FOLLOW-UP SURVEYS TO THE 2020-21 NATIONAL TEACHER AND PRINCIPAL SURVEY (NTPS): 2021-22 Teacher Follow-Up Survey (TFS) and 2021-22 Principal Follow-Up Survey (PFS)

PART C Item Justification

OMB# 1850-0617 v.5

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

March 2021 revised May 2021 revised August 2021

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PART C. ITEM JUSTIFICATION

C.1 2021-22 TFS Item Justification

C.1.1 TFS-1: Teacher Status Form

The TFS-1 has one hardcopy form. It contains two items. Item 1 asks about the named teacher's current status (e.g., Teaching in this school, Teaching, but not in this school; Not teaching but working in this school; On leave, returning this school year to this school; On leave, not returning this school year; Left this school, not currently teaching; Left this school, occupational status unknown; and Deceased). Item 2 asks if the teacher is currently living outside the United States (these teachers are deemed out of scope for TFS).

The TFS-1 Form has not been modified from the version used in 2016-17 TFS data collection, aside from updates to reference years.

C.1.2 TFS-2: Questionnaire for Former Teachers

Revisions made to existing items on the 2021–22 TFS-2 in comparison to the 2016–17 TFS-2:

2016–17 TFS-2 wording	2021-22 TFS-2 wording	Justification
14. Which of the following best	14. Which of the following best	This response option was
describes why you involuntarily left	describes why you involuntarily left	modified to measure teachers
your K–12 teaching	your K–12 teaching	who were unable to meet
position?	position?	state/district licensing
I did not meet Highly Qualified Teacher (HQT) requirements (Generally, to be Highly Qualified, teachers must 1) have a bachelor's degree; 2) hold full state certification or licensure, including an "alternative certification"; and 3) demonstrate competency in the subject area(s) they teach. The HQT requirement is a provision under No Child Left	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.)	requirements (and left the field or moved schools involuntarily). HQT requirements are no longer required by the federal government, and states have their own licensing requirements.
Behind [NCLB].) N/A – new item for 2021-22 TFS.	15. Was the debt from your	This item is intended to measure
1V/A – New Item 101 2021-22 11 3.	undergraduate or graduate education	how important the availability
	one of the reasons why you	of a way to pay off debt was
	left your previous teaching job?	part of the teacher's decision to
		leave their previous job. This
	Yes	information will help inform
	No	planning for debt forgiveness
		programs to address teacher
		turnover related to student debt
NI/A : (2024 22 TEC	10 D	loads.
N/A – new item for 2021-22 TFS.	16. Do you currently have any of the	This item is intended to measure
	below types of debt from your	the percentage of teachers who
	undergraduate or graduate education?	have outstanding debt from their education as well as the type of
	I do not currently have debt from my	debt. This question will also act
	undergraduate or graduate education	as a filter for the additional

	Federal student loans	questions about debt and debt
	Private student loans	forgiveness. This information
	State student loans	will help inform planning for
	Loans from family or friends for	debt forgiveness programs to
	undergraduate or graduate education	address teacher turnover related
	Credit card debt for undergraduate or	to student debt loads.
	graduate education	
	Other debt for undergraduate or	
	graduate education - Please specify →	
N/A – new item for 2021-22 TFS.	17. How do you feel about the	This item is intended to measure
TWIT HEW REIN FOI EGET EE 115.	amount of debt you have remaining	the amount of concern teachers
	from your undergraduate and	have about the debt they have
	graduate education?	left from their education. This
	graduate education:	
	Not at all a serviced	information will help inform
	Not at all worried	planning for debt forgiveness
	A little worried	programs to address teacher
	Somewhat worried	turnover related to student debt
	Very worried	loads.
	Extremely worried	
N/A – new item for 2021-22 TFS.	18d. Indicate the level of importance	This item is intended to measure
	EACH of the following played in	if the loss of childcare during
	your decision to leave the position of	the coronavirus pandemic was a
	a K-12 teacher. I left the position of a	significant factor in why
	K-12 teacher –	teachers left their position from
	d. Because of changes in childcare	the 2020-21 school year.
	arrangements caused by the	
	coronavirus pandemic	
	Farada Fa	
	Not at all important	
	Slightly important	
	Somewhat important	
	Very important	
N/A powitom for 2021 22 TES	Extremely important	This item is intended to measure
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance	This item is intended to measure
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in	how important the availability
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of	how important the availability of a way to pay off debt was in
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a	how important the availability of a way to pay off debt was in the teacher's decision to leave
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher —	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — h. Because I wanted or needed a way	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — h. Because I wanted or needed a way to pay off debt from my	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — h. Because I wanted or needed a way to pay off debt from my undergraduate or graduate education	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — h. Because I wanted or needed a way to pay off debt from my undergraduate or graduate education	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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)	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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) Not at all important	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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) Not at all important Slightly important Somewhat important	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt
N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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) Not at all important Slightly important Somewhat important Very important	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt
	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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) Not at all important Slightly important Somewhat important Very important Extremely important	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt loads.
N/A – new item for 2021-22 TFS. N/A – new item for 2021-22 TFS.	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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) Not at all important Slightly important Somewhat important Very important Extremely important 18r. Indicate the level of importance	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt loads. This item is intended to measure
	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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) Not at all important Slightly important Somewhat important Very important Extremely important 18r. Indicate the level of importance EACH of the following played in	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt loads. This item is intended to measure how much the situation with
	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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) Not at all important Slightly important Somewhat important Very important Extremely important 18r. Indicate the level of importance EACH of the following played in your decision to leave the position of	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt loads. This item is intended to measure how much the situation with coronavirus, and how their
	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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) Not at all important Slightly important Somewhat important Very important Extremely important 18r. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt loads. This item is intended to measure how much the situation with coronavirus, and how their school provided support, or not,
	Extremely important 18h. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher — 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) Not at all important Slightly important Somewhat important Very important Extremely important 18r. Indicate the level of importance EACH of the following played in your decision to leave the position of	how important the availability of a way to pay off debt was in the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt loads. This item is intended to measure how much the situation with coronavirus, and how their

