2020-21 National Teacher and Principal Survey (NTPS 2020-21)

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Supporting Statement

Part C

Survey Items Justification

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Table of Contents

Section		Page
C.1	**Item Justification for the 2020-21 NTPS Teacher Listing Form (TLF): All versions**	3
C.2	**Item Justification for the 2020-21 NTPS Principal and Private Principal Questionnaire**	4
C.3	**Item Justification for the 2020-21 NTPS School and Private School Questionnaire**	18
C.4	**Item Justification for the 2020-21 NTPS Teacher and Private School Teacher Questionnaire**	64
C.5	**Item Justification for the 2020-21 NTPS Screener**	114

This document contains item justification for the items that appear on NTPS. 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 SASS or NTPS and all new items have been tested using cognitive testing. Highlighting signifies rows where question text and/or notes have been modified from the NTPS 2017-18 questionnaires (last edited version OMB# 1850-0598 v.23).

Note that for the School Questionnaire, items 1-7 and 1-12 through 1-16, which include references to virtual schools and online classes, underwent cognitive testing in the winter and spring of 2020 (OMB#1850-0803 v. 259). This testing suggested that respondents have difficulty answering these questions or their understanding of terms differs from each other or from what is intended, so those questions have been revised to reflect that research. Further, 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). The questions here and in Appendix B reflect changes due to both of those experiences.

C.1 Item Justification for the 2020-21 NTPS Teacher Listing Form (TLF): All versions

NTPS 2020–21 Questionnaire/ Section (TLF)	NTPS 2020–21 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**	[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. A question asking for teachers' status at the selected school (whether they teach at that school on a full-time or part-time basis) has been removed. This information is not available from commercial data, so is unavailable on the teacher frame when teachers are sampled directly from vendor data, and cannot be included on verification forms, so teacher status is no longer used when sampling teachers.	Core

C.2 Item Justification for the 2020-21 NTPS Principal and Private Principal Questionnaire

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)[1]	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
Cover	1-0	**The coronavirus pandemic has affected the way many schools provide instruction. To help us understand your responses to this survey, please select the option that best describes the current effect of the coronavirus pandemic on instruction at THIS school**	We are currently offering **only distance-learning instruction** because of the coronavirus pandemic. We are currently offering **a hybrid of in-person and distance-learning instruction** (some students or classes may be remote while others are in person) because of the coronavirus pandemic. We are currently offering **only in-person instruction with additional safety precautions** because of the coronavirus pandemic. There is currently **no effect on the instruction** we offer because of the coronavirus pandemic.	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format.	Core

[1] The only difference between the Public and Private School Principal Questionnaire is the use of "principal" (public schools) versus "principal or school head" (private schools), unless otherwise noted.

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 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.* *Write '0' if you had no years of teaching experience before becoming a principal.*	_ _ Year(s) of teaching before becoming a principal	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on principals' work history and experience in schools that researchers use to examine principals' pathways to becoming a principal, 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. The "mark none" instruction has been replaced by the instruction to write '0'.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1–2	**BEFORE you became a principal, did you hold the position of assistant principal or program director, including temporary positions?**	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it is used in research on principals' pathways to becoming a principal, 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. The instruction wording about "temporary positions" was moved to the question stem to be more visible to respondents since it is not clear if they always read instructions.	Core

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 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 NTPS and SASS administrations because it provides important data on principals' work history and experience outside of schools that researchers use to examine principals' pathways to becoming a principal 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 NTPS and SASS administrations because it is used for research and reporting on principals' pathways to becoming a principal 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 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 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 school?** *Do NOT include any years you served as ASSISTANT principal.* *Count part of a year as 1 year.* *Write '0' if this is your first year serving as principal of THIS school.*	_ _ Year(s) as principal of this school	NTPS will retain this item from previous NTPS and 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 2015–16 Characteristics of Public Elementary and Secondary School Principals in the United States First Look report. Items 1-5 and 1-6 were reordered to help respondents better see and understand the difference between these two items. The "mark none" instruction has been replaced by the instruction to write '0'.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1–6	**PRIOR to this school year, how many years did you serve as the principal of THIS OR ANY OTHER school?** *Entry in item 1-6 should be greater than or equal to entry in 1-5.* *Do NOT include any years you served as ASSISTANT principal.* *Count part of a year as 1 year.* *Write '0' if this is your first year serving as principal of THIS OR ANY OTHER school.*	_ _ Year(s) as principal of this or any other school	NTPS will retain this item from previous NTPS and 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 2015–16 Characteristics of Public Elementary and Secondary School Principals in the United States First Look report. Items 1-5 and 1-6 were reordered to help respondents better see and understand the difference between these two items. The "mark none" instruction has been replaced by the instruction to write '0'.	Core

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 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 NTPS and 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 becoming a principal, 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 2015–16 Characteristics of Public Elementary and Secondary School Principals in the United States First Look report.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1–8	**Was the highest degree you earned awarded by the College of Education, School of Education, or Department of Education within the college or university you attended?**	Yes No	NTPS will retain this item from previous NTPS and 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. This item was reworded to a yes/no format so it would be less burdensome for the respondent to answer.	Core

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 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 NTPS and 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 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 functions as a screener question for items 1–11 and 1–12 which are only intended for respondents that answer yes to item 1–10. The wording "regularly taught" was capitalized for emphasis.	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 2020-21 school year in this count, if applicable.* *Write '0' if you did not regularly teach for any years while serving as a principal.*	_ _ YEAR(s) of teaching while serving as a principal	NTPS will retain this item from previous NTPS and 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. The "mark none" instruction has been replaced by the instruction to write '0'. The word "teach" was capitalized for emphasis. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
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 NTPS and 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
2. GOALS AND DECISION MAKING	2–1	**We are interested in the importance you place on various educational goals. From the following ten goals, which do you consider the most important, the second most important, and the third most important?** 1 - Building basic literacy skills (reading, math, writing, speaking) 2 - Encouraging academic excellence 3 - Preparing students for postsecondary education 4 - Promoting occupational or vocational skills 5 - Promoting good work habits and self-discipline 6 - Promoting personal growth (self-esteem, self-knowledge, etc.) 7 - Promoting human relations skills 8 - Promoting specific moral values 9 - Promoting multicultural awareness or understanding 10 - Fostering religious or spiritual development	_ _ Most important _ _ Second most important _ _ Third most important	NTPS will retain this item from previous NTPS and 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

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or 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 at this school?** a. **Setting performance standards for students** b. **Establishing curriculum** c. **Determining the content of in-service professional development programs for teachers** d. **Evaluating teachers** e. **Hiring new full-time teachers** f. **Setting discipline policy** 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 series 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 2016-17 Principal Attrition and Mobility First Look report and in NCES's 2015–16 Characteristics of Public Elementary and Secondary School Principals in the United States First Look report. The wording "at this school" was removed from the sub-items and moved to the question stem to eliminate the redundancy of the phrase in the sub-items.	Module
3. SCHOOL CLIMATE AND SAFETY	3–1	**Did the coronavirus pandemic affect how instruction was delivered in this school during the 2019-20 school year?**	Yes No	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format.	Core
3. SCHOOL CLIMATE AND SAFETY	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 coronavirus pandemic in the 2019-20 school year.	Strongly disagree Somewhat disagree Somewhat agree Strongly agree I was not the principal at this school during the 2019-20 school year	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format	Core
3. SCHOOL CLIMATE AND SAFETY	3–3	BEFORE the coronavirus pandemic in the 2019-20 school year, did this school assign a computer or digital device to each student?	Yes, for use at school only Yes, that students were allowed to take home No, we did not distribute any computers or digital devices to any students to take home	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format	Core

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3–4	**During the coronavirus pandemic in the 2019-20 school year, did you distribute computers or digital devices to students to take home?**	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 to take home		
3. SCHOOL CLIMATE AND SAFETY	3–5	**During the coronavirus pandemic in the 2019-20 school year, how did this school help students who had no internet access at home?**	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 hotspots, etc.) We did not take any steps to help students access the internet Other please specify ->	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format	Core

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3–6	**LAST school year (2019-20), to the best of your knowledge, how often did the following types of problems occur at this school?** (At this school is defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events are in session.) **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.* Never Rarely At least once a month At least once a week Daily	NTPS will retain this series of items (3–6a to 3–6m) 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 2016-17 Principal Attrition and Mobility First Look report and in the 2012 Digest of Education Statistics. An instruction on the meaning of "at this school" was added to clarify for respondents that only instances on school property should be considered. The wording "LAST school year (20XX-XX)" was added to help ensure that respondents were considering a specific time frame when answering. The response categories wording was simplified by removing "happens" from all the categories. The category "on occasion" was modified to "rarely" as this seemed to be a better response category when respondents thought about frequency. The order of response categories was also reversed to be consistent with other scales in the NTPS.	Core

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3–7	**LAST school year (2019-20), what percentage of students had at least one parent or guardian participating in the following activities?** **a. All regularly scheduled schoolwide parent-teacher conferences** **b. Open house or back-to-school night** **c. Special subject-area events (e.g., science fair, concerts)** **d. Parent education workshops or courses** **e. Volunteer in the school as needed or on a regular basis** **f. Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum)** **g. Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs)** **h. 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.)* **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 series of items (3–7a to 3–7i) 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 2016-17 Principal Attrition and Mobility First Look Report. The wording "events" in the question stem was modified to "activities" since the sub-items listed did not seem to be separate events. Items a and b were reordered. The item "signing of a school-parent compact" was moved to lower in the list since it was thought "signing of a school-parent compact" was less frequent than the other activities listed.	Core
3. SCHOOL CLIMATE AND SAFETY	3–8a	**Are teachers at this school REQUIRED to help students with academic needs OUTSIDE of students' regular school hours?**	Yes No	The two items (3–8a to 3–8b) 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 were modified for clarity to be two complete questions rather than partial phrases.	Core
3. SCHOOL CLIMATE AND SAFETY	3–9b	**Are teachers at this school REQUIRED to help students with their social and emotional needs OUTSIDE of students' regular school hours?**	Yes No		

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3–10	**Are BEGINNING teachers at this school who are in their first or second year of teaching enrolled in a formal schoolwide or districtwide program aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)?**	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. The instruction wording about the "beginning teacher" was moved to the question stem to make it more visible to respondents since it is not clear if they always read the instructions.	Core
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–1	**Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL school-related activities during a typical FULL WEEK at THIS school?**	_ _ _ Total WEEKLY hours spent on school-related activities	This item provides information about the amount of time principals spend working as an indicator of working conditions. Researchers use this variable to examine the relationship between principals' time spent working and principal retention/turnover and to examine differences by school sector, urbanicity, and other school characteristics. Data from this item are used in tandem with the item string 4-2a to 4-2e to determine hours spent on various school activities in NCES's 2016-17 Principal Attrition and Mobility First Look report.	Module

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–2a	**On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?** *Please write a percentage in each row. Write '0' if no time was spent on this task.* *Responses should add up to 100%.* **Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget**	_ _ _%	NTPS will retain this series of items (4-2a to 4-2e) from previous SASS administrations because it provides data on principals' time allocation as an indicator of working conditions which researchers use to make comparisons by school sector, urbanicity, and other school characteristics and to examine the relationship between principals' time allocation and principal retention/turnover. Responses to this string of items should add up to 100%. The instructions for this item were modified for clarity.	Module
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–2b	**Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers**	_ _ _%		
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–2c	**Student interactions, including discipline and academic guidance**	_ _ _%		
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–2d	**Parent interactions, including formal and informal interactions**	_ _ _%		
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–2e	**Other - please specify**	_ _ _%		

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)[2]	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–3	**How many months per year are you required to work under your current contract?** *Include professional development, student contact days, and any other days covered by your contract.*	_ _ Months per contract year	NTPS will retain this item from previous NTPS and SASS administrations; however, the item has been adjusted significantly from asking about days per contract year to month per contract year. The modification is based on principal feedback on this item, where principals overwhelmingly indicated that their contract term is defined by number of months rather than number of days. Researchers use this item in analyses of principal compensation to calculate the average daily salary rate and for making comparisons in principal compensation by school sector and other school characteristics; there is no other source of data for this topic.	Module
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–4	**Are you represented by a meet-and-confer agreement or a collective bargaining agreement?** (Meet-and-confer discussions are for the purpose of reaching non-legally-binding agreements. Collective bargaining agreements are legally-binding agreements.) *Mark (X) only one box.*	Meet-and-confer agreement Collective bargaining agreement Neither	NTPS will retain this item from previous NTPS and SASS administrations because researchers use this item to examine principal retention/turnover and principal compensation and to make comparisons by urbanicity and region. Data from this item is reported in NCES's 2016-17 Principal Attrition and Mobility First Look report. Quotes were added to "collective bargaining agreements" to be consistent with the wording "meet-and-confer." The response options were also modified for clarity.	Module
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–5a	**To what extent do you agree or disagree with each of the following statements?** **The stress and disappointments involved in being a principal at this school aren't really worth it.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree	NTPS will retain this string of items (4-5a to 4-5f) from previous SASS administrations because it provides attitudinal data about principals' satisfaction with various aspects of their job that researchers use to create job satisfaction scales to examine correlates of principals' job satisfaction and principal retention/turnover. An example of recent research that used this string of items is the dissertation by Correll, C. (2010) "An analysis of early career principals' experience with induction programs and job satisfaction." The order of response categories	Module
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–5b	**I am generally satisfied with being principal at this school.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		

[2] The only difference between the Public and Private School Principal Questionnaire is the use of "principal" (public schools) versus "principal or school head" (private schools), unless otherwise noted.

