of other items on NTPS. Data from these variables are used in NCES's Principal Attrition and Mobility First Look Report (2014) and in the 2012 Digest of Education Statistics.	Core
3. SCHOOL CLIMATE AND SAFETY	3–2	During the LAST school year (2016–17), what percentage of students had at least one parent or guardian participating in the following events? 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 *school-parent compact* 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	*Mark (X) one box on each line.* 0–25% 26–50% 51–75% 76–100% Not applicable	NTPS will retain this string of items (3–2a to 3–2i) from previous SASS administrations because it provides data on the level of parent involvement in various school activities. that researchers use to examine differences in parent involvement by school sector, urbanicity, and other school characteristics and to examine relationships between parent involvement and school safety, teacher/principal job satisfaction and teacher/principal retention. Some of the wording has been tweaked. An example of recent research that used these variables is by Bifulco and Ladd (2005) "Institutional Change and Coproduction of Public Services: The Effect of Charter Schools on Parental Involvement." Data from these variables are used in NCES's Principal Attrition and Mobility First Look Report (2014).	Core

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3–3a	**Are teachers at this school REQUIRED to do the following?** **Help students with academic needs OUTSIDE of regular school hours**	Yes No	The two items (3–3a to 3–3b) in this series are intended to measure whether teachers are required to support students in nontraditional ways (i.e., expanding their role to support students outside of the classroom). The NTPS Technical Review Panel recommended the addition of items on this topic for NTPS citing interest in research that examines how teacher roles vary by sector, urbanicity, and other school characteristics as well as the implications of having teachers provide nontraditional support on school outcomes. These new items would provide baseline data on this topic as prior cycles of the SASS have not attempted to measure this topic directly.	Core
3. SCHOOL CLIMATE AND SAFETY	3–3b	**Help students with social and emotional needs OUTSIDE of regular school hours**	Yes No		
3. SCHOOL CLIMATE AND SAFETY	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	This item is intended to provide data on the availability of a formal system of supports for beginning teachers such as a teacher induction program. The effectiveness of teacher induction programs is a fast-growing area of research and this item is critical for examining these programs. A similar item is on the NTPS Teacher Questionnaire; however, due to concerns about the quality of teachers' responses to and a hypothesis that principals may provide more accurate responses given that induction programs tend to be schoolwide, districtwide, and/or statewide, having this item on both the teacher and principal questionnaires offers the potential to validate responses and determine which of the two sources would be a more accurate source of information for future administrations of NTPS.	Core
4. TEACHER EVALUATION	4–1a	**During the LAST school year (2016–17), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?** **Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator**	Yes No	NTPS will retain this set of items from the previous NTPS 2015–16 administration because they provide researchers with information on components of the teacher's evaluation, including a teacher's professional practice rubric and other types of assessments, classroom observations, parent and student feedback, and professional credentials. Item J was added at the request of data users to the 2017–18 administration to capture whether this type of	Module
4. TEACHER EVALUATION	4–1b	**Assessments by the principal or other school administrator that are NOT based on a teacher professional practice rubric**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	4–1c	**Videotaped classroom observation**	Yes No	information is considered in the teacher evaluation.	
4. TEACHER EVALUATION	4–1d	**Assessments by a peer or mentor teacher that are NOT based on a teacher professional practice rubric**	Yes No		
4. TEACHER EVALUATION	4–1e	**Teacher self-assessment**	Yes No		
4. TEACHER EVALUATION	4–1f	**Amount or content of professional development completed by the teacher**	Yes No		
4. TEACHER EVALUATION	4–1g	**Artifacts of teacher professional practice or portfolios**	Yes No		
4. TEACHER EVALUATION	4–1h	**Student surveys or other student feedback**	Yes No		
4. TEACHER EVALUATION	4–1i	**Parent surveys or other parent feedback**	Yes No		
4. TEACHER EVALUATION	4–1j	**Teacher professional credentials including experience, education, and certification**	Yes No		
4. TEACHER EVALUATION	4–2a	**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.) _If none, please mark (X) the box_	None **or** _ _ _ Number of observations	NTPS will continue to include a set of items that describe the frequency and average duration of (1) formal observations and (2) informal observations conducted on behalf of tenured and experienced teachers. As in the 2011–12 SASS, principals are asked separately about formal and informal observations in order to provide NCES, researchers, and data users with these estimates separately. Principals are also asked to report the frequency for which tenured and experienced teachers receive a summative performance evaluation in item 4–2e. The wording of this item changed for the 2017–18 administration to reflect the summative nature of the evaluation; previous administrations asked about formal evaluations. In cognitive testing the recommended wording was found to lower respondent burden.	Module
4. TEACHER EVALUATION	4–2b	**For a TENURED or EXPERIENCED teacher, on average, how long is the typical FORMAL observation?**	_ _ _ Average number of minutes		
4. TEACHER EVALUATION	4–2c	**For a TENURED or EXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2016–17)?** _If none, please mark (X) the box_	None **or** _ _ _ Number of observations		
4. TEACHER EVALUATION	4–2d	**For a TENURED or EXPERIENCED teacher, on average, how long is the typical INFORMAL observation?**	_ _ _ Average number of minutes		
4. TEACHER EVALUATION	4–2e	**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 purpose 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		

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	4–3a	**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.)* *If none, please mark (X) the box*	None **or** _ _ _ Number of observations	NTPS will continue to include a set of items that describe the frequency and average duration of (1) formal observations and (2) informal observations conducted on behalf of nontenured and inexperienced teachers. As in the 2011–12 SASS, principals are asked separately about formal and informal observations in order to provide researchers and data users with these estimates separately. Principals are also asked to report the frequency for which tenured and experienced teachers receive a summative performance evaluation in item 4-3e. The wording of this item changed for the 2017–18 administration to reflect the summative nature of the evaluation; previous administrations asked about formal evaluations. In cognitive testing the recommended wording was found to lower respondent burden.	Module
4. TEACHER EVALUATION	4–3b	**For a NON-TENURED or INEXPERIENCED teacher, on average, how long is the typical FORMAL observation?**	_ _ _ Average number of minutes		
4. TEACHER EVALUATION	4–3c	**For a NON-TENURED or INEXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2016–17)?** *If none, please mark (X) the box*	None **or** _ _ _ Number of observations		
4. TEACHER EVALUATION	4–3d	**For a NON-TENURED or INEXPERIENCED teacher, on average, how long is the typical INFORMAL observation?**	_ _ _ Average number of minutes		
4. TEACHER EVALUATION	4–3e	**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 purpose 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. TEACHER EVALUATION	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, gradewide, teamwide, schoolwide, or districtwide?** *(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.)* **Student achievement growth on standardized assessments or student learning objectives is used in the evaluation of:**	*Mark (X) only one box.* 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	NTPS will retain this item from the 2015–16 NTPS. This item provides researchers with data on whether student achievement growth on standardized assessments or student learning objectives is included as part of the teachers' performance evaluations. The concept of student learning objectives was added to this question as a result of cognitive testing, and this language will be included in subsequent administrations.	Module

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	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	Retained from 2015–16 NTPS, this item is a follow-up to question 4–4, and asks respondents who endorse item 4–4 to clarify whose achievement growth is used in teacher's evaluations.	Module
4. TEACHER EVALUATION	4–6a	**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?** a. **Plan professional development for individual teachers** b. **Identify low-performing teachers for coaching, mentoring, or peer assistance** c. **Develop performance improvement plans for low-performing teachers** d. **Set goals with teachers for student achievement growth for the next school year**	*Mark (X) one box on each line.* Not at all Somewhat A lot	NTPS will retain these items from the 2015–16 NTPS. Data from these items help to establish the link between performance evaluation and professional development. That is, whether performance evaluation results influence professional development activities for individual teachers. Further, this set of items provides data on the extent to which evaluation results are used to identify or develop improvement plans for low-performing teachers, and set student achievement growth goals.	Module
4. TEACHER EVALUATION	4–7a	**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?** **Formally recognizing high-performing teachers**	Yes No	NTPS will retain these items from the 2015–16 NTPS and provides data users with information on whether teachers' performance evaluation results are used to recognize high-performing teachers, influence salaries, bonuses, or other compensation, determine teaching assignments, lead to career-advancement opportunities, or grant job protection or tenure. Items 4–7d and 4–7e were not included in previous NTPS administrations and will be included in the 2017–18 administration at the request of data users.	Module
4. TEACHER EVALUATION	4–7b	**Determining annual salary increases**	Yes No		
4. TEACHER EVALUATION	4–7c	**Determining bonuses or performance-based compensation other than salary increases**	Yes No		
4. TEACHER EVALUATION	4–7d	**Determining teaching assignments**	Yes No		
4. TEACHER EVALUATION	4–7e	**Offering career advancement opportunities, such as teacher leadership roles**	Yes No		
4. TEACHER EVALUATION	4–7f	**Granting job protection or tenure**	Yes No		
4. TEACHER EVALUATION	4–8a	**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?** **Losing job protection or tenure**	Yes No	NTPS will retain these items from the 2015–16 NTPS, which address the use of teacher performance evaluation results in making decisions for low-performing teachers, including losing their job or tenure, prioritizing teachers for layoffs, reassigning teachers, and counseling poor-performing teachers out of the school, district or profession. Item d was added to this question in order to provide users with information as to whether teachers are	Module
4. TEACHER EVALUATION	4–8b	**Prioritizing teachers for layoffs**	Yes No		
4. TEACHER EVALUATION	4–8c	**Determining teacher reassignment**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	4–8d	**Counseling a teacher out of the school, district, or profession due to poor performance**	Yes No	counseled out of their school, district or profession due to poor performance.	
4. TEACHER EVALUATION	4–8e	**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?** 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**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	This set of items is new to NTPS for the 2017–18 administration and is intended to address the barriers to professional development for teachers, which was a gap identified by data users and researchers. This set of disagree / agree items help to identify whether sufficient time and resources are available for teachers' professional development, whether professional development is based on best practices, aligned with the school's improvement plan, and applicable to curriculum, and whether it provides opportunities for teachers to refine instructional strategies or improve student learning.	Module
5. TEACHER PROFESSIONAL DEVELOPMENT	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	This is a new item that addresses a need requested by data users to understand when professional development opportunities are made available to teachers.	Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5–3a	**How often is teachers' input taken into consideration when planning professional development at THIS school?**	*Mark (X) only one box.* Never Sometimes Always	This set of items is new to NTPS for the 2017–18 administration. The purpose of this set of items is to determine who designs or initiates teachers' professional development, how often teachers lead professional development in their own school or district, and how often professional development is evaluated for	Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5–3b	**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		

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5–3c	**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	evidence of school or districtwide improvement.	
6. PRINCIPAL EVALUATIONS	6–1a	**During the LAST school year (2016–17), were you evaluated as a principal at THIS school?**	Yes No	This item functions as a screener question to identify respondents who were evaluated in the past school year in the position of principal at the sampled school. It is intended to reduce respondent burden by allowing principals who were not evaluated to skip the section.	Module
6. PRINCIPAL EVALUATIONS	6–1b	**During the LAST school year (2016-17), 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 am not evaluated because I am a tenured or experienced principal. I am not evaluated for another reason.	For respondents who were not evaluated as a principal at the sampled school in the past school year, this new item provides NCES, researchers, and data users with information as to why they were not evaluated. The burden is minimal because this is one of only two questions that are asked of principals who were not evaluated at their school.	Module
6. PRINCIPAL EVALUATIONS	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)?** a. **The evaluator(s) accurately evaluated my strengths and weaknesses as a principal.** 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.**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	NTPS is retaining 6–2a from the 2015–16 NTPS, and adding 6–2b through 6–2d. This set of items provides data users and researchers with information on the rewards of the evaluation process and the fairness of the overall evaluation system.	Module
6. PRINCIPAL EVALUATIONS	6–3a	**Thinking about your evaluation LAST school year (2016-17), did you receive any feedback on your work as a principal?**	Yes No	This new set of items was requested by subject matter experts and provides researchers and data users with information on the presence and quality of principals' evaluation feedback.	Module
6. PRINCIPAL EVALUATIONS	6–3b	**Thinking about your evaluation LAST school year (2016-17), have you used the feedback you received to try to improve YOUR performance?**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. PRINCIPAL EVALUATIONS	6–3c	**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. PRINCIPAL EVALUATIONS	6–4	**During THIS school year (2017–2018), 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	A similar item that asks about teacher's performance evaluation was included in the 2015–16 NTPS, and will be included in the 2017–18 NTPS (Principal Questionnaire). This new item provides researchers with data on whether student achievement growth on standardized assessments or student learning objectives is included as part of the principals' performance evaluations. The concept of student learning objectives is included in this question as a result of cognitive testing for the 2017–18 administration.	Module
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	NTPS retained this item from the 2011–12 SASS with slight language modifications. This item functions as a screener question to identify respondents who participated in professional development activities in the past school year at their school. It reduces burden by allowing respondents to skip out if they have not participated in any professional development.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–2	**During the LAST school year (2016–17), how often were the professional development activities in which you participated:** 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?**	_Mark (X) one box on each line._ Never Sometimes Always	NTPS retained these items from the 2011–12 SAS. These items provide researchers and data users with information on whether principals' professional development activities were designed to support district standards and assessments, or as part of a school improvement plan to meet state, district, or school goals.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–3	**During the LAST school year (2016–17), was participation in professional development considered as a part of your evaluation?**	Yes No	NTPS retained this set of items from the 2011–12 SASS. These items describe the type of professional development activities that principals participated in during the last school year.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–4a	**During the LAST school year (2016–17), have you participated in the following kinds of professional development?** **University course(s) related to your role as principal**	Yes No	This set of items was retained from 2011–12 SASS and describes the topics of professional development that principals may have participated in.	Module

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–4b	**Visits to other schools designed to improve your own work as principal**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–4c	**Mentoring and/or peer observation and coaching of principals**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–4d	**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. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–4e	**Workshops, conferences, or training in which you were a presenter**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–4f	**Other workshops or conferences in which you were not a presenter**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–5a	**During the LAST school year (2016–17), did you participate in professional development on any of the following topics?** **Analyzing and interpreting student achievement data**	Yes No	This set of items was retained from 2011–12 SASS and describes the topics of professional development that principals may have participated in. Item i is newly requested by subject matter experts and to be included with subsequent administrations.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–5b	**Human resource management**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–5c	**Student motivation and engagement**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–5d	**Use of technology to support instruction**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–5e	**School management and policy**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–5f	**School improvement planning**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–5g	**Social services for students**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–5h	**Safety or school climate**	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7–5i	**Supporting effective instruction**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. PRINCIPAL ENGAGEMENT	8–1a	**To what extent do you agree or disagree with the following statements?** 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.**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	This set of items is new to the NTPS for the 2017–18 administration. This set of items allows NCES to measure several facets of principal engagement. Engagement is an important predictor of principal retention, linked to student success, and a topic of interest among researchers.	Module
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9–1	**Are you male or female?**	Male Female	NTPS will retain this set of items that provide basic demographic information on principals, which are critical for conducting subgroup analyses with the NTPS data.	Core
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9–2	**Are you of Hispanic or Latino origin?**	Yes No		
9. PRINCIPAL DEMOGRAPHIC INFORMATION	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. PRINCIPAL DEMOGRAPHIC INFORMATION	9–4	**What is your year of birth?**	— — —		

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
9. PRINCIPAL DEMOGRAPHIC INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides data on principals' annual salary, which is used widely by researchers in analyses of principal compensation and to make comparisons by school sector and other school characteristics. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this item are reported in the 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report and the 2013 Digest of Education Statistics and other NCES reports.	Core

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
10. SCHOOL LEADERSHIP AND RESOURCES	10–1	**Your responses to this section of questions will help researchers and policymakers make international comparisons to principals in other countries.** **Please indicate how frequently you engaged in the following activities in this school during the last 12 months.** 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.**	*Mark (X) one box on each line.* Never or rarely Sometimes Often Very often	This item was added from TALIS to create a bridge study for the future for international comparison.	Special Module

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
10. SCHOOL LEADERSHIP AND RESOURCES	10–2a	**To what extent do the following limit your effectiveness as a principal in this school?** 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 _career-based wage system_ 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: _____**	_Mark (X) one box on each line._ Never or rarely Sometimes Often Very often	This item was added from TALIS to create a bridge study for the future for international comparison.	Special Module

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
10. SCHOOL LEADERSHIP AND RESOURCES	10–3a	**To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues?** 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)**	*Mark (X) one box on each line.* Not at all Very little To some extent A lot	This item was added from TALIS to create a bridge study for the future for international comparison.	Special Module
10. SCHOOL LEADERSHIP AND RESOURCES	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	This item was added from TALIS to create a bridge study for the future for international comparison.	Special Module
11. CONTACT INFORMATION	11–1	**Please PRINT your name, 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 + 4 **f.** Work phone number AREA CODE TELEPHONE NUMBER **g.** Cell phone number AREA CODE TELEPHONE NUMBER **h.** Home phone number AREA CODE TELEPHONE NUMBER **i.** Work e-mail address **j.** Home e-mail address	This item requests contact information from respondents in case follow-up is necessary to verify responses and may also be used to re-contact principals for the Principal Follow-up Survey (PFS).	Core

NTPS 2017–18 Questionnaire/ Section (Public PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
11. CONTACT INFORMATION	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 2 0 1 _	This item collects information on when principals completed the survey.	Core
11. CONTACT INFORMATION	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	This item provides data on the length of the survey to provide more accurate estimates of burden for future survey rounds.	Core

C.2.1   Item Justification for the 2017–18 NTPS Principal or School Head Questionnaire: *Private School*

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–1	**BEFORE you became a principal or school head, 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 or school head	NTPS will retain this item from previous SASS administrations because it provides data on principals' or school heads' work history and experience in schools that researchers use to examine principals' or school heads' pathways to principalship or school head, the principal or school head pipeline, and principal or school head compensation on a national scale and by school sector – traditional, public charter, and private. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function"; Williams, I. and Loeb, S. (2012) "Race and the principal pipeline: The prevalence of minority principals in light of a largely white teacher workforce. Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–2	**BEFORE you became a principal or school head, did you hold the position of an assistant principal or program director?** *Include temporary positions.*	Yes No	NTPS will retain this item from previous SASS administrations because it is used in research on principals' or school heads' pathways to principalship or school head, the principal or school head pipeline, and principal or school head compensation on a national scale and by school sector – traditional, public charter, and private. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–3	**BEFORE you became a principal or school head, did you have any management experience outside of the field of education?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides important data on principals' or school heads' work history and experience outside of schools that researchers use to examine principals' or school heads' pathways to principalship or school head and the principal or school head pipeline by school sector. Examples of recent research using this item include: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–4	**BEFORE you became a principal or school head, did you participate in any district or school training or development program for ASPIRING school principals or school heads?**	Yes No	NTPS will retain this item from previous SASS administrations because it is used for research and reporting on principals' or school heads' pathways to principalship or school head and specifically the relationship between principal or school head training programs and principal or school head effectiveness and /turnover. Examples of recent research using this item include: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function"; McKibben, S. (2013) "Do Local-Level Principal Preparation Programs Prevent Principal Turnover?" Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–5	**PRIOR to this school year, how many years did you serve as the principal or school head of THIS OR ANY OTHER school?** *Do NOT include any years you served as ASSISTANT principal or school head.* *Count part of a year as 1 year.* *If none, please mark (X) the box.*	None **or** _ _ Year(s) as principal or school head of this or any other school	NTPS will retain this item from previous SASS administrations because it provides important data on principals' or school heads' work history which researchers use to examine principal or school head effectiveness, compensation, and retention/turnover. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report.	Core
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–6	**PRIOR to this school year, how many years did you serve as the principal or school head 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 or school head of this school	NTPS will retain this item from previous SASS administrations because it provides important data on principals' or school heads' work history. This variable is used in research on principal or school head effectiveness, compensation, and retention/turnover. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report.	Core

