

Teacher Follow-up Survey (TFS) and Principal Follow-up Survey (PFS) of 2024–2025

OMB# 1850-0617 v.12

Appendix B

TFS and PFS 2024-25 Questionnaires, Forms, and Instruments

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

**February 2024
revised May 2024
revised June 2024**

Attachment B: 2024-25 TFS and PFS Questionnaires, Forms, and Instruments

The following questionnaire materials are contained in this document:

TFS Teacher Status Operation Forms and Instruments

1. 2024-25 Teacher and Principal Status Form (NTPS-5A)
Note: For public school principals.
2. 2024-25 Teacher and Principal Status Form (NTPS-5B)
Note: For private school principals.
3. 2024-25 Teacher Status Form (NTPS-5C)
4. Details for the Teacher Status Online Instruments (NTPS-5A/5B/5C)

TFS Main Data Collection Questionnaires and Instruments

5. 2024-25 TFS Questionnaire for Former Teachers (TFS-2)
6. Alternate Ordering of Response Options for Race/Ethnicity Item (Q39)
7. 2024-25 TFS Questionnaire for Current Teachers (TFS-3)
8. Alternate Ordering of Response Options for Race/Ethnicity Item (Q47)
9. Details for the TFS Online Instruments (TFS-2/3)

PFS Forms and Instruments

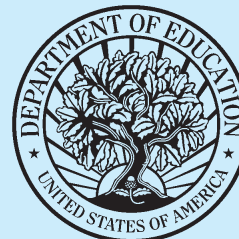
Note: Status Forms 1A/B are designed for the 2023-24 NTPS schools, and forms 1C/D are designed for 2023-24 principals.

10. 2024-25 PFS Principal Status Form (PFS-1A)
11. 2024-25 PFS School Head/Principal Status Form (PFS-1B)
Note: For private schools.
12. 2024-25 PFS Principal Status Form (PFS-1C)
13. 2024-25 PFS School Head/Principal Status Form (PFS-1D)
Note: For private school principals.
14. Details for the PFS Online Instruments (PFS-1A/B/C/D)

Note: The content included in these forms and 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 AND PRINCIPAL STATUS FORM

FOR NPC
USE ONLY



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

NATIONAL TEACHER AND PRINCIPAL (NTPS) FOLLOW-UP SURVEY

**(REGARDING YOUR SCHOOL'S 2023–24 TEACHERS
AND PRINCIPAL)**

Please return your completed questionnaire WITHIN 2 WEEKS in the enclosed pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
ATTN: DCB 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 **NTPS-5A**
03/18/2024 Draft

OMB No. 1850-0617: Approval Expires 07/01/2027



The National Center for Education Statistics is interested in the attrition and mobility of teachers and principals.

Please answer the following questions about the current occupation of last year's teachers and Principal.

**1. According to our records,
was the Principal of your school during the 2023–24 school year.**

Is this person still the Principal of your school this school year (2024–25)?

1 Yes

2 No

**2. All of the teachers listed on the following pages were selected for last year's
(2023–24) National Teacher and Principal Survey (NTPS).**

**Please indicate the CURRENT occupational status for each of the teachers listed, using the
"Occupational Status" list below.**

Occupational Status

(Mark (X) ONE of these codes for each teacher listed on page 3.)

- 1 Teaching in this school
- 2 Teaching, but not in this school
- 3 Not teaching, but working in this school
- 4 On leave (e.g., parental, disability, sabbatical, or military leave)
- 5 Left this school, not currently teaching
- 6 Unknown
- 7 Deceased



Line Number	TEACHER'S NAME AS REPORTED IN THE NTPS				OCCUPATIONAL STATUS (MARK (X) only ONE box for each teacher.)						
					1 - Teaching in this school	2 - Teaching, but not in this school	3 - Not teaching, but working in this school	4 - On leave	5 - Left this school, not currently teaching	6 - Unknown	7 - Deceased
FIRST	MI	LAST	SUFFIX								
1.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
2.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
3.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
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5.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
6.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
7.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
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9.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
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14.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
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18.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
19.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
20.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>

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

Paperwork Burden Statement

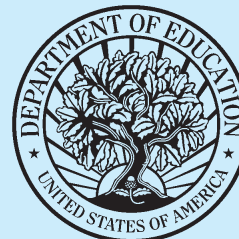
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All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).



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NATIONAL CENTER FOR EDUCATION STATISTICS

Collected by:
U.S. DEPARTMENT OF COMMERCE
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FORM **NTPS-5B**
03/18/2024 Draft

OMB No. 1850-0617: Approval Expires 06/30/2026



The National Center for Education Statistics is interested in the attrition and mobility of teachers and principals.

Please answer the following questions about the current occupation of last year's teachers and School Head/Principal.

**1. According to our records,
was the School Head/Principal of your school during the 2023–24 school year.**

Is this person still the School Head/Principal of your school this school year (2024–25)?