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–5c	**If I could get a higher paying job I'd leave this job as soon as possible.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree	were reversed to be consistent on how scales are presented in other NTPS questionnaires.	
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–5d	**I think about transferring to another school.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–5e	**I don't seem to have as much enthusiasm now as I did when I began this job.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–5f	**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		
4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS	4–6	**Which statement best describes how long you plan to remain a principal?** *Mark (X) only one box.*	As long as I am able Until I am eligible for retirement benefits from this job Until I am eligible for retirement benefits from a previous job Until I am eligible for Social Security benefits Until a specific life event occurs (e.g., children graduate from college, relocation) Until a more desirable job opportunity comes along Definitely plan to leave as soon as I can Undecided at this time	NTPS will retain this item from previous NTPS and SASS administrations because it provides data that researchers use to examine the principal pipeline and principal supply/demand. Data from this item is reported in NCES's 2016-17 Principal Attrition and Mobility First Look report The phrase "which statement best describes" was added to the beginning of the question stem for clarity.	Module
5. PRINCIPAL DEMOGRAPHIC INFORMATION	5–1	**Are you male or female?**	Male Female	NTPS will retain this set of items that provide basic demographic information on principals,	Core

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
5. PRINCIPAL DEMOGRAPHIC INFORMATION	5–2	**Are you of Hispanic or Latino origin?**	Yes No	which are critical for conducting subgroup analyses with the NTPS data.	
5. PRINCIPAL DEMOGRAPHIC INFORMATION	5–3	**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		
5. PRINCIPAL DEMOGRAPHIC INFORMATION	5–4	**What is your year of birth?**	_ _ _ _		
5. PRINCIPAL DEMOGRAPHIC INFORMATION	5-5	**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 NTPS and 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 2015–16 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look report and other NCES reports.	Core
6. CONTACT INFORMATION	6-1	**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 _ _	This item collects information on when principals completed the survey.	Core
6. CONTACT INFORMATION	6-2	**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

NTPS 2020-21 Questionnaire/ Section (Public/Private PQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. CONTACT INFORMATION	6-3	**Please PRINT your name, your home address, your work, cell, and home telephone numbers, and your work and home e-mail addresses. This information would only be used in the event that we need to contact you for follow-up. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).**	**a.** First name Middle name Last name Suffix **b.** Street address **c.** City **d.** State **e.** ZIP Code + 4 **f.** Work phone number Area code Number **g.** Cell phone number Area code Number I consent to receive text messages for follow-up purposes only. **h.** Home phone number Area code Number **i.** Work e-mail address **j.** Home e-mail address	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). This is a new item and was added to gather information about principals' willingness to opt in to text communication. Depending on the opt-in rate and feasibility, principals may be contacted via text during data collection for the 2020-21 Principal Follow-up Survey.	Core

C.3 Item Justification for the 2020-21 NTPS School and Private School Questionnaire

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
Cover	1-0	**The coronavirus pandemic has affected the way many schools provide instruction. To help us understand your responses to this survey, please select the option that best describes the current effect of the coronavirus pandemic on instruction at THIS school**	We are currently offering **only distance-learning instruction** because of the coronavirus pandemic. We are currently offering **a hybrid of in-person and distance-learning instruction** (some students or classes may be remote while others are in person) because of the coronavirus pandemic. We are currently offering **only in-person instruction with additional safety precautions** because of the coronavirus pandemic. There is currently **no effect on the instruction** we offer because of the coronavirus pandemic.	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1	*Please report for the school listed on the cover.* **Which of the following grades does this school offer?** • *Please mark (X) for all that apply.*	Prekindergarten Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	NTPS will retain this item from previous NTPS and SASS administrations because it is critical for eligibility verification and is used to link the NTPS school, teacher, and principal data. The question was modified for respondents to mark all that apply, because the previous yes/no format was burdensome on respondents, and many respondents did not mark 'no' for grades not offered at their school.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–2	**Excluding prekindergarten, postsecondary, and adult education students, around October 1, 2020, how many students were enrolled in this school?**	_____ Enrolled Students	NTPS will retain this item from previous NTPS and SASS administrations. This item is critical for eligibility verification and is used to link the NTPS school, teacher, and principal data. The response label was modified slightly, by tying it to the question wording in order to further help respondents understand how to answer the question.	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3	**For this school year (2020-21), what is the Average Daily Attendance (ADA) percentage at this school?** • *Round to the nearest whole **PERCENT**.*	___ % Average Daily Attendance	NTPS will retain this item from previous NTPS and 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. The response label was modified slightly, by tying it to the question wording in order to further help respondents understand how to answer the question.	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 NTPS and 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. All instances of 'not' in the instructions of a question were changed to 'NOT' for consistency because some questions had it in lowercase and others had it in upper case.	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 TYPICAL SCHOOL WEEK	NTPS will retain this item from the 2017-18 administration. This will allow NCES to track whether schools have a traditional 5 day a week schedule. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
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 NTPS and 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	This is a core item retained from previous NTPS and SASS administrations that provides descriptive information about the school.	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			ALTERNATIVE/OTHER school – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school. – Please describe.		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–8	**Is this school a public CHARTER school?** (A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school.)	Yes No	This is a core item retained from previous NTPS and SASS administrations 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 stand-alone charter school Part of a non-profit charter management organization or network of schools that are managed by a central agency Part of a for-profit charter management organization or network of schools that are managed by a central agency Part of a traditional public school district Other (please describe)	This is a core item retained from previous NTPS and SASS administrations that provides descriptive information about the school.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–10a	**Does this school currently have any students enrolled in kindergarten?** • *Please include regular kindergarten as well as transitional (or readiness) kindergarten and transitional first (or pre-first) grade students, if enrolled.*	Yes No	This item is a screener item for directing respondents to either item 1–10b or 1–11.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–10b	**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 NTPS and 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	1–10c	**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*	__ Days per TYPICAL SCHOOL WEEK	This item will be retained from the previous NTPS and SASS administrations because it tracks the number of days that kindergarteners attend school, which may vary from students in other grades. The response label was modified slightly,	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
		most days that a student would attend in a week.		by tying it to the question wording, to further help respondents understand how to answer the question.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–11	**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 NTPS and 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	1-12	**During the 2019-20 school year, how did the coronavirus pandemic affect instruction in this school?**	a. There was no change in how classes were taught because of the coronavirus pandemic b. All or some of the classes normally taught in person at the school were canceled c. 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 d. All or some of the classes normally taught in person moved into a distance-learning format using paper materials sent home with students e. All or some of the classes normally taught in person changed in some other way f. Please specify	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–13	**Which of the following best describes how classes are normally taught at this school??** *Mark (X) only one box.*	a. Classes are taught ONLY in person at the school b. Classes are taught in person at the school with some online resources (for example, homework submission or instructional software) c. Classes are taught in person	The emergence of virtual schools and classrooms has created a need to measure the incidence of virtual schools and we are proposing a new series of items to flag virtual or schools with significant virtual course offerings. It will be used to separate out virtual schools during data processing in case these schools have unusually high student to teacher ratios or other unusual characteristics. The current item 1-13 by itself is not a sufficient	

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			at the school AND at least some classes are available online without in person instruction d. Classes are taught only online with no in person classes	filter since the majority of schools have at least a few courses online. A logical skip pattern will follow for the new virtual school items.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–14	**Does this school normally offer any classes that are taught entirely online with no in person instruction?**	Yes No	The emergence of virtual schools and classrooms has created a need to measure the incidence of virtual schools and we are proposing a new series of items to flag virtual or schools with significant virtual course offerings. It will be used to separate out virtual schools during data processing in case these schools have unusually high student to teacher ratios or other unusual characteristics. The current item 1-13 by itself is not a sufficient filter since the majority of schools have at least a few courses online. A logical skip pattern will follow for the new virtual school items.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–15	**About what percentage of students are typically enrolled in at least one online class?** • *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		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16a	**Does this school have a magnet program?** (A magnet program attracts students from outside their normal attendance area and offers enhancements such as special curricular themes or methods of instruction.)	Yes No	NTPS will retain these items from the 2017-18 NTPS administration because it allows us to examine the characteristics of magnet schools across the United States. The definition in Q1-17a was modified to make the reference to attracting students from outside their normal attendance area more prominent since there was evidence this was phrase was being missed by respondents. This change should help respondents better frame if a program offered at this school qualifies as a magnet program or not.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16b	**Is this a school-wide magnet program in which all students in this school participate in the program?**	Yes No		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16c	**Is the magnet program focused on…?** • *Mark (X) for all that apply.*	Science, Technology, Engineering, or Math Performing Arts Education for gifted or talented students Foreign language immersion Other		
1. 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 1–18a through 1–18c. Item 1–18a 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,	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
				meanwhile ‘‘open education‘‘ was removed since some participants were unsure of what open education meant.	
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	This item was retained from the 2017-18 NTPS administration. 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. All instances of ‘not’ in the instructions of a question were changed to ‘NOT’ for consistency because some questions had it in lowercase and others had it in upper case. Item 1-18c pertaining to distance learning courses was also dropped for the 2020-21 NTPS administration.	Core
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 is a core item retained from previous NTPS and SASS administrations 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.	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		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–18c	**Extended-day care**	Yes No		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–18d	**School-related activities and clubs (e.g., yearbook club, school dance committee, etc.)**	Yes No		
2. STAFFING	2–1a	**Around October 1, 2020, how many staff were teaching in grades K-12 and/or comparable ungraded levels in the following time categories?** • *INCLUDE special area or resource teachers (e.g., special education, Title I, art, music, physical education)* • *INCLUDE as part-time teachers: itinerant teachers and teachers who have another position at this school (e.g. data coach, instructional*	___ Teachers	This is a core item retained from previous NTPS and SASS administrations that provides descriptive information about the school. In the 2017-18 NTPS administration, this question was in Section 1, but is rotated to this module for 2020-21 administration. The question stem was modified to match Q2-2, and to get respondents to think of all staff at a school that teaches, rather than thinking only of	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
		coordinator) • *DO NOT INCLUDE student teachers, teachers who teach ONLY prekindergarten or adult education, aides, or other staff who do not directly teach students* • *Write '0' if no person is teaching in a particular time category.* **Full-time Teachers**		teachers hired as such and excluding staff that also teach along with other duties. The instructions were shortened with a focus on types of teachers and staff that are more likely to be excluded by respondents. The 'write 0' instruction was modified to replace the instruction to mark None.	
2. STAFFING	2–1b	**Part-time Teachers**	___ Teachers		
2. STAFFING	2–1c	**TOTAL Full- and Part-time teachers**	___ Teachers		
2. STAFFING	2–2	**Around October 1, 2020, how many staff held full-time or part-time positions or assignments in this school in each of the following categories?** • *Employees who hold more than one position in this school should be counted as part-time staff for each position held. FOR EXAMPLE: If your school's vice principal also serves as a data coach, you would count this person as 1 part-time vice principal (item b) and 1 part-time data coach (item e), even if this person works full-time across the two positions.* • *Employees shared with other schools or the district office should be counted as part-time employees.* • *If no FULL-TIME or PART-TIME staff members exist, please write '0' in the box under full-time and/or part-time.*		This series of items (2-2a through 2-2o) is retained from previous NTPS and SASS administrations and provides important descriptive information on the number of staff members who held full-time or part-time positions or assignments in various job categories in the school; these items provide key statistics for researchers and policymakers and provide context for other school, teacher, and principal items; items are also important for maintaining trend line data and there is no other source of data that provides such comprehensive staffing information. Sub-items are used in reports including counts of full- or part-time psychologists, full- or part-time school/guidance counselors, and/or full- or part-time social workers in schools. The order of items was modified to bring the types of positions that staff could potentially hold more than one of to the top of the first page of the grid. Item 2g(1) used to be a higher level item, but we made it a sub item of 'Student support services' because it seemed to fit better there, and it would be placed closer to the types of roles it wanted to exclude. Item 2h had some roles that were split between 'instructional' and 'non-instructional,' in the 17-	Module
2. STAFFING	2–2a	**Principals**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2b	**Vice principals and assistant principals**	Full time: (Number) Part time:		

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			(Number)	18 NTPS administration. We found that respondents didn't differentiate between instructional and non-instructional, and some respondents didn't know what a non-instructional aide would be, so we condensed the roles. We also rearranged and condensed the instructions to help respondents answer the grid. All none boxes were removed on each sub-item question since the data show that respondents do not use them. The 'write 0' instruction was modified to replace the instruction to mark None.	
2. STAFFING	2–2c	**Instructional coordinators and supervisors, such as curriculum specialists**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2d	**Librarians or library media specialists**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2e	**Data coaches or data coordinators**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2f	**Technology specialists**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(1)	**Student support services professional staff— School/guidance counselors, excluding psychologists and social workers**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(2)	**Student support services professional staff— Nurses**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(3)	**Student support services professional staff— Social workers**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(4)	**Student support services professional staff— Psychologists**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(5)	**Student support services professional staff— Speech therapists or pathologists**	Full time: (Number)		

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			Part time: (Number)		
2. STAFFING	2–2g(6)	**Student support services professional staff— Other student support services staff**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2h(1)	**Aides— Regular Title I aides**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2h(2)	**Aides— English as a Second Language (ESL) or bilingual teacher aides**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2h(3)	**Aides— Special education aides**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2h(4)	**Aides— Library media center aides**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2h(5)	**Aides— Other classroom aides**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2i	**Secretaries and other clerical support staff**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2j	**Food service personnel**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2k	**Custodial and maintenance personnel**	Full time: (Number)		

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			Part time: (Number)		
2. STAFFING	2–2l	**Security guards or security personnel (not law enforcement)**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2m	**School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2n	**Sworn law enforcement officers who are not School Resource Officers**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2o	**Other employees not reported above**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–3a(1)	**Do any of the teachers or staff have the following specialist assignments working with students in this school?** **Reading specialist**	Yes No	This series of items (2-3a-1 through 2-3b-4) is retained from the 2017-18 NTPS administration because it provides important descriptive information on the prevalence of subject specialist and coaching assignments in schools; these items provide context for other school, teacher, and principal items; items are also important for maintaining trend line data with prior cycles of SASS, and there is no other source of data on this topic. We modified the question text of 2-3a(1) to integrate the parenthetical definition of specialist into the question, because respondents tend to skip all but the question stem. We added a similar phrase to 2-3b(1).	Module
2. STAFFING	2–3a(2)	**Math specialist**	Yes No		
2. STAFFING	2–3a(3)	**Science specialist**	Yes No		
2. STAFFING	2–3b(1)	**Do any of the teachers or staff have the following coaching assignments working with teachers in this school?** (Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies.) **Reading coach**	Yes No		
2. STAFFING	2–3b(2)	**Math coach**	Yes No		

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
2. STAFFING	2–3b(3)	**Science coach**	Yes No		
2. STAFFING	2–3b(4)	**General instructional/Not subject-specific coach**	Yes No		
2. STAFFING	2–4(1)	**For THIS school year (2020-21), how easy or difficult was it to fill teaching vacancies in each of the following fields?** • *Please include teaching positions that were vacant for the 2020-21 school year and that may or may not have been filled before the start of the 2020-21 school year.* • *Do NOT include vacancies for teachers who teach ONLY prekindergarten or adult education.* **General elementary**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	This series of items (2-4(1) through 2-4(12)) from previous NTPS and SASS administrations because it provides information about staffing challenges that principals may face by type of teacher; these items were recommended by the NTPS Technical Review Panel as items that should remain on the survey as they provide context for examining other items related to staffing and for researchers examining teacher pipeline issues; items are also important for maintaining trend line data with prior cycles of SASS. This item had previously had a filter question, which was removed because respondents had trouble with the wording and their position as a hiring authority or not. Question: "**For THIS school year (2015-16), were there teaching vacancies in this school, that is, teaching positions for which teachers were recruited and interviewed by this school's hiring authority?** • *Please include teaching positions that were vacant for the 2015-16 school year and that may or may not have been filled before the start of the 2015-16 school year.* • *Do not include vacancies for teachers who teach ONLY prekindergarten or adult education."* • Two radio buttons ▪ Yes ▪ No" This question had previously had 2-4-13 "other," but because there was no write in line to	Module
2. STAFFING	2–4(2)	**Special education**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(3)	**English or language arts**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(4)	**Social studies**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy		