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it provides important data on a principals' educational background and is widely used by the research community for subgroup analyses and in research on principals' pathways to principalship, the principal pipeline, principal compensation, and principal effectiveness on a national scale and by school sector – traditional, public charter, and private. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." This item is used in NCES's forthcoming Principal Demographics report and in the 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report.	Core
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it provides data on whether principals' academic training is in schools of education or from alternate pathways. Staff from the Office of Planning, Evaluation and Policy Development (OPEPD) indicated that this item is important for addressing questions about the principal pipeline and examining differences by school sector. Data from this variable is used in NCES's 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report.	Core

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–9	**Do you currently hold a license or certification in "school administration"?**	Yes No	NTPS will retain this item from previous SASS administrations because it is used in research and reporting on the relationship between principal preparation and principal effectiveness and retention/turnover and to examine differences in principal experience and training by school sector. Examples of recent research using this item include: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report. "	Core
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–10	**While serving as a principal or school head, 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	This item function as a screener question for items 1–11 and 1–12 which are only intended for respondents that answer yes to item 1–10.	Core
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–11	**While serving as a principal or school head, how many YEARS did you regularly teach at the elementary, middle, or secondary level?** *Count part of a year as 1 year.* *Include the 2015–16 school year in this count, if applicable.* *If none, please mark (X) the box.*	None _ _ Year(s) of teaching since becoming a principal or school head	NTPS will retain this item from previous SASS administrations because it is used by researchers to examine principals' or school heads' professional experiences by school sector – traditional, public charter, and private. The wording has been tweaked. Recent research using this item includes: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core
1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING	1–12	**In addition to serving as principal or school head, are you CURRENTLY teaching in THIS school?** *Do not include time spent as a short-term substitute teacher.*	Yes No	NTPS will retain this item from previous SASS administrations because it is used by researchers to examine principals' or school heads' professional experiences by school type – traditional, public charter, and private. The wording has been tweaked. Recent research using this item includes: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. GOALS AND DECISION MAKING	2–1	**We are interested in the importance you place on various educational goals. From the following 10 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	NTPS will retain this item from previous SASS administrations because it provides principals' or school heads' rankings of important educational goals. This item remains relevant to the current policy debates over school improvement and restructuring in education administration. Researchers have used this item to examine differences in principals' or school heads' goals by school sector and to provide context for examining variation in principals' or school heads' time allocation and a range of school characteristics. Recent research using this item includes: Herriot, J. (2012) "Characteristics of Effective Principals: Evidence from the 1999–2000 Schools and Staffing Survey.	Core
2. GOALS AND DECISION MAKING	2–2	**How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities?** 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 at this school** f. **Setting discipline policy at this school** g. **Deciding how your school budget will be spent**	*Mark (X) one box on each line.* No influence Minor influence Moderate influence Major influence Not applicable	NTPS will retain this string of items (2–2a to 2–2g) from previous SASS administrations because it provides data on principals' or school heads' perceptions of the influence they have on various decisions concerning their school. When analyzed together these items describe the extent to which principals or school heads have the authority to establish policies and practices in their school. Researchers use these variables to examine the relationship between principals' or school heads' decision making power and job satisfaction and retention/turnover. Data from these variables are used in NCES's Principal Attrition and Mobility First Look Report (2014) and in NCES's 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look report.	Core

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
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?** 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**	*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	NTPS will retain this string of items (3–1a to 3–1m) from previous SASS administrations because it provides principals' or school heads' perceptions of the frequency of various problems that occur at their school. When analyzed together these items provide an overall measure of school crime and safety. Researchers use these variables to examine differences in school crime and safety by school sector, urbanicity, and other school characteristics and to examine the relationship between school safety and principal/school head/teacher job satisfaction and retention/turnover. Although similar data are collected by NCES's school crime surveys, these items are included on NTPS in order to report the data with the full context of other items on NTPS. Data from these variables are used in NCES's Principal Attrition and Mobility First Look Report (2014) and in the 2012 Digest of Education Statistics.	Core

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3–2	**During the LAST school year (2016–17), what percentage of students had at least one parent or guardian participating in the following events?** 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 school-parent compact 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**	*Mark (X) one box on each line.* 0–25% 26–50% 51–75% 76–100% Not applicable	NTPS will retain this string of items (3–2a to 3–2i) from previous SASS administrations because it provides data on the level of parent involvement in various school activities. that researchers use to examine differences in parent involvement by school sector, urbanicity, and other school characteristics and to examine relationships between parent involvement and school safety, teacher/principal or school head job satisfaction and teacher/principal or school head retention. Some of the wording has been tweaked. An example of recent research that used these variables is by Bifulco and Ladd (2005) "Institutional Change and Coproduction of Public Services: The Effect of Charter Schools on Parental Involvement." Data from these variables are used in NCES's Principal Attrition and Mobility First Look Report (2014).	Core
3. SCHOOL CLIMATE AND SAFETY	3–3a	**Are teachers at this school REQUIRED to do the following?** **Help students with academic needs OUTSIDE of regular school hours**	Yes No	The two items (3–3a to 3–3b) in this series are intended to measure whether teachers are required to support students in nontraditional ways (i.e., expanding their role to support students outside of the classroom). The NTPS Technical Review Panel recommended the addition of items on this topic for NTPS citing interest in research that examines how teacher roles vary by sector, urbanicity, and other school characteristics as well as the implications of having teachers provide nontraditional support on school outcomes. These new items would provide baseline data on this topic as prior cycles of the SASS have not attempted to measure this topic directly.	Core
3. SCHOOL CLIMATE AND SAFETY	3–3b	**Help students with social and emotional needs OUTSIDE of regular school hours**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3–4	**Are BEGINNING teachers at this school enrolled in a formal schoolwide 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	This item is intended to provide data on the availability of a formal system of supports for beginning teachers such as a teacher induction program. The effectiveness of teacher induction programs is a fast-growing area of research and this item is critical for examining these programs. A similar item is on the NTPS Teacher Questionnaire; however, due to concerns about the quality of teachers' responses to and a hypothesis that principals may provide more accurate responses given that induction programs tend to be schoolwide, districtwide, and/or statewide, having this item on both the teacher and principal questionnaires offers the potential to validate responses and determine which of the two sources would be a more accurate source of information for future administrations of NTPS.	Core
4. TEACHER EVALUATION	4–1a	**During the LAST school year (2016–17), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?** **Classroom observations using a teacher professional practice rubric, conducted by the principal, school head, or other school administrator**	Yes No	NTPS will retain this set of items from the previous NTPS 2015–16 administration because they provide researchers with information on components of the teacher's evaluation, including a teacher's professional practice rubric and other types of assessments, classroom observations, parent and student feedback, and professional credentials. Item J was added at the request of data users to the 2017–18 administration to capture whether this type of information is considered in the teacher evaluation.	Module
4. TEACHER EVALUATION	4–1b	**Assessments by the principal, school head, or other school administrator that are NOT based on a teacher professional practice rubric**	Yes No		
4. TEACHER EVALUATION	4–1c	**Videotaped classroom observation**	Yes No		
4. TEACHER EVALUATION	4–1d	**Assessments by a peer or mentor teacher that are NOT based on a teacher professional practice rubric**	Yes No		
4. TEACHER EVALUATION	4–1e	**Teacher self-assessment**	Yes No		
4. TEACHER EVALUATION	4–1f	**Amount or content of professional development completed by the teacher**	Yes No		
4. TEACHER EVALUATION	4–1g	**Artifacts of teacher professional practice or portfolios**	Yes No		
4. TEACHER EVALUATION	4–1h	**Student surveys or other student feedback**	Yes No		
4. TEACHER EVALUATION	4–1i	**Parent surveys or other parent feedback**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	4–1j	**Teacher professional credentials including experience, education, and certification**	Yes No		
4. TEACHER EVALUATION	4–2a	**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 or state in order to collect information for a performance evaluation.)* *If none, please mark (X) the box.*	None **or** _ _ _ Number of observations	NTPS will continue to include a set of items that describe the frequency and average duration of (1) formal observations and (2) informal observations conducted on behalf of tenured and experienced teachers. As in the 2011–12 SASS, principals are asked separately about formal and informal observations in order to provide NCES, researchers, and data users with these estimates separately. Principals are also asked to report the frequency for which tenured and experienced teachers receive a summative performance evaluation in item 4–2e. The wording of this item changed for the 2017–18 administration to reflect the summative nature of the evaluation; previous administrations asked about formal evaluations. In cognitive testing the recommended wording was found to lower respondent burden.	Module
4. TEACHER EVALUATION	4–2b	**For a TENURED or EXPERIENCED teacher, on average, how long is the typical FORMAL observation?**	_ _ _ Average number of minutes		
4. TEACHER EVALUATION	4–2c	**For a TENURED or EXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2016–17)?** *If none, please mark (X) the box.*	None **or** _ _ _ Number of observations		
4. TEACHER EVALUATION	4–2d	**For a TENURED or EXPERIENCED teacher, on average, how long is the typical INFORMAL observation?**	_ _ _ Average number of minutes		
4. TEACHER EVALUATION	4–2e	**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 purpose 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. TEACHER EVALUATION	4–3a	**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, or state in order to collect information for a performance evaluation.)* *If none, please mark (X) the box.*	None **or** _ _ _ Number of observations	NTPS will continue to include a set of items that describe the frequency and average duration of (1) formal observations and (2) informal observations conducted on behalf of nontenured and inexperienced teachers. As in the 2011–12 SASS, principals are asked separately about formal and informal observations in order to provide researchers and data users with these estimates separately. Principals are also asked to report the frequency for which tenured and experienced teachers receive a summative performance evaluation in item 4–3e. The wording of this item changed for the 2017–18 administration to reflect the summative nature of the evaluation; previous administrations asked about formal	Module
4. TEACHER EVALUATION	4–3b	**For a NON-TENURED or INEXPERIENCED teacher, on average, how long is the typical FORMAL observation?**	_ _ _ Average number of minutes		
4. TEACHER EVALUATION	4–3c	**For a NON-TENURED or INEXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2016–17)?** *If none, please mark (X) the box.*	None **or** _ _ _ Number of observations		

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	4–3d	**For a NON-TENURED or INEXPERIENCED teacher, on average, how long is the typical INFORMAL observation?**	_ _ _ Average number of minutes	evaluations. In cognitive testing the recommended wording was found to lower respondent burden.	
4. TEACHER EVALUATION	4–3e	**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 purpose 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. TEACHER EVALUATION	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 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.)* **Student achievement growth on standardized assessments or student learning objectives is used in the evaluation of:**	*Mark (X) only one box.* 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	NTPS will retain this item from the 2015–16 NTPS. This item provides researchers with data on whether student achievement growth on standardized assessments or student learning objectives is included as part of the teachers' performance evaluations. The concept of student learning objectives was added to this question as a result of cognitive testing, and this language will be included in subsequent administrations.	Module
4. TEACHER EVALUATION	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	Retained from 2015–16 NTPS, this item is a follow-up to question 4–4, and asks respondents who endorse item 4–4 to clarify whose achievement growth is used in teacher's evaluations.	Module
4. TEACHER EVALUATION	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?** a. **Plan professional development for individual teachers** b. **Identify low-performing teachers for coaching, mentoring, or peer assistance** c. **Develop performance improvement plans for low-performing teachers** d. **Set goals with teachers for student achievement growth for the next school year**	*Mark (X) one box on each line.* Not at all Somewhat A lot	NTPS will retain these items from the 2015–16 NTPS. Data from these items help to establish the link between performance evaluation and professional development. That is, whether performance evaluation results influence professional development activities for individual teachers. Further, this set of items provides data on the extent to which evaluation results are used to identify or develop improvement plans for low-performing teachers, and set student achievement growth goals.	Module

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	4–7a	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? Formally recognizing high-performing teachers	Yes No	NTPS will retain these items from the 2015–16 NTPS and provides data users with information on whether teachers' performance evaluation results are used to recognize high-performing teachers, influence salaries, bonuses, or other compensation, determine teaching assignments, lead to career-advancement opportunities, or grant job protection or tenure. Items 4–7d and 4–7e were not included in previous NTPS administrations and will be included in the 2017–18 administration at the request of data users.	Module
4. TEACHER EVALUATION	4–7b	Determining annual salary increases	Yes No		
4. TEACHER EVALUATION	4–7c	Determining bonuses or performance-based compensation other than salary increases	Yes No		
4. TEACHER EVALUATION	4–7d	Determining teaching assignments	Yes No		
4. TEACHER EVALUATION	4–7e	Offering career advancement opportunities, such as teacher leadership roles	Yes No		
4. TEACHER EVALUATION	4–7f	Granting job protection or tenure	Yes No		
4. TEACHER EVALUATION	4–8a	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? Losing job protection or tenure	Yes No	NTPS will retain these items from the 2015–16 NTPS, which address the use of teacher performance evaluation results in making decisions for low-performing teachers, including losing their job or tenure, prioritizing teachers for layoffs, reassigning teachers, and counseling poor-performing teachers out of the school, district or profession. Item d was added to this question in order to provide users with information as to whether teachers are counseled out of their school, district or profession due to poor performance.	Module
4. TEACHER EVALUATION	4–8b	Prioritizing teachers for layoffs	Yes No		
4. TEACHER EVALUATION	4–8c	Determining teacher reassignment	Yes No		
4. TEACHER EVALUATION	4–8d	Counseling a teacher out of the school, or profession due to poor performance	Yes No		
4. TEACHER EVALUATION	4–8e	Not renewing teacher contract or terminating employment for cause	Yes No		

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
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?** 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**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	This set of items is new to NTPS for the 2017–18 administration and is intended to address the barriers to professional development for teachers, which was a gap identified by data users and researchers. This set of disagree / agree items help to identify whether sufficient time and resources are available for teachers' professional development, whether professional development is based on best practices, aligned with the school's improvement plan, and applicable to curriculum, and whether it provides opportunities for teachers to refine instructional strategies or improve student learning.	Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5–1b	**Sufficient resources are available for professional development in this school**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree		
5. TEACHER PROFESSIONAL DEVELOPMENT	5–1c	**Professional development offerings are based on best practices**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree		
5. TEACHER PROFESSIONAL DEVELOPMENT	5–1d	**Professional development opportunities are aligned with the school's improvement plan**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree		
5. TEACHER PROFESSIONAL DEVELOPMENT	5–1e	**Professional development is directly applicable to the content or curriculum being taught**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree		

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5–1f	**Professional development provides ongoing opportunities for teachers to refine instructional strategies**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree		
5. TEACHER PROFESSIONAL DEVELOPMENT	5–1g	**Professional development enhances teachers' abilities to improve student learning**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree		
5. TEACHER PROFESSIONAL DEVELOPMENT	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	This is a new item that addresses a need requested by data users to understand when professional development opportunities are made available to teachers.	Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5–3a	**How often is teachers' input taken into consideration when planning professional development at THIS school?**	*Mark (X) only one box.* Never Sometimes Always	This set of items is new to NTPS for the 2017–18 administration. The purpose of this set of items is to determine who designs or initiates teachers' professional development, how often teachers lead professional development in their own school, and how often professional development is evaluated for evidence of school improvement.	Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5–3b	**How often is professional development for teachers at THIS school led by teachers in this SCHOOL?**	*Mark (X) only one box.* Never Sometimes Always		
5. TEACHER PROFESSIONAL DEVELOPMENT	5–3c	**How often is professional development for teachers at THIS school evaluated for evidence of improvement in SCHOOLWIDE achievement?**	*Mark (X) only one box.* Never Sometimes Always		
6. PRINCIPAL OR SCHOOL HEAD EVALUATIONS	6–1a	**During the LAST school year (2016–17), were you evaluated as a principal or school head at THIS school?**	Yes No	This item functions as a screener question to identify respondents who were evaluated in the past school year in the position of principal or school head at the sampled school. It is intended to reduce respondent burden by allowing principals or school heads who were not evaluated to skip the section.	Module

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. PRINCIPAL OR SCHOOL HEAD EVALUATIONS	6–1b	**During the LAST school year (2016-17), why were you not evaluated at THIS school?**	*Mark (X) only one box.* I was not a principal or school head at this school last year. I am not evaluated because I am a tenured or experienced principal or school head. I am not evaluated for another reason.	For respondents who were not evaluated as a principal or school head at the sampled school in the past school year, this new item provides NCES, researchers, and data users with information as to why they were not evaluated. The burden is minimal because this is one of only two questions that are asked of principals or school heads who were not evaluated at their school.	Module
6. PRINCIPAL OR SCHOOL HEAD EVALUATIONS	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)?** 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.**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	NTPS is retaining 6–2a from the 2015–16 NTPS, and adding 6–2b through 6–2d. This set of items provides data users and researchers with information on the rewards of the evaluation process and the fairness of the overall evaluation system.	Module
6. PRINCIPAL OR SCHOOL HEAD EVALUATIONS	6–3a	**Thinking about your evaluation LAST school year (2016-17), did you receive any feedback on your work as a principal or school head?**	Yes No	This new set of items was requested by subject matter experts and provides researchers and data users with information on the presence and quality of principals' or school heads' evaluation feedback.	Module
6. PRINCIPAL OR SCHOOL HEAD EVALUATIONS	6–3b	**Thinking about your evaluation LAST school year (2016-17), have you used the feedback you received to try to improve YOUR performance?**	Yes No		
6. PRINCIPAL OR SCHOOL HEAD EVALUATIONS	6–3c	**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		