1 Yes

2 No

**2. All of the teachers listed on the following pages were selected for last year's
(2023–24) National Teacher and Principal Survey (NTPS).**

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"Occupational Status" list below.**

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- 6 Unknown
- 7 Deceased



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5.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
6.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
7.					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	
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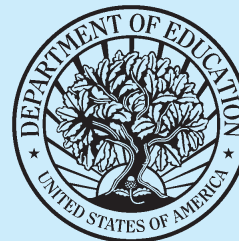
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Conducted by:
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NATIONAL CENTER FOR EDUCATION STATISTICS

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

FORM **NTPS-5C**
03/18/2024 Draft

OMB No. 1850-0617: Approval Expires 06/30/2026



The National Center for Education Statistics is interested in the attrition and mobility of teachers.

All of the teachers listed on the following page were selected for last year's (2023–24) National Teacher and Principal Survey (NTPS).

Please indicate the CURRENT occupational status for each of the teachers listed, using the "Occupational Status" list below.

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Paperwork Burden Statement

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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).



Details for the Teacher Status Online Instruments (NTPS-5A/5B/5C)

Item: Login (NTPS-5A/5B/5C)



Teacher Follow-up Survey (TFS)
2024-25 School Year

United States[®]
Census
Bureau

Welcome to the Teacher Status Form for the 2024-25 Teacher Follow-up Survey (TFS).

This survey will take approximately 5 minutes to complete.

[Start](#)

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).

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****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).

After clicking start, the login screen:

Please enter the User ID, excluding the hyphen, from your TFS Invitation.

User ID:



Item: Principal Status (NTPS-5A/5B only)



Teacher Follow-up Survey (TFS)
2024-25 School Year



The National Center for Education Statistics is interested in the attrition and mobility of teachers and principals. Please answer the following questions about the current occupation of last year's teachers and Principal.

According to our records, David Prince was the Principal of your school during the 2023-24 school year.

Is David Prince still the Principal of your school this school year (2024-25)?

Yes

No

Next >

Note that, for private schools (as identified by a flag on the instrument input file), the word "principal" is replaced with "school head/principal".

Item: Teacher Status (NTPS-5C)



Teacher Follow-up Survey (TFS)
2004-25 School Year



The National Center for Education Statistics is interested in the attrition and mobility of teachers. The teachers listed in the table below were selected for last year's (2023-24) National Teacher and Principal Survey (NTPS).

Please indicate the CURRENT occupational status for each of the teachers listed.

	Teaching in this school	Teaching, but not in this school	Not teaching, but working in this school	On leave	Left this school, not currently teaching	Unknown	Deceased
Teacher One	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Two	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Three	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Four	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Five	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Six	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next >

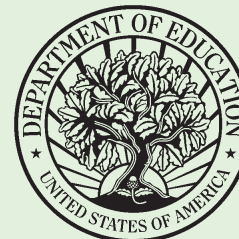
Item: Thank you (NTPS-5A/5B/5C)

You have successfully completed the TFS Teacher Status Form. Thank you!

Your answers have been submitted to the U.S. Census Bureau. If you receive any additional mailings in the next few days or weeks, please disregard them, as they may have been prepared before today. If you have any questions, please contact us, toll-free, at 1-888-595-1338 or by email at ntps@census.gov.

To learn more about this survey and to access reports from earlier collections, please visit the NTPS website within the Department of Education's website: <https://nces.ed.gov/surveys/ntps/>

FOR NPC
USE ONLY



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

TEACHER FOLLOW-UP SURVEY 2024–25 SCHOOL YEAR

QUESTIONNAIRE FOR FORMER TEACHERS

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

**U.S. CENSUS BUREAU
ATTN: DCB 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

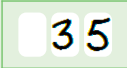
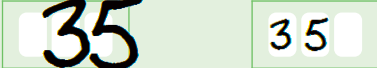
FORM **TFS-2**
(04/03/2024) Draft

OMB No. 1850-0617: Approval Expires 07/01/2027



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**.

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

- 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 between 8:00 a.m. and 8:00p.m. (Eastern Time) Monday through Friday, or between 11:00 a.m. and 9:00 p.m. (Eastern Time) Saturday and Sunday. 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. At the time of completing this questionnaire, do you 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 or librarian, school counselor) and occasionally teach a single lesson or unit of instruction, please answer 'No'.*

1010
1 Yes → GO TO item 1c below.

2 No

b. Are you currently on parental leave, disability leave, or sabbatical from teaching?