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			Somewhat difficult Very difficult Could not fill the vacancy	determine which "other" vacancies were being counted, we removed and replaced with a missed teaching role, "Physical education and health"	
2. STAFFING	2–4(5)	**Computer science**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(6)	**Mathematics**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(7)	**Biology or life sciences**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(8)	**Physical sciences (e.g., chemistry, physics, earth sciences)**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult		

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			Could not fill the vacancy		
2. STAFFING	2–4(9)	**English as a Second Language (ESL) or bilingual education**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(10)	**Foreign languages**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(11)	**Music or art**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(12)	**Career or technical education**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
2. STAFFING	2–4(13)	**Physical education or health**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–5a	**Around October 1, 2020, did you have any newly-hired teachers, that is, employees that were not employed as teachers at THIS SCHOOL last year?** • *Include all teachers that are new to your school, even if they had previously taught at other schools.* • *Do NOT include newly-hired teachers who teach ONLY prekindergarten or adult education.*	Yes No	This question was modified from the 2015-16 NTPS administration, to align with the decision to remove all none boxes. The previous question asked for a number of newly-hired questions, so we had to make this question is a filter question. The question also now explains in the question text and instruction what 'newly-hired' means so that respondents will have a better understanding of how to answer. This then filters to either 2-5b, or 3-1.	Module
2. STAFFING	2–5b	**How many teachers were newly-hired by this school?** • *Do NOT include newly-hired teachers who teach ONLY prekindergarten or adult education.* • *Record HEAD COUNTS, not FTEs (full-time equivalent).*	__ Newly-hired teachers	This question was modified from the 2015-16 NTPS administration. This is identical to the previous version, but the October reference was moved to the new filter question. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Module
2. STAFFING	2–5c	**Of those newly-hired teachers, how many were in their first year of teaching?** • *Record HEAD COUNTS, not FTEs (full-time equivalent).* • *Write '0' if no newly-hired teachers were in their first year of teaching.*	__ Teachers in their first year of teaching	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about the number of newly hired teachers in their first year of teaching; this item provides context for analyzing other staffing items and first year teacher supports; this item is also important for maintaining trend line data with prior cycles of SASS. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question, and the 'write 0' instruction was modified to replace the instruction to mark None.	Module
3. COMMUNITY SERVICE REQUIREMENTS	3–1	**Does this school grant high school diplomas?** • *Do NOT include vocational certificates, certificates of attendance, or certificates of completion.*	Yes No	This item is used as a screener question for directing respondents to either item 3–2 or 4–1. The previous version of this filter question had	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
				instructions for respondents to remember they were answering for the district, but that instruction contributed to confusion for the following section. We modified this question to have respondents only consider the school when answering.	
3. COMMUNITY SERVICE REQUIREMENTS	3–2	**For high school graduates of the class of 2021, does this school or district have a community service requirement for a standard diploma?**	Yes No	NTPS will retain item 3–2 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
3. COMMUNITY SERVICE REQUIREMENTS	3–3	**What is the minimum number of community service hours required of the high school graduates in the class of 2021?**	___ Minimum hours of community service	NTPS will retain item 3–3 from previous NTPS administrations because it provides 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. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–1a	**Of the students enrolled in grades K-12 in this school, do any have an Individual Education Plan (IEP) because they have disabilities or special needs?**	Yes No	This item was retained from previous NTPS and SASS administrations. The question was modified so the instruction about only counting students in grades K-12 was instead integrated into the question, so respondents wouldn't accidentally skip over it when answering. We also added some words so that the phrase 'have disabilities or special needs' would be identical to a similar question on the Teacher questionnaire.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–1b	**How many students have an Individual Education Plan (IEP) because they have disabilities or special needs?** • *Do NOT include prekindergarten, postsecondary, or adult education students.* • *Do NOT include students who have only a 504 plan.*	____ Students with an Individual Education Plan (IEP)	This item was retained from previous NTPS and SASS administrations. The question was modified so the phrase 'have an Individualized…' was the same as in Q4-1a. We also added the second instruction to align with a similar question on the Teacher questionnaire. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–2a	**Does this school PRIMARILY SERVE students with disabilities?** • *If you marked "SPECIAL EDUCATION school—*	Yes No	This item was retained from previous NTPS and SASS administrations. We modified the question slightly to draw attention to the phrase 'primarily	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
		primarily serves students with disabilities" for item 1–7, please mark "Yes" for this item.		serve' to help respondents answer correctly.	
4. SPECIAL PROGRAMS AND SERVICES	4–2b(1)	**How many students with an Individual Education Plan (IEP) because they have disabilities or special needs are in each of the following instructional settings?** • *The sum of entries in item 4–2b should equal the entry in item 4–1b above.* • *Write '0' if no student with an IEP is in a particular instructional setting.* **100 %of the school day in a regular classroom**	_____ Students	This item was retained from previous NTPS and SASS administrations. We edited the question stem so the phrase 'have an Individualized…' was the same as Q4-1a, since it is a follow up question. We also modified the 'write 0' instruction to replace the instruction to mark None. We edited the sub questions to remove any confusion over terms like 'few' and 'some' used in the previous version of the question.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–2b(2)	**80–99 % of the school day in a regular classroom**	_____ Students		
4. SPECIAL PROGRAMS AND SERVICES	4–2b(3)	**40–79 % of the school day in a regular classroom**	_____ Students		
4. SPECIAL PROGRAMS AND SERVICES	4–2b(4)	**0–39 % of the school day in a regular classroom**	_____ Students		
4. SPECIAL PROGRAMS AND SERVICES	4–3a	**Of the students enrolled in this school as of October 1, 2020, have any been identified as English-language learners (ELLs), also known as limited-English proficient (LEP)?** *(English-language learners (ELLs) or limited-English proficient (LEP) 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 NTPS and SASS administrations. In the 2017-18 NTPS administration, the terms 'English-language learners' and 'limited-English proficient' and their acronyms 'ELLs and 'LEP' were used inconsistently, so we modified Q4-3a to be the only time both terms were used in full, and the rest of the series (4-3b to 4-5b) to use the acronyms.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–3b	**How many ELL or LEP students are enrolled in this school?**	__ Students		
4. SPECIAL PROGRAMS AND SERVICES	4–4	**Does this school have instruction specifically designed to address the needs of ELL or LEP students?**	Yes No		
4. SPECIAL PROGRAMS AND SERVICES	4–5a	**Are ELL or LEP students taught English using ESL, bilingual, or immersion techniques?**	Yes No	In addition to the acronym change mentioned above, we also modified these items to be two full questions for better clarity.	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
4. SPECIAL PROGRAMS AND SERVICES	4–5b	**Are ELL or LEP students taught English in regular English-speaking classrooms?**	Yes No		Core
4. SPECIAL PROGRAMS AND SERVICES	4–6a	**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 NTPS and SASS administrations.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–6b	**Around October 1, 2020, did you have any PREKINDERGARTEN students enrolled in this school?**	Yes No	This new item was modified from the 2017-18 NTPS administration. Because we removed none boxes, we had to add some filter questions, and this is one of them. Responses to this question determine if respondents go to 4-6b(1) or 4-6c.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–6b(1)	**How many PREKINDERGARTEN students were enrolled in this school?**	_____Prekindergarten students	This item was modified from previous NTPS and SASS administrations. The original question was asked on the 2011–2012 SASS to provide context to the percentage reported 4–6b(2) for prekindergarten students. This question will allow analysts to calculate the number of prekindergarten students reported in 4–6b(2) that participate in the National School Lunch Program. We modified this question, since we have a filter question now, to not have the October reference. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question. This question is modified from what is on the web instrument, web has date.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–6b(2)	**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 NTPS and 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
4. SPECIAL PROGRAMS AND SERVICES	4–6c	**Around October 1, 2020, what was the percentage of K–12 students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?**	___% of K–12 students approved	This item was retained from the 2017-18 NTPS administration. We modified the date reference like we had for the rest of the questionnaire, and the response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
4. SPECIAL	4–6d	**What is the count of students whose National School**	_____Students	This item was retained from the 2017–18	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
PROGRAMS AND SERVICES		**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).) • *Write '0' if no student's eligibility was determined through Direct Certification.*		administration. We modified this question by removing the None box and adding the 'write 0' instruction to help respondents.	
4. SPECIAL PROGRAMS AND SERVICES	4–6e	**Does this school provide a free lunch for ALL students as part of the National School Lunch Program's Community Eligibility Option?** (The Community Eligibility Program (CEP) eliminates the requirement for eligibility information once a school has determined a baseline percentage of NSLP-eligible students. Under CEP, schools must serve all students free lunch and breakfast. All students in a school are therefore eligible for free lunches and there is no count of reduced-price lunch students.)	Yes No	This item was retained from the 2017-18 administration.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–7	**Around October 1, 2020, 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 retained from the 2017-18 NTPS administration. We modified the date reference like we had for the rest of the questionnaire.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–8a	**How many PREKINDERGARTEN students at this school participate in the Title I program?** • *Write '0' if no prekindergarten students participate in the Title I program.*	_____Prekindergarten students	This item was revised from previous NTPS and SASS administrations as to not confuse some respondents who may have selected two answer choices. The response format now allows for mutually exclusive responses. Respondents are asked to report the exact count of students participating in Title I services at their school. We modified these questions by removing the None boxes and adding the instructions to 'write 0.'	Core
4. SPECIAL PROGRAMS AND SERVICES	4–8b	**How many students at this school in GRADES K–12 participate in the Title I program?** • *Write '0' if no students in grades K-12 participate in the Title I program.*	____ K–12 students		
4. SPECIAL PROGRAMS AND SERVICES	4–9a	**Are students receiving Title I services in –** **Reading or language arts?**	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–9b	**Mathematics?**	Yes No		

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
4. SPECIAL PROGRAMS AND SERVICES	4–9c	**English as a Second Language (ESL)?**	Yes No		
4. SPECIAL PROGRAMS AND SERVICES	4–10	**How many designated Title I teachers were teaching AT THIS SCHOOL around the first of October 2020?** • *Write '0' if there are no designated Title I teachers at this school.*	___Title I teachers	This question was retained from the 2017–18 NTPS administration with slight modifications to the question wording. We removed the None box from the response options, and consequently added the 'write 0' instruction.	Core
5. CONTACT INFORMATION	5–1	**What is the name of the person who completed most of this questionnaire?**	(Name)	This set of items (5–1 through 5–4) was retained from previous NTPS and SASS administrations and asks respondents to provide their name, job title, and contact information for potential follow-up purposes to verify responses On the previous 2017-18 NTPS administration, the respondent's phone number was requested (Q5-3) rather than the school's phone number.	Core
5. CONTACT INFORMATION	5–2	**What is his or her job title?**	(Job title)		
5. CONTACT INFORMATION	5–3	**What is his or her work e-mail address?**	(E-mail address)	This question and Q5-4 were flipped in order. We believe respondents will have an easier time focusing on their personal contact info, then move on to the school's info (phone number).	Core
5. CONTACT INFORMATION	5–4	**What is the school's phone number?**	(Phone number)	This item was modified from previous NTPS and SASS administrations. Previously the question asked for the respondent's phone number. Ultimately, because the survey is directed to the school as a whole we modified the question to ask for the school's phone number instead. Most schools have a general contact number that can be routed to the appropriate person, if follow up is required.	Core
5. CONTACT INFORMATION	5–5	**Please enter the date your school completed this questionnaire.** • *Report month as a number; that is, 01 for January, 02 for February, etc.*	__ Month __ Day 20__Year	This item was modified from the 2017-18 NTPS administration, to ask for the completion date for the respondent's school. This item collects information on when respondents completed the survey. We changed the reference because the previous set of questions ask for 'his or her' and thought 'the school' kept the third person reference instead of switching to second person 'your.' We also did this because, as indicated by Q5-1, multiple respondents could have looked at and answered questions, so we wanted the question to be about when it was fully completed by the school.	Core
5. CONTACT INFORMATION	5–6	**Please indicate how much time it took your school to complete this form, not counting interruptions.**	___ Minutes	This item was modified from the 2017-18 NTPS administration, to ask for the completion date for	Core

NTPS 2020-21 Questionnaire/ Section (Public SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
		• *Please record the time in minutes (e.g., 50 minutes, 65 minutes, etc.)*		'the school.' This item is to collect data on the length of the survey to provide more accurate estimates of burden for future survey rounds. We changed the reference because the previous set of questions ask for 'his or her' and thought 'the school' kept the third person reference instead of switching to second person 'your.' We also did this because, as indicated by Q5-1, multiple respondents could have looked at and answered questions, so we wanted the question to be about the overall experience. We added the minute instruction to match what was already on the 2017-18 NTPS Private administration.	