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. PRINCIPAL OR SCHOOL HEAD EVALUATIONS	6–4	**During THIS school year (2017–2018), 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 statewide for all students in the same grades and subjects.)	Yes No	A similar item that asks about teacher's performance evaluation was included in the 2015–16 NTPS, and will be included in the 2017–18 NTPS (Principal Questionnaire). This new item provides researchers with data on whether student achievement growth on standardized assessments or student learning objectives is included as part of the principals' performance evaluations. The concept of student learning objectives is included in this question as a result of cognitive testing for the 2017–18 administration.	Module
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–1	**During the LAST school year (2016–17), did you participate in any professional development activities as a principal or school head at THIS school?**	Yes No	NTPS retained this item from the 2011–12 SASS with slight language modifications. This item functions as a screener question to identify respondents who participated in professional development activities in the past school year at their school. It reduces burden by allowing respondents to skip out if they have not participated in any professional development.	Module
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–2	**During the LAST school year (2016–17), was participation in professional development considered as a part of your evaluation?**	Yes No	NTPS retained this set of items from the 2011–12 SASS. These items describe the type of professional development activities that principals or school heads participated in during the last school year.	Module
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–3a	**During the LAST school year (2016–17), have you participated in the following kinds of professional development?** **University course(s) related to your role as principal or school head**	Yes No	This set of items was retained from 2011–12 SASS and describes the topics of professional development that principals or school heads may have participated in.	Module
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–3b	**Visits to other schools designed to improve your own work as principal or school head**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–3c	**Mentoring and/or peer observation and coaching of principals or school heads**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–3d	**Participating in a principal or school head network (i.e., a group of principals or school heads organized within school systems, by an outside agency, or through the Internet)**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–3e	**Workshops, conferences, or training in which you were a presenter**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–3f	**Other workshops or conferences in which you were not a presenter**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–4a	**During the LAST school year (2016–17), did you participate in professional development on any of the following topics?** **Analyzing and interpreting student achievement data**	Yes No	This set of items was retained from 2011–12 SASS and describes the topics of professional development that principals or school heads may have participated in. Item I is newly requested by subject matter experts and to be included with subsequent administrations.	Module
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–4b	**Human resource management**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–4c	**Student motivation and engagement**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–4d	**Use of technology to support instruction**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–4e	**School management and policy**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–4f	**School improvement planning**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–4g	**Social services for students**	Yes No		
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–4h	**Safety or school climate**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT	7–4i	**Supporting effective instruction**	Yes No		
8. PRINCIPAL OR SCHOOL HEAD ENGAGEMENT	8–1a	**To what extent do you agree or disagree with the following statements?** a. **The stress and disappointments involved with being a principal or school head at this school aren't really worth it.** b. **I am generally satisfied with being principal or school head 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.**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	This set of items is new to the NTPS for the 2017–18 administration. This set of items allows NCES to measure several facets of principal or school head engagement. Engagement is an important predictor of principal or school head retention, linked to student success, and a topic of interest among researchers.	Module
9. PRINCIPAL OR SCHOOL HEAD DEMOGRAPHIC INFORMATION	9–1	**Are you male or female?**	Male Female	NTPS will retain this set of items that provide basic demographic information on principals or school heads, which are critical for conducting subgroup analyses with the NTPS data.	Core
9. PRINCIPAL OR SCHOOL HEAD DEMOGRAPHIC INFORMATION	9–2	**Are you of Hispanic or Latino origin?**	Yes No		
9. PRINCIPAL OR SCHOOL HEAD DEMOGRAPHIC INFORMATION	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. PRINCIPAL DEMOGRAPHIC INFORMATION	9–4	**What is your year of birth?**	— — —		

NTPS 2017–18 Questionnaire/ Section (Private PQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
9. PRINCIPAL OR SCHOOL HEAD DEMOGRAPHIC INFORMATION	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 or school head at this school), please include your entire salary before taxes and deductions.* *Please report in whole dollars.*	$ _ _ _ , _ _ _ .00 per year	NTPS will retain this item from previous SASS administrations because it provides data on principals' or school heads' annual salary, which is used widely by researchers in analyses of principal compensation and to make comparisons by school sector and other school characteristics. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this item are reported in the 2011–12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report and the 2013 Digest of Education Statistics and other NCES reports.	Core
10. CONTACT INFORMATION	10–1	**Please PRINT your name, 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 + 4 **f.** Work phone number AREA CODE TELEPHONE NUMBER **g.** Cell phone number AREA CODE TELEPHONE NUMBER **h.** Home phone number AREA CODE TELEPHONE NUMBER **i.** Work e-mail address **j.** Home e-mail address	This item requests contact information from respondents in case follow-up is necessary to verify responses and may also be used to re-contact principals or school heads for the Principal Follow-up Survey (PFS).	Core
10. CONTACT INFORMATION	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 2 0 1 _	This item collects information on when principals or school heads completed the survey.	Core
10. CONTACT INFORMATION	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	This item provides data on the length of the survey to provide more accurate estimates of burden for future survey rounds.	Core

C.3   Item Justification for the 2017–18 NTPS School Questionnaire: *Public School*

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1	Please report for the school listed on the cover. **Does this school offer the following grades?** *Please Mark (x) Yes or No for each grade level.* Prekindergarten Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	Yes No	This item is critical for sample verification and is used to link the NTPS school, teacher, and principal data.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–2	**Excluding prekindergarten, postsecondary, and adult education students, around the first of October 2017, how many students were enrolled in this school?**	_____ Students	This item is critical for sample verification and is used to link the NTPS school, teacher, and principal data.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3	**For this school year (2017–18), what is the Average Daily Attendance (ADA) percentage at this school?** *Rounds to the nearest whole* **PERCENT**.	___ Percent	NTPS will retain this item from previous SASS administrations because it provides important descriptive information about schools' daily attendance rate; analysts use this item to provide context for a range of school, principal, and teacher items.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	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 __ [AM/PM] [_ _]:[_ _] End time __ [AM/PM]	NTPS will retain this item from previous SASS administrations because it provides important descriptive information about schools' length of the school day; analysts use this item to provide context for a range of school, principal, and teacher items; there is no other source of data for this topic.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–5	**How many days are in a TYPICAL SCHOOL WEEK for students in this school?** *(Do not include prekindergarten or transitional first grade programs.)*	__ Days per SCHOOL WEEK	This new item is critical because it allows NCES' analysts to calculate the length of the school week for third (Q2–2) and eighth (Q2–5) graders by the total number of hours and minutes per	Core

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
				week. This will allow NCES to track a new occurrence where schools do not have the traditional 5 day a week schedule.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–6	**How many days are in the SCHOOL YEAR for students in this school?**	___ Days per SCHOOL YEAR	NTPS will retain this item from previous SASS administrations because it provides important descriptive information about schools' length of the school year; analysts use this item to provide context for a range of school, principal, and teacher items.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	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.	This is a core item retained from SASS that provides descriptive information about the school.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–8	**Is this school a public CHARTER school?** *(A <u>charter school</u> 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	This is a core item retained from SASS that provides descriptive information about the school.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–9	**Which of the following best describes the governance structure of this public charter school?**	*Mark (X) only one box.* An independent or standalone charter school Part of a nonprofit charter management organization or network of schools that are managed by a central agency Part of a for-profit charter management	This is a core item retained from SASS that provides descriptive information about the school.	Core

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
			organization or network of schools that are managed by a central agency Part of a traditional public school district Other (please describe)		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–10a	**Around the first of October 2017, how many TEACHERS held full-time or part-time positions or assignments in this school?** *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 reported in other items of this section if they also have a part-time teaching assignment at this school* • *DO NOT INCLUDE:* • *Student teachers* • *Short-term substitute teachers* • *Teachers who teach ONLY prekindergarten or adult education* **Full-time**	*If none, please mark (X) the box.* None **or** ___ Full-time	This is a core item retained from SASS that provides descriptive information about the school.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–10b	**Part-time**	None **or** ___ Full-time	This is a core item retained from SASS that provides descriptive information about the school.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–10c	**TOTAL number of full- and part-time teachers**	__ Total teachers	This is a core item retained from SASS that provides descriptive information about the school.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	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 prefirst) grade students, if enrolled.*	Yes No	This item is a screener item for directing respondents to either item 1–6b or 1–7.	Core

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–11b	**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	NTPS will retain this item from previous SASS administrations because it provides important descriptive information about schools' kindergarten programs; there is no other source of data for this topic.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–11c	**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 SCHOOL WEEK	This item will be retained from the previous NTPS administration because it tracks the number of days that kindergarteners attend school, which may vary from students in other grades. The wording of this question changed slightly so that it could mirror the wording of Q1–5, a new item added to the questionnaire. Both items are asking the same question, except Q1–5 is for students in grades 1–12, and Q1–8c is for kindergarteners.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–12	**Does this school have a library media center?** (A <u>library media center</u> *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	NTPS will retain this item from previous SASS administrations because it provides important descriptive information about schools' resources; there is no other source of data for this topic.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–13a	**Does this school offer any courses that are taught entirely online?**	Yes No	This series of items (1–10a and 1–10b) are intended to provide descriptive information about the prevalence and nature of schools' online course offerings; this series of items reflects new content area that does not exist on prior cycles of SASS based on a recommendation by the NTPS TRP as an emerging topic of interest and relevant to the current education context.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–13b	**Among all the courses you offer at this school, about how many of the courses are 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. GENERAL INFORMATION ABOUT THIS SCHOOL	1–14a	**Does this school have a magnet program?** (A <u>magnet program</u> *offers enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area.)*	Yes No	This item was added to the questionnaire after NCES engaged with staff at the National Science Foundation (NSF). NSF requested that additional questions be added to the form to examine the characteristics of magnet schools across the United States for the 2017–18 administration. Previously SASS only collected data on if there was a magnet program, not information about the type.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–14b	**Is this a schoolwide magnet program in which all students in this school participate in the program?**	Yes No		
1. GENERAL INFORMATION ABOUT THIS	1–14c	**Is the magnet program focused on…?**	*Mark (X) for all that apply.* [ ] Science, Technology, Engineering, or		

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
SCHOOL			Math [ ] Performing Arts [ ] Education for gifted or talented students [ ] Foreign language immersion [ ] Other		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–15a	**Does this school offer the following?** **Different instructional approaches** (e.g., mixed-ability grouping, self-paced instruction, ungraded classrooms, etc.)	Yes No	This item was retained from the previous SASS administration in 2011–12. The question stem was updated and the word ''programs'' was removed so that respondents do not limit their thinking only to formal programs that offer the learning opportunities listed in 1–12a through 1–12c. Item 1–12a was also updated so that some respondents do not only think of special education instruction, per the findings during cognitive testing. "'Mixed ability grouping'' was also included as a type of instructional approach, meanwhile ''open education'' was removed since some participants were unsure of what open education meant.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–15b	**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	This item was updated from the previous SASS administration in 2011–12. Subject matter experts suggested that the previous SASS wording could be revised to say ''dual language'' because the original wording may appear odd to respondents.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–15c	**Distance learning course(s)** (Taught primarily via Internet, e-mail, satellite, or television)	Yes No	This item was retained from the previous SASS administration in 2011–12. However, ''Internet'' is new, and will be included as an example for the 2017–18 administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16a	**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 program or service providing instruction beyond the normal school day for students who NEED academic ASSISTANCE**	Yes No	This item was retained with some modifications from the previous 2015–2016 NTPS administration because it provides important descriptive information about schools' academic offerings outside of the normal school day. Analysts use this item series to provide context for a range of school, principal, and teacher items. This item is also important for maintaining trend line and there is no other source of data for this topic. Based on feedback from the TRP, the wording for 1–13c was edited to ask about all types of extended-day care. A new item, 1–13d	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16b	**A program or service providing instruction beyond the normal school day for students who SEEK academic ADVANCEMENT or ENRICHMENT**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16c	**Extended-day care**	Yes No	was added because the TRP also wanted to learn about other extra-curricular activities that students are involved in.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16d	**School-related activities and clubs (e.g., yearbook club, school dance committee, etc.)**	Yes No		
2. INSTRUCTIONAL TIME	2–1	**Does this school have students enrolled in the THIRD GRADE?**	Yes No	This question was retained from the 2011–12 SASS Principal Questionnaire. It was removed from the principal questionnaire and added to the school because subject matter experts believed this item could be answered by school administrators.	Module
2. INSTRUCTIONAL TIME	2–2	**What is the official start and end time for THIRD GRADE 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.*	[_ _]:[_ _] Start time __ [AM/PM] [_ _]:[_ _] End time __ [AM/PM]	This item was retained from the 2011–12 SASS Principal Questionnaire with modifications to the response format. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be best answered by school administrators. Research participants during cognitive testing could not provide accurate responses using the original wording. This question was modified to reduce the burden on respondents by asking them to report the start and end times of the school day for third graders.	Module
2. INSTRUCTIONAL TIME	2–3a	**During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most THIRD GRADE students spend on the following activities at this school?** *If your school has 2 or more third grade classes, calculate the average minutes per day for all third grade classes.* *If most third grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes per day for half the year, respond with 30 minutes per day.* **English, reading, or language arts (including reading and writing)**	[ ] None or _____ Minutes per day for _____ Days per week	This item was retained from the 2011–12 SASS School Questionnaire with slight revisions to the original question wording. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be answered by school administrators. This question initially measured the amount of minutes spent per week on a particular content area, but was revised after testing to measure the amount of minutes spent per day. In addition, the response format changed to minutes per day for said days per week for all sub-items to reduce cognitive burden. Lastly, the words ''combined total of'' were removed for item 2–3a.	Module
2. INSTRUCTIONAL TIME	2–3b	**Arithmetic or mathematics**	[ ] None or _____ Minutes per day for _____ Days per week		

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
2. INSTRUCTIONAL TIME	2–3c	**Social studies or history**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3d	**Science**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3e	**Foreign language (Not English as a Second Language [ESL])**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3f	**Physical education**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3g	**Music**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3h	**Art**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3i	*Do not include time allotted for lunch.* **Recess**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–4	**Does this school have students enrolled in the EIGHTH GRADE?**	Yes No	This question was retained from the 2011–12 SASS Principal Questionnaire. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be best answered by school administrators.	Module
2. INSTRUCTIONAL TIME	2–5	**What is the official start and end time for EIGHTH GRADE 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.*	[_ _]:[_ _] Start time __ [AM/PM] [_ _]:[_ _] End time __ [AM/PM]	This item was retained from the 2011–12 SASS Principal Questionnaire with modifications to the response format. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be best answered by school administrators. Research participants during cognitive testing could not provide accurate responses using the original wording. This question was modified to reduce the burden on respondents by asking them to report the start and end times of the school day for eighth graders.	Module
2. INSTRUCTIONAL TIME	2–6a	**During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most EIGHTH GRADE students spend on the following activities at this school?**	[ ] None or _____ Minutes per day for _____ Days per week	This item was retained from the 2011–12 SASS School Questionnaire with slight revisions to the original question wording. It was removed from	Module

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
		If your school has 2 or more eighth grade classes, calculate the average minutes per day for all eighth grade classes. *If most eighth grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes per day for half the year, respond with 30 minutes per day.* **English, reading, or language arts (including reading and writing)**		the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be answered by school administrators. This question initially measured the amount of minutes spent per week on a particular content area, but was revised after testing to measure the amount of minutes spent per day. In addition, the response format changed to minutes per day for said days per week for all sub-items to reduce cognitive burden. Lastly, the words ''combined total of'' were removed for item 2–6a.	
2. INSTRUCTIONAL TIME	2–6b	**Arithmetic or mathematics**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–6c	**Social studies or history**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–6d	**Science**	[ ] None or _____ Minutes per day for _____ Days per week		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1a	**During THIS school year (2017–18), does this school use the following methods to organize classes or students?** **Traditional grades (e.g., 1st grade, 2nd grade) or academic discipline-based departments (e.g., math, science)**	Yes No	The majority of the items for 3–1 were retained from the 2011–12 SASS School Questionnaire. However, subject matter experts requested that two additional items be added to this question to measure schools that use tracking (3–1b), as well as schools that keep the same students together but assign them different teachers from year to year (3–1e).	Module
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1b	**Students are assigned based on their ability (i.e. tracking)**	Yes No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1c	**Grades subdivided into small groups such as "teams," "houses," or "families"**	Yes No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1d	**Student groups assigned to stay in classes together for 2 or more years with the SAME teacher (i.e. looping)**	Yes No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1e	**Student groups assigned to stay in classes together for 2 or more years with DIFFERENT teachers**	Yes No		
3. STUDENTS	3–1f	**Multi-age grouping or composite classes (Most students**	Yes		

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
AND CLASSROOM ORGANIZATION		**normally in different grades placed together)**	No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1g	**Block scheduling (Extended class periods scheduled to create blocks of instruction time)**	Yes No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–2a	**Do students attend this school across 12 months (i.e. year-round)?**	Yes No	This item was revised for the 2017–18 questionnaire because participants during cognitive testing displayed trouble interpreting the intent of the question. The changes made reduced the number of false positive and false negative responses.	Module
3. STUDENTS AND CLASSROOM ORGANIZATION	3–2b	**Do all students attend on the same cycle?**	Yes No	This item was retained from the SASS 2011–12 School Questionnaire.	Module
3. STUDENTS AND CLASSROOM ORGANIZATION	3–3	**Does this school have students enrolled in any grades 9–12?**	Yes No	This item was retained from the 2011–12 SASS School Questionnaire with slight revisions to the original question wording. During cognitive pretesting some respondents with grades 11 and 12 only struggled to answer this question. The word ''any'' was added to reduce the possibility of false negative responses.	Module
3. STUDENTS AND CLASSROOM ORGANIZATION	3–4a	**Are the following opportunities available for students in any grades 9–12 attending this school?** **Dual or concurrent enrollment that offers both high school and college credit** **How is this funded?**	Yes No *Mark (X) all that apply.* By the school, district, or state By the family or the student By some other entity	This item was retained from the SASS 2011–12 School Questionnaire.	Module
3. STUDENTS AND CLASSROOM ORGANIZATION	3–4b	**Specialized career academy** *(A* <u>*specialized career academy*</u> *is a program that offers a set of specialized curriculum organized around a specific career area, such as automotive, business, carpentry, communications, construction, cosmetology, culinary arts, education, electricity, engineering, health, hospitality, IT, manufacturing, plumbing, protective and legal services, repair, transportation, etc.)*	Yes No	This item was retained from previous administration.	Module
3. STUDENTS AND CLASSROOM	3–4c	*If courses are available to students but not part of a specialized career academy in 3-4b, select "Yes."*	Yes No	This item was retained from previous administration.	Module

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
ORGANIZATION		**Career and technical education courses**			
3. STUDENTS AND CLASSROOM ORGANIZATION	3–4d	**Work-based learning or internships outside of school, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments**	Yes No	This item was retained from the SASS 2011–12 School Questionnaire.	Module
4. COMMUNITY SERVICE REQUIREMENTS	4–1	*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.* **Does this DISTRICT grant high school diplomas?** *Do NOT include vocational certificates, certificates of attendance, or certificates of completion.*	Yes No	This item is used as a screener question for directing respondents to either item 4–2 or 6–1.	Core
4. COMMUNITY SERVICE REQUIREMENTS	4–2	**For high school graduates of the class of 2018, does this school or district have a community service requirement for a standard diploma?**	Yes No	NTPS will retain item 4–2 from previous NTPS administrations because they provide descriptive information about whether schools or districts have a community service requirement for a standard high school diploma; this item provides context for examining schools' high school graduation rates.	Core
4. COMMUNITY SERVICE REQUIREMENTS	4–3	**What is the minimum number of community service hours required of the high school graduates in the class of 2018?**	___ Hours	NTPS will retain item 4–3 from previous NTPS administrations because they provide descriptive information about whether schools or districts have a community service requirement for a standard high school diploma; this item provides context for examining schools' high school graduation rates.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–1a	**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	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–1b	**How many students have an Individual Education Plan (IEP) because they have special needs?** *Do NOT include prekindergarten, postsecondary, or adult education students.*	____ Students		
5. SPECIAL PROGRAMS AND SERVICES	5–2a	**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 No	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–2b(1)	**How many students with disabilities are in each of the following instructional settings?** *The sum of entries in item 5–2b should equal the entry in item 5–1b above.*	[ ] None or _____ Students	This item was retained from previous administration.	Core

