

**Teacher Follow-up Survey (TFS) and
Principal Follow-up Survey (PFS)
of 2021–2022**

OMB# 1850-0617 v.5

**Appendix B
TFS and PFS 2021-22
Questionnaires**

**National Center for Education Statistics
(NCES) U.S. Department of Education**

**March 2021
revised May 2021
revised August 2021**

Attachment B: 2021-22 TFS and PFS Questionnaires

The following questionnaire materials are contained in this document:

1. 2021-22 TFS Teacher Status Form (TFS-1)
2. 2021-22 TFS Questionnaire for Former Teachers (TFS-2)
3. 2021-22 TFS Questionnaire for Current Teachers (TFS-3)
4. 2021-22 PFS Principal Status Form (PFS-1A)
5. 2021-22 PFS School Head/Principal Status Form (PFS-1B)
Note: For private school principals.
6. 2021-22 PFS Principal Status Form (PFS-1C)
7. 2021-22 PFS School Head/Principal Status Form (PFS-1D)
Note: For private school principals.
Note: Status Forms 1C/D are designed for schools that didn't respond to the original delivery of Status Forms 1A/B.
8. Details for the Online Instruments (TFS-2/3 only)

Note: The content included in these questionnaires is considered final at this time. Forthcoming formatting changes (for example, questionnaire colors, style of grid lines, etc.) are possible but will not substantively impact questionnaire content or item wording.

TEACHER STATUS FORM



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

TEACHER FOLLOW-UP SURVEY 2021-22 SCHOOL YEAR

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

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

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

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

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

FORM **TFS-1**

OMB No. 1850-0617: Approval Expires XX/XX/XXXX



Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0617. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4035, Washington, DC 20202.

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).



INSTRUCTIONS

All of the teachers listed on the following page were selected for last year's National Teacher and Principal Survey (NTPS), sponsored by the National Center for Education Statistics.

- 🍏 To help us better understand the percentage of teachers who change schools or professions, or who remain at the same school, in ITEM 1, please indicate the current occupational status for each of the teachers listed. Use the OCCUPATIONAL STATUS CODES listed below.
- 🍏 For ITEM 2, indicate if the teacher is currently living outside of the United States. Also, please make corrections to any misspelled teacher names in the space provided beside each name. If you have any questions, call the U.S. Census Bureau toll free at 1-888-595-1338 or e-mail us at ntps@census.gov.

Please return your completed form, WITHIN 2 WEEKS, to the U.S. Census Bureau in the enclosed pre-addressed envelope. If you do not have the return envelope, please call 1-888-595-1338 or mail your form to:

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

OCCUPATIONAL STATUS CODES

(Mark (X) ONE of these codes for each teacher listed on page 4.)

- 1 Teaching in this school
- 2 Teaching, but not in this school
- 3 Not teaching, but working in this school
- 4 On leave, returning this school year to this school
- 5 On leave, not returning this school year (e.g., extended maternity/
paternity leave, disability, sabbatical, or military leave)
- 6 Left this school, not currently teaching (e.g., retired, working in another
occupation, homemaking, or child rearing)
- 7 Left this school, occupational status unknown
- 8 Deceased



QUESTIONNAIRE FOR FORMER TEACHERS



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

TEACHER FOLLOW-UP SURVEY 2021-22 SCHOOL YEAR

THIS SURVEY HAS BEEN ENDORSED BY:

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

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

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

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

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU



FORM **TFS-2**

OMB No. 1850-0617: Approval Expires **XX/XX/XXXX**



INSTRUCTIONS AND DEFINITIONS

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

CORRECT marking example – <i>(Use care to keep characters in their designated spaces.)</i>	INCORRECT marking example –	
		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
	OR <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center; padding: 10px;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No		

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

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0617. The time required to complete this information collection is estimated to average 19 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4035, Washington, DC 20202.



1. EMPLOYMENT STATUS

1a. Do you still teach any regularly scheduled classes in any grades pre-K–12?

(Regularly scheduled classes are those taught at least once per week for a full term.)

🍏 If you teach a particular specialty either within or outside of a regular classroom (e.g., you are a special education teacher, an English as a Second Language teacher, or a reading specialist teaching reading), please answer “yes.”

🍏 If you work in some other capacity at the school (e.g., principal, library media specialist/librarian, or school counselor) and occasionally teach a single lesson or unit of instruction, please answer “no.”

Yes → GO TO item 1c below.

No



b. Are you currently on: maternity or paternity leave, disability leave, or sabbatical from teaching?

Yes

No

GO TO item 3 on page 4.

c. How do you classify your position at your CURRENT school, that is, the activity at which you spend most of your time during this school year?

🍏 Mark (X) only one box.

- 1 Regular teacher (full-time or part-time)
- 2 Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- 3 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)
- 4 Administrator (e.g., principal, assistant principal, director, school head)
- 5 Library media specialist or librarian
- 6 Other professional staff (e.g., counselor, curriculum coordinator, social worker)
- 7 Support staff (e.g., secretary)
- 8 Short-term substitute
- 9 Student teacher
- 10 Teacher aide

d. Which box did you mark in item 1c above?

Box 1, 2, 3, 4, 5, 6, or 7 → Please STOP now and return this questionnaire to the U.S. Census Bureau. You will be sent another form for teachers who are still teaching.

Box 8, 9, or 10 → GO TO item 2 on page 4.



2. Last school year you reported teaching regularly scheduled classes. This school year you reported a transition to a teacher aide, student teacher, or short-term substitute teacher. In 20 words or less, please explain the reason for the change.

NOTE: For this survey, teacher aides, student teachers, and short-term substitute teachers are not considered current regular classroom teachers. Please complete this Former Teacher Questionnaire as best as you can based on your experience of changing from a classroom teacher to a teacher aide, short-term substitute teacher, or student teacher.

3. What is your current MAIN occupational status?

🍏 *Mark (X) only one box.*

Working for a school or school district in a position in the field of K–12 education, but not as a regular K–12 classroom teacher → GO TO item 6 on page 5.

Working in the field of K–12 education but not in a school/district

Working in the field of pre-K or postsecondary education

Working outside the field of education, including military service

} → GO TO item 5a below.

Unemployed → GO TO item 11 on page 6.