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
Cover	1-0	**The coronavirus pandemic has affected the way many schools provide instruction. To help us understand your responses to this survey, please select the option that best describes the current effect of the coronavirus pandemic on instruction at THIS school**	We are currently offering **only distance-learning instruction** because of the coronavirus pandemic. We are currently offering **a hybrid of in-person and distance-learning instruction** (some students or classes may be remote while others are in person) because of the coronavirus pandemic. We are currently offering **only in-person instruction with additional safety precautions** because of the coronavirus pandemic. There is currently **no effect on the instruction** we offer because of the coronavirus pandemic.	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–1a	**Around October 1, 2020, how many students were enrolled in each of the following grade levels?** • *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 modified from previous NTPS and SASS administrations. For the question stem, we moved up the reference October 1 for consistency with most other questions using a date reference. This question is different on web instrument and has two follow up questions before getting to Q1-2.	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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	Core
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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS	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 NTPS and SASS administrations.	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
SCHOOL			— —		
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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	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 NTPS and SASS administrations.	Core
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 NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–2	**Around October 1, 2020, what was the total number of students enrolled in this school or program?** • *This item should equal to the sum of entries in items 1-1(a-q).*	_ _ Enrolled students	This item was modified from previous NTPS and SASS administrations. For the question stem, we moved up the reference October 1 for consistency with most other questions using a date reference. We modified the instruction about totaling responses to align with a similar instruction on Q4-2b, which was clearer. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
1. GENERAL INFORMATION ABOUT THIS	1–3	**Of the total number of students enrolled in grades K-12 and comparable ungraded levels in this school or program around October 1, 2020, how many students are**	('Hispanic or Latino Students' is a table label for sub question 1-3a)	This item was modified from the previous NTPS and SASS administrations.	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
SCHOOL		– • *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.* • *Please only include each student in one category below.* • *Write '0' if there are no students in this school of a given racial and ethnic origin.*		We rearranged the question stem because respondents tended to lose the 'K-12' part of the question, mostly answering for their entire school, and they also didn't notice the exclude instruction. We added an instruction to count students only once because it was not clear how to report for multiracial students. We modified the 'write 0' instruction from the previous 'mark None' instruction, since we removed all None boxes. We added a field to collect the total students to ensure that respondents were thinking about totaling to the number of students in their school.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3	**Hispanic or Latino Students**	('Hispanic or Latino Students' is a table label for sub question 1-3a)		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3a	**Hispanic or Latino Students**	_ _ Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3	**Non-Hispanic Students**	('Non-Hispanic Students' is a table label for sub questions 1-3b to 1-3f)		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3b	**White**	_ _ Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3c	**Black or African American**	_ _ Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3d	**Asian**	_ _ Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3e	**Native Hawaiian or other Pacific Islander**	_ _ Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3f	**American Indian or Alaska Native**	_ _ Students		

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3g	**Two or more races**	_ _ Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–3h	**TOTAL number of students in grades K-12**	_ _ Students		
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 NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–4b	**b. Of the total number of students enrolled in grades K-12 and comparable ungraded levels in this school or program around October 1, 2020, how many students are MALE?** • *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.* • *Write '0' if there were no male students enrolled in this school or program.*	__ __ Male students	This item was modified from the previous NTPS and SASS administrations. We rearranged the question stem because respondents tended to lose the 'K-12' part of the question, mostly answering for their entire school. We modified the 'write 0' instruction from the previous 'mark None' instruction, since we removed the None box.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–5a	**During the LAST school year (2019-20), were any students enrolled in 12th grade?**	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–5b	**How many students were enrolled in 12th grade around October 1, 2019?**	_ _ _ _ 12th graders	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–5c	**LAST school year (2019-20), did you have any students that graduated from the 12th grade with a diploma?** • *Include 2020 summer graduates.* • *Do NOT include students who received only vocational certificates, certificates of attendance, or certificates of completion.*	Yes No	This is a new item that was added due to the removal of None boxes. This question is now a filter question that directs respondents to Q1-5d or Q1-6. This item was modified from the previous administration's question, to be a filter question instead of a numerical response question. This item is not included on the web instrument, it is not needed.	Core
1. GENERAL INFORMATION ABOUT THIS	1–5d	**How many students graduated from the 12th grade with a diploma LAST school year (2019–20)?** • *Include 2020 summer graduates.*	_ _ _ _ Graduates LAST school year	This item was modified from previous NTPS and SASS administrations.	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
SCHOOL		• *Do NOT include students who received only vocational certificates, certificates of attendance, or certificates of completion.* • *Write '0' if no students graduated from the 12th grade with a diploma LAST school year.*		We modified the instructions to split the first instruction into two, the first being the summer graduates bullet, and the second being the exclude instruction. We did this so the exclude instruction would not get lost. We also modified the 'Mark None' instruction because we removed the None box. And the response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–5e	**Of those who graduated with a diploma LAST school year (2019-20), approximately what percentage went to four-year colleges?** • *Round to the nearest whole percent.* • *Write '0' if no students who graduated LAST school year went to a four-year college.*	_____% of Graduates who went to four-year colleges	This item was modified from previous NTPS and SASS administrations. We also modified the 'Mark None' instruction to be 'write 0' because we removed the None box. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	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.* • *Do NOT include prekindergarten or transitional first grade programs.*	[_ _]:[_ _] Start time __ [AM/PM] [_ _]:[_ _] End time __ [AM/PM]	NTPS will retain this item from previous NTPS and 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. All instances of 'not' in the instructions of a question were changed to 'NOT' for consistency because some questions had it in lowercase and others had it in upper case.	Core
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 TYPICAL SCHOOL WEEK	NTPS will retain this item from the 2017-18 administration. This will allow NCES to track whether schools do not have the traditional 5 day a week schedule. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–8	**How many days are in the SCHOOL YEAR for students in this school or program?**	___ Days per SCHOOL YEAR	NTPS will retain this item from previous NTPS and 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	1–9	**Which of the following best describes this school?**	REGULAR school – elementary or secondary	This item was retained from previous NTPS and SASS administrations.	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
ABOUT THIS SCHOOL		• *Mark (X) only one box.*	MONTESSORI school SPECIAL PROGRAM EMPHASIS school – such as a science or math school, performing arts school, talented or gifted school, foreign language immersion school, etc. SPECIAL EDUCATION school – primarily serves students with disabilities CAREER/TECHNICAL/VOCATIONAL school – primarily serves students being trained for occupations EARLY CHILDHOOD PROGRAM OR DAY CARE CENTER – such as kindergarten only, prekindergarten and kindergarten and transitional first grade only, day care and transitional kindergarten only, etc. ALTERNATIVE/OTHER school – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school – Please describe.		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–10a	**Does this school currently have any students enrolled in kindergarten?** • *Please include regular kindergarten as well as transitional (or readiness) kindergarten and transitional first (or pre-first) grade students, if enrolled.*	Yes No	This item is a screener item for directing respondents to either item 1–10b or 1–11.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–10b	**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 NTPS and 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	1–10c	**How many days are in a TYPICAL SCHOOL WEEK for kindergarten, transitional kindergarten, or transitional first grade students in this school?** • *If the number of days per week varies, record the most days that a student would attend in a week.*	__ Days per TYPICAL SCHOOL WEEK	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 response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
				question.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–11	**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 NTPS and 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	1-12	During the 2019-20 school year, how did the coronavirus pandemic affect instruction in this school?	a. There was no change in how classes were taught because of the coronavirus pandemic b. All or some of the classes normally taught in person at the school were canceled c. 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 d. All or some of the classes normally taught in person moved into a distance-learning format using paper materials sent home with students e. All or some of the classes normally taught in person changed in some other way Please specify	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular, these were developed to understand more about how schools and teachers moved into a distance-learning format	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–13	**Which of the following best describes how classes are normally taught at this school??** • *Mark (X) only one box.*	a. Classes are taught ONLY in person at the school b. Classes are taught in person at the school with some online resources (for example, homework submission or instructional software) c. Classes are taught in person at the school AND at least some classes are available	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular, these were developed to understand more about how schools and teachers moved into a distance-learning format. The emergence of virtual schools and classrooms has created a need to measure the incidence of virtual schools and we are proposing a new series of items to flag virtual or schools with significant	

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			online without in person instruction d. Classes are taught only online with no in person classes	virtual course offerings. It will be used to separate out virtual schools during data processing in case these schools have unusually high student to teacher ratios or other unusual characteristics. The current item 1-13 by itself is not a sufficient filter since the majority of schools have at least a few courses online. A logical skip pattern will follow for the new virtual school items.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–14	**Does this school normally offer any classes that are taught entirely online with no in person instruction?**	Yes No	The emergence of virtual schools and classrooms has created a need to measure the incidence of virtual schools and we are proposing a new series of items to flag virtual or schools with significant virtual course offerings. It will be used to separate out virtual schools during data processing in case these schools have unusually high student to teacher ratios or other unusual characteristics. The current item 1-13 by itself is not a sufficient filter since the majority of schools have at least a few courses online. A logical skip pattern will follow for the new virtual school items.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–15	**About what percentage of students are typically enrolled in at least one online class?** *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	This is part of the new series of questions about virtual schools and classrooms. It will only be asked of schools that indicate online course offerings. It will be used to separate out virtual schools during data processing in case these schools have unusually high student to teacher ratios, or other unusual characteristics.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–16a	**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 1–17a through 1–17c. Item 1–17a 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	1–16b	**A dual-language or foreign language immersion program** (A program in which the goal of instruction is that students are proficient in two languages)	Yes No	This item was retained from the 2017-18 NTPS administration. Subject matter experts suggested that the previous SASS wording could be revised	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
SCHOOL		• *Do NOT include English as a Second Language (ESL) programs or classes.*		to say "dual language" because the original wording may appear odd to respondents. Item 1-17c was omitted from this cycle, needs cog testing. All instances of 'not' in the instructions of a question were changed to 'NOT' for consistency because some questions had it in lowercase and others had it in upper case.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–17a	**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 1–18c was edited to ask about all types of extended-day care. A new item, 1–18d 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	1–17b	**A program or service providing instruction beyond the normal school day for students who SEEK academic ADVANCEMENT or ENRICHMENT**	Yes No		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–17c	**Extended-day care**	Yes No		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–17d	**School-related activities and clubs (e.g., yearbook club, school dance committee, etc.)**	Yes No		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–18a	**Is a major role of this school or program to support homeschooling?**	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–18b	**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 NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-19a	**Do any students board at this school?**	Yes No	This item was retained from previous SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-19b	**How many students board at this school**	All ____ students	This item was retained from previous SASS administrations.	Core
1. GENERAL	1-20	**Does this school charge tuition for any students?**	Yes	This item was retained from previous SASS	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
INFORMATION ABOUT THIS SCHOOL			No	administrations.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-21a	**Does this school have any policy for modifying or discounting tuition rates, such as on the basis of additional students from the same family, financial need, or church membership?**	Yes No	This item was retained from previous SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-21b	**How many students receive a modified or discounted tuition rate on the basis of FINANCIAL NEED?**	____ students	This item was retained from previous SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-22	**What is the highest ANNUAL tuition charged by this school for a full-time student?** Please report in whole dollars. Do NOT include boarding fees.	$ ___,___.00 per year	This item was retained from previous SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–23a	**Does this school or program have a religious orientation or purpose?**	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–23b	**Is this school or program affiliated with a religious organization or institution?**	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–23c	**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 NTPS and SASS administrations.	Core
		African Methodist Episcopal **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**	Yes No	This item was retained from previous NTPS and SASS administrations.	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
		Friends **Greek Orthodox** **Islamic** **Jewish** **Latter Day Saints** **Lutheran Church – Missouri Synod** **Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)** **Wisconsin Evangelical Lutheran Synod** **Other Lutheran** **Mennonite** **Methodist** **Pentecostal** **Presbyterian** **Seventh-Day Adventist** **Other – Specify**			
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–24	**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 NTPS and SASS administrations.	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 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	This item was modified from the previous NTPS and SASS administrations. Two response options, The Jewish Community Day School Network and the Solomon Schechter Day School Association, were removed and replaced with The Center for Jewish Day Schools. This was done just as an update to the listing.	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			(NCSA) National Society for Hebrew Day Schools (Torah Umesorah) Oral Roberts University Educational Fellowship (ORUEF) The Center for Jewish Day Schools (PRIZMAH) 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) National Coalition of Girls Schools (NCGS) Other special emphasis association(s) – Specify:	This item was retained from previous NTPS and SASS administrations.	Core
		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 NTPS and SASS administrations.	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
2. STAFFING	2–1a	**Around October 1, 2020, how many staff were teaching in grades K-12 and/or comparable ungraded levels at this school or program in the following time categories?** • *Consider only the amount of time an individual works as a teacher of grades K-12 and comparable ungraded levels during a typical week at THIS school or program.* • *INCLUDE:* *• Teachers who teach subjects such as music, art, physical education, and special education* *• 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* • *Write '0' if no person is teaching in a particular time category.* **Full-time teachers**	___ Teachers	This is a core item retained from previous NTPS and SASS administrations that provides descriptive information about the school. In the 2017-18 NTPS administration, this question was in Section 1, but is rotated to this module for 2020-21 administration. The question stem was modified to match Q2-2, and to get respondents to think of all staff at a school that teaches, rather than thinking only of teachers hired as such and excluding staff that also teach along with other duties. The instructions were shortened with a focus on types of teachers and staff that are more likely to be excluded by respondents. The 'write 0' instruction was modified to replace the instruction to mark None.	Core
2. STAFFING	2–1b	**Teach at least ¾ time but less than full-time**	___ Teachers		
2. STAFFING	2–1c	**Teach at least ½ time but less than ¾ time**	___ Teachers		
2. STAFFING	2–1d	**Teach at least ¼ time but less than ½ time**	___ Teachers		
2. STAFFING	2–1e	**Teach less than ¼ time**	___ Teachers		
2. STAFFING	2–1f	**TOTAL Full- and Part-time Teachers**	___ Teachers		

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
2. STAFFING	2–2	**Around October 1, 2020, how many staff held full-time or part-time positions or assignments in this school in each of the following categories?** • *Employees who hold more than one position in this school should be counted as part-time staff for each position held. FOR EXAMPLE: If your school's vice principal also serves as a data coach, you would count this person as 1 part-time vice principal (item b) and 1 part-time data coach (item e), even if this person works full-time across the two positions.* • *Employees shared with other schools should be counted as part-time employees.* • *If no FULL-TIME or PART-TIME staff members exist, please write '0' in the box under full-time and/or part-time.*		This string of items (2-2a through 2-2o) provides important descriptive information on the number of staff members who held full-time or part-time positions or assignments in various job categories in the school; these items provide key statistics for researchers and policymakers and provide context for other school, teacher, and principal items; items are also important for maintaining trend line data and there is no other source of data that provides such comprehensive staffing information. Sub-items are used in reports including counts of full- or part-time psychologists, full- or part-time school/guidance counselors, and/or full- or part-time social workers in schools. The order of items was modified to bring the types of positions that staff could potentially hold more than one of to the top of the first page of the grid. Item 2g(1) used to be a higher level item, but we made it a sub item of 'Student support services' because it seemed to fit better there, and it would be placed closer to the types of roles it wanted to exclude. Item 2h had some roles that were split between 'instructional' and 'non-instructional,' in the 17-18 NTPS administration. We found that respondents didn't differentiate between instructional and non-instructional, and some respondents did not know what a non-instructional aide would be, so we condensed the roles. We also rearranged and condensed the instructions to help respondents answer the grid. All none boxes were removed on each sub-item question since the data show that respondents do not use them. The 'write 0' instruction was modified to replace the instruction to mark None.	Module
2. STAFFING	2–2a	**Principals or school heads**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2b	**Vice principals and assistant principals or school heads**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2c	**Instructional coordinators and supervisors, such as curriculum specialists**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2d	**Librarians or library media specialists**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2e	**Data coaches or data coordinators**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2f	**Technology specialists**	Full time:		

