

DATE: April 30, 2020
TO: Robert Sivinski, OMB
THROUGH: Carrie Clarady, Avar Consulting, in contract to NCES
FROM: Maura Spiegelman, NCES
SUBJECT: 2020-21 National Teacher and Principal Survey (NTPS 2020-21) Questionnaire Change Request (OMB# 1850-0598 v.31)

The National Teacher and Principal Survey (NTPS), conducted every two to three years by the National Center for Education Statistics (NCES), is a system of related questionnaires that provides descriptive data on the context of elementary and secondary education. Redesigned from the Schools and Staffing Survey (SASS) with a focus on flexibility, timeliness, and integration with other ED data, the NTPS system allows for school, principal, and teacher characteristics to be analyzed in relation to one another. NTPS is an in-depth, nationally representative survey of first through twelfth grade public and private school teachers, principals, and schools. Kindergarten teachers in schools with at least a first grade are also surveyed. NTPS utilizes core content and a series of rotating modules to allow timely collection of important education trends as well as trend analysis. Topics covered include characteristics of teachers, principals, schools, teacher training opportunities, retention, retirement, hiring, and shortages.

The NTPS 2019-20 preliminary activities were approved in July 2019, with a change request approved in November 2019 (OMB# 1850-0598 v.26-27). OMB approved the main study for 2020-21 in March 2020 (OMB# 1850-0598 v.28-30). In December 2019, NCES received OMB approval (OMB#1850-0803 v. 259) for cognitive interviews to test new and revised items about virtual schools and online course offerings in the NTPS School Questionnaire. Questions about virtual schools and online course offerings were revised, based on the results of this cognitive testing. This testing occurred in the winter and spring of 2020. During the end of this testing window, in March 2020, it became clear that questions needed to distinguish between typical practices (the intent of these questions) and changes implemented by schools due to the coronavirus (COVID-19). This request is to modify the questions about virtual schools and online course offerings (based on this testing) for the School Questionnaire and to add several new questions to each of the School, Principal, and Teacher questionnaires about the impact of COVID-19 on their activities during the 2019-20 school year, as well as make a range of other small changes.

The revisions made to the last approved NTPS 2020-21 clearance documents (OMB# 1850-0598 v.30) are reflected below. Black font demarks the text that remains unchanged from the last approved, while text in red font shows the revisions that were made.

Updated questionnaires

- For the public and private versions of the School Questionnaire, cognitive testing (approved under OMB#1850-0803 v. 259) suggested that some schools did not answer questions about virtual schools and online classes as intended. These items were modified to help NCES better distinguish between schools that offer only in-person classes, schools that offer some online or remote classes, and schools that offer only online classes. This final group is particularly important to capture, as fully virtual schools often provide different responses from brick-and-mortar schools (for example, they may have a higher student-to-teacher ratio), so identifying virtual schools is important for data editing. The following changes were made as a result of cognitive testing. The page numbers for Appendix B are below, and these changes are also reflected in Part C.

1-7 (Public) / 1-9 (Private). Which of the following best describes this school? (Appendix B, p. 87 & 115; Part C p. 21 & 45)

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. ~~If this school is a virtual school that is described by one of the above options please select that option~~ – Please describe.

~~1-14 Which of the following best describes how classes are normally taught at this school? Which of the following best describes this school?~~ (Appendix B, p. 89 & 116; Part C, p. 23 & 47)

Mark (X) only one box.

~~Classes are taught ONLY in person at the school~~

~~Classes are taught in person at the school with some online resources (for example, homework submission or instructional software)~~

~~Classes are taught in person at the school AND at least some classes are available online without in person instruction~~

~~Classes are taught only online with no in person classes~~

~~Classes are taught only face to face at the school~~

~~Classes are taught both face to face and online~~

~~No physical location, classes are taught entirely online~~

~~1-15 Does this school normally offer any classes that are taught entirely online with no in person instruction? Does this school offer any courses that are taught entirely online?~~ (Appendix B, p. 89 & 116; Part C, p. 24 & 48)

~~Yes~~

~~No~~

~~1-16 About what percentage of students are typically enrolled in at least one online class? Among all the courses you offer at this school, about how many of the courses are taught entirely online?~~ (Appendix B, p. 89 & 116; Part C, p. 24 & 48)

Mark (X) only one box.