	way my school or district supported me during the coronavirus pandemic	inform administrators for future planning purposes.
		priming purposess
	Not at all important	
	Slightly important	
	Somewhat important	
	Very important	
	Extremely important	
N/A – new item for 2021-22 TFS.	20i. Indicate how effectively your	This item is intended to measure
	principal or school head performed	how much the situation with
	each of the following at LAST	coronavirus, and how their
	YEAR'S SCHOOL.	school head handled it,
	i. Supported teachers during the	contributed to their decision to
	coronavirus pandemic	leave. This item may help
		inform administrators for future
	Not at all effectively	planning purposes.
	Slightly effectively	
	Somewhat effectively	
	Very effectively	
NI/A f 2021 22 TEC	Extremely effectively	Th: : : : 1 - 1
N/A – new item for 2021-22 TFS.	20j. Indicate how effectively your	This item is intended to measure
	principal or school head performed	how much the situation with
	each of the following at LAST	coronavirus, and how their
	YEAR'S SCHOOL.	school head handled it, contributed to their decision to
	j. Provided teachers with the tools and materials needed to teach effectively	leave. This item may help
	during the coronavirus pandemic	inform administrators for future
	during the coronavirus pandemic	planning purposes.
	Not at all effectively	pidining purposes.
	Slightly effectively	
	Somewhat effectively	
	Very effectively	
	Extremely effectively	
N/A – new item for 2021-22 TFS.	27. What are some ways the	This open-ended exploratory
1,711 11011 1011 101 1011 11 11 11	coronavirus pandemic affected your	item is intended to capture
	teaching experience?	information about respondents'
	This can include any	experiences teaching during the
	challenges you faced or	coronavirus pandemic. This
	enhancements you made in	could provide additional
	areas such as new teaching	information about why some
	methods, classroom	teachers decided to leave.
	management strategies,	Responses to this question may
	communications, and	help inform new questions for
	technology.	future iterations of the TFS/PFS
		or for other education surveys.
	[open-ended text box]	

C.1.3 TFS-3: Questionnaire for Current Teachers

Revisions made to existing items on the 2021–22 TFS-3 in comparison to the 2016–17 TFS-3:

2016–17 TFS wording	1	Justification for revision
23. Which of the following best	2021–22 TFS wording 23. Which of the following best	This response option was
describes why you involuntarily left	describes why you involuntarily left	modified to measure teachers
your K–12 teaching	your K–12 teaching	who were unable to meet
position?	position?	state/district licensing
position:	position:	requirements (and left the field
I did not meet Highly Qualified	I did not meet state/district	or moved schools
Teacher (HQT) requirements	certification or licensing requirements	involuntarily). HQT
(Generally, to be Highly Qualified,	(e.g., classroom experience hours,	requirements are no longer
teachers must 1) have a bachelor's	teaching evaluation or observation	required by the federal
degree; 2) hold full state certification	scores, professional and subject	government, and states have
or licensure, including an "alternative	knowledge exams, additional	their own licensing
certification"; and 3) demonstrate	coursework requirements,	requirements.
competency in the subject area(s)	or other requirements to teach.)	
they teach. The HQT requirement is		
a provision under No Child Left		
Behind [NCLB].)		
N/A – new item for 2021-22 TFS.	24d. Indicate the level of importance	This item is intended to
	EACH of the following played in	measure if the loss of childcare
	your decision to leave LAST YEAR'S	during the coronavirus
	SCHOOL. I left last year's school –	pandemic was a significant
	d. Because of changes in childcare	factor in why teachers left their
	arrangements caused by the	position from the 2020-21
	coronavirus pandemic	school year.
	27 11 .	
	Not at all important	
	Slightly important	
	Somewhat important	
	Very important	
N/A – new item for 2021-22 TFS.	Extremely important 24h. Indicate the level of importance	This item is intended to
1VA – New Rein for 2021-22 11 5.	EACH of the following played in	measure how important the
	your decision to leave LAST YEAR'S	availability of a way to pay off
	SCHOOL. I left last year's school –	debt was in the teacher's
	h. Because I wanted or needed a way	decision to leave their previous
	to pay off debt from my	job. This information will help
	undergraduate or graduate education	inform planning for debt
	(such as higher pay and/or debt	forgiveness programs to address
	forgiveness)	teacher turnover related to
		student debt loads.
	Not at all important	
	Slightly important	
	Somewhat important	
	Very important	
	Extremely important	
N/A – new item for 2021-22 TFS.	24n. Indicate the level of importance	This item is intended to
	EACH of the following played in	measure how much the situation
	your decision to leave LAST YEAR'S	with coronavirus, and how their
	SCHOOL. I left last year's school –	school provided support, or not,
	n. Because I was dissatisfied with the	contributed to their decision to
	way my school or district supported	leave. This item may help
	me during the coronavirus pandemic	inform administrators for future