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			(Number) Part time: (Number)		
2. STAFFING	2–2g(1)	**Student support services professional staff— School/guidance counselors, excluding psychologists and social workers**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(2)	**Student support services professional staff— Nurses**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(3)	**Student support services professional staff— Social workers**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(4)	**Student support services professional staff— Psychologists**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(5)	**Student support services professional staff— Speech therapists or pathologists**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2g(6)	**Student support services professional staff— Other student support services staff**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2h(1)	**Aides— Regular Title I aides**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2h(2)	**Aides— English as a Second Language (ESL) or bilingual teacher aides**	Full time: (Number) Part time: (Number)		

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
2. STAFFING	2–2h(3)	**Aides— Special education aides**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2h(4)	**Aides— Library media center aides**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2h(5)	**Aides— Other classroom aides**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2i	**Secretaries and other clerical support staff**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2j	**Food service personnel**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2k	**Custodial and maintenance personnel**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2l	**Security guards or security personnel (not law enforcement)**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2m	**School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–2n	**Sworn law enforcement officers who are not School Resource Officers**	Full time: (Number) Part time:		

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			(Number)		
2. STAFFING	2–2o	**Other employees not reported above**	Full time: (Number) Part time: (Number)		
2. STAFFING	2–3a(1)	**Do any of the teachers or staff have the following specialist assignments working with students in this school?** **Reading specialist**	Yes No	NTPS will retain this series of items (2-3a-1 through 2-3b-4) from 2017-18 NTPS administration because it provides important descriptive information on the prevalence of subject specialist and coaching assignments in schools; these items provide context for other school, teacher, and principal items; items are also important for maintaining trend line data with prior cycles of SASS, and there is no other source of data on this topic. We modified the question text of 2-3a(1) to integrate the parenthetical definition of specialist into the question, because respondents tend to skip all but the question stem. We added a similar phrase to 2-3b(1).	Module
2. STAFFING	2–3a(2)	**Math specialist**	Yes No		
2. STAFFING	2–3a(3)	**Science specialist**	Yes No		
2. STAFFING	2–3b(1)	**Do any of the teachers or staff have the following coaching assignments working with teachers in this school?** (Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies.) **Reading coach**	Yes No		
2. STAFFING	2–3b(2)	**Math coach**	Yes No		
2. STAFFING	2–3b(3)	**Science coach**	Yes No		
2. STAFFING	2–3b(4)	**General instructional/Not subject-specific coach**	Yes No		
2. STAFFING	2–4(1)	**For THIS school year (2020-21), how easy or difficult was it to fill teaching vacancies in each of the following fields?** • *Please include teaching positions that were vacant for the 2020-21 school year and that may or may not have been filled before the start of the 2020-21 school year.* • *Do NOT include vacancies for teachers who teach ONLY prekindergarten or adult education.* **General elementary**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	NTPS will retain this series of items (2-4(1) through 2-4(12)) from previous NTPS and SASS administrations because it provides information about staffing challenges that principals may face by type of teacher; these items were recommended by the NTPS Technical Review Panel as items that should remain on the survey as they provide context for examining other items related to staffing and for researchers examining teacher pipeline issues; items are also important for maintaining trend line data with prior cycles	Module

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
2. STAFFING	2–4(2)	**Special education**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy	of SASS. This item had previously had a filter question, which was removed because respondents had trouble with the wording and their position as a hiring authority or not. Question: "**For THIS school year (2015-16), were there teaching vacancies in this school, that is, teaching positions for which teachers were recruited and interviewed by this school's hiring authority?** • *Please include teaching positions that were vacant for the 2015-16 school year and that may or may not have been filled before the start of the 2015-16 school year.* • *Do not include vacancies for teachers who teach ONLY prekindergarten or adult education."* • Two radio buttons ▪ Yes ▪ No" We also switched the answer response order, just like we had with all of the grid response scales. And finally, this question had previously had 2-4-13 "other," but because there was no write in line to determine which "other" vacancies were being counted, we removed and replaced with a missed teaching role, "Physical education and health"	
2. STAFFING	2–4(3)	**English or language arts**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(4)	**Social studies**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(5)	**Computer science**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(6)	**Mathematics**	*Mark (X) one box on each line.*		

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(7)	**Biology or life sciences**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(8)	**Physical sciences (e.g., chemistry, physics, earth sciences)**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(9)	**English as a Second Language (ESL) or bilingual education**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(10)	**Foreign languages**	*Mark (X) one box on each line.* This position is not offered in this school.		

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
			No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(11)	**Music or art**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(12)	**Career or technical education**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–4(13)	**Physical education or health**	*Mark (X) one box on each line.* This position is not offered in this school. No vacancy in this field this school year Easy Somewhat difficult Very difficult Could not fill the vacancy		
2. STAFFING	2–5a	**Around October 1, 2020, did you have any newly-hired teachers, that is, employees that were not employed as teachers at THIS SCHOOL last year?** • *Include all teachers that are new to your school, even if they had previously taught at other schools.*	Yes No	This question was modified from the 2017-18 NTPS administration, to align with the decision to remove all none boxes. The previous question asked for a number of newly-hired questions, so we had to make this question is a filter question. The question also now explains in the question	Module

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
		• *Do NOT include newly-hired teachers who teach ONLY prekindergarten or adult education.*		text and instruction what 'newly-hired' means so that respondents will have a better understanding of how to answer. This then filters to either 2-5b, or 3-1.	
2. STAFFING	2–5b	**How many teachers were newly-hired by this school?** • *Do NOT include newly-hired teachers who teach ONLY prekindergarten or adult education.* • *Record HEAD COUNTS, not FTEs (full-time equivalent).*	__ Newly-hired teachers	This question was modified from the 2017-18 NTPS administration. This is identical to the previous version, but the October reference was moved to the new filter question. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Module
2. STAFFING	2–5c	**Of those newly-hired teachers, how many were in their first year of teaching?** • *Record HEAD COUNTS, not FTEs (full-time equivalent).* • *Write '0' if no newly-hired teachers were in their first year of teaching.*	__ Teachers in their first year of teaching	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about the number of newly hired teachers in their first year of teaching; this item provides context for analyzing other staffing items and first year teacher supports; this item is also important for maintaining trend line data with prior cycles of SASS. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question, and the 'write 0' instruction was modified to replace the instruction to mark None.	Module
3. COMMUNITY SERVICE REQUIREMENTS	3–1	**Does this school grant high school diplomas?** • *Do NOT include vocational certificates, certificates of attendance, or certificates of completion.*	Yes No	This item is used as a screener question for directing respondents to either item 3–2 or 4–1.	Core
3. COMMUNITY SERVICE REQUIREMENTS	3–2	**For high school graduates of the class of 2021, does this school have a community service requirement for a standard diploma?**	Yes No	NTPS will retain item 3–2 from previous NTPS and SASS 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
3. COMMUNITY SERVICE REQUIREMENTS	3–3	**What is the minimum number of community service hours required of the high school graduates in the class of 2021?**	___ Minimum hours of community service	NTPS will retain item 3–3 from previous NTPS and SASS administrations because it provides 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. The response label was modified slightly, by tying it to the question wording, to further help respondents understand	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
				how to answer the question.	
4. SPECIAL PROGRAMS AND SERVICES	4–1a	**Of the students enrolled in grades K-12 or comparable ungraded levels in this school, do any have a formally-identified disability?**	Yes No	This item was retained from previous NTPS and SASS administrations. The question was modified so the instruction about only counting students in grades K-12 was instead integrated into the question, so respondents wouldn't accidentally skip over it when answering. We also added some words so that the phrase 'have a formally-identified disability' would be identical to a similar question on the Teacher questionnaire.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–1b	**How many students in this school have a formally-identified disability?** • *Do NOT include prekindergarten, postsecondary, or adult education students.*	____ Students with a formally-identified disability	This item was retained from previous NTPS and SASS administrations. The question was modified so the phrase 'have a formally…' was the same as in Q4-1a. We also added the second instruction to align with a similar question on the Teacher questionnaire. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–2a	**Does this school PRIMARILY SERVE students with disabilities?** • *If you marked "SPECIAL EDUCATION school—primarily serves students with disabilities" for item 1–9, please mark "Yes" for this item.*	Yes No	This item was retained from previous NTPS and SASS administrations. We modified the question slightly to draw attention to the phrase 'primarily serve' to help respondents answer correctly.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–2b(1)	**How many students with formally-identified disabilities are in each of the following instructional settings?** • *The sum of entries in item 4–2b should equal the entry in item 4–1b above.* • *Write '0' if no student with a formally-identified disability is in a particular instructional setting.* **100 % of the school day in a regular classroom**	_____ Students	This item was retained from previous NTPS and SASS administrations. We edited the question stem so the phrase 'have a formally…' was the same as Q4-1a, since it is a follow up question. We also modified the 'write 0' instruction to replace the instruction to mark None. We edited the sub questions to remove any confusion over terms like 'few' and 'some' used in the previous version of the question.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–2b(2)	**80–99 % of the school day in a regular classroom**	_____ Students		
4. SPECIAL PROGRAMS AND SERVICES	4–2b(3)	**40–79 % of the school day in a regular classroom**	_____ Students		
4. SPECIAL PROGRAMS AND SERVICES	4–2b(4)	**0–39 % of the school day in a regular classroom**	_____ Students		
4. SPECIAL PROGRAMS AND SERVICES	4–3a	**Of the students enrolled in this school as of October 1, 2020, have any been identified as English-language learners (ELLs), also known as limited-English proficient**	Yes No	This item was retained from previous NTPS and SASS administrations. In the 2017-18 NTPS administration, the terms 'English-language	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
		(LEP)? *(English-language learners (ELLs) or limited-English proficient (LEP) 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.*		learners' and 'limited-English proficient' and their acronyms 'ELLs and 'LEP' were used inconsistently, so we modified Q4-3a to be the only time both terms were used in full, and the rest of the series (4-3b to 4-5b) to use the acronyms.	
4. SPECIAL PROGRAMS AND SERVICES	4–3b	**How many ELL or LEP students are enrolled in this school?**	__ Students		
4. SPECIAL PROGRAMS AND SERVICES	4–4	**Does this school have instruction specifically designed to address the needs of ELL or LEP students?**	Yes No		
4. SPECIAL PROGRAMS AND SERVICES	4–5a	**Are ELL or LEP students taught English using ESL, bilingual, or immersion techniques?**	Yes No	In addition to the acronym change mentioned above, we also modified these items to be two full questions for better clarity.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–5b	**Are ELL or LEP students taught English in regular English-speaking classrooms?**	Yes No		
4. SPECIAL PROGRAMS AND SERVICES	4–6a	**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 NTPS and SASS administrations.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–6b	**Around October 1, 2020, did you have any PREKINDERGARTEN students enrolled in this school?**	Yes No	This new item was modified from the 2017-18 NTPS administration. Because we removed none boxes, we had to add some filter questions, and this is one of them. Responses to this question determine if respondents go to 4-6b(1) or 4-6c.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–6b(1)	**How many PREKINDERGARTEN students were enrolled in this school?**	_____Prekindergarten students	This item was modified from the 2017-18 NTPS administration. The original question was originally asked on the 2011–2012 SASS to provide context to the percentage reported 4–6b(2) for prekindergarten students. This question will allow analysts to calculate the number of prekindergarten students reported in 4–6b(2) that participate in the National School Lunch Program. We modified this question, since we have a filter question now, to not have the October reference. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question. This question is	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
				modified from what is on the web instrument, web has date.	
4. SPECIAL PROGRAMS AND SERVICES	4–6b(2)	**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
4. SPECIAL PROGRAMS AND SERVICES	4–6c	**Around October 1, 2020, what was the percentage of K–12 students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?**	___% of K–12 students approved	This item was retained from the 2017-18 NTPS administration. We modified the date reference like we had for the rest of the questionnaire, and the response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–7	**Around October 1, 2020, 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 NTPS administration to compare it against Common Core and administrative data. We modified the date reference like we had for the rest of the questionnaire.	Core
4. SPECIAL PROGRAMS AND SERVICES	4–8a	**How many PREKINDERGARTEN students at this school participate in the Title I program?** • *Write '0' if no prekindergarten students participate in the Title I program.*	_____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 now allows for mutually exclusive responses. Respondents are asked to report the exact count of students participating in Title I services at their school. We modified these questions by removing the None boxes and adding the instructions to 'write 0.'	Core
4. SPECIAL PROGRAMS AND SERVICES	4–8b	**How many students at this school in GRADES K–12 participate in the Title I program?** • *Write '0' if no students in grades K-12 participate in the Title I program.*	____ K–12 students		
4. SPECIAL PROGRAMS AND SERVICES	4–9a	**Are students receiving Title I services in –** **Reading or language arts?**	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	Core
4. SPECIAL PROGRAMS AND SERVICES	4–9b	**Mathematics?**	Yes No		

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
4. SPECIAL PROGRAMS AND SERVICES	4–9c	**English as a Second Language (ESL)?**	Yes No	exact count of students participating in Title I services at their school.	
5. CONTACT INFORMATION	5–1	**What is the name of the person who completed most of this questionnaire?**	(Name)	This set of items (5–1 through 5–4) asks respondents to provide their name, job title, and contact information for potential follow-up purposes to verify responses.	Core
5. CONTACT INFORMATION	5–2	**What is his or her job title?**	(Job title)		
5. CONTACT INFORMATION	5–3	**What is his or her work e-mail address?**	(E-mail address)	In addition to what is mentioned above, this question and Q5-4 were flipped in order. We believe respondents will have an easier time focusing on their personal contact info, then move on to the school's info (phone number).	Core
5. CONTACT INFORMATION	5–4	**What is the school's phone number?**	(Phone number)	This item was modified from the 2017-18 NTPS administration. Previously the question asked for the respondent's phone number. Ultimately, because the survey is directed to the school as a whole we modified the question to ask for the school's phone number instead. Most schools have a general contact number that can be routed to the appropriate person, if follow up is required.	Core
5. CONTACT INFORMATION	5–5	**Please verify this school's or program's name and mailing address that are printed below.** *If any part of the name and mailing address is incorrect, enter the correction(s), as necessary, in the appropriate space(s) below.*	School or program name Mailing address City State, ZIP code	These items were retained from the 2017–18 NTPS administration. These items were removed from web instrument but are still on paper.	Core
5. CONTACT INFORMATION	5–6a	**Is the physical or street address of this school or program the same as the mailing address?**	Yes No		
5. CONTACT INFORMATION	5–6b	**Please print this school's or program's physical or street address.**	Street City State, ZIP code		
5. CONTACT INFORMATION	5–7	**Please enter the date your school 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. This item was modified from the 2017-18 NTPS administration, to ask for the completion date for the respondent's school. We changed the reference because the previous set of questions ask for 'his or her' and thought 'the school' kept the third person reference instead of switching to second person 'your'. We also did this because, as indicated by Q5-1, multiple respondents could	Core

NTPS 2020-21 Questionnaire/ Section (Private SQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item justification	Core or module
				have looked at and answered questions, so we wanted the question to be about when it was fully completed by the school.	
5. CONTACT INFORMATION	5–8	**Please indicate how much time it took your school 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. This item was modified from the 2017-18 NTPS administration, to ask for the completion date for 'the school.' We changed the reference because the previous set of questions ask for 'his or her' and thought 'the school' kept the third person reference instead of switching to second person 'your.' We also did this because, as indicated by Q5-1, multiple respondents could have looked at and answered questions, so we wanted the question to be about the overall experience. We added the minute instruction to match what was already on the 2017-18 NTPS Private administration.	Core

C.4 Item Justification for the 2020-21 NTPS Teacher and Private School Teacher Questionnaire

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number[3]	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
Cover	1-0	**The coronavirus pandemic has affected the way many schools provide instruction. To help us understand your responses to this survey, please select the option that best describes the current effect of the coronavirus pandemic on your teaching at THIS school:**	I am currently **only teaching with distance-learning instruction** because of the coronavirus pandemic. I am currently **teaching with a hybrid of in-person and distance-learning instruction** (some students or classes may be remote, while others are in person) because of the coronavirus pandemic. I am currently **teaching only in person with additional safety precautions** because of the coronavirus pandemic. There is currently **no effect on how I deliver instruction** because of the coronavirus pandemic. I am not currently teaching because of the coronavirus pandemic.	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format.	Core

[3] If the Private School Teacher Questionnaire item number differs from that for the Public School Teacher Questionnaire, it will be annotated as such in this column.