Student at a college or university

Caring for family members

Retired

Disabled

Other – please specify →

4. Are you currently working in a job?

Yes

No → GO TO item 11 on page 6.

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

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

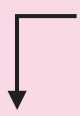
b. What are your most important activities or duties at this job?

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



2. INFORMATION ON LEAVING THE TEACHING PROFESSION


13. Did you leave your K–12 teaching position involuntarily (e.g., contract not renewed, laid off, school closed or merged)?



Yes

No → **GO TO item 15 below.**

14. Which of the following best describes why you involuntarily left your K–12 teaching position?

 Mark (X) only one box.

Budget cuts or budget shortfalls

Reduced pupil enrollment

School and/or district merger or school closed

I did not meet state/district certification or licensing requirements (e.g., classroom experience hours, teaching evaluation or observation scores, professional and subject knowledge exams, additional coursework requirements, or other requirements to teach.)

I have not taken or could not pass the test(s) required by my school or district

My contract was not renewed for other reason(s) - please specify →

GO TO item 20 on page 12.

15. Was the debt from your undergraduate or graduate education one of the reasons why you left your previous teaching job?

Yes

No



16. Do you currently have any of the below types of debt from your undergraduate or graduate education?

🍏 Please mark (X) for all that apply.

I do not currently have debt from my undergraduate or graduate education → GO TO item 18 on page 9.

Federal student loans

Private student loans

State student loans

Loans from family or friends for undergraduate or graduate education

Credit card debt for undergraduate or graduate education

Other debt for undergraduate or graduate education - Please specify →

17. How do you feel about the amount of debt you have remaining from your undergraduate and graduate education?

🍏 Mark (X) only one box.

Not at all worried

A little worried

Somewhat worried

Very worried

Extremely worried



18. Indicate the level of importance EACH of the following played in your decision to leave the position of a K–12 teacher.

🍎 *Mark (X) one box on each line.*

I left the position of a K–12 teacher –

<u>Personal Life Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
a. Because I wanted to take a job more conveniently located OR because I moved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Because I decided to retire or receive retirement benefits from last year's school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Because of changes in childcare arrangements caused by the coronavirus pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Salary and Other Job Benefits</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
e. Because I wanted or needed a higher salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Because I needed better benefits than I received at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Because I was concerned about my job security at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Because I wanted or needed a way to pay off debt from my undergraduate or graduate education (such as higher pay and/or debt forgiveness).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Career Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
i. Because I decided to pursue a position other than that of a K–12 teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Because I decided to take courses to improve career opportunities WITHIN the field of education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Because I decided to take courses to improve career opportunities OUTSIDE the field of education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Because I was dissatisfied with teaching as a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Because there were not enough opportunities for leadership roles or professional advancement at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



18. Indicate the level of importance EACH of the following played in your decision to leave the position of a K–12 teacher.

Mark (X) one box on each line.

I left the position of a K–12 teacher –

Assignment and Classroom Factors	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
n. I was dissatisfied with the way my school or district supported me during the coronavirus pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I was dissatisfied with the conditions (e.g., facilities, classroom resources, school safety) at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Because student discipline problems were an issue at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Because I was dissatisfied with the administration at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Factors	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
r. Because I was dissatisfied with the way my school or district supported me during the coronavirus pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. I was dissatisfied with the conditions (e.g., facilities, classroom resources, school safety) at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Because student discipline problems were an issue at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Because I was dissatisfied with the administration at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Because I was dissatisfied with the lack of influence I had over school policies and practices at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



18. **Indicate the level of importance EACH of the following played in your decision to leave the position of a K–12 teacher.**

🍏 *Mark (X) one box on each line.*

I left the position of a K–12 teacher –

<u>Student Performance Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
w. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Because I was dissatisfied with the support I received for preparing my students for student assessments at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Other Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
z. Because of other factors not included in previous items a–y - please specify → <input style="width: 200px; height: 20px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. **From the reasons listed in item 18, which do you consider the one most important reason in your decision to leave the position of a K–12 teacher?**

🍏 *Enter the letter from item 18 on pages 9-11.*

Most important



3. YOUR IMPRESSIONS OF TEACHING AND OF YOUR CURRENT JOB

20. Indicate how effectively your principal or school head performed each of the following at LAST YEAR'S SCHOOL.

🍏 Mark (X) one box on each line.

	Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively
a. Communicated respect for and value of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encouraged teachers to change teaching methods if students were not doing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Worked with staff to meet curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Encouraged professional collaboration among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked with teaching staff to solve school or department problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Encouraged the teaching staff to use student assessment results in planning curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked to develop broad agreement among the teaching staff about the school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Facilitated and encouraged professional development activities of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Supported teachers during the coronavirus pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Provided teachers with the tools and materials needed to teach effectively during the coronavirus pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. LAST SCHOOL YEAR, did any of your students participate in a REQUIRED state or district assessment in a subject that you taught?

Yes → [GO TO item 22 on page 13.](#)

No → [GO TO item 23 on page 13.](#)



22. To what extent do you agree or disagree with each of the following statements about the state or district assessment program at LAST YEAR'S SCHOOL?

🍏 *Mark (X) one box on each line.*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. I did not receive adequate support in preparing my students for the assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe my students were capable of performing well on the assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The assessment program influenced the curriculum I taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My students' knowledge and abilities were reflected accurately through their performance on assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Overall, I was satisfied with the assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Were you formally evaluated for your work as a teacher last school year (2020–21)?

- Yes
- No → GO TO item 27 on page 14.

24. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2020–21)?

🍏 *Mark (X) one box on each line.*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. My work as a teacher was assessed fairly in the formal evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I received feedback from the formal evaluation that was helpful in the development of my work as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I was satisfied with the formal evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Which of the following best describes the evaluation you received for your work as a teacher last school year (2020–21)?

🍏 *Mark (X) only one box.*

- Excellent / Outstanding / Highly effective
- Satisfactory / Effective
- Unsatisfactory / Not that effective

26. Last year, how effective do you think you were as a teacher?

🍏 *Mark (X) only one box.*

- Excellent / Outstanding / Highly effective
- Satisfactory / Effective
- Unsatisfactory / Not that effective



27. What are some ways the coronavirus pandemic affected your teaching experience?

- 🍏 This can include any challenges you faced or enhancements you made in areas such as new teaching methods, classroom management strategies, communications, and technology.