1600
1 Yes

2 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.*

1011
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., filling the role of a regular teacher for 4 or more continuous weeks)

4 Administrator (e.g., principal, assistant principal, director, school head)

5 Library media specialist or librarian

6 Other professional staff (e.g., counselor, instructional coordinator or curriculum specialist, social worker, speech, occupational or other therapist)

7 Support staff (e.g., secretary, administrative assistant)

8 Short-term substitute (i.e., filling the role of a regular teacher for less than 4 continuous weeks)

9 Student teacher

10 Teacher aide or instructional assistant

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

1601
1 Box 1, 2, 3, 4, 5, 6, or 7 →

Please STOP now and contact the U.S. Census Bureau by email at ntps@census.gov or telephone at 1-888-595-1338 to receive another form for teachers who are still teaching. You may also return this form to the U.S. Census Bureau using the enclosed postage-paid return envelope.

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



2. Last school year (2023–24) you reported teaching regularly scheduled classes. This school year you reported a transition to a teacher aide or instructional assistant, student teacher, or short-term substitute teacher. In 20 words or less, please explain the reason for the change.

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

5602

3. What is your current MAIN occupational status?

📌 Mark (X) only one box.

1603

1 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.

2 Working in the field of K–12 education, but not in a school or district
3 Working in the field of pre-K or postsecondary education
4 Working outside of the field of education, including military service
} GO TO item 5a below.

5 Unemployed → GO TO item 12 on page 6.

6 Student at a college or university

7 Caring for family members

8 Retired

9 Disabled

10 Other – please specify →

5603

4. Are you currently working in a job?

1604

1 Yes

2 No → GO TO item 12 on page 6.

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

📌 If you have more than one position, describe the position for which you spend the most time.
📌 Please record your job title; for example, electrical engineer, cashier, administrative assistant, farmer, loan officer.

5605

5605

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

📌 For example, computer programming, selling cars, driving delivery truck, caring for livestock.

5606

5606



5c. How would you classify yourself in this job?

🍏 *Mark (X) only one box.*

- 1607
1 An employee of a PRIVATE company, business, or individual for wages, salary, or commission
- 2 A FEDERAL government employee
- 3 A STATE government employee
- 4 A LOCAL government employee
- 5 SELF-EMPLOYED in your own business, professional practice, or farm
- 6 Working WITHOUT PAY in a family business or farm
- 7 Working WITHOUT PAY in a volunteer job

GO TO item 7 below.

6. Is your current MAIN occupation a –

🍏 *If you have more than one position, mark (X) the position for which you spend the most time.*

🍏 *Mark (X) only one box.*

- 1608
1 Principal or school head
- 2 Vice or assistant principal
- 3 School district administrator
- 4 Other school district professional
- 5 Library media specialist or librarian
- 6 Instructional coordinator or curriculum specialist
- 7 Academic coach or instructional coach
- 8 Data coach, data coordinator, or data specialist
- 9 Teacher aide or instructional assistant
- 10 Counselor or school psychologist
- 11 Short-term substitute
- 12 Other occupation – please specify →

5608

7. In what state are you currently working?

🍏 *If you are permanently remote, please enter your state of residence.*

🍏 *Enter the two-letter state abbreviation.*

1609

8. Are you employed full-time or part-time at this job?

🍏 *Mark (X) only one box.*

- 1610
1 Employed full-time
- 2 Employed part-time



9. What are your estimated annual before-tax earnings at this job?

- 🍏 If you are in the military service, report military earnings here.
- 🍏 Include earnings from commissions, merit pay bonuses, and other bonuses from this job.
- 🍏 If this is a volunteer position with no annual earnings, please record '0'.
- 🍏 Report earnings in whole dollars.

1611 Per year

10. Which statement best describes how long you plan to remain at this job?

🍏 Mark (X) only one box.

- 1612
- 1 As long as I am able
 - 2 Until I am eligible for retirement benefits from this job
 - 3 Until I am eligible for retirement benefits from a previous job
 - 4 Until I am eligible for Social Security benefits
 - 5 Until a specific life event occurs (e.g., parenthood, marriage, retirement of a spouse or partner)
 - 6 Until a more desirable job opportunity comes along
 - 7 Definitely plan to leave as soon as I can
 - 8 Undecided at this time

11. Do you have any other earned income, such as from a second job?

- 🍏 Do not include money from dividends, interest, rent, Social Security payments, and other non-earned income sources.
- 🍏 Do not include earnings from spouses, partners, or other family members.
- 🍏 Report amount in whole dollars.

1615

- 1 Yes → **How much?** Per year
- 2 No

1616

12. Are you currently receiving a retirement pension check paid from a teacher retirement system?

🍏 Report amount in whole dollars.

1520

- 1 Yes → **How much?** Per year
- 2 No

1521

13a. Did you receive an incentive to retire from the position of a K-12 teacher at last year's school?

🍏 An incentive is a monetary bonus or reward used to encourage teachers to retire.

1620

- 1 Yes
- 2 No → GO TO item 14 on page 7.

b. Would you have remained in teaching if you had not received an incentive to retire?