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1–1	**How do you classify your position at THIS school?** *If you have more than one position, consider the one at which you spend most of your time.* *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 NTPS and 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 was "**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?"** It has been slightly tweaked since the 2017-18 administration to simplify and shorten the question.	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 NTPS and SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	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 NTPS and 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.	Core
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 NTPS and SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1–5	**During the LAST school year (2019–20), 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 NTPS and SASS administrations because it provides critical data for analysis of teacher supply and demand. The order of 1-5 and 1-6 has been switched since the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1–6	**When did you begin teaching, either full-time or part-time, at THIS school?** *Do NOT include time spent as a student teacher or a substitute 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 NTPS and SASS administrations because it provides data on teachers' length of time teaching in their current school. The words "substitute teacher" were added to the second bullet to clarify to respondents to exclude this time. The order of 1-5 and 1-6 has been switched since the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core
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 or a substitute 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 NTPS and 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 words "substitute teacher" were added to the first bullet to clarify to respondents to exclude time as a substitute.	Core
1. GENERAL INFORMATION	1–8	**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 or a substitute teacher.* *Report years to the nearest whole year, not fractions or months.*	_ _ School years	NTPS will retain this item from previous NTPS and 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. Data from this variable are also in NCES's 2015–16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report. The words "substitute teacher" were added to the second bullet to clarify to respondents to exclude this time. The order of 1-8 and 1-9 has been switched since the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1–9	**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 or a substitute teacher.*	_ _ Schools	NTPS will retain this item from previous NTPS and 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 words "substitute teacher" were added to the first bullet to clarify to respondents to exclude this time. The order of 1-8 and 1-9 has been switched since the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core
2. CLASS ORGANIZATION	2–1	**Do you currently teach students in any of these grades at THIS school?** *Please mark (X) all that apply.*	Prekindergarten Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	NTPS will retain this item from previous NTPS and 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. The question was modified to become a mark all that apply, because the yes/no format was burdensome on respondents and many respondents did not mark 'no' for grades not offered at their school.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
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 have special needs?** *Do NOT include students who have only a 504 plan.* *Write '0' if you do NOT teach any students with an IEP.*	_ _ _ Students with IEPs	NTPS will retain this item from previous NTPS and 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. Subject matter experts suggested the words "are Special Education" be replaced with "have special needs," which was easily understood by teachers during cognitive testing. The wording on the School questionnaire has been modified to be identical. The 'write 0' instruction was modified to replace the instruction to mark None.	Core
2. CLASS ORGANIZATION	2–3	**Of all the students you teach at THIS school, how many have been identified as English-language learners (ELL), also known as limited-English Proficiency (LEP)?** (English-language learners [ELLs] or limited-English proficiency [LEP] 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.) *Write '0' if you do NOT teach any students that are ELL or LEP.*	_ _ _ ELL or LEP Students	NTPS will retain this item from previous NTPS and 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. In the 2017-18 NTPS administration, the terms 'English-language learners' and 'limited-English proficient' and their acronyms 'ELLs and 'LEP' were used inconsistently, so Q2-3 was modified to be the only time both terms were used in full, and the response label just uses acronyms. The 'write 0' instruction was modified to replace the instruction to mark None.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	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?** (Your main teaching assignment 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 NTPS and 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. The question stem was shortened and the definition was moved to sub text.	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 NTPS and 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 2–6b) provide 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 and were added to the NTPS to collect 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.	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 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	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. You are an elementary school teacher who teaches only one subject to different classes of students. You instruct the same group of students all or most of the day in multiple subjects. 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. You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs.	NTPS will retain this item from previous NTPS and SASS administrations because it is used in a number of reports to separate the departmentalized and non-departmentalized teachers and is also used in research on teacher quality, including studies of out-of-field teaching. The wording of the response options has been modified to remove parenthetical definitions. Cognitive testing found that teachers were not consistently interpreting the definitions included in previous versions of this item, and removing them fixed the issues.	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 NTPS and 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. Data from this variable are also in NCES's 2015–16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	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 NTPS and 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). Data from this variable are also in NCES's 2015–16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report.	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, divide the time between each subject the best you can. Write '0' in the "Minutes per day" box if you did not teach a particular subject during the week.* **English, reading, or language arts (including reading and writing)**	_ _ _ Minutes per day **for** _ Days per week	NTPS will retain this string of items (2–11a through 2–11d) from previous NTPS and 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. The first bulleted instruction was modified for clarity, respondents are now told to "divide the time between each subject the best you can." The 'write 0' instruction was modified to replace the instruction to mark None.	Core
2. CLASS ORGANIZATION	2–11a(1)	**Of these English, reading, or language arts (including reading and writing) minutes, how many were designated for reading instruction?**	_ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	2–11b	**Arithmetic or mathematics**	_ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	2–11c	**Social studies or history**	_ _ _ Minutes per day **for** _ Days per week		
2. CLASS ORGANIZATION	2–11d	**Science**	_ _ _ 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 NTPS and 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 2–13. This item is only intended for departmentalized teachers (based on response to item 2–7).	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	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 from Table 1 **B.** Subject-Matter Label from Table 1, one for EACH class period **C.** Grade Level Code from list below **D.** Number of Students	NTPS will retain this item from previous NTPS and 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 words "one for EACH class period" were added to the column header for B. Cognitive testing found that teachers were not realizing they needed to list each period separately when they taught multiple periods of the same subject.	Core
3. EDUCATION AND TRAINING	3–1a	**Do you have a bachelor's degree?**	Yes No	NTPS will retain this item from previous NTPS and 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. Data from this variable are also in NCES's 2015–16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report. The instruction about multiple bachelor's degrees was moved to item 3-1b since that instruction did not affect how a respondent would answer 3-1a. In item 3-1a they mark yes if they have one or multiple degrees.	Core
3. EDUCATION AND TRAINING	3–1b	**What is the name of the college or university where you earned this degree?** *If you have more than one bachelor's degree, information about additional degrees will be asked in item 3–3 on page 15.*	Name of college or university	NTPS will retain this item from previous NTPS and SASS and 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. The instruction about multiple bachelor's degrees from 3-1a was moved to this item since a teacher has to decide which degree to report in the case of multiple degrees.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
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 NTPS and 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 NTPS and 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	3–1d	**Was your bachelor's degree awarded by the College of Education, School of Education, or Department of Education at the college or university you attended?**	Yes No	NTPS will retain this item from previous NTPS and 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. The wording has been modified because cognitive testing showed that the wording from 2015-16 and 2017-18 was confusing to many teachers. This wording was more easily understood by teachers during cognitive testing.	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 NTPS and 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 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
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 NTPS and 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 NTPS and 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	3–1h	**Did you have a minor field of study?**	Yes No	NTPS will retain this item from previous NTPS and 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 NTPS and 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