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
		If none, please mark (X) the box. **All day in a regular classroom** (100 percent of the school day)			
5. SPECIAL PROGRAMS AND SERVICES	5–2b(2)	**Most of the day in a regular classroom** (80–99 percent of the school day)	[ ] None or _____ Students		
5. SPECIAL PROGRAMS AND SERVICES	5–2b(3)	**Some of the day in a regular classroom** (40–79 percent of the school day)	[ ] None or _____ Students		
5. SPECIAL PROGRAMS AND SERVICES	5–2b(4)	**Little or none of the day in a regular classroom** (0–39 percent of the school day)	[ ] None or _____ Students		
5. SPECIAL PROGRAMS AND SERVICES	5–3a	**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	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–3b	**How many limited-English proficient students or English-language learners are enrolled in this school?**	__ Students	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–4	**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	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–5a	**How are English-language learners taught English? Are any of them taught –** **Using ESL, bilingual, or immersion techniques?**	Yes No	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–5b	**In regular English-speaking classrooms?**	Yes No	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–6a	**Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?**	Yes No	This item was retained from previous administration.	Core

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
5. SPECIAL PROGRAMS AND SERVICES	5–6b	**Around the first of October 2017, how many PREKINDERGARTEN students were enrolled in this school ?**	[ ] None or _____Prekindergarten students	This question was originally asked on the 2011–2012 SASS to provide context to the percentage reported in 5–3b(1) for prekindergarten students. This question will allow analysts to calculate the number of prekindergarten students reported in 5–3b(1) that participate in the National School Lunch Program.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–6b(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	This question is included in previous SASS administrations and asks respondents to report the number of prekindergarten students approved under the National School Lunch Program. During cognitive testing, respondents stated they only knew the percentage and not the whole number. A percentage will be used for 2017–18 data collection to reduce respondent burden of having to calculate the number.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–6c	**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	This question was included from previous SASS administrations and asks respondents to report the number of K–12 students approved under the National School Lunch Program. During cognitive testing, respondents stated they only knew the percentage and not the whole number. A percentage is used for other surveys and reporting mechanisms so using it reduced respondent burden. A percentage will be used for 2017–18 data collection.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–6d	**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 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	This item was added to the 2017–18 School questionnaire to compare it against Common Core and administrative data.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–6e	**Does this school provide a free lunch for ALL students as part of the National School Lunch Program's Community Eligibility Option?**	Yes No	This item was added to the 2017–18 School questionnaire to compare it against Common Core and administrative data.	Core

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
		(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.)			
5. SPECIAL PROGRAMS AND SERVICES	5–7	**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	This item was added to the 2017–18 School questionnaire to compare it against Common Core and administrative data.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–8a	**How many PREKINDERGARTEN students at this school participate in the Title I program?**	[ ] None or _____Prekindergarten students	This item was revised from the previous 2011–12 SASS administration as to not confuse some respondents who may have selected two answer choices. The response format for the 2017–18 questionnaire now allows for mutually exclusive responses. Respondents are asked to report the exact count of students participating in Title I services at their school.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–8b	**How many students at this school in GRADES K–12 participate in the Title I program?**	[ ] None or _____ K–12 students		Core
5. SPECIAL PROGRAMS AND SERVICES	5–9a	**Are students receiving Title I services in –** **Reading or language arts?**	Yes No	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–9b	**Mathematics?**	Yes No		
5. SPECIAL PROGRAMS AND SERVICES	5–9c	**English as a Second Language (ESL)?**	Yes No		
5. SPECIAL PROGRAMS AND SERVICES	5–10	**How many designated Title I teachers were teaching AT THIS SCHOOL around the first of October 2017**	[ ] None or ___Title I teachers	This question was retained from the previous 2011–12 SASS administration with slight modifications to the question wording. The term ''head counts'' was removed since it is a not colloquial term and not easily comprehended by NTPS cognitive respondents.	Core
7. CONTACT INFORMATION	6–1	**What is the name of the person who completed most of this questionnaire?**	(Name)	This set of items (7–1 through 7–4) asks respondents to provide their name, job title, and	Core

NTPS 2017–18 Questionnaire/ Section (Public SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
7. CONTACT INFORMATION	6–2	**What is his or her job title?**	(Job title)	contact information for potential follow-up purposes to verify responses.	
7. CONTACT INFORMATION	6–3	**What is his or her telephone number?**	(Phone number)		
7. CONTACT INFORMATION	6–4	**What is his or her work e-mail address?**	(E-mail address)		
7. CONTACT INFORMATION	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	This item collects information on when respondents completed the survey.	Core
7. CONTACT INFORMATION	6–6	**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	This item is to collect data on the length of the survey to provide more accurate estimates of burden for future survey rounds.	Core

C.3.1 Item Justification for the 2017–18 NTPS School Questionnaire: *Private School*

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1a	**How many students were enrolled in each of the following grade levels around the first of October 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).* **Ungraded** (including ungraded special education students)	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1b	**Nursery and prekindergarten**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1c	**Kindergarten** (traditional year of school primarily for 5-year-olds prior to first grade)	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1d	**Transitional (or readiness) kindergarten** (extra year of school for kindergarten-age children who are judged not ready for kindergarten)	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1e	**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)	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1f	**1st**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1g	**2nd**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1h	**3rd**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1i	**4th**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1j	**5th**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1k	**6th**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1l	**7th**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1m	**8th**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1n	**9th**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1o	**10th**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1p	**11th**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1q	**12th**	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: — —	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–2	**What was the total number of students enrolled in this school or program around the first of October 2017?** *Please sum lines 1-1(a) through 1-1(q).*	_ _ Students	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3a	**Around the first of October 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.* **Hispanic or Latino, regardless of race?**	None **or** _ _ Students	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3b	**White, not of Hispanic or Latino origin?**	None **or** _ _ Students	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3c	**Black or African American, not of Hispanic or Latino origin?**	None **or** _ _ Students	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3d	**Asian, not of Hispanic or Latino origin?**	None **or** _ _ Students	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3e	**Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin?**	None **or** _ _ Students	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3f	**American Indian or Alaska Native, not of Hispanic or Latino origin?**	None **or** _ _ Students	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS	1–3g	**Two or more races, not of Hispanic or Latino origin?**	None **or** _ _ Students	This item was retained from previous administration.	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
SCHOOL					
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–4a	**Is this school or program coeducational?**	Yes No, it is an all-female school No, it is an all-male school	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–4b	**Around the first of October 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	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–5a	**During the LAST school year (2016-17), were any students enrolled in 12th grade?**	Yes No	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–5b	**How many students were enrolled in 12th grade around October 1, 2016?**	_ _ _ _ 12th graders	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–5c	**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 **or** _ _ _ _ Graduates	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–5d	**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	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	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.*	[_ _]:[_ _] Start time __ [AM/PM] [_ _]:[_ _] End time __ [AM/PM]	NTPS will retain this item from previous SASS administrations because it provides important descriptive information about schools' length of the school day; analysts use this item to provide context for a range of school, principal, and	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
		(Do not include prekindergarten or transitional first grade programs.)		teacher items; there is no other source of data for this topic.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–7	**How many days are in a TYPICAL SCHOOL WEEK for students in this school?** *(Do not include prekindergarten or transitional first grade programs.)*	__ Days per SCHOOL WEEK	This new item is critical because it allows NCES' analysts to calculate the length of the school week for third (Q2–2) and eighth (Q2–5) graders by the total number of hours and minutes per week. This will allow NCES to track a new occurrence where schools do not have the traditional 5 day a week schedule.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–8	**How many days are in the SCHOOL YEAR for students in this school?**	___ Days per SCHOOL YEAR	NTPS will retain this item from previous SASS administrations because it provides important descriptive information about schools' length of the school year; analysts use this item to provide context for a range of school, principal, and teacher items.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	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.	This item was retained from previous administration.	Core
1. GENERAL	1–10	**Around the first of October 2017, how many persons were**	[ ] None or	This item was retained from previous	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
INFORMATION ABOUT THIS SCHOOL		**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.*	Full-time teachers Teach at least ¾ time but less than full time Teach at least ½ time but less than ¾ time Teach at least ¼ time but less than ½ time Teach less than ¼ time __ __ __ __ TOTAL TEACHERS	administration.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	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 prefirst) grade students, if enrolled.*	Yes No	This item is a screener item for directing respondents to either item 1–6b or 1–7.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–11b	**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	NTPS will retain this item from previous SASS administrations because it provides important descriptive information about schools' kindergarten programs; there is no other source of data for this topic.	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–11c	**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 SCHOOL WEEK	This item will be retained from the previous NTPS administration because it tracks the number of days that kindergarteners attend school, which may vary from students in other grades. The wording of this question changed slightly so that it could mirror the wording of Q1–5, a new item added to the questionnaire. Both items are asking the same question, except Q1–5 is for students in grades 1–12, and Q1–8c is for kindergarteners.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	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	NTPS will retain this item from previous SASS administrations because it provides important descriptive information about schools' resources; there is no other source of data for this topic.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–13a	**Is a major role of this school or program to support homeschooling?**	Yes No	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–13b	**Is this school or program located in a private home that is used primarily as a family residence?**	Yes No	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–14a	**Does this school or program have a religious orientation or purpose?**	Yes No	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–14b	**Is this school or program affiliated with a religious organization or institution?**	Yes No	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–14c	**What is this school's or program's religious orientation or affiliation?** *Mark (X) only one box.* **Roman Catholic**	Yes No Is this school-- (Mark [X] only one box): • Parochial (or inter-parochial) • Diocesan • Private	This item was retained from previous administration.	Core
		African Methodist Episcopal	Yes	This item was retained from previous	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
		Amish **Assembly of God** **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**	No	administration.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	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	This item was retained from previous administration.	Core
		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	This item was retained from previous administration.	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
			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:		
		Mark (X) all that apply. **Special Emphasis**	American Montessori Society (AMS) SPECIAL EMPHASIS 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)	This item was retained from previous administration.	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
			National Coalition of Girls Schools (NCGS) Other special emphasis association(s) – Specify:		
		Mark (X) all that apply. **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:	This item was retained from previous administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16a	**Does this school offer any courses that are taught entirely online?**	Yes No	This series of items (1–10a and 1–10b) are intended to provide descriptive information about the prevalence and nature of schools' online course offerings; this series of items reflects new content area that does not exist on prior cycles of SASS based on a recommendation by the NTPS TRP as an emerging topic of interest and relevant to the current education context.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16b	**Among all the courses you offer at this school, about how many of the courses are 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. GENERAL INFORMATION ABOUT THIS SCHOOL	1–17a	**Does this school offer the following?** **Different instructional approaches** (e.g., mixed-ability grouping, self-paced instruction, ungraded classrooms, etc.)	Yes No	This item was retained from the previous SASS administration in 2011–12. The question stem was updated and the word ''programs'' was removed so that respondents do not limit their thinking only to formal programs that offer the learning opportunities listed in 1–12a through 1–12c. Item 1–12a was also updated so that some respondents do not only think of special education instruction, per the findings during cognitive testing. "'Mixed ability grouping'' was also included as a type of instructional approach, meanwhile ''open education'' was removed since some participants were unsure of what open education meant. This item was updated from the previous SASS administration in 2011–12. Subject matter experts suggested that the previous SASS wording could be revised to say ''dual language'' because the original wording may appear odd to respondents. This item was retained from the previous SASS	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–17b	**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		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–17c	**Distance learning course(s)** (Taught primarily via Internet, e-mail, satellite, or television)	Yes No		

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
				administration in 2011–12. However, "Internet" is new, and will be included as an example for the 2017–18 administration.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–18a	**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 program or service providing instruction beyond the normal school day for students who NEED academic ASSISTANCE**	Yes No	This item was retained with some modifications from the previous 2015–2016 NTPS administration because it provides important descriptive information about schools' academic offerings outside of the normal school day. Analysts use this item series to provide context for a range of school, principal, and teacher items. This item is also important for maintaining trend line and there is no other source of data for this topic. Based on feedback from the TRP, the wording for 1–13c was edited to ask about all types of extended-day care. A new item, 1–13d was added because the TRP also wanted to learn about other extra-curricular activities that students are involved in.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–18b	**A program or service providing instruction beyond the normal school day for students who SEEK academic ADVANCEMENT or ENRICHMENT**	Yes No	This item was updated from the previous SASS administration in 2011–12. Subject matter experts suggested that the previous SASS wording could be revised to say "dual language" because the original wording may appear odd to respondents.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–18c	**Extended-day care**	Yes No	This item was retained from the previous SASS administration in 2011–12. However, "Internet" is new, and will be included as an example for the 2017–18 administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–18d	**School-related activities and clubs (e.g., yearbook club, school dance committee, etc.)**	Yes No	This item was retained with some modifications from the previous 2015–2016 NTPS administration because it provides important descriptive information about schools' academic offerings outside of the normal school day. Analysts use this item series to provide context for a range of school, principal, and teacher items. This item is also important for maintaining trend line and there is no other source of data for this topic. Based on feedback from the TRP, the wording for 1–13c was edited to ask about all types of extended-day care. A new item, 1–13d was added because the TRP also wanted to learn about other extra-curricular activities that students are involved in.	Core
2.	2–1	**Does this school have students enrolled in the THIRD**	Yes	This question was retained from the 2011–12	Module

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
INSTRUCTIONAL TIME		**GRADE?**	No	SASS Principal Questionnaire. It was removed from the principal questionnaire and added to the school because subject matter experts believed this item could be answered by school administrators.	
2. INSTRUCTIONAL TIME	2–2	**What is the official start and end time for THIRD GRADE 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.*	[_ _]:[_ _] Start time __ [AM/PM] [_ _]:[_ _] End time __ [AM/PM]	This item was retained from the 2011–12 SASS Principal Questionnaire with modifications to the response format. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be best answered by school administrators. Research participants during cognitive testing could not provide accurate responses using the original wording.	Module
2. INSTRUCTIONAL TIME	2–3a	**During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most THIRD GRADE students spend on the following activities at this school?** *If your school has 2 or more third grade classes, calculate the average minutes per day for all third grade classes.* *If most third grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes per day for half the year, respond with 30 minutes per day.* **English, reading, or language arts (including reading and writing)**	[ ] None or _____ Minutes per day for _____ Days per week	This question was modified to reduce the burden on respondents by asking them to report the start and end times of the school day for third graders. This item was retained from the 2011–12 SASS School Questionnaire with slight revisions to the original question wording. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be answered by school administrators. This question initially measured the amount of minutes spent per week on a particular content area, but was revised after testing to measure the amount of minutes spent per day. In addition, the response format changed to minutes per day for said days per week for all sub-items to reduce cognitive burden. Lastly, the words ''combined total of'' were removed for item 2–3a.	Module
2. INSTRUCTIONAL TIME	2–3b	**Arithmetic or mathematics**	[ ] None or _____ Minutes per day for _____ Days per week	This question was retained from the 2011–12 SASS Principal Questionnaire. It was removed from the principal questionnaire and added to the school because subject matter experts believed this item could be answered by school administrators.	Module
2. INSTRUCTIONAL TIME	2–3c	**Social studies or history**	[ ] None or _____ Minutes per day for _____ Days per week	This item was retained from the 2011–12 SASS Principal Questionnaire with modifications to the response format. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts	Module

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
				believed this item could be best answered by school administrators. Research participants during cognitive testing could not provide accurate responses using the original wording. This question was modified to reduce the burden on respondents by asking them to report the start and end times of the school day for third graders.	
2. INSTRUCTIONAL TIME	2–3d	**Science**	[ ] None or _____ Minutes per day for _____ Days per week	This item was retained from the 2011–12 SASS School Questionnaire with slight revisions to the original question wording. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be answered by school administrators. This question initially measured the amount of minutes spent per week on a particular content area, but was revised after testing to measure the amount of minutes spent per day. In addition, the response format changed to minutes per day for said days per week for all sub-items to reduce cognitive burden. Lastly, the words ''combined total of'' were removed for item 2–3a.	Module
2. INSTRUCTIONAL TIME	2–3e	**Foreign language (Not English as a Second Language [ESL])**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3f	**Physical education**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3g	**Music**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3h	**Art**	[ ] None or _____ Minutes per day for _____ Days per week		
2. INSTRUCTIONAL TIME	2–3i	*Do not include time allotted for lunch.* **Recess**	[ ] None or _____ Minutes per day for _____ Days per week	This question was retained from the 2011–12 SASS Principal Questionnaire. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be best answered by school administrators.	
2. INSTRUCTIONAL TIME	2–4	**Does this school have students enrolled in the EIGHTH GRADE?**	Yes No		
2. INSTRUCTIONAL TIME	2–5	**What is the official start and end time for EIGHTH GRADE 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.*	[_ _]:[_ _] Start time __ [AM/PM] [_ _]:[_ _] End time __ [AM/PM]	This item was retained from the 2011–12 SASS Principal Questionnaire with modifications to the response format. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be best answered by school administrators. Research participants during cognitive testing could not provide accurate responses using the original wording. This question was modified to reduce the burden on respondents by asking them to report the start and end times of the school day for eighth graders.	
2. INSTRUCTIONAL TIME	2–6a	**During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most EIGHTH GRADE students spend on the following activities at this school?** *If your school has 2 or more eighth grade classes, calculate the average minutes per day for all eighth grade classes.* *If most eighth grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes per day for half the year, respond with 30 minutes per day.*	[ ] None or _____ Minutes per day for _____ Days per week	This item was retained from the 2011–12 SASS School Questionnaire with slight revisions to the original question wording. It was removed from	

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
		English, reading, or language arts (including reading and writing)		the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be answered by school administrators. This question initially measured the amount of minutes spent per week on a particular content area, but was revised after testing to measure the amount of minutes spent per day. In addition, the response format changed to minutes per day for said days per week for all sub-items to reduce cognitive burden. Lastly, the words ''combined total of'' were removed for item 2–6a.	
2. INSTRUCTIONAL TIME	2–6b	**Arithmetic or mathematics**	[ ] None or _____ Minutes per day for _____ Days per week	This question was retained from the 2011–12 SASS Principal Questionnaire. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be best answered by school administrators.	Module
2. INSTRUCTIONAL TIME	2–6c	**Social studies or history**	[ ] None or _____ Minutes per day for _____ Days per week	This item was retained from the 2011–12 SASS Principal Questionnaire with modifications to the response format. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be best answered by school administrators. Research participants during cognitive testing could not provide accurate responses using the original wording. This question was modified to reduce the burden on respondents by asking them to report the start and end times of the school day for eighth graders.	Module
2. INSTRUCTIONAL TIME	2–6d	**Science**	[ ] None or _____ Minutes per day for _____ Days per week	This item was retained from the 2011–12 SASS School Questionnaire with slight revisions to the original question wording. It was removed from the principal questionnaire and added to the school questionnaire because subject matter experts believed this item could be answered by school administrators. This question initially measured the amount of minutes spent per week on a particular content area, but was revised after testing to measure the amount of minutes spent per day. In addition, the response format changed to minutes per day for said days per week for all sub-items to reduce cognitive	Module
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1a	**During THIS school year (2017–18), does this school use the following methods to organize classes or students?** **Traditional grades (e.g., 1st grade, 2nd grade) or academic discipline-based departments (e.g., math, science)**	Yes No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1b	**Students are assigned based on their ability (i.e. tracking)**	Yes No		
3. STUDENTS	3–1c	**Grades subdivided into small groups such as "teams,"**	Yes		