28. What is your MAIN occupational status?

- 🍏 *Your response should correspond to item 3 on page 4.*
- 🍏 *Mark (X) only one box.*

- Working for a school or school district in a position in the field of K–12 education, but not as a regular K–12 classroom teacher
 - Working in the field of K–12 education but not in a school/district
 - Working in the field of pre-K or postsecondary education
 - Working outside the field of education, including military service
 - Other than the above → GO TO item 31a on page 16.
-
- GO TO item 29 on page 15.*



29. How would you rate your current position relative to teaching in terms of each of the following aspects?

🍏 *Mark (X) one box on each line.*

	Better in teaching	Not better or worse	Better in current position
a. Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Benefits (e.g., health insurance, retirement plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Opportunities for professional advancement or promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Opportunities for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Opportunities for learning from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Social relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Recognition and support from administrators/managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Safety of environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Influence over workplace policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Autonomy or control over your own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Professional prestige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Procedures for performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Manageability of workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Ability to balance personal life and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Availability of resources and materials/equipment for doing your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. General work conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Intellectual challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Sense of personal accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Opportunities to make a difference in the lives of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Thinking about all the factors that influence your job satisfaction, overall, how satisfied are you with your current position compared to the position of a K–12 teacher?

🍏 *Mark (X) only one box.*

- More satisfied in teaching
- More satisfied in current position
- No difference



4. EDUCATION ACTIVITIES AND FUTURE PLANS

31a. Have you enrolled in college or university courses since the end of last school year?

- Yes
- No → **GO TO item 32 below.**

b. Which of the following best describes your enrollment in these courses?

🍏 *Mark (X) only one box.*

- Individual courses (not part of a program leading to a degree or certificate)
- Vocational certificate program
- Associate's degree granting program
- Bachelor's degree granting program
- Master's degree granting program
- Education specialist or professional diploma program (at least one year beyond Master's level)
- Certificate of Advanced Graduate Studies program
- Doctorate or professional degree granting program (Ph.D., Ed.D., M.D., J.D., D.D.S.)

c. Which of the following best describes the reason you enrolled in these courses?

🍏 *Mark (X) only one box.*

- To obtain or for use in a K–12 TEACHING POSITION
- To obtain or for use in a position in the FIELD OF EDUCATION but NOT AS A K–12 TEACHER
- To obtain or for use in a position OUTSIDE THE FIELD OF EDUCATION → **GO TO item 32 below.**
- For reasons unrelated to obtaining or using in a job (e.g., personal fulfillment)

d. Were these courses needed to obtain, renew, or maintain teaching certification?

- Yes
- No

32. Would you consider returning to the position of a K–12 teacher?

- Yes
- No → **GO TO item 37 on page 18.**

33. How soon might you return to the position of a K–12 teacher?

🍏 *Mark (X) only one box.*

- Later this school year (2021-22)
- Next school year (2022-23)
- After the 2022-23 school year, but before the 2026–27 school year
- During the 2026–27 school year or later
- Undecided



34. At what level would you most like to teach?

🍎 *Mark (X) only one box.*

- Elementary (including kindergarten)
- Junior high/Middle school
- Senior high

35. Indicate how important each factor would be in influencing your decision to return to the position of a K–12 teacher.

🍎 *Mark (X) one box on each line.*

	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
a. Ability to maintain your teacher retirement benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. State certification reciprocity (a state's acceptance of teacher certifications from other states).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. An easier and less costly way to renew/earn certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Smaller class sizes or smaller student load.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Availability of full-time teaching positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Availability of part-time teaching positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Forgiveness of your student loans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Housing incentives (e.g., subsidies, rent assistance, low interest loans, relocation assistance).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. An increase in salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Availability of suitable childcare options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Would any factors other than the ones listed above influence your decision to return to the position of a K–12 teacher?

Yes → **If "Yes," What factors?**


🍎 *Please list up to two factors.*


No




5. BACKGROUND INFORMATION

37. Which category represents the total combined BEFORE-TAX income of ALL FAMILY MEMBERS in your household during 2021?


 *Include your own income.*

 *Include money from jobs, net business or farm income, pensions, dividends, interest, rent, Social Security payments, and any other income received by family members in your household.*

 *Mark (X) only one box.*

- Less than \$35,000
- \$35,000 – \$49,999
- \$50,000 – \$74,999
- \$75,000 – \$99,999
- \$100,000 – \$149,999
- \$150,000 or more

38. Do you own or rent your primary residence?

 *Mark (X) only one box.*

- Own
- Rent
- Other living arrangement – please specify →



6. CONTACT INFORMATION

39. Please provide the following information in case we have questions about the responses you provided on this questionnaire.

a. First name

Middle name

Last name

Suffix

b. Home phone number

Area code

Number

c. Work phone number

Area code

Number

d. Cell phone number

Area code

Number

e. Home e-mail address

f. Work e-mail address

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

🍏 Please record the time in minutes, e.g., 20 minutes, 65 minutes, etc.

Minutes



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

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

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

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

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

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



QUESTIONNAIRE FOR CURRENT TEACHERS



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

TEACHER FOLLOW-UP SURVEY 2021-22 SCHOOL YEAR

THIS SURVEY HAS BEEN ENDORSED BY:

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

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

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

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

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU




FORM **TFS-3**

OMB No. 1850-0617: Approval Expires **XX/XX/XXXX**



INSTRUCTIONS AND DEFINITIONS

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

CORRECT marking example – <i>(Use care to keep characters in their designated spaces.)</i>	INCORRECT marking example –
	 
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	OR <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

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

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

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0617. The time required to complete this information collection is estimated to average 22 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4035, Washington, DC 20202.



1. CERTIFICATION AND ASSIGNMENTS AT YOUR CURRENT SCHOOL

1a. Do you still teach any regularly scheduled classes in any grades pre-K–12?

(Regularly scheduled classes are those taught at least once per week for a full term.)

- 🍏 If you teach a particular specialty either within or outside of a regular classroom (e.g., you are a special education teacher, an English as a Second Language teacher, or a reading specialist teaching reading), please answer “yes.”
- 🍏 If you work in some other capacity at the school (e.g., principal, library media specialist/librarian, or school counselor) and occasionally teach a single lesson or unit of instruction, please answer “no.”