1621

- 1 Yes
- 2 No



2. INFORMATION ON LEAVING THE TEACHING PROFESSION

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

1700


1

 Yes

2

 No → *GO TO item 16 on page 8.*

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

 *Mark (X) only one box.*

1701

1

 Budget cuts or budget shortfalls

2

 Reduced pupil enrollment

3

 School and/or district merger or school closed


4

 I have not taken or could not pass the test(s) required by my school or district (e.g., professional or subject knowledge exams).

5

 I did not meet state or district certification or licensing requirements (e.g., classroom experience hours, teaching evaluations or observation scores, additional coursework requirements, other requirements to teach).


6

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

5701

GO TO item 19 on page 11.

16. 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 –

Personal Life Factors

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1702	a. Because I wanted to take a job more conveniently located OR because I moved.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1703	b. Because of other personal life reasons (e.g., health, pregnancy, childcare, caring for family).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1704	c. Because I decided to retire or receive retirement benefits from last year's school system.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Salary and Other Job Benefits

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1705	d. Because I wanted or needed a higher salary.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1706	e. Because I needed better benefits.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1707	f. Because I was concerned about my job security.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1740	g. Because I wanted or needed a way to pay off debt from my undergraduate or graduate education (e.g., higher pay, debt forgiveness).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Career Factors

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1708	h. Because I decided to pursue a position other than that of a K–12 teacher.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1709	i. Because I decided to take courses to improve career opportunities WITHIN the field of education.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1710	j. Because I decided to take courses to improve career opportunities OUTSIDE the field of education.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1711	k. Because I was dissatisfied with teaching as a career.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1712	l. Because there were not enough opportunities for leadership roles or professional advancement.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1742	m. Because I wanted to work someplace where the policies and practices reflect my values.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



16. Continued - 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
1713	n. Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, subject area).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1714	o. Because I did not have enough autonomy over my classroom.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1715	p. Because I was dissatisfied with the large number of students I taught.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1716	q. Because I felt that there were too many intrusions on my teaching time.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1743	r. Because I felt the workload was too much.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1744	s. Because I was dissatisfied with the restrictions on what I could discuss in my classroom.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

School Factors

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1717	t. Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1718	u. Because student discipline problems were an issue.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1719	v. Because I was dissatisfied with the administration.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1720	w. Because I was dissatisfied with the lack of influence I had over school policies and practices.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



16. Continued - 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 –

Student Performance Factors

**Not at all Slightly Somewhat Very Extremely
important important important important important**

1721 **x.** Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum. 1 2 3 4 5

1722 **y.** Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students. 1 2 3 4 5

1723 **z.** Because I was dissatisfied with the support I received for preparing my students for student assessments. 1 2 3 4 5

Other Factors

**Not at all Slightly Somewhat Very Extremely
important important important important important**

1724 **aa.** Because of other factors not included in previous items a-z – please specify  1 2 3 4 5

5724

17. From the reasons listed in item 16, 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 16 on pages 8-10.*

5725 Most important reason in my decision to leave



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

- 1730
1 Yes
- 2 No

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

🍎 *Mark (X) all that apply.*

- 1731 I do not currently have debt from my undergraduate or graduate education. → GO TO item 21 on page 12.
- 1732 Federal student loans
- 1733 Private student loans
- 1734 State student loans
- 1735 Loans from family or friends for undergraduate or graduate education
- 1736 Credit card debt from undergraduate or graduate education
- 1737 Other debt from undergraduate or graduate education – please specify ↴

5737

20. Please indicate your level of stress regarding your student loan debt. Would you say your level of stress is –

🍎 *Mark (X) only one box.*

- 1738
1 Very low
- 2 Low
- 3 Moderate
- 4 High
- 5 Very high



3. YOUR IMPRESSIONS OF TEACHING AND OF YOUR CURRENT JOB

21. 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

1300	a.	Communicated respect for and value of teachers	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1301	b.	Engaged in leading professional growth and coaching for instructional change	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1302	c.	Worked with staff to meet curriculum standards	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1303	d.	Encouraged professional collaboration among teachers	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1304	e.	Worked with teaching staff to solve school or department problems	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1305	f.	Encouraged the teaching staff to use student assessment results for data driven decision making and planning curriculum and instruction	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1306	g.	Worked to develop broad agreement among the teaching staff about the school's mission	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1307	h.	Facilitated and encouraged professional development activities of teachers	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1308	i.	Supported teachers in interactions with students' families	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1309	j.	Fostered teacher mental health	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
1310	k.	Fostered teacher well-being	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>

22. LAST SCHOOL YEAR (2023–24), did any of your students participate in a REQUIRED state or district assessment in a subject that you taught?

1311
1 Yes → GO TO item 23 on page 13.

2 No → GO TO item 24 on page 13.



23. 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
1312	a. I did not receive adequate support in preparing my students for the assessments.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1313	b. I believe my students were capable of performing well on the assessments.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1314	c. The assessment program influenced the curriculum I taught.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1315	d. My students' knowledge and abilities were reflected accurately through their performance on assessments.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1316	e. Overall, I was satisfied with the assessment program.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

24. Were you formally evaluated for your work as a teacher last school year (2023–24)?

1320 Yes

2 No → [GO TO item 28 on page 14.](#)

25. 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 (2023–24)?