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
AND CLASSROOM ORGANIZATION		"houses," or "families"	No	burden. Lastly, the words ''combined total of'' were removed for item 2–6a. The majority of the items for 3–1 were retained from the 2011–12 SASS School Questionnaire. However, subject matter experts requested that two additional items be added to this question to measure schools that use tracking (3–1b), as well as schools that keep the same students together but assign them different teachers from year to year (3–1e).	
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1d	Student groups assigned to stay in classes together for 2 or more years with the SAME teacher (i.e, looping)	Yes No	The majority of the items for 3–1 were retained from the 2011–12 SASS School Questionnaire. However, subject matter experts requested that two additional items be added to this question to measure schools that use tracking (3–1b), as well as schools that keep the same students together but assign them different teachers from year to year (3–1e).	Module
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1e	Student groups assigned to stay in classes together for 2 or more years with DIFFERENT teachers	Yes No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1f	Multi-age grouping or composite classes (Most students normally in different grades placed together)	Yes No	This item was revised for the 2017–18 questionnaire because participants during cognitive testing displayed trouble interpreting the intent of the question. The changes made reduced the number of false positive and false negative responses. This item was retained from the SASS 2011–12 School Questionnaire.	
3. STUDENTS AND CLASSROOM ORGANIZATION	3–1g	Block scheduling (Extended class periods scheduled to create blocks of instruction time)	Yes No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–2a	Do students attend this school across 12 months (i.e. year-round)?	Yes No	This item was retained from the 2011–12 SASS School Questionnaire with slight revisions to the original question wording. During cognitive pretesting some respondents with grades 11 and 12 only struggled to answer this question. The word ''any'' was added to reduce the possibility of false negative responses.	
3. STUDENTS AND CLASSROOM ORGANIZATION	3–2b	Do all students attend on the same cycle?	Yes No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–3	Does this school have students enrolled in any grades 9–12?	Yes No		
3. STUDENTS AND CLASSROOM ORGANIZATION	3–4a	Are the following opportunities available for students in any grades 9–12 attending this school? Dual or concurrent enrollment that offers both high school and college credit	Yes No *Mark (X) all that apply.* By the school or state By the family or the student	This item was retained from the SASS 2011–12 School Questionnaire.	Module

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
			By some other entity		
		How is this funded?			
3. STUDENTS AND CLASSROOM ORGANIZATION	3–4b	**Specialized career academy** *(A specialized career academy is a program that offers a set of specialized curriculum organized around a specific career area, such as automotive, business, carpentry, communications, construction, cosmetology, culinary arts, education, electricity, engineering, health, hospitality, IT, manufacturing, plumbing, protective and legal services, repair, transportation, etc.)*	Yes No	This item was retained from previous administration.	Module
3. STUDENTS AND CLASSROOM ORGANIZATION	3–4c	*If courses are available to students but not part of a specialized career academy in 3-4b, select "Yes."* **Career and technical education courses**	Yes No	This item was retained from previous administration.	Module
3. STUDENTS AND CLASSROOM ORGANIZATION	3–4d	**Work-based learning or internships outside of school, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments**	Yes No	This item was retained from the SASS 2011–12 School Questionnaire.	Module
4. COMMUNITY SERVICE REQUIREMENTS	4–1	**Does this school grant high school diplomas?** *Do NOT include vocational certificates, certificates of attendance, or certificates of completion.*	Yes No	This item is used as a screener question for directing respondents to either item 4–2 or 6–1.	Core
4. COMMUNITY SERVICE REQUIREMENTS	4–2	**For high school graduates of the class of 2018, does this school have a community service requirement for a standard diploma?**	Yes No	NTPS will retain item 4–2 from previous NTPS administrations because they provide descriptive information about whether schools or districts have a community service requirement for a standard high school diploma; this item provides context for examining schools' high school graduation rates.	Core
4. COMMUNITY SERVICE REQUIREMENTS	4–3	**What is the minimum number of community service hours required of the high school graduates in the class of 2018?**	___ Hours	NTPS will retain item 4–3 from previous NTPS administrations because they provide descriptive information about whether schools or districts have a community service requirement for a standard high school diploma; this item provides context for examining schools' high school graduation rates.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–1a	**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	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–1b	**How many students in this school have a formally identified disability?** *Do NOT include prekindergarten, postsecondary, or adult education students.*	____ Students	NTPS will retain item 4–2 from previous NTPS administrations because they provide descriptive information about whether schools or districts have a community service requirement for a	Core

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NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
				standard high school diploma; this item provides context for examining schools' high school graduation rates.	
5. SPECIAL PROGRAMS AND SERVICES	5–2a	**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 No	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–2b(1)	**How many students with disabilities are in each of the following instructional settings?** *The sum of entries in item 5–2b should equal the entry in item 5–1b above.* *If none, please mark (X) the box.* **All day in a regular classroom** (100 percent of the school day)	[ ] None or _____ Students	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–2b(2)	**Most of the day in a regular classroom** (80–99 percent of the school day)	[ ] None or _____ Students		
5. SPECIAL PROGRAMS AND SERVICES	5–2b(3)	**Some of the day in a regular classroom** (40–79 percent of the school day)	[ ] None or _____ Students	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–2b(4)	**Little or none of the day in a regular classroom** (0–39 percent of the school day)	[ ] None or _____ Students	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–3a	**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		
5. SPECIAL PROGRAMS AND SERVICES	5–3b	**How many limited-English proficient students or English-language learners are enrolled in this school?**	__ Students		
5. SPECIAL PROGRAMS AND SERVICES	5–4	**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		
5. SPECIAL	5–5a	**How are English-language learners taught English?**	Yes	This item was retained from previous	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
PROGRAMS AND SERVICES		**Are any of them taught –** **Using ESL, bilingual, or immersion techniques?**	No	administration.	
5. SPECIAL PROGRAMS AND SERVICES	5–5b	**In regular English-speaking classrooms?**	Yes No	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–6a	**Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?**	Yes No	This item was retained from previous administration.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–6b	**Around the first of October, how many PREKINDERGARTEN students were enrolled in this school ?**	[ ] None or _____Prekindergarten students	This question was originally asked on the 2011–2012 SASS to provide context to the percentage reported in 5–3b(1) for prekindergarten students. This question will allow analysts to calculate the number of prekindergarten students reported in 5–3b(1) that participate in the National School Lunch Program.	Core
5. SPECIAL PROGRAMS AND SERVICES		**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	This question is included in previous SASS administrations and asks respondents to report the number of prekindergarten students approved under the National School Lunch Program. During cognitive testing, respondents stated they only knew the percentage and not the whole number. A percentage will be used for 2017–18 data collection to reduce respondent burden of having to calculate the number.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–6c	**Around the first of October, 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	This question was included from previous SASS administrations and asks respondents to report the number of K–12 students approved under the National School Lunch Program. During cognitive testing, respondents stated they only knew the percentage and not the whole number. A percentage is used for other surveys and reporting mechanisms so using it reduced respondent burden. A percentage will be used for 2017–18 data collection.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–7	**Around the first of October, 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		Core
5. SPECIAL PROGRAMS AND	5–8a	**How many PREKINDERGARTEN students at this school participate in the Title I program?**	[ ] None or _____Prekindergarten students	This item was revised from the previous 2011–12 SASS administration as to not confuse some	Core

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
SERVICES				respondents who may have selected two answer choices. The response format for the 2017–18 questionnaire now allows for mutually exclusive responses. Respondents are asked to report the exact count of students participating in Title I services at their school.	
5. SPECIAL PROGRAMS AND SERVICES	5–8b	**How many students at this school in GRADES K–12 participate in the Title I program?**	[ ] None or _____ K–12 students	This question was included from previous SASS administrations and asks respondents to report the number of K–12 students approved under the National School Lunch Program. During cognitive testing, respondents stated they only knew the percentage and not the whole number. A percentage is used for other surveys and reporting mechanisms so using it reduced respondent burden. A percentage will be used for 2017–18 data collection.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–9a	**Are students receiving Title I services in –** **Reading or language arts?**	Yes No		Core
5. SPECIAL PROGRAMS AND SERVICES	5–9b	**Mathematics?**	Yes No	This item was revised from the previous 2011–12 SASS administration as to not confuse some respondents who may have selected two answer choices. The response format for the 2017–18 questionnaire now allows for mutually exclusive responses. Respondents are asked to report the exact count of students participating in Title I services at their school.	Core
5. SPECIAL PROGRAMS AND SERVICES	5–9c	**English as a Second Language (ESL)?**	Yes No		Core
6. CONTACT INFORMATION	6–1	**What is the name of the person who completed most of this questionnaire?**	(Name)	This set of items (7–1 through 7–4) asks respondents to provide their name, job title, and contact information for potential follow-up purposes to verify responses.	Core
6. CONTACT INFORMATION	6–2	**What is his or her job title?**	(Job title)		
6. CONTACT INFORMATION	6–3	**What is his or her telephone number?**	(Phone number)		
6. CONTACT INFORMATION	6–4	**What is his or her work e-mail address?**	(E-mail address)	This set of items (7–1 through 7–4) asks respondents to provide their name, job title, and contact information for potential follow-up purposes to verify responses.	Core
6. CONTACT INFORMATION	6–5	**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		

NTPS 2017–18 Questionnaire/ Section (Private SQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item justification	Core or module
6. CONTACT INFORMATION	6–6a	**Is the physical or street address of this school or program the same as the mailing address?**	Yes No		
6. CONTACT INFORMATION	6–6b	**Please print this school's or program's physical or street address.**	Street City State, ZIP code		
6. CONTACT INFORMATION	6–7	**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	This item collects information on when respondents completed the survey.	Core
6. CONTACT INFORMATION	6–8	**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	This item is to collect data on the length of the survey to provide more accurate estimates of burden for future survey rounds.	Core

C.4 Item Justification for the 2017–18 NTPS Teacher Questionnaire: *Public School*

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
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.*	Regular full-time teacher (in any of grades K–12 or comparable ungraded levels) Regular part-time teacher (in any of grades K–12 or comparable ungraded levels) Itinerant teacher (i.e. your assignment requires you to provide instruction at more than one school) 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) Short-term substitute Student teacher Teacher aide Administrator (e.g., principal, assistant principal, director, school head) Library media specialist or Librarian Other professional staff (e.g., counselor, curriculum coordinator, social worker) Support staff (e.g., secretary)	NTPS will retain this item from previous SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey. The wording has been slightly tweaked to capture k–12 grades.	Core
1. GENERAL INFORMATION	1–2	**Which box did you mark in item 1–1 above?**	Box 1 Box 2, 3 or 4 Box 5, 6 or 7 Box 8, 9, 10 or 11	NTPS will retain this item from previous SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey.	