Yes

No →

Please STOP now and return this questionnaire to the U.S. Census Bureau. You will be sent a different form to complete.

b. How do you classify your position at your CURRENT school, that is, the activity at which you spend most of your time during this school year?

🍏 Mark (X) only one box.

Regular teacher (full-time or part-time)

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)

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)

Short-term substitute

Student teacher

Teacher aide

Please STOP now and return this questionnaire to the U.S. Census Bureau. You will be sent a different form to complete.

2. Are you teaching full-time or part-time?

🍏 Mark (X) only one box.

Teaching full-time → GO TO item 4 on page 6.

Teaching part-time → GO TO item 3a on page 4.



3a. Do you have another school position, other than your main position indicated in question 1b?

- Yes
- No → GO TO item 4 on page 6.

b. Which of the following best describes your OTHER assignment at your current school?

🍏 *Mark (X) only one box.*

- Regular teacher (full-time or part-time)
- 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)
- 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)
- Other – please specify →



**Table 1. Main Teaching Assignment and Subject-matter Codes and Labels
For Question 4**

General Education Codes and Labels

Elementary Education

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

Special Education

110 Special education, any

Subject-matter Specific Codes and Labels

Arts and Music

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

English and Language Arts

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

English as a Second Language (ESL)

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

Foreign Languages

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

Health Education

181 Health education
182 Physical education

Mathematics and Computer Science

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

Natural Sciences

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

Social Sciences

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

Career or Technical Education

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

Miscellaneous

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

Other

268 Other



4. Using Table 1 on page 5, 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 5.

Main Teaching
Assignment Code

Main Teaching
Assignment Label

5. Which of the following best describes the teaching certificate you currently hold that certifies you to teach 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.

6. Do you currently teach students in any of these grades at THIS school?

🍏 Please mark (X) for all that apply.

- Prekindergarten
- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Ungraded



7. Which statement best describes the way YOUR classes at your current 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.

8. Of all the students you teach at THIS school, how many have an Individualized Education Plan (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

9. 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



2. YOUR CURRENT SCHOOL: CONDITIONS AND EXPERIENCES

10. To what extent do you agree or disagree with each of the following statements about your current school?

🍏 Mark (X) one box on each line.

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



11. To what extent is each of the following a problem at your current school?

🍏 *Mark (X) one box on each line.*

	Not a problem	Minor problem	Moderate problem	Serious problem
a. Student tardiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student class cutting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teacher absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students dropping out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student apathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Lack of parental involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Students come to school unprepared to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Poor student health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent do you agree or disagree with each of the following statements?

🍏 *Mark (X) one box on each line.*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. The stress and disappointments involved in teaching at this school aren't really worth it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teachers at this school like being here; I would describe us as a satisfied group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I like the way things are run at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. If I could get a higher paying job, I'd leave teaching as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I think about transferring to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I don't seem to have as much enthusiasm now as I did when I began teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



13. 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

14. 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 item 13.*
- 🍏 *"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

15. 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 item 13.*
- 🍏 *Report to the nearest whole hour.*

Total WEEKLY hours spent on all teaching and school-related activities



16. During this school year, do you or will you do the following for this school or district—

a. Coach a sport?

Yes

No

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

Yes

No

c. Serve as a department lead or chair?

Yes

No

d. Serve as a lead curriculum specialist?

Yes

No

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

Yes

No

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

Yes

No



3. INFORMATION ABOUT CHANGES FROM LAST SCHOOL YEAR TO THIS SCHOOL YEAR

17. Are you currently teaching in the **SAME SCHOOL** as you were last year (2020–21)?

Yes → *GO TO item 27 on page 17.*

No

b. Are you currently teaching in the **SAME STATE** as you were last year (2020–21)?

Yes → *GO TO item 18 below.*

No

c. Are you currently teaching in a school **OUTSIDE** the United States?

Yes - In what country? → *GO TO item 19 on page 13.*

No

18. Please provide the following information about your current school.

Name of school

Street Address

City

State

ZIP Code

Name of school district (if applicable)

Name of county



19. Does your current school offer the following grades?

🍏 Please mark (X) for all that apply.

- Prekindergarten
- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Ungraded

20. Which of the following best describes your move from last year's school to your current school?

(For this question, all charter and BIE/tribal schools are considered public schools.)

🍏 Mark (X) only one box.

- Moved from one PUBLIC school to another PUBLIC school in the SAME SCHOOL DISTRICT
- Moved from one PUBLIC school district to ANOTHER PUBLIC SCHOOL DISTRICT
- Moved from a PRIVATE school to a PUBLIC school
- Moved from one PRIVATE school to another PRIVATE school
- Moved from a PUBLIC school to a PRIVATE school

GO TO item 22 on page 14.

21. Is the private school in which you currently teach affiliated with the Roman Catholic Church, some other religious organization, or is it nonsectarian?

🍏 Mark (X) only one box.

- Religious – Roman Catholic
- Religious – other than Roman Catholic
- Nonsectarian – not religiously affiliated



22. Did you change schools involuntarily (e.g., contract not renewed, laid off, school closed or merged)?

- Yes
- No → GO TO item 24 on page 15.

23. Which of the following best describes the reason why you changed schools involuntarily?

🍏 Mark (X) only one box.

- Budget cuts or budget shortfalls
- Reduced pupil enrollment
- School and/or district merger or school closed
- Transfer required by school or district
- I did not meet state/district certification or licensing requirements (e.g., classroom experience hours, teaching evaluation or observation scores, professional and subject knowledge exams, additional coursework requirements, or other requirements to teach.)
- I have not taken or could not pass the test(s) required by my school or district
- My contract was not renewed for other reason(s) - please specify →

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24. Indicate the level of importance EACH of the following played in your decision to leave LAST YEAR'S SCHOOL.