~~No students are enrolled in online classes~~

~~1-10% of students~~

~~11-25% of students~~

~~26-50% of students~~

~~51-75% of students~~

~~76% or more of students~~

~~One or a few courses~~

~~Some courses but less than half~~

~~About half~~

~~A majority~~

~~All courses~~

~~Are there any students enrolled at this school who take the majority, or all, of their classes online? (Previously 1-15)~~

~~———Yes~~

~~———No~~

~~Are your online classes: (Previously 1-16)~~

~~Mark (X) for all that apply:~~

~~Available to students in all grades~~

~~Available only to students in certain grades~~

~~Available to students who seek additional advancement (such as Advanced Placement or college credit)~~

~~Available to students who are taking their core classes for graduation requirements~~

~~Available to students who are taking an alternative learning program for behavioral issues~~

~~Available to students with Individual Education Plans (IEPs)~~

- During cognitive testing in the spring of 2020, some brick-and-mortar schools began to transition to virtual instruction in response to COVID-19. Testing suggested that it was important to distinguish between normal operations at schools and the practices that may have been occurring at the time of the interview. The following new questions were added to the school questionnaires and have been added to Part C (p. 23 & 47).

1-12. During the 2019-20 school year, how did COVID-19 affect instruction in this school? (Appendix B, p. 89 & 116)

~~There was no change in how classes were taught because of COVID-19~~

~~All or some of the classes normally taught in person at the school were canceled~~

~~All or some of the classes normally taught in person moved to a distance-learning format using online resources, either self-paced or real-time~~

~~All or some of the classes normally taught in person moved into a distance-learning format using paper materials home with students~~

~~All or some of the classes normally taught in person changed in some other way- Please specify~~

1-13. For classes that were moved into a distance-learning format, was there any real-time interaction between the teachers and students, such as live video conferences? (Appendix B, p. 89 & 116)

~~Yes~~

~~No~~

~~Not applicable, no classes were moved into a distance-learning format~~

- For all 2020-21 NTPS questionnaires, new questions are also proposed to capture how principals and teachers adjusted their instruction in response to COVID-19. These new questions are listed below and have been added to Part C (pp. 10-11, 96-97).

Principals

3-1. Did the COVID-19 pandemic affect how instruction was delivered in this school during the 2019-20 school year? (Appendix B, p. 57 & 73)

Yes

No

3.2 To what extent do you agree or disagree with the following statement:

I had the support and resources I needed to be effective as the principal of this school during the COVID-19 pandemic in the 2019-20 school year. (Appendix B, p. 57 & 73)

Strongly disagree

Somewhat disagree

Somewhat agree

Strongly agree

I was not the principal at this school during the 2019-20 school year

3.3 BEFORE the COVID-19 pandemic in the 2019-20 school year, did this school assign a computer or digital device to each student? (Appendix B, p. 57 & 73)

Yes

No

3.4 During the COVID-19 pandemic in the 2019-20 school year, did you distribute computers or digital devices to students to take home? (Appendix B, p. 57 & 73)

Yes, we distributed computers or digital devices to all students to take home

Yes, we distributed computers or digital devices to students who did not have access to one at home

No, we did not distribute any computers or digital devices to any students

3.5 During the COVID-19 pandemic in the 2019-20 school year, how did this school help students who had no internet access at home? (Appendix B, p. 57 & 73)

All of the students at this school already had internet access at home

We worked with internet providers to help students access the internet at home

We sent home hotspots or other devices to help students access the internet at home

We offered spaces where students could safely access free Wi-Fi internet (in the school parking lot, parked school buses with hot spots, etc.)