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NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	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 No	NTPS will retain this item from previous SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey. The wording has been slightly tweaked for clarity.	
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey.	
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides data on teachers' length of time teaching in their current school. This item is specifically used in the 2015 teacher supply report (in progress), and the 2015 teacher workforce report (in progress). This variable is also used to calculate a derived variable in PowerStats. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides critical data for analysis of teacher supply and demand. This item is used in the 2015 teacher supply report (in progress) to determine categories of newly hired teachers. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides data for research regarding the relationship of teacher experience in teaching and their assignment to specific categories of districts, schools, and courses. The wording has been slightly tweaked for clarity. This item is used in the 2015 teacher supply and 2015 teacher workforce reports to determine categories of new entrants/delayed entrants.	Core
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides important data for research on teacher experience in relation to current assignments in schools, and for indicators on the characteristics of teachers in the U.S.; analysts use this item to create comparison groups for analysis; there is no other source of data for this item. For example what school characteristics are related to use of part-time teachers vs. full-time. The wording has been slightly tweaked for clarity.	Core
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides important data for research on teacher experience in relation to current assignments in schools, and for indicators on the characteristics of teachers in the U.S. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
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 Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	Yes No	NTPS will retain this item from previous SASS administrations because it provides data on the grade level(s) of the students teachers' teach which analysts use to categorize teachers as elementary, middle or secondary for conducting subgroup analyses. This item is used in the qualifications and certifications reports for middle grades and high school teachers.	Core
2. CLASS ORGANIZATION	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	NTPS will retain this item from previous SASS administrations because it is used to identify teachers who teach IEP or special education students which allows analysts to address questions related to teaching special student populations. For example, this item may be used to examine teacher professional development and trends in teacher supply and demand for teachers who teach special student populations. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	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 <u>limited-English proficiency</u> [LEP] or <u>English-language learners</u> [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	NTPS will retain this item from previous SASS administrations because it is used to identify teachers who teach LEP or ELL students for research related to teaching special student populations. For example, this item may be used to examine teacher professional development and trends in teacher supply and demand for teachers who teach special student populations. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	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	NTPS will retain this item from previous SASS administrations because it is used to categorize teachers' main subject area in which they teach for subgroup analyses and to address questions related to teacher quality such as in-field/out-of-field teaching and other subject-specific analyses. This item is also used in the 2015 teacher supply and 2015 teacher workforce reports. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	2–5	**Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)?**	Yes No	NTPS will retain this item from previous SASS administrations because it identifies teachers that have a nontraditional teaching assignment and may be used to exclude such teachers from certain types of analyses.	Core
2. CLASS ORGANIZATION	2–6a	**During any of your classes, do you have students use instructional software to learn some or all of their lessons?**	Yes No	This series of items (items 2–6a through 2–8b) provides new data on teachers' use of technology for instructional purposes – what types of technology they use and how often they use the technology. These items were not on previous SASS administrations, thus they will provide new data on teachers' technology use and its prevalence. The NTPS Technical Review Panel recommended adding this content area to the survey as it is an emerging topic of interest and relevant to the current education context. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	2–6b	**Does any of the instructional software the students use AUTOMATICALLY ADJUST the level of instruction to an individual student's performance?**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	2–7	**Which statement best describes the way YOUR classes at THIS school are organized?** *Mark (X) only one box.*	You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction). You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist). You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class). 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 (sometimes called Team Teaching). You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "Pull-Out" Class or "Push-In" Instruction).	NTPS will retain this item from previous SASS administrations because it is used in a number of reports to separate the departmentalized and nondepartmentalized teachers and is also used in research on teacher quality, including studies of out-of-field teaching. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	2–8	**Which box did you mark in item 2–7 above?**	Box 1 or 2 Box 3 or 4 Box 5	This item is used as a filter question for items 2–11, 2–12, and 2–14.	Core
2. CLASS ORGANIZATION	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	NTPS will retain this item from previous SASS administrations because it provides data on teachers' class sizes for teachers who teach a self-contained class or a team teaching assignment (based on response to 2–9) which analysts use to examine relationships between class size and a range of teacher, principal, and school items. This item is used specifically in the qualifications and certifications reports to present student-level analyses. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	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	NTPS will retain this item from previous SASS administrations for the same reasons as stated for item 2–11. This item is only to be answered by teachers who provide "Pull-Out or Push-In Instruction" (based on response to 2–9). This item is used specifically in the qualifications and certifications reports to present student-level analyses.	Core
2. CLASS ORGANIZATION	2–11a	**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 week, mark (X) the "None" box.* **English, reading, or language arts (including reading and writing)**	None **or** _ _ _ Minutes per day **for** _ Days per week	NTPS will retain this string of items (2–13a through 2–13d) from previous SASS administrations because it provides the only source of data about the amount of time self-contained teachers or teachers who have a team teaching assignment spend teaching core subject areas; this item provides context for analyzing a range of teacher, school, and principal items and is important for maintaining trend line data with prior cycles of SASS. This item is used specifically in the qualifications and certifications reports to decompose nondepartmentalized teachers by subjects taught. These items are also routinely used in user-requested analyses. The response options have been modified from 2015–16 to reduce respondent burden and error in reporting. In Cognitive testing respondents repeatedly said they don't think of their instructional time in terms of minutes per week and we recorded numerous errors when they tried to add minutes per day. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	2–11a(1)	**Of these minutes, how many were designated for reading instruction?**	None **or** _ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	2–11b	**Arithmetic or mathematics**	None **or** _ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	2–11c	**Social studies or history**	None **or** _ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	2–11d	**Science**	None **or** _ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	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	NTPS will retain this item from previous SASS administrations because it provides a measure of how many class periods or sections departmentalized teachers are assigned to teach and also provides guidance for respondents to complete the class period/section table for the subsequent item 2–15. This item is only intended for departmentalized teachers (based on response to item 2–9).	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	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 **B.** Subject-Matter Label **C.** Grade Level Code **D.** Number of Students	NTPS will retain this item from previous SASS administrations because it provides data on the full range of subjects taught by departmentalized teachers which analysts use to address questions about teacher quality such as in-field/out-of-field teaching and subject-specific analyses. The wording has been slightly tweaked for clarity.	Core
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	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports and also reported in the teacher First Look report.	Core
3. EDUCATION AND TRAINING	3–1b	**What is the name of the college or university where you earned this degree?**	Name of college or university	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality.	Core
3. EDUCATION AND TRAINING	3–1b(1)	**In what city and state is it located?**	City State Located outside the United States	NTPS will retain this item from previous SASS administrations because it provides data that may be used to verify responses to item 3–2 and for research that examines the relationship of where teachers studied to their subsequent teaching careers and effectiveness to inform teacher supply and demand.	Core
3. EDUCATION AND TRAINING	3–1c	**In what year did you receive your bachelor's degree?**	_ _ _ _ Year	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. . This item is used in the teacher supply report to determine potential delayed entrants.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–1d	**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	NTPS will retain this item from previous SASS administrations because it provides data on whether teachers' academic training is in schools of education or from alternate pathways. Staff from the *Office of Planning, Evaluation and Policy Development (OPEPD)* indicated that this item is important for addressing questions about the teacher pipeline and examining differences by school sector and other school characteristics. This item is used in the High School Qualifications and Certifications supplemental tables.	Core
3. EDUCATION AND TRAINING	3–1e	**Using Table 2 on page 13, what was your major field of study?**	_ _ _ Major Field of Study Code Major Field of Study Label	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teaching pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3–1f	**Did you have a second major field of study?** *Do NOT report academic minors or concentrations.*	Yes No	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teaching pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3–1g	**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	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teaching pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–1h	**Did you have a minor field of study?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the High School Qualifications and Certifications report	Core
3. EDUCATION AND TRAINING	3–1hi	**Using Table 2 on page 13, what was your minor field of study?**	_ _ _ Minor Field of Study Code Minor Field of Study Label	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the High School Qualifications and Certifications report	Core
3. EDUCATION AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports. This item is also reported in the teacher First Look report.	Core
3. EDUCATION AND TRAINING	3–2b	**Was at least a portion of the cost of your master's degree paid for by a STATE, SCHOOL, or SCHOOL DISTRICT in which you taught?**	Yes No	NTPS will retain this item from previous SASS administrations because financial support from a state, school, or school district for a master's degree is an important variable in analysis of teacher pipeline trends – at entry and exit.	Core
3. EDUCATION AND TRAINING	3–2c	**In what year did you receive your master's degree?**	_ _ _ _ Year	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply report to determine potential delayed entrants.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–2d	**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	NTPS will retain this item from previous SASS administrations because it provides data on whether teachers' academic training is in schools of education or from alternate pathways. Staff from the *Office of Planning, Evaluation and Policy Development (OPEPD)* indicated that this item is important for addressing questions about the teacher pipeline and examining differences by school sector and other school characteristics. This item is used in the High School Qualifications and Certifications supplemental tables.	Core
3. EDUCATION AND TRAINING	3–2e	**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	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3–3	**Have you earned any of the degrees or certificates listed below?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is a filter for items 3–4a–d.	Core
3. EDUCATION AND TRAINING	3–3a	**Degree or certificate** Vocational certificate Associate's degree Second bachelor's degree Second master's degree Educational specialist or professional diploma (at least one year beyond a master's level) Certificate of Advanced Graduate Studies Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)	Yes No	This item provides important descriptive information about teachers' educational experiences; analysts use this item to create comparison groups for analysis. This item is used in the qualifications and certifications reports.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–3b	**Using Table 2 on page 13, what was your major field of study for each degree or certificate?**	_ _ _ Major Field of Study Code Major Field of Study Label	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3–3c	**Which of the following best describes each degree or certificate?**	*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	NTPS will retain this item from previous SASS administrations because it provides data on whether teachers' academic training is in schools of education or from alternate pathways. Staff from the *Office of Planning, Evaluation and Policy Development (OPEPD)* indicated that this item is important for addressing questions about the teacher pipeline and examining differences by school sector and other school characteristics. This item is used in the High School Qualifications and Certifications supplemental tables.	Core
3. EDUCATION AND TRAINING	3–3d	**In what year?**	_ _ _ _ Year	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply report to determine potential delayed entrants.	Core
3. EDUCATION AND TRAINING	3–4	**Have you ever taken any graduate or undergraduate 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	NTPS will retain this item from previous SASS administrations because it functions as a filter question for directing respondents to answer items 3–6a to 3–7 or skip to item 3–8a.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING		**How many courses?** *Mark (X) only one box.*	1 or 2 courses 3 or 4 courses 5 to 9 courses 10 or more courses	NTPS will include a modified series of items (3–6a through 3–7) from previous SASS administrations that provides data on teachers' teaching methods coursework for research and reporting on teacher preparation, teacher pipeline, and teacher quality. One approach to trying to advance the supply of prepared teachers has been to offer alternate programs for certification. Questions on how teachers received their coursework on teaching methods or strategies (which is typically a key stage in obtaining certification) will provide data for researchers to examine the ways that teachers obtained their certification, and what impact alternate programs for teacher certification are having on the overall supply and demand of teachers for our schools.	Core
3. EDUCATION AND TRAINING	3–5	**Did you take any of the courses you marked in 3–4 before your first year of teaching?**	Yes No	NTPS will include a modified series of items (3–6a through 3–7) from previous SASS administrations that provides data on teachers' teaching methods coursework for research and reporting on teacher preparation, teacher pipeline, and teacher quality. One approach to trying to advance the supply of prepared teachers has been to offer alternate programs for certification. Questions on how teachers received their coursework on teaching methods or strategies (which is typically a key stage in obtaining certification) will provide data for researchers to examine the ways that teachers obtained their certification, and what impact alternate programs for teacher certification are having on the overall supply and demand of teachers for our schools.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–6a	**BEFORE your first year of teaching, did you take any graduate or undergraduate courses which taught you–** **Classroom management techniques?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6b	**Lesson planning?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6c	**How to assess learning?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6d	**How to use student performance data to inform instruction?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–6e	**How to serve students from diverse economic backgrounds?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6f	**How to serve students with special needs?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6g	**How to teach students who are limited-English proficient (LEP) or English-language learners (ELLs)?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–7a	**Did you have any student teaching (sometimes called practice teaching)?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides important data that are used in research on teacher preparation and teacher quality. This item also functions as a filter item for directing respondents to item 3–9b or 4–1.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–7b	**In how many different classrooms did you student teach?** *Mark (X) only one box.*	1 2 3 or more	NTPS will include a new set of items (3–9b and 3–9d through 3–9i) that were not on previous SASS administrations to expand on and complement the two existing items (3–9a and 3–9c) on student teaching that will be retained on NTPS. These items were added to the NTPS based on a recommendation by the NTPS Technical Review Panel to add questions about the quality and content of student teaching .	Core
3. EDUCATION AND TRAINING	3–7c	**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	NTPS will include a new set of items (3–9b and 3–9d through 3–9i) that were not on previous SASS administrations to expand on and complement the two existing items (3–9a and 3–9c) on student teaching that will be retained on NTPS. These items were added to the NTPS based on a recommendation by the NTPS Technical Review Panel to add questions about the quality and content of student teaching .	Core
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	NTPS will retain this item from previous SASS administrations because it provides information about how teachers' obtained their teacher certification, specifically whether they took an alternative route to certification which is an important policy and practice area of research and for analysis of change over time.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–2a	*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.* **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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–2b(1)	**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.* **Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–2b(2)	**Grade Range of Certificate**	*(Mark (X) all that apply.)* 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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–2c	**Does this certificate marked in item 4–2a certify you to teach in additional content areas?**	Yes No	This item is a filter question for directing respondents to answer an additional question about the content area(s) of their certification (4–1d) or to item 4–2.	Core
4. CERTIFICATION	4–2d(1)	**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**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report an additional content area of their certificate for research on teacher quality and specifically issues related to in-field/out-of-field teaching.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–2d(2)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report an additional content area of their certificate and is used for research on teacher quality and specifically issues related to in-field/out-of-field teaching.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–2d(3)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report an additional content area of their certificate which is used for research on teacher quality and specifically to determine whether the certificate is in-field vs. out-of-field for a particular teaching assignment.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–2d(4)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report an additional content area of their certificate which is used for research on teacher quality and specifically to determine whether the certificate is in-field vs. out-of-field for a particular teaching assignment.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–3a	**Do you have another current teaching certificate that certifies you to teach in THIS state?**	Yes No	NTPS will retain this item from previous SASS administrations because it functions as a filter question for directing respondents to either 4–2b or 4–3. This item allows for respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3b	**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)	This item allows for respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3c(1)	**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 all three grade ranges.* **Content area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3c(2)	**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3d	**Does this certificate marked in item 4–3b certify you to teach in additional content areas?**	Yes No	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3e(1)	**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 ranges.* **Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3e(2)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3e(3)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3e(4)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
5. TEACHER EVALUATIONS	5–1	**During the LAST school year (2016–17), were you evaluated at THIS school?**	Yes No	The Teacher Evaluation Module is relevant only for teachers that were evaluated at the sampled school in the preceding school year. This question reduces the burden on respondents by screening those out of this section who have not been evaluated.	Module

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
5. TEACHER EVALUATIONS		**During the LAST school year (2016-17), why were you not evaluated at THIS school?**	I was not a teacher at this school last year I was not evaluated because I am only evaluated every 2 or more years This school does not conduct teacher evaluations I was not evaluated for another reason	This question is only asked of teachers that do not qualify for the Teacher Evaluation Module, therefore the added burden is minimal. Among teachers who were not evaluated at their school last year, NTPS needs to know their reason for not having been evaluated.	Module
5. TEACHER EVALUATIONS	5–2	**To what extent do you agree or disagree with the following statements about THIS school's evaluation process LAST school year (2016–17)?** a. **Overall, the evaluation process was fair.** b. **The evaluation process was based on what is known about good teaching practice.** c. **I had a strong understanding of how I would be evaluated at this school.** d. **The evaluation process helped me to determine whether I had been successful with my students.** e. **The evaluation process had a positive effect on my teaching.** f. **Overall, the evaluation process led to improved student learning.** g. **The results of my evaluation were accurate.**	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	Data users have requested that NTPS collect data about teachers' attitudes towards the evaluation system and their evaluation, their perception of its link to student performance, and their knowledge of the evaluation process. These items were originally based on questions from surveys sent to NCES by data users including: Measures of Effective Teaching Project (Gates Foundation), Teacher Reaction Scales paper (Heneman & Milanowski), Illinois 5 Essential Teacher Survey, Teacher Web Survey and were modified to be more easily understood, based on expert review and cognitive testing.	Module
5. TEACHER EVALUATIONS	5–3	**Did you receive feedback from your evaluation LAST school year (2016–17)?**	Yes No	NTPS and data users seek to measure if teachers are receiving feedback from their evaluation. This question also acts as a filter question for 5–4a to c. This reduces the burden for teachers that did not receive feedback. This question is a modified version of an item from the Illinois 5 Essential Teachers Survey. The item was modified to improve comprehension and reduce respondent burden based on cognitive testing.	Module
5. TEACHER EVALUATIONS	5–4a	**Did you receive feedback on your teaching methods from your evaluation LAST school year (2016–17)?**	Yes No	In addition to collecting data on whether feedback is received, NTPS wants to measure if the feedback was related to their teaching methods, the school's performance goals and if they used the feedback to change the way they teach. The question is based on a question from the Illinois 5 Essential Teachers Survey which was modified to improve comprehension and reduce respondent burden based on cognitive testing.	Module
5. TEACHER EVALUATIONS	5–4b	**Did you receive feedback on how well you were meeting the school's performance goals from your evaluation LAST school year (2016–17)?**	Yes No		
5. TEACHER EVALUATIONS	5–4c	**Have you used the feedback you received from your evaluation LAST school year (2016–17), to improve your teaching?**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
5. TEACHER EVALUATIONS	5–5	**Was participation in professional development considered during your evaluation LAST school year (2016–17)?**	Yes No	Data users have requested that the link between evaluation and professional development be evaluated. This item was chosen from several possible choices because it was the most straightforward and easy for respondents to understand during cognitive testing. The item came from the Standards Assessment Inventory 2.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–1	**During the past 12 months, how frequently, if at all, did you participate in each of the following professional development activities?** *If an activity occurred all day for several days, but less than one month of the year in total, please mark "Once or a few times a year"* a. **Planned lessons or courses with other teachers** b. **Consulted with other teachers about individual students** c. **Collaborated with other teachers on issues of instruction, excluding administrative meetings** d. **Acted as a coach or mentor to other teachers or staff** e. **Received coaching or mentoring from other teachers or staff** f. **Participated in online or web-based professional development** g. **Participated in a workshop** h. **Attended a conference**	*Mark (X) one box on each line.* Did not participate Once or a few times a year Once or a few times a month Once or a few times a week	For items 6–1 a-c, data users requested a measure of informal types of Professional Development (PD) in particular collaboration with other teachers; these items are from the National Longitudinal Elementary Teacher Survey. They were modified to be more easily understood and reduce respondent burden based on the results of cognitive testing. Data users and NCES wish to measure the amount of time teachers engage in less formal types of PD such as collaboration with other teachers. NTPS also sought to measure if and how much teachers are acting or receiving mentoring, engaging in PD online, traditional workshops, or attending conferences.	Module

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–2	**During the past 12 months, how many HOURS, if any, did you spend participating in any of the following types of professional development?** **a. Professional development that directly relates to your teaching assignment** **b. Professional development on using technology to support instruction** **c. Professional development on teaching Science, Technology, Engineering or Mathematics (STEM), or incorporating STEM into other subjects** **d. Professional development on classroom and behavior management** **e. Professional development on instruction strategies to teach students with disabilities or IEPs** **f. Professional development on differentiated instruction for all students** **g. Professional development on preparing students to take annual assessments** **h. Professional development on analyzing and interpreting student achievement data**	*Mark (X) one box on each line.* Did not participate 8 hours or less 9–16 hours 17–32 hours 33 hours or more	Data users, such as the National Science Foundation, have requested a measure of how much Professional Development teachers are receiving on using technology in the classroom and on teaching STEM directly or incorporating STEM into other subjects. NTPS also seeks to measure PD on classroom management, teaching students with disabilities, differentiated instruction, and how much PD time is being spent on preparing students for standardized testing and analyzing the results of tests.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–3	**Considering all of the professional development you participated in during the past 12 months, how relevant was it to your teaching assignment?**	*Mark (X) only one box.* Did not complete any professional development in the past 12 months Not relevant at all Somewhat relevant Very relevant	The 2011–12 SASS contained a sub-question that asked how useful each type of Professional Development was. Data users requested the item be modified to ask how relevant professional development opportunities were. Also to reduce space and burden to the respondent, NTPS consolidated the question to only ask about the relevancy of PD in the last 12 months.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–4a	**During the past 12 months, how often did you incorporate what you learned in professional development into your teaching?**	*Mark (X) only one box.* Never Rarely Often Always	This item was requested by data users to measure if teachers are incorporating what they learned in PD into their classroom and if they are receiving feedback on how well they are incorporating PD. In the 2011–12 SASS, an item asked if each particular PD was useful. This new item for the 2017–18 administration only appears once and is asking if PD was actually incorporated.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–4b	**During the past 12 months, did you receive feedback about how you incorporated what you learned from professional development into your teaching?**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–5	**As a result of completing any professional development activities in the past 12 months, did you receive credits toward re-certification or advanced certification?**	Yes No	Retained from the 2011–12 SASS to measure if PD is linked to renewing a teaching license or advanced certification as a teacher.	Module

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6a	**During the past 12 months, did you receive any of the following types of support?** **Release time from teaching to attend professional development**	Yes No	Retained from 2011–12 SASS to measure if teachers are receiving various kinds of resources for their PD. Modified based on cognitive testing to be more easily understood and reduce respondent burden.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6b	**Funding or reimbursement for attending conferences or workshops for professional development**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6c	**Funding or reimbursement for travel and/or daily expenses to attend professional development**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6d	**Full or partial reimbursement of college tuition for courses related to professional development**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6e	**Stipend for professional development activities that took place outside regular work hours**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–7	**To what extent do you agree or disagree with the following statements about YOUR professional development as a teacher at THIS school?** a. **I have sufficient resources available for my professional development.** b. **I have access to about the same amount of resources for professional development as other teachers.** c. **My professional development opportunities are aligned with this school's performance goals.** d. **The techniques I am learning about in my professional development definitely will help improve student achievement.** e. **I feel capable of incorporating the kinds of techniques I am learning about in my professional development.** f. **The types of professional development available to me are consistent with my own professional goals.** g. **I have the opportunity to provide feedback to school leaders about my professional development experience to determine its value and impact.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree	Data users have requested items to measure teachers' perceptions about the fairness of PD resource distribution, how PD is related to the school's performance goals and their own, the link between available PD and student achievement, if teachers feel capable of incorporating the type of PD, and if they feel they have an opportunity to give feedback on PD to those in leadership roles.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–8	**Does THIS school provide teachers with time for INDIVIDUAL professional development during regular contract hours?**	Yes No	Data users requested a measure of whether individual PD is being offered during contract hours. It is important to know if districts are allocating paid time for this type of PD.	Module

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–9	**Does THIS school provide teachers with time for TEAM-BASED professional development during regular contract hours?**	Yes No	Data users requested a measure of whether team-based PD is being offered during contract hours. It is important to know if districts are allocating paid time for this type of PD.	Module
7. TEACHER ENGAGEMENT	7–1	**To what extent do you agree or disagree with the following statements about your work at this school?** 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.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree	This was retained from previous collection cycle.	Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1a	The following questions refer to your BEFORE-TAX earnings from teaching and other employment. **DURING THE SUMMER OF 2017, did you have any earnings from—** *Report amounts in whole dollars.* **Teaching summer school in this school or any other school?**	Yes No	NTPS will retain this series of items (8–1a through 8–8) from previous SASS administrations because it provides data on teacher salary and compensation which is critical for research on teacher retention and job satisfaction which often examines the financial support of teachers and other sources of income for their families. This data is also used to make subgroup comparisons and comparisons by school sector and other school characteristics; these items are necessary for maintaining trend line data with prior cycles of SASS; there is no other source of data for this topic. The wording has been slightly tweaked for clarity.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1a(1)	**Did all of these earnings come from your current school?**	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1b	**Working in a nonteaching job in this school or any other school?**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1b(1)	**Did all of these earnings come from your current school?**	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1c	**Working in any NONSCHOOL job?**	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	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.*	_ _ _ Days per contract year		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–3	**DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year?** *Report amounts in whole dollars.*	$ _ _ _ , _ _ _ For the entire school year		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	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		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	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		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	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		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	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 No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–7b	**Which of these best describes this job OUTSIDE this school system?** *Mark (X) only one box.*	Teaching or tutoring Nonteaching, but related to teaching field Other		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	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 No		

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–9	**Are you a member of a teachers' union or an employee association similar to a union?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides data on teachers' union or employee association membership which analysts use to examine the relationship between teacher salary and teachers' union membership. Teachers' union and employee association membership and participation is an important condition for teaching that may influence their salary.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–10a	**Does your school, district, or school system offer tenure?**	Yes No	NTPS will retain this item from previous SASS administrations because it is used as a filter question for item 8–10b.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–10b	**Are you tenured at your current school?**	Yes No	NTPS will retain this item from previous SASS administrations because tenure of teachers is a key policy question at this time. This item is specifically used in the 2013 Characteristics of Public School Districts in the United States First Look report, the List of Supplemental Tables by State, and other reports examining the effects of teacher tenure.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–11	**Are you male or female?**	Male Female	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–12a	**What is your current marital status?** *Mark (X) only one box.*	Now married Widowed Separated Divorced Never married	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–12b	**Are you currently living with a boyfriend/girlfriend or partner?**	Yes No	This is a new demographic item that was not on previous SASS administrations. This item has been added to the NTPS to collect data on marital status of same sex couples that is critical for analysts to conduct key subgroup analyses.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–13	**Are you of Hispanic or Latino origin?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–14	**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	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–15	**What is your year of birth?**	— — —	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core
9. FEEDBACK AND TEACHER STRATEGIES	9–1	Your responses to this section of questions will help researchers and policy makers make international comparisons to teachers in other countries. **When did you complete formal education or training that qualified you to teach?** *Enter a four-digit year.* *An approximate year is sufficient.*	_ _ _ _ Year	This item was added from TALIS for a future bridge study for international comparisons.	Special Module
9. FEEDBACK AND TEACHER STRATEGIES	9–2	**In this school, who uses the following types of information to provide feedback to you?** *(Underline External individuals or bodies refer to, for example, inspectors, municipality representatives, or other persons from outside the school.)* a.　**Observation of my classroom teaching** b.　**Student survey responses related to my teaching** c.　**Assessment of my content knowledge** d.　**My students' external results (e.g., national test scores)** e.　**School-based and classroom-based results (e.g., performance results, project results, test scores)** f.　**Self-assessment of my work (e.g., presentation of a portfolio assessment, analysis of my teaching using video)**	*Mark (X) all that apply on each line.* External individuals or bodies School principal or member(s) of the school management team Other colleagues within the school (not part of the school management team) I have never received this feedback in this school	This item was added from TALIS for a future bridge study for international comparisons.	Special Module
9. FEEDBACK AND TEACHER STRATEGIES	9–3	**Thinking of all of the feedback that you have received during the last 12 months, did any of these have a positive impact on your teaching practice?**	Yes No	This item was added from TALIS for a future bridge study for international comparisons.	Special Module