🍏 *Mark (X) one box on each line.*

I left last year's school –

<u>Personal Life Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
a. Because I wanted to take a job more conveniently located OR because I moved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Because I wanted to receive retirement benefits from last year's school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Because of changes in childcare arrangements caused by the coronavirus pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Salary and Other Job Benefits</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
e. Because I wanted or needed a higher salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Because I needed better benefits than I received at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Because I was concerned about my job security at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Because I wanted or needed a way to pay off debt from my undergraduate or graduate education (such as higher pay and/or debt forgiveness).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Assignment and Classroom Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
i. Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, or subject area).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Because I did not have enough autonomy over my classroom at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Because I was dissatisfied with the large number of students I taught at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Because I felt that there were too many intrusions on my teaching time at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



24. Continued - Indicate the level of importance EACH of the following played in your decision to leave LAST YEAR'S SCHOOL.

🍎 Mark (X) one box on each line.

I left last year's school –

<u>School Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
m. Because I wanted the opportunity to teach at my current school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Because I was dissatisfied with the way my school or district supported me during the coronavirus pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Because student discipline problems were an issue at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Because I was dissatisfied with the administration at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Because I was dissatisfied with the lack of influence I had over school policies and practices at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Because there were not enough opportunities for leadership roles or professional advancement at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Student Performance Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
t. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Because I was dissatisfied with the support I received for preparing my students for student assessments at last year's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Other Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
w. Because of other factors not included in previous items a–v - please specify → <input style="width: 250px; height: 20px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



25. From the reasons listed in item 24, which do you consider the one most important reason in your decision to leave LAST YEAR'S SCHOOL?

🍏 Enter the letter from item 24 on pages 15 and 16.

Most important reason in my decision to leave

26. Was the debt from your undergraduate or graduate education one of the reasons why you left your previous teaching job?

Yes

No

27. Do you currently have any of the below types of debt from your undergraduate or graduate education?

🍏 Please mark (X) for all that apply.

I do not currently have debt from my undergraduate or graduate education → GO TO item 30 on page 18.

Federal student loans

Private student loans

State student loans

Loans from family or friends for undergraduate or graduate education

Credit card debt for undergraduate or graduate education

Other debt for undergraduate or graduate education - Please specify →

28. How do you feel about the amount of debt you have remaining from your undergraduate and graduate education?

🍏 Mark (X) only one box.

Not at all worried

A little worried

Somewhat worried

Very worried

Extremely worried

29. Have you ever seriously considered leaving your current job for a higher paying job to help pay off debt from your undergraduate or graduate education?

Yes

No



30. Indicate how effectively your principal or school head performed each of the following at LAST YEAR'S SCHOOL.

🍎 *If you are teaching in the same school as you were last year, then report on how effective your principal or school head was last year.*

🍎 *Mark (X) one box on each line.*

	Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively
a. Communicated respect for and value of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encouraged teachers to change teaching methods if students were not doing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Worked with staff to meet curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Encouraged professional collaboration among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked with teaching staff to solve school or department problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Encouraged the teaching staff to use student assessment results in planning curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked to develop broad agreement among the teaching staff about the school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Facilitated and encouraged professional development activities of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Supported teachers during the coronavirus pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Provided teachers with the tools and materials needed to teach effectively during the coronavirus pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. LAST SCHOOL YEAR, did any of your students participate in a REQUIRED state or district assessment program in a subject that you taught?

Yes → GO TO item 32 on page 19.

No → GO TO item 33 on page 19.



32. To what extent do you agree or disagree with each of the following statements about the state or district assessment program at LAST YEAR'S SCHOOL?

🍏 *Mark (X) one box on each line.*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. I did not receive adequate support in preparing my students for the assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe my students were capable of performing well on the assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The assessment program influenced the curriculum I taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My students' knowledge and abilities were reflected accurately through their performance on assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Overall, I was satisfied with the assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Were you formally evaluated for your work as a teacher last school year (2020–21)?

- Yes
- No → GO TO item 37 on page 20.

34. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2020–21)?

🍏 *Mark (X) one box on each line.*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. My work as a teacher was assessed fairly in the formal evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I received feedback from the formal evaluation that was helpful in the development of my work as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I was satisfied with the formal evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Which of the following best describes the evaluation you received for your work as a teacher last school year (2020–21)?

🍏 *Mark (X) only one box.*

- Excellent / Outstanding / Highly effective
- Satisfactory / Effective
- Unsatisfactory / Not that effective

36. Last year, how effective do you think you were as a teacher?

🍏 *Mark (X) only one box.*

- Excellent / Outstanding / Highly effective
- Satisfactory / Effective
- Unsatisfactory / Not that effective



37. What are some ways the coronavirus pandemic has affected your teaching experience?

- 🍏 This can include any challenges you faced or enhancements you made in areas such as new teaching methods, classroom management strategies, communications, and technology.



38. How would you rate your CURRENT teaching position relative to LAST YEAR'S teaching position in terms of each of the following aspects?

🍏 *If you are teaching in the same school as you were last year, report on your current teaching conditions and assignment(s) relative to last year's teaching conditions and assignment(s).*

🍏 *Mark (X) one box on each line.*

	Better in previous/last year's position	Not better or worse	Better in current position
a. Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Benefits (e.g., health insurance, retirement plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Opportunities for professional advancement or promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Opportunities for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Opportunities for learning from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Social relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Recognition and support from administrators/managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Safety of environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Influence over workplace policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Autonomy or control over your own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Professional prestige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Procedures for performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Manageability of workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Ability to balance personal life and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Availability of resources and materials/equipment for doing your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. General work conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Intellectual challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Sense of personal accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Opportunities to make a difference in the lives of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



4. EDUCATION ACTIVITIES AND FUTURE PLANS

39a. Have you enrolled in college or university courses since the end of last school year?

- Yes
 No → **GO TO item 40 on page 23.**

b. Which of the following best describes your enrollment in these courses?

🍏 *Mark (X) only one box.*

- Individual courses (not part of a program leading to a degree or certificate)
 Vocational certificate program
 Associate's degree granting program
 Bachelor's degree granting program
 Master's degree granting program
 Education specialist or professional diploma program (at least one year beyond Master's level)
 Certificate of Advanced Graduate Studies program
 Doctorate or professional degree granting program (Ph.D., Ed.D., M.D., J.D., D.D.S.)

c. Which of the following best describes the reason you enrolled in these courses?