We did not take any steps to help students access the internet because of COVID-19

Other please specify

Teachers

7-1. During the 2019-20 school year, how did COVID-19 affect how you delivered instruction in this school? (Appendix B, p. 164 & 206)

I was not a teacher at this school during the 2019-20 school year

There was no change in how my classes were taught because of COVID-19

All or some of my classes normally taught in person at the school were canceled

All or some of my classes normally taught in person moved to a distance-learning format using online resources, either self-paced or real-time

All or some of my classes normally taught in person moved to a distance-learning format using paper materials sent home with students

All or some of my classes normally taught in person changed in some other way- Please specify

7.2 To what extent do you agree or disagree with the following statement: I had the support and resources I needed to be effective as a teacher at this school during the COVID-19 pandemic in the 2019-20 school year. (Appendix B, p. 164 & 206)

Strongly disagree

Somewhat disagree

Somewhat agree

Strongly agree

7.3 During the COVID-19 pandemic in the 2019-20 school year, what kinds of real-time interactions, if any, did you have with your students? (Appendix B, p. 164 & 206)

I had no real-time interactions with students during the COVID-19 pandemic in the 2019-20 school year

I taught scheduled real-time lessons to classes who could ask questions during the lesson through a video or audio call

I held scheduled sessions with groups of students to provide support through a video or audio call

I held scheduled one-on-one sessions with individual students to teach lessons or provide support through a video or audio call

I held scheduled office hours where students could ask questions through a video or audio call

I had unscheduled sessions with students as needed through a video or audio call

7.4 What percentage of your students did you have any real-time interaction with during the coronavirus (COVID-19) pandemic in the 2019-20 school year? (Appendix B, p. 164 & 206)

1-25%

26-50%

51-75%

76-100%

In addition, several minor corrections were made to the questionnaires in Appendix B after additional review. In particular:

- For all documents in Appendix B, the OMB expiration date of “03/31/2023” replaced the placeholder “XX/XX/20XX” (p. 3, 23, 43, 51, 67, 83, 108, 137, & 177).
- For all documents in Appendix B, references to the “Economics and Statistics Administration” at the U.S. Census Bureau were removed from the upper right-hand corner of the first page of each form (p. 3, 23, 43, 51, 67, 83, 108, 137, & 177).

- For all documents in Appendix B, the website <http://fedstats.sites.usa.gov> was updated to <https://www.usa.gov/statistics> (p. 22, 42, 50, 66, 82, 107, 136, 176, & 220).
- For each version of the Teacher Listing Form in Appendix B, “Middle Name” was changed to “Middle initial (MI)” in the Teacher’s Name instruction section of the form. “MIDDLE” was also changed to “MI” above the example line, and “Michael” was changed to “M” (pp. 8-21, 48-49).
- For the Public and Private School Principal Questionnaires, “YEAR(S)” was changed to “YEAR(s)” in question 1-11 (p. 55 & 71).
- For the Public and Private School Principal Questionnaires, the bulleted instruction “Include professional development, student contact days, and any other days covered by your contract” was removed from question 4-3 (p. 59 & 75).
- For the Public School Questionnaire, “staff” was changed to “teachers” in the question text and respondents were instructed to exclude “aides” from their responses for question 2-1 (p. 92).
- For the Private School Questionnaire, the “all” checkbox was removed from question 1-20b for consistency (p. 118).
- For the Private School Questionnaire, the word “for” was added between “(X)” and “all” for question 1-25 (p. 120).
- For the Public and Private School Questionnaires, the instructions “Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies” were updated to “Coaching includes observing teachers giving lessons, providing feedback to teachers, and demonstrating teaching strategies” (p. 95 & 125).
- For the Public and Private School Teacher Questionnaires, the word “for” was added between “(X)” and “all” for question 2-1 (p. 142 & 182).
- For the Public School Teacher Questionnaire, “program” was changed to “plan” for question 2-2 (p. 142).
- For the Public School Teacher Questionnaire, “who” was changed to “whose” for question 2-3 (p. 143).
- For the Public and Private School Teacher Questionnaires, “Do NOT include time spent as a student teacher or a substitute teacher” was added to question 5-1 (p. 158 & 200).
- For the Public and Private School Teacher Questionnaires, the spelling of “nearest” was corrected for questions 6-1, 6-2, 6-3, and 7-10 (p. 162, 168, 204, & 210).
- For the Public and Private School Teacher Questionnaires, the word “for” was added between “(X)” and “all” for question 10-3h (p. 174 & 216).
- For the Private School Teacher Questionnaire, “Please read the questions carefully” was removed before question 4-2a (p. 194).
- For the Private School Teacher Questionnaire, the reference to an earlier item was corrected for question 4-4d (p. 198).
- For the Private School Teacher Questionnaire, the “none” checkbox was removed from question 6-5 for consistency (p. 205).