🍏 *Mark (X) one box on each line.*

		Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1321	a. Overall, the evaluation process was fair.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1322	b. I received feedback from the formal evaluation that helped to improve my teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1323	c. I was satisfied with the formal evaluation process.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

26. Which of the following best describes the evaluation you received for your work as a teacher last school year (2023–24)?

🍏 *Mark (X) only one box.*

1324 Excellent / Outstanding / Highly effective

2 Satisfactory / Effective

3 Unsatisfactory / Not that effective

27. Last school year (2023–24), how effective do YOU think you were as a teacher?

🍏 *Mark (X) only one box.*

1325 Excellent / Outstanding / Highly effective

2 Satisfactory / Effective

3 Unsatisfactory / Not that effective



28. What is your current MAIN occupational status?

🍏 *Your response should correspond to item 3 on page 4.*

🍏 *Mark (X) only one box.*

1800

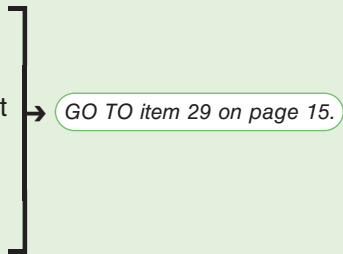
1 Working for a school or school district in a position in the field of K–12 education, but not as a regular K–12 classroom teacher

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

3 Working in the field of pre-K or postsecondary education

4 Working outside of the field of education, including military service

5 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	About the same	Better in current position
1801	a. Salary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1802	b. Benefits (e.g., health insurance, retirement plan)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1803	c. Opportunities for professional advancement or promotion	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1804	d. Opportunities for professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1805	e. Opportunities for learning from colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1806	f. Social relationships with colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1807	g. Recognition and support from administrators or managers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1808	h. Safety of environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1809	i. Influence over workplace policies and practices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1810	j. Autonomy or control over your own work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1811	k. Professional prestige	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1812	l. Procedures for performance evaluation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1813	m. Manageability of workload	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1814	n. Ability to balance personal life and work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1815	o. Availability of resources and materials or equipment for doing your job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1816	p. General work conditions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1817	q. Job security	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1818	r. Intellectual challenge	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1819	s. Sense of personal accomplishment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1820	t. Opportunities to make a difference in the lives of others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <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.*

- 1825
- 1 More satisfied in teaching
- 2 More satisfied in current position
- 3 No difference




4. EDUCATION ACTIVITIES AND FUTURE PLANS

31a. Have you enrolled in college or university courses since the end of last school year (2023–24)?

1400

1 Yes2 No → [GO TO item 32 below.](#)


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

 *Mark (X) only one box.*

1401

1 Individual courses (not part of a program leading to a degree or certificate)2 Vocational certificate program3 Associate's degree granting program4 Bachelor's degree granting program5 Master's degree granting program6 Education specialist or professional diploma program (at least one year beyond Master's level)7 Certificate of Advanced Graduate Studies program8 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.*

1402

1 To obtain or for use in a K–12 TEACHING position2 To obtain or for use in a position in the field of education but NOT as a K–12 TEACHER3 To obtain or for use in a position OUTSIDE the field of education4 For reasons unrelated to obtaining or using in a job (e.g., personal fulfillment)

[GO TO item 32 below.](#)

d. Did you need to enroll in these courses to obtain, renew, or maintain your teaching certification?

1403


1 Yes2 No

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

1450

1 Yes2 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.*

1451

1 Later this school year (2024–25)2 Next school year (2025–26)3 After the 2025–26 school year, but before the 2029–30 school year4 During the 2029–30 school year or later5 Undecided

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

Mark (X) only one box.

- 1452
1 Elementary (including kindergarten)
- 2 Middle school/Junior high
- 3 High school/Secondary

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
1455	a. Ability to maintain your teacher retirement benefits	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1456	b. State certification reciprocity (a state's acceptance of teacher certifications from other states)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1457	c. An easier and less costly way to renew or earn certification	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1458	d. Smaller class sizes or smaller student load	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1466	e. Opportunities for advancement or leadership positions (e.g., grow your own programs, becoming a lead teacher)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1467	f. An increase in planning time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1468	g. An increase in student support services (e.g., social workers, counselors, special education aides)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1459	h. Availability of full-time teaching positions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1460	i. Availability of part-time teaching positions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1461	j. Forgiveness of your student loans	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1462	k. Housing incentives (e.g., subsidies, rent assistance, low interest loans, relocation assistance)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1463	l. An increase in the salary you earned as a teacher	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1464	m. Availability of suitable childcare options	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

36. Are there any factor(s) other than the ones listed in the previous item that would motivate you to return to the position of a K–12 teacher?