🍏 *Mark (X) only one box.*

- To obtain or for use in a K–12 TEACHING POSITION
 To obtain or for use in a position in the FIELD OF EDUCATION but NOT AS A K–12 TEACHER
 To obtain or for use in a position OUTSIDE THE FIELD OF EDUCATION → **GO TO item 40 on page 23.**
 For reasons unrelated to obtaining or using in a job (e.g., personal fulfillment)

d. Were these courses needed to obtain, renew, or maintain teaching certification?

- Yes
 No



40. How long do you plan to remain in the position of a pre-K–12 teacher?

🍏 *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 a spouse or partner)
- Until a more desirable job opportunity comes along
- Definitely plan to leave as soon as I can
- Undecided at this time

41. In the last 12 months, have you applied for a job in an attempt to leave the position of a pre-K–12 teacher?

🍏 *Answer "no" if you have only applied for summer jobs or other positions to supplement your income from teaching.*

🍏 *Answer "yes" if you have applied for non-teaching positions in the field of education (e.g., administrator) or a position outside the field of education.*

- Yes
- No



49. Which category represents the total combined BEFORE-TAX income of ALL FAMILY MEMBERS in your household during 2021?

🍏 *Include your own income.*

🍏 *Include money from jobs, net business or farm income, pensions, dividends, interest, rent, Social Security payments, and any other income received by family members in your household.*

🍏 *Mark (X) only one box.*

- Less than \$35,000
- \$35,000 – \$49,999
- \$50,000 – \$74,999
- \$75,000 – \$99,999
- \$100,000 – \$149,999
- \$150,000 or more

50. Do you own or rent your primary residence?

🍏 *Mark (X) only one box.*

- Own
- Rent
- Other living arrangement – please specify →



6. CONTACT INFORMATION

51. Please provide the following information in case we have questions about the responses you provided on this questionnaire.

a. First name

Middle name

Last name

Suffix

b. Home phone number

Area code

Number

c. Work phone number

Area code

Number

d. Cell phone number

Area code

Number

e. Home e-mail address

f. Work e-mail address

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

🍏 Please record the time in minutes, e.g., 20 minutes, 65 minutes, etc.

Minutes



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

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

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

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

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

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



PRINCIPAL STATUS FORM



[Large empty rounded rectangular box for address and name information.]

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

PRINCIPAL FOLLOW-UP SURVEY (REGARDING YOUR SCHOOL'S 2020-21 PRINCIPAL)

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

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

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

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

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

FORM **PFS-1A**

OMB No. 1850-0617: Approval Expires XX/XX/XXXX



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

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

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).


Paperwork Burden Statement


According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0617. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4035, Washington, DC 20202.




The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school's Principal last year.

1. Which of the following best describes the current occupational status of last year's Principal?

 Mark (X) only one box.

 If this school had more than one Principal last year, think of the one who was Principal on October 1, 2020.

 If this school did not have a Principal last year (2020-21 school year), mark (X) here and return the form.

Still working as Principal of this school

20 Still working as Principal of this school

Still working as a Principal, but not at this school

24 Working as a Principal, but in a different public school →

Is the principal's new school in the same District as this school?

21 Yes

22 No

23 Don't know

25 Working as a Principal, but in a private school

Still working in a K–12 school, but not as a Principal

26 Working in this school, but not as Principal

27 Working in a different public school, but not as Principal

28 Working in a private school, but not as Principal

Still working in K–12 Education, but not in a K–12 school

29 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 Working at a job associated with K–12 education, but not directly associated with any schools or school system

Working at a job outside of K–12 Education

32 Working at a job outside of K–12 education

Other

33 Retired – not working outside the home

34 On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 Deceased

36 Other - please specify →



2. For some schools, we have a record of the name of last year's Principal (who may also be the current Principal).

Name we have:

Is this the name of the school's 2020-21 Principal, with first and last names in the right order and no nicknames?

1 Yes

2 No, this is not the name of the 2020-21 Principal OR there is no name above
↓

What is the name of this school's 2020-21 Principal? *(Please print)*

Title

First name

Middle name

Last name

Suffix

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



SCHOOL HEAD/PRINCIPAL STATUS FORM



[Large empty rounded rectangular box for school name and address information.]

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

PRINCIPAL FOLLOW-UP SURVEY (REGARDING YOUR SCHOOL'S 2020-21 SCHOOL HEAD/PRINCIPAL)

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:
**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

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

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

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U.S. CENSUS BUREAU

FORM **PFS-1B**

OMB No. 1850-0617: Approval Expires XX/XX/XXXX



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

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

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).


Paperwork Burden Statement


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The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school's School Head/Principal last year.

1. Which of the following best describes the current occupational status of last year's School Head/Principal?

 Mark (X) only one box.

 If this school had more than one School Head/Principal last year, think of the one who was School Head/Principal on October 1, 2020.

 If this school did not have a School Head/Principal last year (2020-21 school year), mark (X) here ₅₀ and return the form.

Still working as School Head/Principal of this school

20 Still working as School Head/Principal of this school

Still working as a School Head/Principal, but not at the same school

24 Working as a School Head/Principal, but in a public school

25 Working as a School Head/Principal, but in a different private school

Still working in a K–12 school, but not as a School Head/Principal

26 Working in this school, but not as School Head/Principal

27 Working in a public school, but not as School Head/Principal

28 Working in a different private school, but not as School Head/Principal

Still working in K–12 Education, but not in a K–12 school

29 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 Working at a job associated with K–12 education, but not directly associated with any schools or school system

Working at a job outside of K–12 Education

32 Working at a job outside of K–12 education

Other

33 Retired – not working outside the home

34 On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 Deceased

36 Other - please specify →



2. For some schools, we have a record of the name of last year's School Head/Principal (who may also be the current School Head/Principal).

Name we have:

Is this the name of the school's 2020-21 School Head/Principal, with first and last names in the right order and no nicknames?

1 Yes

2 No, this is not the name of the 2020-21 School Head/Principal OR there is no name above
↓

What is the name of this school's 2020-21 School Head/Principal? *(Please print)*

Title

First name

Middle name

Last name

Suffix

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



PRINCIPAL STATUS FORM



[Large empty rounded rectangular area for the principal's name, address, and ZIP code.]

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

PRINCIPAL FOLLOW-UP SURVEY

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

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

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

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

FORM **PFS-1C**

OMB No. 1850-0617: Approval Expires XX/XX/XXXX



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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).



The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the principal of _____ during the 2020-21 school year. Please answer the following question about your current occupational status.