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
9. FEEDBACK AND TEACHER STRATEGIES	9–4	**Thinking about the feedback you have received during the last 12 months, did it lead to a positive change in any of the following aspects of your work as a teacher?** a. **Knowledge and understanding of my main subject field(s)** b. **Methods of teaching in my main subject field(s)** c. **Use of student assessments to improve student learning** d. **Classroom management** e. **Methods for teaching students with special needs** f. **Methods for teaching in a multicultural or multilingual setting** g. **Feedback to other teachers about their teaching** h. **Collaboration or working with other teachers** i. **Confidence as a teacher** j. **Motivation as a teacher** k. **Job satisfaction** l. **Participation in professional development activities** m. **Other, please specify _____**	*Mark (X) one box on each line.* Yes No	This item was added from TALIS for a future bridge study for international comparisons.	Special Module

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
9. FEEDBACK AND TEACHER STRATEGIES	9–5a	**In your teaching, to what extent can you do the following?** a. **Get students to believe they can do well in school work** b. **Help my students value learning** c. **Craft good questions for my students** d. **Control disruptive behavior in the classroom** e. **Motivate students who show low interest in school work** f. **Make my expectations about student behavior clear** g. **Help students think critically** h. **Get students to follow classroom rules** i. **Calm a student who is disruptive or noisy** j. **Use a variety of assessment strategies** k. **Provide an alternative explanation for example when students are confused** l. **Vary instructional strategies in my classroom** m. **Help students develop cross-curricular skills (e.g., creativity, critical thinking, problem solving)** n. **Support student learning through the use of digital technology (e.g., computers, tablets, smart boards)** o. **Support student collaborative learning through the use of digital technology (e.g., computers, tablets, smart boards)**	*Mark (X) one box on each line.* Not at all Very little To some extent A lot	This item was added from TALIS for a future bridge study for international comparisons.	Special Module

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 [....]
			b. Street Address [....]
			c. City [....]
			d. State [....]
			e. ZIP Code + 4 [....]
			f. Cell phone number [....]
			g. Home phone number [....]
			h. Best day(s) to reach [....]
			i. Best time of the day to reach you [....] (Mon–Sun)
			j. Work e-mail address [....]
			k. Home e-mail address [....]
				These items (10–1 through 10–3) request contact information from respondents in case follow-up is necessary to verify responses and may also be used to re-contact teachers for the Teacher Follow-up Survey (TFS).	Core

10. CONTACT INFORMATION	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 2 0 1 _ Year	This item collects information on when teachers completed the survey.	Core

NTPS 2017–18 Questionnaire/ Section (Public TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
10. CONTACT INFORMATION	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	This item is to collect data on the length of the survey to provide more accurate estimates of burden for future survey rounds.	Core

C.4.1   Item Justification for the 2017–18 NTPS Teacher Questionnaire: *Private School*

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
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.*	Regular full-time teacher (in any of grades K–12 or comparable ungraded levels) Regular part-time teacher (in any of grades K–12 or comparable ungraded levels) Itinerant teacher (i.e. your assignment requires you to provide instruction at more than one school) 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) Short-term substitute Student teacher Teacher aide Administrator (e.g., principal, assistant principal, director, school head) Library media specialist or Librarian Other professional staff (e.g., counselor, curriculum coordinator, social worker) Support staff (e.g., secretary)	NTPS will retain this item from previous SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey. The wording has been slightly tweaked to capture k–12 grades.	Core
1. GENERAL INFORMATION	1–2	**Which box did you mark in item 1–1 above?**	Box 1 Box 2, 3 or 4 Box 5, 6 or 7 Box 8, 9, 10 or 11	NTPS will retain this item from previous SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey.	

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	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 No	NTPS will retain this item from previous SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey. The wording has been slightly tweaked for clarity.	
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey.	
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides data on teachers' length of time teaching in their current school. This item is specifically used in the 2015 teacher supply report (in progress), and the 2015 teacher workforce report (in progress). This variable is also used to calculate a derived variable in PowerStats. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	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 private elementary, middle, or secondary school IN THIS STATE Teaching in a private elementary, middle, or secondary school IN ANOTHER STATE Teaching in a PUBLIC 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	NTPS will retain this item from previous SASS administrations because it provides critical data for analysis of teacher supply and demand. This item is used in the 2015 teacher supply report (in progress) to determine categories of newly hired teachers. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides data for research regarding the relationship of teacher experience in teaching and their assignment to specific categories of districts, schools, and courses. The wording has been slightly tweaked for clarity. This item is used in the 2015 teacher supply and 2015 teacher workforce reports to determine categories of new entrants/delayed entrants.	Core
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides important data for research on teacher experience in relation to current assignments in schools, and for indicators on the characteristics of teachers in the U.S.; analysts use this item to create comparison groups for analysis; there is no other source of data for this item. For example what school characteristics are related to use of part-time teachers vs. full-time. The wording has been slightly tweaked for clarity.	Core
1. GENERAL INFORMATION	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	NTPS will retain this item from previous SASS administrations because it provides important data for research on teacher experience in relation to current assignments in schools, and for indicators on the characteristics of teachers in the U.S. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
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 Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	Yes No	NTPS will retain this item from previous SASS administrations because it provides data on the grade level(s) of the students teachers' teach which analysts use to categorize teachers as elementary, middle or secondary for conducting subgroup analyses. This item is used in the qualifications and certifications reports for middle grades and high school teachers.	Core
2. CLASS ORGANIZATION	2–2	**Of all the students you teach at THIS school, how many have a formally diagnosed disability?** **If none, please mark (X) the box.**	None **or** _ _ _ Students	NTPS will retain this item from previous SASS administrations because it is used to identify teachers who teach IEP or special education students which allows analysts to address questions related to teaching special student populations. For example, this item may be used to examine teacher professional development and trends in teacher supply and demand for teachers who teach special student populations. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	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 <u>limited-English proficiency</u> [LEP] or <u>English-language learners</u> [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	NTPS will retain this item from previous SASS administrations because it is used to identify teachers who teach LEP or ELL students for research related to teaching special student populations. For example, this item may be used to examine teacher professional development and trends in teacher supply and demand for teachers who teach special student populations. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	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	NTPS will retain this item from previous SASS administrations because it is used to categorize teachers' main subject area in which they teach for subgroup analyses and to address questions related to teacher quality such as in-field/out-of-field teaching and other subject-specific analyses. This item is also used in the 2015 teacher supply and 2015 teacher workforce reports. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	2–5	**Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)?**	Yes No	NTPS will retain this item from previous SASS administrations because it identifies teachers that have a nontraditional teaching assignment and may be used to exclude such teachers from certain types of analyses.	Core
2. CLASS ORGANIZATION	2–6a	**During any of your classes, do you have students use instructional software to learn some or all of their lessons?**	Yes No	This series of items (items 2–6a through 2–8b) provides new data on teachers' use of technology for instructional purposes – what types of technology they use and how often they use the technology. These items were not on previous SASS administrations, thus they will provide new data on teachers' technology use and its prevalence. The NTPS Technical Review Panel recommended adding this content area to the survey as it is an emerging topic of interest and relevant to the current education context. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	2–6b	**Does any of the instructional software the students use AUTOMATICALLY ADJUST the level of instruction to an individual student's performance?**	Yes No		Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	2–7	**Which statement best describes the way YOUR classes at THIS school are organized?** *Mark (X) only one box.*	You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction). You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist). You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class). 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 (sometimes called Team Teaching). You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "Pull-Out" Class or "Push-In" Instruction).	NTPS will retain this item from previous SASS administrations because it is used in a number of reports to separate the departmentalized and nondepartmentalized teachers and is also used in research on teacher quality, including studies of out-of-field teaching. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	2–8	**Which box did you mark in item 2–7 above?**	Box 1 or 2 Box 3 or 4 Box 5	This item is used as a filter question for items 2–11, 2–12, and 2–14.	Core
2. CLASS ORGANIZATION	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	NTPS will retain this item from previous SASS administrations because it provides data on teachers' class sizes for teachers who teach a self-contained class or a team teaching assignment (based on response to 2–9) which analysts use to examine relationships between class size and a range of teacher, principal, and school items. This item is used specifically in the qualifications and certifications reports to present student-level analyses. The wording has been slightly tweaked for clarity.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	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	NTPS will retain this item from previous SASS administrations for the same reasons as stated for item 2–11. This item is only to be answered by teachers who provide "Pull-Out or Push-In Instruction" (based on response to 2–9). This item is used specifically in the qualifications and certifications reports to present student-level analyses.	Core
2. CLASS ORGANIZATION	2–11a	**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 week, mark (X) the "None" box.* **English, reading, or language arts (including reading and writing)**	None **or** _ _ _ Minutes per day **for** _ Days per week	NTPS will retain this string of items (2–13a through 2–13d) from previous SASS administrations because it provides the only source of data about the amount of time self-contained teachers or teachers who have a team teaching assignment spend teaching core subject areas; this item provides context for analyzing a range of teacher, school, and principal items and is important for maintaining trend line data with prior cycles of SASS. This item is used specifically in the qualifications and certifications reports to decompose nondepartmentalized teachers by subjects taught. These items are also routinely used in user-requested analyses. The response options have been modified from 2015–16 to reduce respondent burden and error in reporting. In Cognitive testing respondents repeatedly said they don't think of their instructional time in terms of minutes per week and we recorded numerous errors when they tried to add minutes per day. The wording has been slightly tweaked for clarity.	Core
2. CLASS ORGANIZATION	2–11a(1)	**Of these minutes, how many were designated for reading instruction?**	None **or** _ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	2–11b	**Arithmetic or mathematics**	None **or** _ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	2–11c	**Social studies or history**	None **or** _ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	2–11d	**Science**	None **or** _ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	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	NTPS will retain this item from previous SASS administrations because it provides a measure of how many class periods or sections departmentalized teachers are assigned to teach and also provides guidance for respondents to complete the class period/section table for the subsequent item 2–15. This item is only intended for departmentalized teachers (based on response to item 2–9).	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	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 **B.** Subject-Matter Label **C.** Grade Level Code **D.** Number of Students	NTPS will retain this item from previous SASS administrations because it provides data on the full range of subjects taught by departmentalized teachers which analysts use to address questions about teacher quality such as in-field/out-of-field teaching and subject-specific analyses. The wording has been slightly tweaked for clarity.	Core
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	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports and also reported in the teacher First Look report.	Core
3. EDUCATION AND TRAINING	3–1b	**What is the name of the college or university where you earned this degree?**	Name of college or university	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality.	Core
3. EDUCATION AND TRAINING	3–1b(1)	**In what city and state is it located?**	City State Located outside the United States	NTPS will retain this item from previous SASS administrations because it provides data that may be used to verify responses to item 3–2 and for research that examines the relationship of where teachers studied to their subsequent teaching careers and effectiveness to inform teacher supply and demand.	
3. EDUCATION AND TRAINING	3–1c	**In what year did you receive your bachelor's degree?**	_ _ _ _ Year	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. . This item is used in the teacher supply report to determine potential delayed entrants.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–1d	**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	NTPS will retain this item from previous SASS administrations because it provides data on whether teachers' academic training is in schools of education or from alternate pathways. Staff from the *Office of Planning, Evaluation and Policy Development (OPEPD)* indicated that this item is important for addressing questions about the teacher pipeline and examining differences by school sector and other school characteristics. This item is used in the High School Qualifications and Certifications supplemental tables.	Core
3. EDUCATION AND TRAINING	3–1e	**Using Table 2 on page 13, what was your major field of study?**	_ _ _ Major Field of Study Code Major Field of Study Label	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teaching pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3–1f	**Did you have a second major field of study?** *Do NOT report academic minors or concentrations.*	Yes No	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teaching pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3–1g	**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	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teaching pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–1h	**Did you have a minor field of study?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the High School Qualifications and Certifications report	Core
3. EDUCATION AND TRAINING	3–1hi	**Using Table 2 on page 13, what was your minor field of study?**	_ _ _ Minor Field of Study Code Minor Field of Study Label	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the High School Qualifications and Certifications report	Core
3. EDUCATION AND TRAINING	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	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports. This item is also reported in the teacher First Look report.	Core
3. EDUCATION AND TRAINING	3–2b	**Was at least a portion of the cost of your master's degree paid for by a STATE, SCHOOL, or SCHOOL DISTRICT in which you taught?**	Yes No	NTPS will retain this item from previous SASS administrations because financial support from a state, school, or school district for a master's degree is an important variable in analysis of teacher pipeline trends – at entry and exit.	Core
3. EDUCATION AND TRAINING	3–2c	**In what year did you receive your master's degree?**	_ _ _ _ Year	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply report to determine potential delayed entrants.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–2d	**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	NTPS will retain this item from previous SASS administrations because it provides data on whether teachers' academic training is in schools of education or from alternate pathways. Staff from the *Office of Planning, Evaluation and Policy Development (OPEPD)* indicated that this item is important for addressing questions about the teacher pipeline and examining differences by school sector and other school characteristics. This item is used in the High School Qualifications and Certifications supplemental tables.	Core
3. EDUCATION AND TRAINING	3–2e	**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	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3–3	**Have you earned any of the degrees or certificates listed below?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is a filter for items 3–4a–d.	Core
3. EDUCATION AND TRAINING	3–3a	**Degree or certificate** Vocational certificate Associate's degree Second bachelor's degree Second master's degree Educational specialist or professional diploma (at least one year beyond a master's level) Certificate of Advanced Graduate Studies Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)	Yes No	This item provides important descriptive information about teachers' educational experiences; analysts use this item to create comparison groups for analysis. This item is used in the qualifications and certifications reports.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–3b	**Using Table 2 on page 13, what was your major field of study for each degree or certificate?**	_ _ _ Major Field of Study Code Major Field of Study Label	NTPS will retain this item from previous SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3–3c	**Which of the following best describes each degree or certificate?**	*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	NTPS will retain this item from previous SASS administrations because it provides data on whether teachers' academic training is in schools of education or from alternate pathways. Staff from the *Office of Planning, Evaluation and Policy Development (OPEPD)* indicated that this item is important for addressing questions about the teacher pipeline and examining differences by school sector and other school characteristics. This item is used in the High School Qualifications and Certifications supplemental tables.	Core
3. EDUCATION AND TRAINING	3–3d	**In what year?**	_ _ _ _ Year	NTPS will retain this item from previous SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply report to determine potential delayed entrants.	Core
3. EDUCATION AND TRAINING	3–4	**Have you ever taken any graduate or undergraduate 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	NTPS will retain this item from previous SASS administrations because it functions as a filter question for directing respondents to answer items 3–6a to 3–7 or skip to item 3–8a.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING		**How many courses?** *Mark (X) only one box.*	1 or 2 courses 3 or 4 courses 5 to 9 courses 10 or more courses	NTPS will include a modified series of items (3–6a through 3–7) from previous SASS administrations that provides data on teachers' teaching methods coursework for research and reporting on teacher preparation, teacher pipeline, and teacher quality. One approach to trying to advance the supply of prepared teachers has been to offer alternate programs for certification. Questions on how teachers received their coursework on teaching methods or strategies (which is typically a key stage in obtaining certification) will provide data for researchers to examine the ways that teachers obtained their certification, and what impact alternate programs for teacher certification are having on the overall supply and demand of teachers for our schools.	Core
3. EDUCATION AND TRAINING	3–5	**Did you take any of the courses you marked in 3–4 before your first year of teaching?**	Yes No	NTPS will include a modified series of items (3–6a through 3–7) from previous SASS administrations that provides data on teachers' teaching methods coursework for research and reporting on teacher preparation, teacher pipeline, and teacher quality. One approach to trying to advance the supply of prepared teachers has been to offer alternate programs for certification. Questions on how teachers received their coursework on teaching methods or strategies (which is typically a key stage in obtaining certification) will provide data for researchers to examine the ways that teachers obtained their certification, and what impact alternate programs for teacher certification are having on the overall supply and demand of teachers for our schools.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–6a	**BEFORE your first year of teaching, did you take any graduate or undergraduate courses which taught you–** **Classroom management techniques?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6b	**Lesson planning?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6c	**How to assess learning?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6d	**How to use student performance data to inform instruction?**	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–6e	How to serve students from diverse economic backgrounds?	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6f	How to serve students with special needs?	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–6g	How to teach students who are limited-English proficient (LEP) or English-language learners (ELLs)?	Yes No	NTPS will include a new string of items (3–8a through 3–8g) that were not on previous SASS administrations to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in teacher preparation and its impact on a range of other teacher and school variables.	Core
3. EDUCATION AND TRAINING	3–7a	Did you have any student teaching (sometimes called practice teaching)?	Yes No	NTPS will retain this item from previous SASS administrations because it provides important data that are used in research on teacher preparation and teacher quality. This item also functions as a filter item for directing respondents to item 3–9b or 4–1.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–7b	**In how many different classrooms did you student teach?** *Mark (X) only one box.*	1 2 3 or more	NTPS will include a new set of items (3–9b and 3–9d through 3–9i) that were not on previous SASS administrations to expand on and complement the two existing items (3–9a and 3–9c) on student teaching that will be retained on NTPS. These items were added to the NTPS based on a recommendation by the NTPS Technical Review Panel to add questions about the quality and content of student teaching.	Core
3. EDUCATION AND TRAINING	3–7c	**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	NTPS will include a new set of items (3–9b and 3–9d through 3–9i) that were not on previous SASS administrations to expand on and complement the two existing items (3–9a and 3–9c) on student teaching that will be retained on NTPS. These items were added to the NTPS based on a recommendation by the NTPS Technical Review Panel to add questions about the quality and content of student teaching .	Core
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	NTPS will retain this item from previous SASS administrations because it provides information about how teachers' obtained their teacher certification, specifically whether they took an alternative route to certification which is an important policy and practice area of research and for analysis of change over time.	Core
4. CERTIFICATION	4–2a	*The next series of questions is about certification. Please read the questions carefully. This section allows teachers to report UP TO THREE current teaching certificates 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.* **Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?** *Information about state-granted certification will be asked in item 4-3.*	Yes No	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching; item is also important for maintaining trend line data with previous administrations of SASS.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–2b(1)	**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.* **Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–2b(2)	**Grade Range of Certificate**	*(Mark (X) all that apply.)* 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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–2c	**Does this certificate marked in item 4–2a certify you to teach in additional content areas?**	Yes No	This item is a filter question for directing respondents to answer an additional question about the content area(s) of their certification (4–1d) or to item 4–2.	Core
4. CERTIFICATION	4–2d(1)	**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**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report an additional content area of their certificate for research on teacher quality and specifically issues related to in-field/out-of-field teaching.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–2d(2)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report an additional content area of their certificate and is used for research on teacher quality and specifically issues related to in-field/out-of-field teaching.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–2d(3)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report an additional content area of their certificate which is used for research on teacher quality and specifically to determine whether the certificate is in-field vs. out-of-field for a particular teaching assignment.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–2d(4)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report an additional content area of their certificate which is used for research on teacher quality and specifically to determine whether the certificate is in-field vs. out-of-field for a particular teaching assignment.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS.	Core
4. CERTIFICATION	4–3a	**Do you have another current teaching certificate that certifies you to teach in THIS state?**	Yes No	NTPS will retain this item from previous SASS administrations because it functions as a filter question for directing respondents to either 4–2b or 4–3. This item allows for respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3b	**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) I do not hold any of the above certifications in THIS state	This item allows for respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3c(1)	**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 all three grade ranges.* **Content area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3c(2)	**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3d	**Does this certificate marked in item 4–3b certify you to teach in additional content areas?**	Yes No	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3e(1)	**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 ranges.* **Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3e(2)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3e(3)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–3e(4)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION		**Grade Range of Certificate** *(Mark (X) all that apply)*	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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–4a	**Do you have another current teaching certificate that certifies you to teach in THIS state?**	Yes No	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–4b	**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)	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–4c	**Using Table 3 on page 19, in what content area(s) and grade range(s) does the teaching certificate marked in question 4-4b above certify you to teach in THIS state? (For some teachers, the content area may be 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 (Code + Label) (2) Grade Range of Certificate (Mark [X] all that apply): • 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	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–4d	**Does this certificate marked in item 4-3b certify you to teach in additional content areas?**	Yes No	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
4. CERTIFICATION	4–4e	**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 Areas (up to 4 additional) Grade Range of Certificate *(Mark (X) all that apply for each additional content area)*: • *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*	NTPS will retain this item from previous SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
5. TEACHER EVALUATIONS	5–1	**During the LAST school year (2016–17), were you evaluated at THIS school?**	Yes No	The Teacher Evaluation Module is relevant only for teachers that were evaluated at the sampled school in the preceding school year. This question reduces the burden on respondents by screening those out of this section who have not been evaluated.	Module
5. TEACHER EVALUATIONS		**During the LAST school year (2016-17), why were you not evaluated at THIS school?**	I was not a teacher at this school last year I was not evaluated because I am only evaluated every 2 or more years This school does not conduct teacher evaluations I was not evaluated for another reason	This question is only asked of teachers that do not qualify for the Teacher Evaluation Module, therefore the added burden is minimal. Among teachers who were not evaluated at their school last year, NTPS needs to know their reason for not having been evaluated.	Module