- 1465
1 Yes → **What factors?**

Please list up to two factors.

5466

5467


- 2 No




5. BACKGROUND INFORMATION

37. Which category represents the total combined BEFORE-TAX income of ALL FAMILY MEMBERS in your household during 2024?


 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.

- 1525
1 Less than \$35,000
- 2 \$35,000 – \$49,999
- 3 \$50,000 – \$74,999
- 4 \$75,000 – \$99,999
- 5 \$100,000 – \$149,999
- 6 \$150,000 or more


38. Do you own or rent your primary residence?

 Mark (X) only one box.

- 1526
1 Own
- 2 Rent
- 3 Other living arrangement – please specify 

5526

39. What is your race and/or ethnicity?

 Mark (X) all that apply.

- 1530 **White**
For example, English, German, Irish, Italian, Polish, Scottish, etc.
- 1531 **Hispanic or Latino**
For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.
- 1532 **Black or African American**
For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
- 1533 **Asian**
For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, Japanese, etc.
- 1534 **American Indian or Alaska Native**
For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.
- 1535 **Middle Eastern or North African**
For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israeli, etc.
- 1536 **Native Hawaiian or Pacific Islander**
For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.



6. CONTACT INFORMATION

40. Please provide the following information in case we have questions about the responses you provided.

a. First name

9025

Last name

9027

Suffix

9028

b. Preferred e-mail address

9044

c. Preferred phone number

9045

Area code	Number
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

41. In what state do you currently live?

🍏 Enter the two-letter state abbreviation.

9046

42. 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.

0010 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 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>



5. BACKGROUND INFORMATION

37. Which category represents the total combined BEFORE-TAX income of ALL FAMILY MEMBERS in your household during 2024?

- 🍏 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.

- 1525
- 1 Less than \$35,000
 - 2 \$35,000 – \$49,999
 - 3 \$50,000 – \$74,999
 - 4 \$75,000 – \$99,999
 - 5 \$100,000 – \$149,999
 - 6 \$150,000 or more

38. Do you own or rent your primary residence?

- 🍏 Mark (X) only one box.

- 1526
- 1 Own
 - 2 Rent
 - 3 Other living arrangement – please specify ↘

5526

39. What is your race and/or ethnicity?

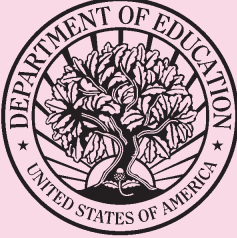
- 🍏 Mark (X) all that apply.

- 1534 **American Indian or Alaska Native**
For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.
- 1533 **Asian**
For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, Japanese, etc.
- 1532 **Black or African American**
For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
- 1531 **Hispanic or Latino**
For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.
- 1535 **Middle Eastern or North African**
For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israeli, etc.
- 1536 **Native Hawaiian or Pacific Islander**
For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.
- 1530 **White**
For example, English, German, Irish, Italian, Polish, Scottish, etc.



[Large white rounded rectangle for address correction]

FOR NPC USE ONLY [Two small white boxes]



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

TEACHER FOLLOW-UP SURVEY 2024-25 SCHOOL YEAR

QUESTIONNAIRE FOR CURRENT TEACHERS

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:
**U.S. CENSUS BUREAU
ATTN: DCB 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**
(04/03/2024) Draft

OMB No. 1850-0617: Approval Expires 07/01/2027



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**.

<p>CORRECT marking example – (Use care to keep characters in their designated spaces.)</p>	<p>INCORRECT marking example –</p>
	
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p style="text-align: center;">OR</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

- 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 between 8:00 a.m. and 8:00p.m. (Eastern Time) Monday through Friday, or between 11:00 a.m. and 9:00 p.m. (Eastern Time) Saturday and Sunday. 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 20 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. At the time of completing this questionnaire, do you 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 or librarian, school counselor) and occasionally teach a single lesson or unit of instruction, please answer 'No'.*

1010
1 Yes

2 No →

Please STOP now and contact the U.S. Census Bureau by email at ntps@census.gov or telephone at 1-888-595-1338 to receive a different form to complete. You may also return this form to the U.S. Census Bureau using the enclosed postage-paid return envelope.

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.*

1011
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., filling the role of a regular teacher for 4 or more continuous weeks)

4 Administrator (e.g., principal, assistant principal, director, school head)

5 Library media specialist or librarian

6 Other professional staff (e.g., counselor, instructional coordinator or curriculum specialist, social worker, speech, occupational or other therapist)

7 Support staff (e.g., secretary, administrative assistant)

8 Short-term substitute (i.e., filling the role of a regular teacher for less than 4 continuous weeks)

9 Student teacher

10 Teacher aide or instructional assistant

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

1601
1 Box 1, 2, 3, 4, 5, 6, or 7

2 Box 8, 9, or 10 →

Please STOP now and contact the U.S. Census Bureau by email at ntps@census.gov or telephone at 1-888-595-1338 to receive a different form to complete. You may also return this form to the U.S. Census Bureau using the enclosed postage-paid return envelope.