1. Which of the following best describes your current occupational status?

 Mark (X) only one box.

 If you were not the Principal of _____ last year (2020-21 school year), mark (X) here and return the form.

Still working as Principal of the same school

20 Still working as Principal of the same school

Still working as a Principal, but not at the same school

24 Working as a Principal, but in a different public school →

Is your new school in the same District as last year's school?

21 Yes

22 No

23 Don't know

25 Working as a Principal, but in a private school

Still working in a K–12 school, but not as a Principal

26 Working in the same school, but not as Principal

27 Working in a different public school, but not as Principal

28 Working in a private school, but not as Principal

Still working in K–12 Education, but not in a K–12 school

29 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 Working at a job associated with K–12 education, but not directly associated with any schools or school system

Working at a job outside of K–12 Education

32 Working at a job outside of K–12 education

Other

33 Retired – not working outside the home

34 On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 Deceased

36 Other - please specify →



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

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

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

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



SCHOOL HEAD/PRINCIPAL STATUS FORM



[Large empty rounded rectangular area for providing name, address, and ZIP code.]

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

PRINCIPAL FOLLOW-UP SURVEY

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

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

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

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

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

FORM **PFS-1D**

OMB No. 1850-0617: Approval Expires XX/XX/XXXX



Paperwork Burden Statement


According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0617. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4035, Washington, DC 20202.


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).



The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the school head/principal of _____ during the 2020-21 school year. Please answer the following question about your current occupational status.

1. Which of the following best describes your current occupational status?

 *Mark (X) only one box.*

 *If you were not the School Head/Principal of _____ last year (2020-21 school year), mark (X) here and return the form.*

Still working as School Head/Principal of the same school

20 Still working as School Head/Principal of the same school

Still working as a School Head/Principal, but not at the same school

24 Working as a School Head/Principal, but in a public school

25 Working as a School Head/Principal, but in a different private school

Still working in a K–12 school, but not as a School Head/Principal

26 Working in the same school, but not as School Head/Principal

27 Working in a public school, but not as School Head/Principal

28 Working in a different private school, but not as School Head/Principal

Still working in K–12 Education, but not in a K–12 school

29 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 Working at a job associated with K–12 education, but not directly associated with any schools or school system

Working at a job outside of K–12 Education

32 Working at a job outside of K–12 education

Other

33 Retired – not working outside the home

34 On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 Deceased

36 Other - please specify →



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

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

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

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



Details for the Online Instruments (TFS-2/3 only)

Screenshots of the login page are provided as examples throughout this document. The screenshots are taken from the National Teacher Principal Survey (NTPS) online screener, which will serve as the frame for the Teacher Follow-up Survey (TFS) instrument. New and updated language that is unique to TFS has been added below in Exhibit A in red.

Teacher Follow-up Survey Login Page

Item: Login

Only one web instrument is required for the TFS, as screener items will determine whether a respondent receives the path for former teachers or for current teachers.

The NTPS login page screenshot below will be identical to the TFS login page, except for the instrument name in the banner and the welcome text; the full block of PRA language appears on both pages (see Exhibit A1). All other language and images will be identical.


National Teacher and Principal Survey
NTPS Respondent Portal
2020–21 School Year

United States[®]
Census
Bureau

Welcome to the 2020–21 National Teacher and Principal Survey (NTPS) Respondent Portal

→ Enter the 8-digit User ID provided in the e-mail and letter that we sent you.

User ID:

I'm not a robot  reCAPTCHA
Privacy - Terms

Login

E-mail us: ntps@census.gov
Call us: 1-888-595-1338

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0598. The time required to complete this information collection is estimated to average 15-30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4014, Washington, DC 20202.

U.S. Census Bureau Notice and Consent Warning

You are accessing a United States Government computer network. Any information you enter into this system is confidential. It may be used by the Census Bureau for statistical purposes and to improve the website.

Use of this system indicates your consent to collection, monitoring, recording, and use of the information that you provide for any lawful government purpose. So that our website remains safe and available for its intended use, network traffic is monitored to identify unauthorized attempts to access, upload, change information, or otherwise cause damage to the web service. Use of the government computer network for unauthorized purposes is a violation of Federal law and can be punished with fines or imprisonment (PUBLIC LAW 99-474).

OMB No.: 1850-0598
OMB Expiration Date:

[Accessibility](#) | [Security](#)

Exhibit A1. Textual differences between the NTPS and TFS login pages.

Location	NTPS language	TFS language
Top left corner (all pages)	National Teacher and Principal Survey NTPS Respondent Portal 2020-21 School Year	Teacher Follow-up Survey 2021-22 School Year
Middle of the page, top of the blue rectangle (all pages)	Welcome to the 2020-21 National Teacher and Principal Survey (NTPS) Respondent Portal	Welcome to the 2021-22 Teacher Follow-up Survey
Bottom left corner (all pages)	OMB No.: 1850-0598 OMB Expiration Date: XX/XX/XXXX	OMB No.: 1850-0617 OMB Expiration Date: XX/XX/XXXX

The PRA text block on the above screenshot will be replaced with the following text:

The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts NTPS and the NTPS follow-up surveys as authorized by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

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).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0598. The time required to complete this information collection is estimated at 19-22 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Washington, DC 20202.

Item: PIN

See Exhibit A2 for slight wording differences between the NTPS and the TFS instruments.



National Teacher and Principal Survey
NTPS Screener
2020-21 School Year



Please make note of the PIN below.

It will allow you to log back into the NTPS Screener if the session times out or you need to stop and come back later. This survey will take approximately 5 minutes to complete.

The session will time out if left idle for more than 15 minutes.

PIN: 3052

Please select a security question to answer. If you forget your PIN, you will be asked to provide this answer to re-enter the survey.

Security Question: ▼

Answer:

Next >

OMB No.: 1850-0598
OMB Expiration Date:

[Accessibility](#) | [Security](#)

Exhibit A2. Textual differences between the NTPS and TFS PIN pages.