Updated description of experiments

Earlier versions of this submission noted that additional details about non-monetary incentives would be added during the spring of 2020. The following updates were made:

- The description of the non-monetary incentive was updated. Rather than sending tins of popcorn, the subset of schools selected for this incentive will receive tins of individually-wrapped candy. The proposed design to appear on the lid and body of the tin were added to Appendix A (p.109), the accompanying letter was updated in

Appendix A (p. 52), additional mentions of the non-monetary incentive throughout Appendix A were updated (p. 31) and section B.4.2.1 (p. 33) was updated accordingly.

- The proposed design to appear on tote bags was added to Appendix A (p. 108), and section B.4.2.2 was updated accordingly (p. 37).

Contact materials

- In an earlier version of this package (OMB# 1850-0598 v.29), the estimated questionnaire length and burden were updated in part A. In this change request, those earlier updates were applied to “2020-21 NTPS Generic Research Application” in Appendix A (pp. 7-9, 22).
- Teacher incentives for the 2020-21 NTPS were previously approved. This change request adds an example of how incentives will be presented to teachers in “Cash Flyer Insert” in Appendix A (p. 104, also p. 40).
- Statistics on public and private school teacher salaries replaced placeholders in “Pre-contact Letter – Public Schools” (p. 42) and “Pre-contact Letter – Private Schools” (p. 43) in Appendix A. These statistics are from the 2017-18 NTPS and were publicly released since the most recent change requested was approved. Statistics were also updated to reflect 2017-18 NTPS data in “Third Teacher Mailout Letter” (p.92).
- The OMB control number approval expiration date was added to “Screener FAQs” (p. 46), “School Mailout FAQs” (p. 53) and “Initial Mailout FAQs” (p. 86) in Appendix A.
- Greetings in mailings were updated for consistency. “Or school principal” was added to “Initial School Mailout Letter” (Appendix A, p. 56) and a note was added to “Third Mailout Letter” (Appendix A, p. 71) that if there is not a coordinator, the letter will be addressed to "<Principal Name> or School Principal."

Online instruments

- In Appendix C, screenshots from the web instruments were added as summarized below:
 - Item: Login (p. 4)
 - Item: Recovery (pp. 5-6)
 - Screener Interview Page 10: Out of Scope (p. 20)
 - NTPS Respondent Portal (p. 25)
 - Item: Questionnaire Status (pp. 26-27)
 - Item: Update Contact Information (p. 29)
 - Item: Resources (p. 30)
 - And the following items from the NTPS Respondent Portal – Teacher Listing Form (TLF)
 - TLF Page: TLF Instructions (pp. 37-38)
 - TLF Page: Provide a TLF (p. 38)
 - TLF Page: File Upload (p. 39)
 - TLF Page: Summary (pp. 42-46)
 - TLF Page: TLF Contact (p. 47)
 - TLF Page: Thank You (p. 47)