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

🍎 *Mark (X) only one box.*

1012
1 Teaching full-time → GO TO item 4 on page 6.

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



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

1013


1

 Yes

2

 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.*

1014

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., filling the role of a regular teacher for 4 or more continuous weeks)

4

 Administrator (e.g., principal, assistant principal, director, school head)

5

 Library media specialist or librarian

6

 Other professional staff (e.g., counselor, instructional coordinator or curriculum specialist, social worker, speech, occupational or other therapist)

7

 Support staff (e.g., secretary, administrative assistant)

8

 Other – please specify →

5014



**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

World Languages

- 171 French
172 German
173 Latin
174 Spanish
175 Other world 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 your current 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.


1015	<input type="text"/>	Main Teaching Assignment Code	5015	<input type="text"/>	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.

- 1020
- 1 Regular or standard state certificate or advanced professional certificate
- 2 Certificate issued after satisfying all requirements except the completion of a probationary period (in some states this is called a probationary certificate)
- 3 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)
- 4 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)
- 5 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 year's school?

 Mark (X) all that apply.

- 1025 Prekindergarten
- 1040 Transitional kindergarten
- 1026 Kindergarten
- 1027 1st
- 1028 2nd
- 1029 3rd
- 1030 4th
- 1031 5th
- 1032 6th
- 1033 7th
- 1034 8th
- 1035 9th
- 1036 10th
- 1037 11th
- 1038 12th
- 1039 Ungraded



7. Which statement best describes the way YOUR classes at your current school are organized?

🍏 *Mark (X) only one box.*

- 1045
1 You instruct several classes of different students most or all of the day in one or more subjects.
- 2 You are an elementary school teacher who teaches only one subject to different classes of students.
- 3 You instruct the same group of students all or most of the day in multiple subjects.
- 4 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.
- 5 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 your current school, how many have a formally-identified disability or an Individualized Education Program or Plan (IEP)?

🍏 *Do NOT include students who have only a 504 plan.*

🍏 *Mark 'None' if you do NOT teach any students with a formally-identified disability or an IEP.*

- 1046
0 None or Students with a formally-identified disability or an IEP

9. Of all the students you teach at your current school, how many have been identified as English-language learners (ELL), also known as limited-English proficiency (LEP)?

🍏 *English-language learners (ELL) 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.*

🍏 *Mark 'None' if you do NOT teach any students that are ELL or LEP.*

- 1047
0 None or 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
1100	a. The school administration's behavior toward the staff is supportive and encouraging.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1101	b. I am satisfied with my teaching salary.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1102	c. The level of student misbehavior in this school (e.g., noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1103	d. I receive a great deal of support from parents for the work I do.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1104	e. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1118	f. I am satisfied with operating procedures (e.g., planning time, instructional time, scheduling).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1106	g. My principal or school head enforces school rules for student conduct and backs me up when I need it.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1107	h. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1108	i. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1109	j. The principal or school head knows what kind of school he or she wants and has communicated it to the staff.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1110	k. There is a great deal of cooperative effort and content coordination among the staff members.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1111	l. In this school, staff members are recognized for a job well done.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1112	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.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1113	n. State or district content standards have had a positive influence on my satisfaction with teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1114	o. I am given the support I need to teach students with special needs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1115	p. The amount of student tardiness and class cutting in this school interferes with my teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1116	q. I am generally satisfied with being a teacher at this school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <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
1120	a. Student tardiness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1121	b. Student absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1122	c. Student class cutting	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1123	d. Teacher absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1124	e. Students dropping out	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1125	f. Student apathy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1126	g. Lack of parental involvement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1140	h. Too much parental involvement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1141	i. Lack of parental support for school policies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1127	j. Poverty	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1129	k. Poor student health	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1142	l. State or district restrictions on classroom discussions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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

🍎 Mark (X) one box on each line.

		Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1130	a. The stress and disappointments involved in teaching at this school aren't really worth it.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1131	b. The teachers at this school like being here; I would describe us as a satisfied group.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1132	c. I like the way things are run at this school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1137	d. There are too many restrictions on what I can discuss in my classroom.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1133	e. If I could get a higher paying job I'd leave teaching as soon as possible.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1134	f. I think about transferring to another school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1135	g. I don't seem to have as much enthusiasm now as I did when I began teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1136	h. I think about staying home from school because I'm just too tired to go.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>



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

13a. Are you currently teaching in the SAME SCHOOL as you were last year (2023–24)?

¹²⁰⁰
1 Yes → GO TO item 23 on page 15.

2 No

b. Are you currently teaching in the SAME STATE as you were last year (2023–24)?