Location	NTPS language	TFS language
Top left corner (all pages)	National Teacher and Principal Survey NTPS Respondent Portal 2020-21 School Year	Teacher Follow-up Survey 2021-22 School Year
Middle of the page, top of the blue rectangle (all pages)	Welcome to the 2020-21 National Teacher and Principal Survey (NTPS) Respondent Portal	Welcome to the 2021-22 Teacher Follow-up Survey
Bottom left corner (all pages)	OMB No.: 1850-0598 OMB Expiration Date: XX/XX/XXXX	OMB No.: 1850-0617 OMB Expiration Date: XX/XX/XXXX
Middle of the page, top of the blue rectangle (screenshot 2, login PIN page)	It will allow you to log back into the NTPS Screener if the session times out or if you need to stop and come back later. This survey will take approximately 5 minutes to complete. The session will time out if left idle for more than 15 minutes.	The PIN will allow you to log back into the Teacher Follow-up Survey if the session times out or you wish to access the survey at a later time. The session will time out if left idle for more than 15 minutes.

Item: Recovery

If the respondent attempts to re-enter the instrument and does not know their PIN, (s)he may reset the PIN by answering the security question set upon initial login. The NTPS and TFS recovery pages are similar, with slight wording differences. See Exhibit A3 below for examples.



National Teacher and Principal Survey
 NTPS Screener
 2020-21 School Year



Please provide the answer to the following security question to reset your PIN for the NTPS Screener.

What is the name of your first pet?

Answer:

Please call 1-888-595-1338 if you do not know the answer to your security question.

[Return to Login](#)

[Submit](#)

OMB No.: 1850-0598
 OMB Expiration Date:

[Accessibility](#) | [Security](#)

Exhibit A3. Textual differences between the NTPS and TFS Recovery pages.

Location	NTPS language	TFS language
Top left corner (all pages)	National Teacher and Principal Survey NTPS Respondent Portal 2020-21 School Year	Teacher Follow-up Survey 2021-22 School Year
Middle of the page, top of the blue rectangle (all pages)	Welcome to the 2020-21 National Teacher and Principal Survey (NTPS) Respondent Portal	Welcome to the 2021-22 Teacher Follow-up Survey
Bottom left corner (all pages)	OMB No.: 1850-0598 OMB Expiration Date: XX/XX/XXXX	OMB No.: 1850-0617 OMB Expiration Date: XX/XX/XXXX
Middle of the page, top if the blue rectangle (screenshot 3, item recovery page)	Please provide the answer to the following security question to reset your PIN for the NTPS Screener.	Please provide the answer to the following security question to reset your PIN for the Teacher Follow-up Survey.

Item: Screener Question for Current/Former teachers

This is provided as a translation between the print instruments seen above and the online instruments, which are identical to the print instruments past the initial screener question. Note that if a teacher has been misidentified as a current or former teacher and is sent the wrong print instrument, the solution is to contact the Census Bureau for a new print questionnaire. By using a dynamic screener online, we eliminate that potential obstacle to response because teachers can immediately be placed in the appropriate group and see the appropriate questionnaire items.

Item: Q1A (all teachers)

Everyone who logs into the TFS online instrument receives this initial screener item.

1a. Do you still teach any regularly scheduled classes in any grades K-12?

(“Regularly scheduled classes” are those taught at least once per week for a full term.)

- *If you teach a particular specialty either within or outside of a regular classroom (e.g., you are a special education teacher, an English as a Second Language teacher, or a reading specialist teaching reading), please answer “yes.”*
- *If you work in some other capacity at the school (e.g., principal, library media specialist/librarian, or school counselor) and occasionally teach a single lesson or unit of instruction, please answer “no.”*

Two radio buttons

- Yes
- No

Details:

- If ‘Yes’ is selected for question 1a, this is a current teacher. Skip to Item: Q1C (*scr_current_position*; see below).
- If ‘No’ is selected for question 1a, this is a former teacher. Go to Item: Q1B (*are you currently on: maternity or paternity leave, disability leave, or sabbatical from teaching*) and set `UPD_USERTYPE = F(ormer)`. This teacher will then receive the items for the TFS-2 for former teachers.

Item: Q1C (only current teachers)

Only Current teachers, or those who indicated ‘yes, they are still teaching any regularly scheduled classes for any grades K-12’ on the previous screener question, receive this text as the next item. This is a secondary screener question for those teachers who are now out of scope for the TFS, but who haven’t left the profession.

1c. How do you classify your position at your CURRENT school, that is, the activity at which you spend most of your time during this school year?

Ten radio buttons

- Regular teacher (full-time or part-time)
- 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)

- 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)
- Short-term substitute
- Student teacher
- Teacher aide

Details:

- If the ‘Regular teacher (full-time or part-time),’ ‘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),’ ‘Administrator (e.g., principal, assistant principal, director, school head),’ ‘Library media specialist or librarian,’ ‘Other professional staff (e.g., counselor, curriculum coordinator, social worker),’ or ‘Support staff (e.g., secretary)’ radio button is selected, go to TFS-3 Specification, Item: TFS3_Q2 (*are you teaching full-time or part-time?*) and set UPD_USERTYPE = C(current). This teacher will then continue to receive items for the TFS-3 for current teachers.
- If the ‘Short-term substitute,’ ‘Student teacher,’ or ‘Teacher aide’ radio button is selected, go to TFS-2 Specification, Item: TFS2_Q2 (*Last school year you reported teaching regularly scheduled classes. This school year you reported a transition to a teacher aide, student teacher, or short-term substitute teacher. In 20 words or less, please explain the reason for the change*) and set UPD_USERTYPE = F(ormer). This teacher will then receive items for the TFS-2 for former teachers.

Item: TFS-3 Q17 (only current teachers)

Only current teachers receive this next level screener question, where current teachers are then branched into either Stayers (teaching at the same school as they were during the 2020-21 NTPS) or Movers (teaching at a different school than they were during the 2020-21 NTPS).

17. Are you currently teaching in the SAME SCHOOL as you were last year (2020–21)?

Two radio buttons

- Yes
- No

Details:

- If ‘Yes’ is selected for question 17, skip to Item TFS3_Q27 (*do you currently have any of the below types of debt from your undergraduate or graduate education?*). This is a Stayer teacher and will skip several items (Q17B-Q26) on the Current questionnaire.
- If ‘No’ is selected or no response is provided for question 17, go to Item: TFS3_Q17B (*are you currently teaching in the same state as you were last year (2020-21)?*). This is a Mover teacher and will receive all items on the current questionnaire.