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–2a	**Do you have a master's degree?**	Yes No	NTPS will retain this item from previous NTPS and 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. Data from this variable are also in NCES's 2015–16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report. The instruction about multiple master's degrees was moved to item 3-2b since that instruction did not affect how a respondent would answer 3-2a. In item 3-2a they mark yes if they have one or multiple degrees.	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 DISTRICT, or SCHOOL in which you taught?** *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 NTPS and 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. The instruction about multiple master's degrees from 3-2a was moved to this item since a teacher has to decide which degree to report in the case of multiple degrees.	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 NTPS and 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 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–2d	**Was your master's degree awarded by the College of Education, School of Education, or Department of Education at the college or university you attended?**	Yes No	NTPS will retain this item from previous NTPS and 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. The wording has been modified because cognitive testing showed that the wording from 2015-16 and 2017-18 was confusing to many respondents. This wording was less burdensome for respondents.	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 NTPS and 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 NTPS and 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 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	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 NTPS and 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.* **Was your degree awarded by the College of Education, School of Education, or Department of Education at the college or university you attended?**	Yes No	NTPS will retain this item from previous NTPS and 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. The wording has been modified because cognitive testing showed that the wording from 2015-16 and 2017-18 was confusing to many teachers. This wording was more easily understood by teachers.	Core
3. EDUCATION AND TRAINING	3–3d	**In what year?**	_ _ _ _ Year	NTPS will retain this item from previous NTPS and 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	3–4a	**Have you ever taken any undergraduate or graduate courses that focused SOLELY on teaching methods?** *Do NOT include student teaching (sometimes called practice teaching).* *Do NOT include professional development courses, workshops, or seminars.*	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it functions as a filter question for directing respondents to answer items 3–4b to 3-4c or skip to item 3–5. The numbering and formatting of the item was changed since 2017-18. The new formatting makes it clearer to teachers that 3-4b, and 3-4c are tied to 3-4a.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3-4b	**How many undergraduate or graduate courses focused SOLELY on teaching methods?** *Mark (X) only one box.*	1 or 2 courses 3 or 4 courses 5 to 9 courses 10 or more courses	NTPS will include a slightly modified series of items (3–4a through 3–6c) from previous NTPS and 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. The numbering and formatting of the item was changed since 2017-18. The new formatting makes it clearer to teachers that 3-4b, and 3-4c are tied to 3-4a. The only thing that changed was the format/layout of the question. It was a box on the side with leading arrows from Yes/No before. Now it is an a,b,c item.	Core
3. EDUCATION AND TRAINING	3-4c	**Did you take any of these courses before your first year of teaching?**	Yes No		
3. EDUCATION AND TRAINING	3–5a	**BEFORE your first year of teaching, did you take any graduate or undergraduate courses which taught you–** **Classroom management techniques?**	Yes No	Previous NTPS administrations included a series of items (3–5a through 3–5g) 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	3–5b	**Lesson planning?**	Yes No		
3. EDUCATION AND TRAINING	3–5c	**How to assess learning?**	Yes No		
3. EDUCATION AND TRAINING	3–5d	**How to use student performance data to inform instruction?**	Yes No		
3. EDUCATION AND TRAINING	3–5e	**How to serve students from diverse economic backgrounds?**	Yes No		
3. EDUCATION AND TRAINING	3–5f	**How to serve students with special needs?**	Yes No		
3. EDUCATION AND TRAINING	3–5g	**How to teach students who are English-language learners (ELLs) or limited-English proficient (LEP)?**	Yes No		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3–6a	**Did you spend time student teaching (sometimes called practice teaching)?**	Yes No	NTPS will retain this item from previous NTPS and 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 3–6b or 4–1.	Core
3. EDUCATION AND TRAINING	3–6b	**In how many different classrooms did you student teach?** *Mark (X) only one box.*	1 2 3 or more	Previous NTPS administrations included a series of items (3–6b and 3–6c) on to expand on and complement the two existing items (3–6a and 3–6c) 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	3–6c	**How long did your student teaching last?** *If you student taught in more than one classroom, report the total amount of time spent student teaching across all assignments.* *Mark (X) only one box.*	4 weeks or less 5–7 weeks 8–11 weeks 12 weeks or more		
4. CERTIFICATION	4–1	**Did you enter teaching through an alternative route to certification program?** (An alternative route to certification program is a program that was designed to expedite the transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.)	Yes No	NTPS will retain this item from previous NTPS and 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 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–2a	*The next series of questions is about state certification. 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 NTPS and 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 NTPS and SASS. The words “please read carefully” were deleted to shorten the introductory text.	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 NTPS and 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.	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 NTPS and 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.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	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)	***NOTE:*** *Item 4-2d is for teachers who marked Yes for item 4-2c on page 18.* *If you marked No for item 4-2c-> GO TO item 4-3a on page 20.* **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 NTPS and 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. The "note" instruction was added to help aid respondent navigation and skip to question 4-3a if they marked no to 4-2c.	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 NTPS and 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.	Core
4. CERTIFICATION	4–2d(2)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 NTPS and 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.	Core
4. CERTIFICATION	4–2d(3)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	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 NTPS and 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.	Core
4. CERTIFICATION	4–2d(4)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 NTPS and 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.	Core
4. CERTIFICATION	4–3a (4-4a in Private TQ)	**Do you have another current teaching certificate that certifies you to teach in THIS state?**	Yes No	NTPS will retain this item from previous NTPS and 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 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3b (4-4b in Private TQ)	**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 NTPS and SASS administrations. This item allows for respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3b (4-4c in Private TQ)	**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	NTPS will retain this item from previous NTPS and SASS administrations. 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) (4-4c(1) in Private TQ)	**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 NTPS and 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) (4-4c(2) in Private TQ)	**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 NTPS and SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3d (4-4d in Private TQ)	**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 NTPS and 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) (4-4e(1) in Private TQ)	**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 NTPS and 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 NTPS and 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) (4-4e(2) in Private TQ)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 NTPS and 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) (4-4e(3) in Private TQ)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 NTPS and 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) (4-4e(4) in Private TQ)	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	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 NTPS and SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core
5. EARLY CAREER EXPERIENCES	5-1	**Was your FIRST year of teaching before the 2016-2017 school year?**	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it functions as a filter question for directing respondents to complete the "Early Career Experiences" section or skip to the "Teacher Working Conditions" section.	Module
5. EARLY CAREER EXPERIENCES	5–2	**What was your MAIN activity the year before you began teaching at the K-12 or comparable ungraded level?** *Mark (X) only one box.*	Student at a college or university Working as a substitute teacher Teaching in a preschool Teaching at a college or university Working in a position in the field of education, but not as a teacher Working in an occupation outside the field of education Caring for family members Military service Unemployed and seeking work Retired from another job	This series of items (5-2 through 5-4c) provides data on what teachers were doing right before they entered the teacher pipeline which is important for research on the teacher pipeline and teacher supply/demand. The NTPS Technical Review Panel recommended reinstating this series of items from an older SASS administration to allow analysts to create subgroups based on teachers' entry into the teaching pipeline.	Module
5. EARLY CAREER EXPERIENCES	5–3a	**What kind of work did you do, that is, what was your occupation?** *Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.*	[Open end response]		
5. EARLY CAREER EXPERIENCES	5–3b	**What were your most important activities or duties on that job?** *For example, typing, selling cars, driving delivery truck, caring for livestock.*	[Open end response]		
5. EARLY CAREER EXPERIENCES	5–3c	**How would you classify yourself on that job?** *Mark (X) only one box.*	An employee of a PRIVATE company, business, or individual for wages, salary, or commission A FEDERAL government employee A STATE government employee A LOCAL government employee SELF-EMPLOYED in your own business, professional practice, or farm Working WITHOUT PAY in a family business or farm Working WITHOUT pay in a volunteer job		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
5. EARLY CAREER EXPERIENCES	5–4a	**In your FIRST year of teaching, how well prepared were you to-** *If you are in your first year of teaching, please answer for THIS school year.* *Mark (X) one box on each line.* **Handle a range of classroom management or discipline situations?**	Not at all prepared Somewhat prepared Well prepared Very well prepared	This string of items (5-4a through 5-4j) measures teachers' perceptions of preparedness in their first year of teaching. Item5-5a through 5-5h will be retained from previous cycles of SASS while items 5-5i and 5-5j are new items that have been added to the NTPS in order to measure teachers' preparedness to teach special student populations. Analysts use these items to identify factors that influence teacher preparedness and there is no other source of data for this topic.	Module
5. EARLY CAREER EXPERIENCES	5–4b	**Use a variety of instructional methods?**	Not at all prepared Somewhat prepared Well prepared Very well prepared		
5. EARLY CAREER EXPERIENCES	5–4c	**Teach your subject matter?**	Not at all prepared Somewhat prepared Well prepared Very well prepared		
5. EARLY CAREER EXPERIENCES	5–4d	**Use computers in classroom instruction?**	Not at all prepared Somewhat prepared Well prepared Very well prepared		
5. EARLY CAREER EXPERIENCES	5–4e	**Assess students?**	Not at all prepared Somewhat prepared Well prepared Very well prepared		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
5. EARLY CAREER EXPERIENCES	5–4f	**Differentiate instruction in the classroom?**	Not at all prepared Somewhat prepared Well prepared Very well prepared		
5. EARLY CAREER EXPERIENCES	5–4g	**Use data from student assessments to inform instruction?**	Not at all prepared Somewhat prepared Well prepared Very well prepared		
5. EARLY CAREER EXPERIENCES	5–4h	**Teach to state content standards?**	Not at all prepared Somewhat prepared Well prepared Very well prepared		
5. EARLY CAREER EXPERIENCES	5–4i	**Teach students who are limited-English proficient [LEP] or English-language learners [ELLs]?**	Not at all prepared Somewhat prepared Well prepared Very well prepared		
5. EARLY CAREER EXPERIENCES	5–4j	**Teach students with special needs?**	Not at all prepared Somewhat prepared Well prepared Very well prepared		
5. EARLY CAREER EXPERIENCES	5–5	**In your FIRST year of teaching, did you participate in a FORMAL schoolwide or districtwide program for beginning teachers aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program?** *If you are in your first year of teaching, please answer for THIS school year.*	Yes No	NTPS will retain this item from previous NTPS administrations because research on the effectiveness of teacher induction programs is a fast-growing area of research and this item is critical for examining these programs.	Module
5. EARLY CAREER EXPERIENCES	5–6a	**Did you receive the following kinds of support during your FIRST year of teaching?** *If you are in your first year of teaching, please answer for THIS school year.* **Reduced teaching schedule or number of preparations**	Yes No	This string of items is intended to measure the kinds of support that teachers received during their first year of teaching. Items 5-6a through 5-6e will be retained from previous SASS administrations while items 5-6f and 5-6g are new items that have been added to the NTPS to capture a broader range of the types of support teachers might receive in their first year of teaching per the NTPS Technical Review Panel's recommendation. These new items will allow analysts to examine the relationship between teacher supports and teacher retention/turnover in more depth.	Module
5. EARLY CAREER EXPERIENCES	5–6b	**Common planning time with teachers in your subject**	Yes No		
5. EARLY CAREER EXPERIENCES	5–6c	**Seminars or classes for beginning teachers**	Yes No		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
5. EARLY CAREER EXPERIENCES	5–6d	**Extra classroom assistance (e.g., teacher aides)**	Yes No		
5. EARLY CAREER EXPERIENCES	5–6e	**Regular supportive communication with your principal, other administrators, or department chair**	Yes No		
5. EARLY CAREER EXPERIENCES	5–6f	**Observation and feedback on your teaching aimed at helping you develop and refine your teaching practice BEYOND any formal administrative observation and feedback you may have received**	Yes No		
5. EARLY CAREER EXPERIENCES	5–6g	**Release time to participate in support activities for new or beginning teachers**	Yes No		
5. EARLY CAREER EXPERIENCES	5–7a	**In your FIRST year of teaching, were you ASSIGNED a master or mentor teacher by your school or district?** *If you are in your first year of teaching, please answer for THIS school year.*	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides important data on first year teacher supports, specifically whether a teacher was assigned to work with a master or mentor teacher. Analysts use this item for research related to the impact of teacher supports on teacher retention. This item is important for maintaining trend line data with prior cycles of SASS and functions as a filter question for item 5-7b.	Module
5. EARLY CAREER EXPERIENCES	5–7b	**How frequently did you work with your assigned master or mentor teacher during your first year of teaching?**	At least once a week Once or twice a month A few times a year Never	NTPS will retain this item from previous NTPS and SASS administrations because it provides contextual information about the nature of the support provided by an assigned master or mentor teacher. Analysts use this item for research related to the impact of teacher supports on teacher retention. This item is important for maintaining trend line data with prior cycles of SASS.	Module
5. EARLY CAREER EXPERIENCES	5–7c	**Had your assigned master or mentor teacher ever instructed students in the same subject area(s) as yours?**	Yes No	NTPS will retain this item from previous SASS administrations because it provides contextual information about the nature of the support provided by an assigned master or mentor teacher. Analysts use this item for research related to the impact of teacher supports on teacher retention. This item is important for maintaining trend line data with prior cycles of SASS.	Module

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
5. EARLY CAREER EXPERIENCES	5–8a	**Did your assigned master or mentor teacher provide the following types of support during your FIRST year of teaching?** *If you are in your first year of teaching, please answer for THIS school year.* **Help with paperwork or record keeping**	Yes No	NTPS will retain this item from previous NTPS administrations. The NTPS Technical Review Panel recommended capturing more in-depth data on the types of support that teachers receive during their first-year of teaching to further research on the relationship between teacher supports and teacher retention and teacher quality. These items are intended to measure the types of support provided by an assigned master or mentor teacher (items 5-8a to 5-8d).	Module
5. EARLY CAREER EXPERIENCES	5–8b	**Demonstrated lessons**	Yes No		
5. EARLY CAREER EXPERIENCES	5–8c	**Helped you prepare lessons that address learning standards**	Yes No		
5. EARLY CAREER EXPERIENCES	5–8d	**Helped you develop student assessment tools**	Yes No		
5. EARLY CAREER EXPERIENCES	5–9	**Overall, to what extent did your assigned master or mentor teacher improve your teaching in your first year of teaching?** *Mark (X) only one box.*	Not at all To a small extent To a moderate extent To a great extent		
6. TEACHER WORKING CONDITIONS	6–1	**How many hours does your contract require you to work during a typical FULL WEEK at THIS school?** *This would be base contract hours, or the equivalent, NOT including stipends or extra pay for extra duty.* *Report to the nearest whole hour.*	_ _ Total WEEKLY hours required to work	NTPS will retain this item from previous NTPS and SASS administrations because it provides data that is used for research on teacher compensation and benefits and in comparisons by school sector and other school characteristics. A 2nd instruction was added to prevent teachers from reporting partial hours.	Module

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
6. TEACHER WORKING CONDITIONS	6–2	**Of the hours you are CONTRACTED to work, excluding time spent on planning, lunch, break/recess, arrival/dismissal of students, and otherwise NOT delivering instruction, how many hours during a typical full week do you DELIVER INSTRUCTION to students in THIS school?** *This number should be less than the reported number of hours in 6-1.* *"PULL-OUT" or "PUSH-IN" TEACHERS: Please include the number of hours you instruct individual students or small groups of students.* *Report to the nearest whole hour.*	_ _ Total WEEKLY hours delivering instruction	NTPS will retain this item from previous NTPS and SASS administrations because it provides data that is used for research on teacher compensation and benefits and in comparisons by school sector and other school characteristics. The first instruction was deleted and the list of activities to exclude was incorporated into the question stem since cognitive testing found that most teachers did not see the list in the bullet. The question was slightly tweaked and a new first instruction was added to help teachers see that the response to 6-2 should be a subset of 6-1. A 2nd instruction was also added to prevent teachers from including partial hours.	Module
6. TEACHER WORKING CONDITIONS	6–3	**Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at THIS school?** *This number should be greater than or equal to the reported number of hours in 6-1.* *Report to the nearest whole hour.*	_ _ Total WEEKLY hours spent on all teaching and school-related activities	NTPS will retain this item from previous NTPS and SASS administrations because it provides data that is used for research on teacher compensation and benefits and in comparisons by school sector and other school characteristics. The first instruction was added to help teachers see that the number reported in 6-3 should be equal to or greater than their contract hours. A 2nd instruction was added to prevent teachers from including partial hours.	Module
6. TEACHER WORKING CONDITIONS	6–4a	**During this school year, do you or will you do the following for this school[or district] –** **Coach a sport?**	Yes No	NTPS will retain this series of items (6-4a through 6-4f) from previous SASS administrations because it provides data that are used for research on teacher leadership and teacher retention/turnover. The reference to school districts is included for public school teachers only.	Module
6. TEACHER WORKING CONDITIONS	6–4b	**Sponsor any student groups, clubs, or organizations?**	Yes No		
6. TEACHER WORKING CONDITIONS	6–4c	**Serve as a department lead or chair?**	Yes No		
6. TEACHER WORKING CONDITIONS	6–4d	**Serve as a lead curriculum specialist?**	Yes No		
6. TEACHER WORKING CONDITIONS	6–4e	**Serve on a schoolwide [or districtwide] committee or task force?**	Yes No		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
6. TEACHER WORKING CONDITIONS	6–4f	**Serve as an assigned mentor or mentor coordinator for teachers?**	Yes No		
6. TEACHER WORKING CONDITIONS	6–5	**In the LAST SCHOOL YEAR (2019-20), how much of your own money did you spend on classroom supplies, without reimbursement?** *Please use your best estimate for costs incurred, in whole dollars.* *If none, please write '0'. Mark (X) the box.*	None **or** Dollars	NTPS will retain this from previous NTPS and SASS administrations because it provides data that is used by researchers examining teacher out of pocket spending and resource allocation, including NCES's 2018 Public School Teacher Spending on Classroom Supplies.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7-1	**During the 2019-20 school year, how did the coronavirus pandemic affect how you delivered instruction in this school?** *Mark (X) all that apply*	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 the coronavirus pandemic 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	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	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 coronavirus pandemic in the 2019-20 school year.**	Strongly disagree Somewhat disagree Somewhat agree Strongly agree	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format.	Module