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
5. TEACHER EVALUATIONS	5–2	To what extent do you agree or disagree with the following statements about THIS school's evaluation process LAST school year (2016–17)? a. Overall, the evaluation process was fair. b. The evaluation process was based on what is known about good teaching practice. c. I had a strong understanding of how I would be evaluated at this school. d. The evaluation process helped me to determine whether I had been successful with my students. e. The evaluation process had a positive effect on my teaching. f. Overall, the evaluation process led to improved student learning. g. The results of my evaluation were accurate.	*Mark (X) one box on each line.* Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	Data users have requested that NTPS collect data about teachers' attitudes towards the evaluation system and their evaluation, their perception of its link to student performance, and their knowledge of the evaluation process. These items were originally based on questions from surveys sent to NCES by data users including: Measures of Effective Teaching Project (Gates Foundation), Teacher Reaction Scales paper (Heneman & Milanowski), Illinois 5 Essential Teacher Survey, Teacher Web Survey and were modified to be more easily understood, based on expert review and cognitive testing.	Module
5. TEACHER EVALUATIONS	5–3	Did you receive feedback from your evaluation LAST school year (2016–17)?	Yes No	NTPS and data users seek to measure if teachers are receiving feedback from their evaluation. This question also acts as a filter question for 5–4a to c. This reduces the burden for teachers that did not receive feedback. This question is a modified version of an item from the Illinois 5 Essential Teachers Survey. The item was modified to improve comprehension and reduce respondent burden based on cognitive testing.	Module
5. TEACHER EVALUATIONS	5–4a	Did you receive feedback on your teaching methods from your evaluation LAST school year (2016–17)?	Yes No	In addition to collecting data on whether feedback is received, NTPS wants to measure if the feedback was related to their teaching methods, the school's performance goals and if they used the feedback to change the way they teach. The question is based on a question from the Illinois 5 Essential Teachers Survey which was modified to improve comprehension and reduce respondent burden based on cognitive testing.	Module
5. TEACHER EVALUATIONS	5–4b	Did you receive feedback on how well you were meeting the school's performance goals from your evaluation LAST school year (2016–17)?	Yes No		
5. TEACHER EVALUATIONS	5–4c	Have you used the feedback you received from your evaluation LAST school year (2016–17), to improve your teaching?	Yes No		

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
5. TEACHER EVALUATIONS	5–5	**Was participation in professional development considered during your evaluation LAST school year (2016–17)?**	Yes No	Data users have requested that the link between evaluation and professional development be evaluated. This item was chosen from several possible choices because it was the most straightforward and easy for respondents to understand during cognitive testing. The item came from the Standards Assessment Inventory 2.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–1	**During the past 12 months, how frequently, if at all, did you participate in each of the following professional development activities?** *If an activity occurred all day for several days, but less than one month of the year in total, please mark "Once or a few times a year"* **i. Planned lessons or courses with other teachers** **j. Consulted with other teachers about individual students** **k. Collaborated with other teachers on issues of instruction, excluding administrative meetings** **l. Acted as a coach or mentor to other teachers or staff** **m. Received coaching or mentoring from other teachers or staff** **n. Participated in online or web-based professional development** **o. Participated in a workshop** **p. Attended a conference**	*Mark (X) one box on each line.* Did not participate Once or a few times a year Once or a few times a month Once or a few times a week	For items 6–1 a-c, data users requested a measure of informal types of Professional Development (PD) in particular collaboration with other teachers; these items are from the National Longitudinal Elementary Teacher Survey. They were modified to be more easily understood and reduce respondent burden based on the results of cognitive testing. Data users and NCES wish to measure the amount of time teachers engage in less formal types of PD such as collaboration with other teachers. NTPS also sought to measure if and how much teachers are acting or receiving mentoring, engaging in PD online, traditional workshops, or attending conferences.	Module

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–2	**During the past 12 months, how many HOURS, if any, did you spend participating in any of the following types of professional development?** i. **Professional development that directly relates to your teaching assignment** j. **Professional development on using technology to support instruction** k. **Professional development on teaching Science, Technology, Engineering or Mathematics (STEM), or incorporating STEM into other subjects** l. **Professional development on classroom and behavior management** m. **Professional development on instruction strategies to teach students with disabilities or IEPs** n. **Professional development on differentiated instruction for all students** o. **Professional development on preparing students to take annual assessments** p. **Professional development on analyzing and interpreting student achievement data**	*Mark (X) one box on each line.* Did not participate 8 hours or less 9–16 hours 17–32 hours 33 hours or more	Data users, such as the National Science Foundation, have requested a measure of how much Professional Development teachers are receiving on using technology in the classroom and on teaching STEM directly or incorporating STEM into other subjects. NTPS also seeks to measure PD on classroom management, teaching students with disabilities, differentiated instruction, and how much PD time is being spent on preparing students for standardized testing and analyzing the results of tests.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–3	**Considering all of the professional development you participated in during the past 12 months, how relevant was it to your teaching assignment?**	*Mark (X) only one box.* Did not complete any professional development in the past 12 months Not relevant at all Somewhat relevant Very relevant	The 2011–12 SASS contained a sub-question that asked how useful each type of Professional Development was. Data users requested the item be modified to ask how relevant professional development opportunities were. Also to reduce space and burden to the respondent, NTPS consolidated the question to only ask about the relevancy of PD in the last 12 months.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–4a	**During the past 12 months, how often did you incorporate what you learned in professional development into your teaching?**	*Mark (X) only one box.* Never Rarely Often Always	This item was requested by data users to measure if teachers are incorporating what they learned in PD into their classroom and if they are receiving feedback on how well they are incorporating PD. In the 2011–12 SASS, an item asked if each particular PD was useful. This new item for the 2017–18 administration only appears once and is asking if PD was actually incorporated.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–4b	**During the past 12 months, did you receive feedback about how you incorporated what you learned from professional development into your teaching?**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–5	**As a result of completing any professional development activities in the past 12 months, did you receive credits toward re-certification or advanced certification?**	Yes No	Retained from the 2011–12 SASS to measure if PD is linked to renewing a teaching license or advanced certification as a teacher.	Module

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6a	**During the past 12 months, did you receive any of the following types of support?** **Release time from teaching to attend professional development**	Yes No	Retained from 2011–12 SASS to measure if teachers are receiving various kinds of resources for their PD. Modified based on cognitive testing to be more easily understood and reduce respondent burden.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6b	**Funding or reimbursement for attending conferences or workshops for professional development**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6c	**Funding or reimbursement for travel and/or daily expenses to attend professional development**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6d	**Full or partial reimbursement of college tuition for courses related to professional development**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–6e	**Stipend for professional development activities that took place outside regular work hours**	Yes No		
6. TEACHER PROFESSIONAL DEVELOPMENT	6–7	**To what extent do you agree or disagree with the following statements about YOUR professional development as a teacher at THIS school?** **h. I have sufficient resources available for my professional development.** **i. I have access to about the same amount of resources for professional development as other teachers.** **j. My professional development opportunities are aligned with this school's performance goals.** **k. The techniques I am learning about in my professional development definitely will help improve student achievement.** **l. I feel capable of incorporating the kinds of techniques I am learning about in my professional development.** **m. The types of professional development available to me are consistent with my own professional goals.** **n. I have the opportunity to provide feedback to school leaders about my professional development experience to determine its value and impact.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree	Data users have requested items to measure teachers' perceptions about the fairness of PD resource distribution, how PD is related to the school's performance goals and their own, the link between available PD and student achievement, if teachers feel capable of incorporating the type of PD, and if they feel they have an opportunity to give feedback on PD to those in leadership roles.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–8	**Does THIS school provide teachers with time for INDIVIDUAL professional development during regular contract hours?**	Yes No	Data users requested a measure of whether individual PD is being offered during contract hours. It is important to know if districts are allocating paid time for this type of PD.	Module

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6–9	**Does THIS school provide teachers with time for TEAM-BASED professional development during regular contract hours?**	Yes No	Data users requested a measure of whether team-based PD is being offered during contract hours. It is important to know if districts are allocating paid time for this type of PD.	Module
7. TEACHER ENGAGEMENT	7–1	**To what extent do you agree or disagree with the following statements about your work at this school?** h. **The stress and disappointments involved in teaching at this school aren't really worth it.** i. **The teachers at this school like being here; I would describe us as a satisfied group.** j. **I like the way things are run at this school.** k. **If I could get a higher paying job I'd leave teaching as soon as possible.** l. **I think about transferring to another school.** m. **I don't seem to have as much enthusiasm now as I did when I began teaching.** n. **I think about staying home from school because I'm just too tired to go.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree	This was retained from previous collection cycle.	Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1a	The following questions refer to your BEFORE-TAX earnings from teaching and other employment. **DURING THE SUMMER OF 2017, did you have any earnings from—** *Report amounts in whole dollars.* **Teaching summer school in this school or any other school?**	Yes No	NTPS will retain this series of items (8–1a through 8–8) from previous SASS administrations because it provides data on teacher salary and compensation which is critical for research on teacher retention and job satisfaction which often examines the financial support of teachers and other sources of income for their families. This data is also used to make subgroup comparisons and comparisons by school sector and other school characteristics; these items are necessary for maintaining trend line data with prior cycles of SASS; there is no other source of data for this topic. The wording has been slightly tweaked for clarity.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1a(1)	**Did all of these earnings come from your current school?**	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1b	**Working in a nonteaching job in this school or any other school?**	Yes No		

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1b(1)	**Did all of these earnings come from your current school?**	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–1c	**Working in any NONSCHOOL job?**	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	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.*	_ _ _ Days per contract year		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–3	**DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year?** *Report amounts in whole dollars.*	$ _ _ _ , _ _ _ For the entire school year		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–4	**DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school for extracurricular or additional activities such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes?** *Report amounts in whole dollars.* **How much?**	Yes No _ _ , _ _ _ Dollars		

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–5	**DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school based on your students' performance (e.g., through a merit pay or pay-for-performance agreement)?** *Report amounts in whole dollars.* **How much?**	Yes No _ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–6	**DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school?** *Do NOT report any earnings already reported.* *Report amounts in whole dollars.* **How much?**	Yes No _ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–7a	**DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school?** *Report amounts in whole dollars.* **How much?**	Yes No _ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–7b	**Which of these best describes this job OUTSIDE this school?** *Mark (X) only one box.*	Teaching or tutoring Nonteaching, but related to teaching field Other		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	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.* **How much?**	Yes No _ _ , _ _ _ Dollars		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–9	**Are you a member of a teachers' union or an employee association similar to a union?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides data on teachers' union or employee association membership which analysts use to examine the relationship between teacher salary and teachers' union membership. Teachers' union and employee association membership and participation is an important condition for teaching that may influence their salary.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–10a	**Does your school offer tenure?**	Yes No	NTPS will retain this item from previous SASS administrations because it is used as a filter question for item 8–10b.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–10b	**Are you tenured at your current school?**	Yes No	NTPS will retain this item from previous SASS administrations because tenure of teachers is a key policy question at this time. This item is specifically used in the 2013 Characteristics of Public School Districts in the United States First Look report, the List of Supplemental Tables by State, and other reports examining the effects of teacher tenure.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–11	**Are you male or female?**	Male Female	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–12a	**What is your current marital status?** *Mark (X) only one box.*	Now married Widowed Separated Divorced Never married	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–12b	**Are you currently living with a boyfriend/girlfriend or partner?**	Yes No	This is a new demographic item that was not on previous SASS administrations. This item has been added to the NTPS to collect data on marital status of same sex couples that is critical for analysts to conduct key subgroup analyses.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–13	**Are you of Hispanic or Latino origin?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–14	**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	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core

NTPS 2017–18 Questionnaire/ Section (Private TQ)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–15	**What is your year of birth?**	— — —	NTPS will retain this item from previous SASS administrations because it provides basic demographic information that is critical for analysts to conduct key subgroup analyses.	Core
9. CONTACT INFORMATION	9–1	**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 [....] b. Street Address [....] c. City [....] d. State [....] e. ZIP Code + 4 [....] f. Cell phone number [....] g. Home phone number [....] h. Best day(s) to reach [....] i. Best time of the day to reach you [....] (Mon–Sun) j. Work e-mail address [....] k. Home e-mail address [....]	These items (10–1 through 10–3) request contact information from respondents in case follow-up is necessary to verify responses and may also be used to re-contact teachers for the Teacher Follow-up Survey (TFS).	Core
9. CONTACT INFORMATION	9–2	**Please enter the date you completed this questionnaire.** *Report month as a number; that is, 01 for January, 02 for February, etc.*	_ _ Month _ _ Day 2 0 1 _ Year	This item collects information on when teachers completed the survey.	Core
9. CONTACT INFORMATION	9–3	**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	This item is to collect data on the length of the survey to provide more accurate estimates of burden for future survey rounds.	Core

C.5 Item Justification for the 2017–18 NTPS Screener

NTPS 2017–18 Questionnaire/ Section (Screener)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. Verify Name and Physical Address		**The school name and address information that we have on file is proved below. Please update anything that is incorrect or missing.** **School Name** **Principal Name** **Address 1** **Address 2** **City** **State** **Zip Code** **Is this address also the MAILING address?**	 [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Drop Down Selection] [Fill-in Blank Spaces] Yes No	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core
2. Verify Mailing Address		**The mailing address information that we have on file for your school is provided below. Please update anything that is not correct.** **Mailing Address 1** **Mailing Address 2** **Mailing City** **Mailing State** **Mailing Zip Code**	V [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Drop Down Selection] [Fill-in Blank Spaces]	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core

NTPS 2017–18 Questionnaire/ Section (Screener)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. Survey Coordinator Contact Information		**The survey coordinator is a school staff member who can easily maintain contact with survey respondents in your school. Please designate a survey coordinator by providing his or her name, title, e-mail address, phone number, and the best time to reach him or her. If you would prefer to act as the survey coordinator rather than designate a staff member, please provided your information below.** Name Title Email Work Telephone Number What are the best times of day to reach the survey coordinator?	 [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] *Mark all that apply.* 7AM to 9AM 9AM to 11AM 11AM to 1PM 1PM to 3PM 3PM to 5PM	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core
4. Verify School Type		**Is [school name] a [school type] school?**	Yes No	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core
5. School Type		**What type of school is [school name]?**	Public School Private School Charter School Home School Web Based or Virtual School Bureau of Indian Education School	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core
6. Charter School		**You have indicated that your school is charter school. Please verify that your school meets our definition of a 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 school or private school**	Yes, we are a charter school. No, we are not a charter school.	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core

NTPS 2017–18 Questionnaire/ Section (Screener)	NTPS 2017–18 Item Number	Item Text	Response Options	Item Justification	Core or Module
7. Grade Range		**Our records indicate that your school offers grades [low grade] to [high grade]. Is this correct?** **What is the lowest grade offered at this school?** **What is the highest grade offered at this school?**	Yes No [drop down selection: PK-12, ungraded] [drop down selection: PK-12, ungraded]	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core
8. Ungraded School		**Does this school provide instructions for any children between the ages of 6 and 18?**	Yes No, day care only No, school is only Pre-K No, school is only Kindergarten No, school is Pre-K and Kindergarten No, school is post secondary or adult education	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core
9. Other Grades		**Are there any other grades offered at this school?**	Yes No	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core
10. Separate School		**Are the other grades offered at a separate school? By separate school, we mean that it has its own distinct organization and principal.**	Yes No	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core
11. Separate School Information		**Please enter the name, address, grade range, and phone number for the schools that serve the remaining grade levels. We will use this information to determine where to mail the NTPS questionnaires.** **School Name** **School Phone Number** **Street Address** **City** **State** **Zip Code** **Low Grade** **High Grade**	 [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Drop Down Selection] [Fill-in Blank Spaces] [drop down selection: PK-12, ungraded] [drop down selection: PK-12, ungraded]	NTPS will retain this item from previous NTPS administrations because it is used as a screener question to ensure that only schools that meet the NTPS sample criteria complete the survey.	Core