		planning purposes.
	Not at all important Slightly important Somewhat important Very important Extremely important	
N/A – new item for 2021-22 TFS.	26. Was the debt from your undergraduate or graduate education one of the reasons why you left your previous teaching job? Yes No	This item is intended to measure how important the availability of a way to pay off debt was part of the teacher's decision to leave their previous job. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt loads.
N/A – new item for 2021-22 TFS.	27. Do you currently have any of the below types of debt from your undergraduate or graduate education? I do not currently have debt from my undergraduate or graduate education 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 →	This item is intended to measure the percentage of teachers who have outstanding debt from their education as well as the type of debt. This question will also act as a filter for the additional questions about debt and debt forgiveness. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt loads.
N/A – new item for 2021-22 TFS.	28. How do you feel about the amount of debt you have remaining from your undergraduate and graduate education? Not at all worried A little worried Somewhat worried Very worried Extremely worried	This item is intended to measure the amount of concern teachers have about the debt they have left from their education. This information will help inform planning for debt forgiveness programs to address teacher turnover related to student debt loads.
N/A – new item for 2021-22 TFS.	29. Has the debt from your undergraduate or graduate education ever made you seriously consider leaving your current job for a higher paying job? Yes No	This item is intended to measure how much the situation with coronavirus contributed to their decision to leave and they can report any specific reasons. This item may help inform administrators for future planning purposes.
N/A – new item for 2021-22 TFS.	30i. Indicate how effectively your principal or school head performed each of the following at LAST YEAR'S SCHOOL. i. Supported teachers during the	This item is intended to measure how much the situation with coronavirus, and how their school provided support, or not, contributed to their decision to

	coronavirus pandemic	leave. This item may help inform administrators for future
	Not at all effectively	planning purposes.
	Slightly effectively	
	Somewhat effectively	
	Very effectively Extremely effectively	
N/A – new item for 2021-22 TFS.	30j. Indicate how effectively your	This item is intended to
10/11 new nem 101 2021 22 11 0.	principal or school head performed each of the following at LAST YEAR'S SCHOOL.	measure how much the situation with coronavirus, and how their school head handled it,
	j. Provided teachers with the tools and materials needed to teach effectively	contributed to their decision to leave. This item may help
	during the coronavirus pandemic	inform administrators for future planning purposes.
	Not at all effectively	
	Slightly effectively	
	Somewhat effectively	
	Very effectively Extremely effectively	
N/A – new item for 2021-22 TFS.	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.	This open-ended exploratory item is intended to capture information about respondents' experiences teaching during the coronavirus pandemic. Responses to this question may help inform new questions for future iterations of the TFS/PFS or for other education surveys.
	[open-ended text box]	

C.2 2021-22 PFS Item Justification

There are four versions of the PFS Questionnaire:

- PFS-1A is sent to public schools in the initial mail-out;
- PFS-1B is sent to private school in the initial mail-out;
- PFS-1C is sent directly to NTPS principal respondents who were public school principals when PFS-1A is a non-response; and
- PFS-1D is sent directly to NTPS principal respondents who were private school principals when PFS-1B is a non-response.

The PFS-1A and PFS-1C questionnaires have not been modified from the versions used in 2016-17 PFS data collection, aside from updates to reference years.

The PFS-1B and PFS-1D questionnaires have not been modified from the versions used in 2012-13 PFS data collection, aside from updates to reference years and survey reference (change from SASS to NTPS). The 2015-16 NTPS did not include a sample of private schools or their principals, therefore private versions of the PFS questionnaires were not needed for the 2016-17 PFS collection.