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7-3	**During the coronavirus pandemic in the 2019-20 school year, what kinds of real-time interactions, if any, did you have with your students at this school?**	I had no real-time interactions with students during the coronavirus 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	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7-4	**What percentage of your students at this school did you have any real-time interaction with during the coronavirus pandemic in the 2019-20 school year?**	1-25% 26-50% 51-75% 76-100%	These items were developed to collect information about the impact of the coronavirus pandemic on education in the US on the NTPS. In particular these were developed to understand more about how schools and teachers moved into a distance-learning format.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–5a	**How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?** **Setting performance standards for students at this school**	*Mark (X) one box on each line.* No influence Minor influence Moderate influence A great deal of influence	NTPS will retain this series of items (7-5a through 7-5g) from previous NTPS and SASS administrations because it provides data on teachers' perceptions of the influence they have on school policy which is used for research on teacher job satisfaction and teacher retention/turnover. Many non-NCES reports use these items to create scales for teacher autonomy.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–5b	**Establishing curriculum**	*Mark (X) one box on each line.* No influence Minor influence Moderate influence A great deal of influence		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–5c	**Determining the content of in-service professional development programs**	*Mark (X) one box on each line.* No influence Minor influence Moderate influence A great deal of influence		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–5d	**Evaluating teachers**	*Mark (X) one box on each line.* No influence Minor influence Moderate influence A great deal of influence		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–5e	**Hiring new full-time teachers**	*Mark (X) one box on each line.* No influence Minor influence Moderate influence A great deal of influence		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–5f	**Setting discipline policy**	*Mark (X) one box on each line.* No influence Minor influence Moderate influence A great deal of influence		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–5g	**Deciding how the school budget will be spent**	*Mark (X) one box on each line.* No influence Minor influence Moderate influence A great deal of influence		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–6a	**How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?** **Selecting textbooks and other instructional materials**	Mark (X) one box on each line. No control Minor control Moderate control A great deal of control	NTPS will retain this series of items (7-6a through 7-6f) from previous NTPS and SASS administrations because it provides data on teachers' perceptions of the influence they have on decisions about planning and teaching that affect their classroom which is used for research on teacher job satisfaction and teacher retention/turnover. Many non-NCES reports use these items to create scales for teacher autonomy.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–6b	**Selecting content, topics, and skills to be taught**	Mark (X) one box on each line. No control Minor control Moderate control A great deal of control		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–6c	**Selecting teaching techniques**	Mark (X) one box on each line. No control Minor control Moderate control A great deal of control		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–6d	**Evaluating and grading students**	Mark (X) one box on each line. No control Minor control Moderate control A great deal of control		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–6e	**Disciplining students**	Mark (X) one box on each line. No control Minor control Moderate control A great deal of control		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–6f	**Determining the amount of homework to be assigned**	Mark (X) one box on each line. No control Minor control Moderate control A great deal of control		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7a	**To what extent do you agree or disagree with each of the following statements?** **The school administration's behavior toward the staff is supportive and encouraging.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree	NTPS will retain this series of items (7-7a through 7-7r) from previous NTPS and SASS administrations because it provides data that analysts use to create scales of teachers' working conditions, principal leadership, school climate, and job satisfaction for examining predictors of job satisfaction and teacher retention/turnover. Many non-NCES reports use these items to create scales for teacher satisfaction. The scale direction has been reversed for consistency with other scales in the instrument. The reference to school districts is included for public school teachers only.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7b	**I am satisfied with my teaching salary.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7c	**The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7d	**I receive a great deal of support from parents for the work I do.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7e	**Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7f	**Routine duties and paperwork interfere with my job of teaching.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7g	**My principal enforces school rules for student conduct and backs me up when I need it.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7h	**Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7i	**Most of my colleagues share my beliefs and values about what the central mission of the school should be.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7j	**The principal knows what kind of school he or she wants and has communicated it to the staff.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7k	**There is a great deal of cooperative effort among the staff members.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7l	**In this school, staff members are recognized for a job well done.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7m	**I worry about the security of my job because of the performance of my students or my school on state and/or local tests.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7n	**State [or district] content standards have had a positive influence on my satisfaction with teaching.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7o	**I am given the support I need to teach students with special needs.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7p	**The amount of student tardiness and class cutting in this school interferes with my teaching.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7q	**I am generally satisfied with being a teacher at this school.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–7r	**I make a conscious effort to coordinate the content of my courses with that of other teachers.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8a	**To what extent is each of the following a problem in THIS school?** **Student tardiness**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem	NTPS will retain this series of items (7-8a through 7-8j) from previous NTPS and SASS administrations because it provides data that analysts use to create scales for school climate and teacher job satisfaction for examining predictors of job satisfaction and teacher retention/turnover. The scale direction has been reversed, for consistency with other scales in the instrument.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8b	**Student absenteeism**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8c	**Student class cutting**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8d	**Teacher absenteeism**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8e	**Students dropping out**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8f	**Student apathy**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8g	**Lack of parental involvement**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8h	**Poverty**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8i	**Students come to school unprepared to learn**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–8j	**Poor student health**	*Mark (X) one box on each line.* Not a problem Minor problem Moderate problem Serious problem		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–9a	**To what extent do you agree or disagree with each of the following statements?** **The stress and disappointments involved in teaching at this school aren't really worth it.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree	NTPS will retain this series of items (7-9a through 7-9g) from previous NTPS and SASS administrations because it provides data that analysts use to create scales for teacher job satisfaction. This item is part of a string of items (7-9a through 7-9g) that measure teachers' job satisfaction; analysts use this string of items to examine factors that influence job satisfaction and teacher retention/turnover including NCES's 2018	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–9b	**The teachers at this school like being here; I would describe us as a satisfied group.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–9c	**I like the way things are run at this school.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree	Teacher Satisfaction With Salary and Current Job. The scale direction has been reversed, for consistency with other scales in the instrument.	
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–9d	**If I could get a higher paying job I'd leave teaching as soon as possible.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–9e	**I think about transferring to another school.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–9f	**I don't seem to have as much enthusiasm now as I did when I began teaching.**	*Mark (X) one box on each line.* Strongly disagree Somewhat disagree Somewhat agree Strongly agree		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–9g	**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		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–10	**Which statement best describes how long you plan to remain in teaching?** *Mark (X) only one box.*	As long as I am able Until I am eligible for retirement benefits from this job Until I am eligible for retirement benefits from a previous job Until I am eligible for Social Security benefits Until a specific life event occurs (e.g., parenthood, marriage, retirement of spouse or partner) Until a more desirable job opportunity comes along Definitely plan to leave as soon as I can Undecided at this time	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on a teacher's plan for staying or exiting the teacher pipeline which analysts use to examine teacher retention and teacher pipeline trends; there is no other source of data for this topic. The wording was modified to make it clearer that teachers need to select the statement that best describes their plans. During cognitive testing teachers indicated that the previous wording "how long do you plan to remain in teaching" that they felt overwhelmed and said there were many factors. The current wording was found to be less burdensome for teachers.	Module

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–11a	**Has a student FROM THIS SCHOOL ever threatened to injure you?**	Yes No	NTPS will retain this series of items (7-11a through 7-11c) from previous NTPS and SASS administrations because it provides data that analysts use to examine relationships between school safety and other teacher, school, and principal items. Data from these variables are used in NCES's 2017 Indicators of School Crime and Safety.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–11b	**Has a student FROM THIS SCHOOL threatened to injure you IN THE PAST 12 MONTHS?**	Yes No		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–11c	**In the past 12 months, how many times has a student FROM THIS SCHOOL threatened to injure you?**	_ _Times		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–12a	**Has a student FROM THIS SCHOOL ever physically attacked you?**	Yes No		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–12b	**Has a student FROM THIS SCHOOL physically attacked you IN THE PAST 12 MONTHS?**	Yes No		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7–12c	**In the past 12 months, how many times has a student FROM THIS SCHOOL physically attacked you?**	_ _ Times		
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7-13	**In general, would you say that your health is: Excellent, Very good, Good, Fair, or Poor?**	Excellent Very good Good Fair Poor	NTPS added this question for the 2020-21 cycle at the request of researchers who focus on occupational safety and health. It will be used to assess teacher self-rated health.	Module
7. SCHOOL CLIMATE AND TEACHER ATTITUDES	7-14	**On average, how many hours of sleep do you get in a typical school night?** *Report to the nearest whole hour*	_ _ Total average hours sleeping	NTPS added this question for the 2020-21 cycle at the request of researchers who focus on occupational safety and health.	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 2020, 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 NTPS and 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. These	Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _.00	data are 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. Data from these variables are used in NCES's 2018 Summer Jobs for Regular, Full-Time Public School Teachers and Teachers' Jobs Outside Their School System.	Core
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 non-teaching job in this school or any other school?**	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _.00		
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?**	_ _ , _ _ _.00		
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		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
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.*	$ _ _ _ , _ _ _.00 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?**	_ _ , _ _ _.00		
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?**	_ _ , _ _ _.00		
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?**	_ _ , _ _ _.00		
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		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _.00		
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 Non-teaching, 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		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		**How much?**	_ _ , _ _ _.00		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-9	**Other than money you may have borrowed from family or friends, did you take out any type of student loans to help pay for your undergraduate or graduate education?**	Yes No	These are new items and were added to gather information about teachers' educational debt and its impact on their job satisfaction and well-being. These items were slightly modified from other NCES surveys, including the Baccalaureate and Beyond (B&B) Longitudinal Study and the Education Longitudinal Study of 2002 (ELS:2002).	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-10	**Do you still owe all, some, or none of the amount that you borrowed?**	All Some None		Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-11	**How much do you typically pay each month on your student loans?** *Please provide the amount you pay each month, even if it is different from your monthly payment.* *Please answer based on any federal, private, state, and school loans you have, including loans for your bachelor's degree and for any education since your bachelor's degree. If the amount changes, please report the most recent amount.*	_ , _ _ _.00 per month		Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-12	**Please indicate your level of stress regarding your student loan debt. Would you say your level of stress is:**	Very low Low Moderate High Very high		Core

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-13a	**Please indicate whether your student loan debt has influenced your employment plans and decisions in any of the following ways. Did you –** **Have to work at more than one job at the same time because of your student loan debt?**	Yes No		Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-13b	**Take a less desirable job because of your student loan debt?**	Yes No		Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–14	**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 NTPS and 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	8–15a	**Does your school, [district], or school system offer tenure?**	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it is used as a filter question for item 8–10b. The reference to school districts is included for public school teachers only.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8–15b	**Are you tenured at your current school?**	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because tenure of teachers is a key policy question at this time. This item is used in reports examining the effects of teacher tenure.	Core
9. TEACHER DEMOGRAPHIC INFORMATION	9-1	**Are you male or female?**	Male Female	NTPS will retain this set of items that provide basic demographic information on teachers, which are critical for conducting subgroup analyses with the NTPS data.	Core
9. TEACHER DEMOGRAPHIC INFORMATION	9-2	**Are you of Hispanic or Latino origin?**	Yes No		
9. TEACHER 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		

NTPS 2020-21 Questionnaire/ Section (Public TQ)	NTPS 2020-21 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
9. TEACHER DEMOGRAPHIC INFORMATION	9-4	**What is your year of birth?**	_ _ _ _		
10. CONTACT INFORMATION	10–1	**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 _ _ Year	This item collects information on when teachers completed the survey.	Core
10. CONTACT INFORMATION	10–2	**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
10. CONTACT INFORMATION	10–3	**Please PRINT your name, your home address, your cell and home telephone numbers, the most convenient time to reach you, and your work and home e-mail addresses. This information would only be used in the event that we need to contact you for follow-up. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).**	a. First name [....] Middle name [....] Last name [....] Suffix [.....] b. Street Address [....] c. City [....] d. State [....] e. ZIP Code [....] f. Cell phone number [....] [....] I consent to receive text messages for follow-up purposes only. g. Home phone number [....] h. Best day(s) to reach you [....] (Monday – Sunday) i. Best time of the day to reach you [....] a.m. or p.m. 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). This is a new item and was added to gather information about teachers' willingness to opt in to text communication. Depending on the opt-in rate and feasibility, teachers may be contacted via text during data collection for the 2020-21 Teacher Follow-up Survey.	Core

2020-21 Questionnaire/ Section (Private TQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1–5	**During the LAST school year (2019–20), 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 NTPS and SASS administrations because it provides critical data for analysis of teacher supply and demand. The order of 1-5 and 1-6 has been switched since the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core

2020-21 Questionnaire/ Section (Private TQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	2-2 Private only	**Of all the students you teach at THIS school, how many have a formally-identified disability?** *Write '0' if you do NOT teach any students with a formally-identified disability.*	_ _ _ Students with a formally-identified disability	NTPS will retain this item from previous NTPS and SASS administrations because it is used to identify private school teachers who teach students with a formally-identified disability 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 'write 0' instruction was modified to replace the instruction to mark None.	Core
4. CERTIFICATION	4–2a private	*The next series of questions is about certification. 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 NTPS and 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 NTPS and SASS. The words "please read carefully" were deleted from the intro text. They were deleted to shorten the introductory text.	Core
4. CERTIFICATION	4–2b(1) private	**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?** (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 NTPS and 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

2020-21 Questionnaire/ Section (Private TQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–2b(2) private	**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 NTPS and 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 private	**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) private	**NOTE:** Item 4-2d is for teachers who marked Yes for item 4-2c on page 18. If you marked No for item 4-2c-> GO TO item 4-3a on page 20. **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 NTPS and 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. The "note" instruction was added to help aid respondent navigation and skip to question 4-3a if they marked no to 4-2c.	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 NTPS and 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) private	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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

2020-21 Questionnaire/ Section (Private TQ)	NTPS 2020-21 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 NTPS and 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) private	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 NTPS and 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.	Core
4. CERTIFICATION	4–2d(4) private	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 NTPS and 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

2020-21 Questionnaire/ Section (Private TQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3a private	**Do you have another current teaching certificate that certifies you to teach in THIS state?**	Yes No	NTPS will retain this item from previous NTPS and 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 private	**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	NTPS will retain this item from previous NTPS and SASS administrations. 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) private	**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 NTPS and SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

2020-21 Questionnaire/ Section (Private TQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3c(2) private	**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 NTPS and 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 private	**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 NTPS and 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) private	**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 NTPS and 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 NTPS and 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) private	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 NTPS and 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) private	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 NTPS and SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

2020-21 Questionnaire/ Section (Private TQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–3e(4) private	**Additional Content Area**	_ _ _ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and 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 NTPS and 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 private	**Do you have another current teaching certificate that certifies you to teach in THIS state?**	Yes No	NTPS will retain this item from previous NTPS and 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 private	**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 NTPS and 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	4–4c private	**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 NTPS and SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

2020-21 Questionnaire/ Section (Private TQ)	NTPS 2020-21 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4–4d private	**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 NTPS and 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 private	**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 NTPS and SASS administrations because it allows respondents to report about more than one certificate and is used for the same purposes outlined above.	Core

The remainder of the Private School Teacher Questionnaire is identical to the Public School Teacher Questionnaire. Please see the previous table to see justifications for the remaining items.

C.5 Item Justification for the 2020-21 NTPS Screener

NTPS 2020–21 Questionnaire/ Section (Screener)	NTPS 2020–21 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 there more than one school located at this campus?** (For the purposes of this survey, a "school" is an institution or part of an institution that has one or more teachers who provide instruction to students, has students in one or more of grades 1-12 (or the ungraded equivalent), and has its own principal/administrator if it shares a building with another school or institution.) **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 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. Note that the question about co-located schools is asked only of combined school in this location.	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**	 [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
3. 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
4. School Type		**What type of school is [school name]?**	Public School Private School Charter School Home 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

NTPS 2020–21 Questionnaire/ Section (Screener)	NTPS 2020–21 Item Number	Item Text	Response Options	Item Justification	Core or Module
5. 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
6. 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
7. 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
8. Separate School Information		**Please use the name, address, grade range, and phone number for the schools that share the campus. We will use this information to determine where to mail the NTPS questionnaires.** **School Name** **Phone Number** **Principal Name** **Principal E-mail** **Grade Range** **Street Address** **City** **State** **Zip Code** **[Add Another School]**	 [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Drop Down] [Drop Down] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [Drop Down] [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 2020–21 Questionnaire/ Section (Screener)	NTPS 2020–21 Item Number	Item Text	Response Options	Item Justification	Core or Module
9. Survey Coordinator Contact Information		**Data collection for the National Teacher and Principal Survey (NTPS) will begin in September. At that time, your school will receive the necessary materials to complete three related surveys – a Principal Questionnaire, a School Questionnaire, and a Teacher Listing Form.** **A "survey coordinator" is a school staff member who can easily maintain contact with survey respondents in your school. Please designate yourself or another staff member as the survey coordinator by providing contact information in the fields below.** Name Job Title Email Work Telephone Number **Please provide the following information:** Start date for teaching staff for the 2020-21 school year End date for teaching staff for the 2020-21 school year	 [Fill-in Blank Spaces] Principal or school head Assistant principal or other administrator Administrative or executive assistant Secretary, receptionist, or other office staff Other – please specify (Fill-in Blank spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] [drop down selection: Month] [Day] [drop down selection: Month] [Day]	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