¹²⁰¹
1 Yes → GO TO item 14 below.

2 No

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

¹²⁰²
1 Yes – In what country? → GO TO item 15 on page 11.

2 No

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

a. Name of School

5203

b. Street Address

5204

c. City

5205

d. State

5206

e. ZIP Code

5207

f. Name of school district (if applicable)

5208

g. Name of county

5209



15. Does your current school offer the following grades?

🍎 *Mark (X) all that apply.*

- 1210 Prekindergarten
- 1290 Transitional kindergarten
- 1211 Kindergarten
- 1212 1st
- 1213 2nd
- 1214 3rd
- 1215 4th
- 1216 5th
- 1217 6th
- 1218 7th
- 1219 8th
- 1220 9th
- 1221 10th
- 1222 11th
- 1223 12th
- 1224 Ungraded

16. 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.*

- 1225
1 Moved from one PUBLIC school to another PUBLIC school in the SAME SCHOOL DISTRICT
- 2 Moved from one PUBLIC school district to ANOTHER PUBLIC SCHOOL DISTRICT
- 3 Moved from a PRIVATE school to a PUBLIC school
- 4 Moved from one PRIVATE school to another PRIVATE school
- 5 Moved from a PUBLIC school to a PRIVATE school

GO TO item 18 on page 12.

17. 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.*

- 1226
1 Religious - Roman Catholic
- 2 Religious - other than Roman Catholic
- 3 Nonsectarian - not religiously affiliated



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

1227

1 Yes2 No → *GO TO item 20 on page 13.***19. Which of the following best describes the reason why you changed schools involuntarily?**🍏 *Mark (X) only one box.*


1228

1 Budget cuts or budget shortfalls2 Reduced pupil enrollment3 School and/or district merger or school closed4 Transfer required by school or district5 I had not taken or could not pass the test(s) required by my school or district (e.g., professional or subject knowledge exams).6 I did not meet state or district certification or licensing requirements (e.g., classroom experience hours, teaching evaluation or observation scores, additional coursework requirements, other requirements to teach).7 My contract was not renewed for other reason(s) – please specify ↴

5228

GO TO item 23 on page 15.

20. 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 –

Personal Life Factors

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1229	a. Because I wanted to take a job more conveniently located OR because I moved.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1230	b. Because of other personal life reasons (e.g., health, pregnancy, childcare, caring for family).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1231	c. Because I wanted to receive retirement benefits from last year's school system.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Salary and Other Job Benefits

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1232	d. Because I wanted or needed a higher salary.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1233	e. Because I needed better benefits.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1234	f. Because I was concerned about my job security.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1271	g. Because I wanted or needed a way to pay off debt from my undergraduate or graduate education (e.g., higher pay, debt forgiveness).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Assignment and Classroom Factors

		Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1235	h. Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, subject area).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1236	i. Because I did not have enough autonomy over my classroom.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1237	j. Because I was dissatisfied with the large number of students I taught.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1238	k. Because I felt that there were too many intrusions on my teaching time.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1295	l. Because I felt the workload was too much.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1296	m. Because I was dissatisfied with the restrictions on what I could discuss in my classroom.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



20. 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
1239	n. Because I wanted the opportunity to teach at my current school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1240	o. Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1241	p. Because student discipline problems were an issue.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1242	q. Because I was dissatisfied with the administration.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1243	r. Because I was dissatisfied with the lack of influence I had over school policies and practices.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1244	s. Because there were not enough opportunities for leadership roles or professional advancement.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1297	t. Because I wanted to work in a school where the policies and practices reflect my values.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	<u>Student Performance Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1245	u. Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1246	v. Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1247	w. Because I was dissatisfied with the support I received for preparing my students for student assessments.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	<u>Other Factors</u>	Not at all important	Slightly important	Somewhat important	Very important	Extremely important
1248	x. Because of other factors not included in previous items a-w – please specify ↴	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5248	<input style="width: 280px; height: 25px;" type="text"/>					



21. From the reasons listed in item 20, which do you consider the one most important reason in your decision to leave LAST YEAR'S SCHOOL?

🍏 Enter the letter from item 20 on pages 13 and 14.

5249 Most important reason in my decision to leave

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

1273 Yes

2 No

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

🍏 Mark (X) all that apply.

1274 I do not currently have debt from my undergraduate or graduate education. → GO TO item 26 on page 16.

1275 Federal student loans

1276 Private student loans

1277 State student loans

1278 Loans from family or friends for undergraduate or graduate education

1279 Credit card debt from undergraduate or graduate education

1280 Other debt from undergraduate or graduate education – please specify ↴

5280

24. Please indicate your level of stress regarding your student loan debt. Would you say your level of stress is –

🍏 Mark (X) only one box.

1281 1 Very low

2 Low

3 Moderate

4 High

5 Very high


25. 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?


1282 1 Yes

2 No



26. 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
1300	a. Communicated respect for and value of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1301	b. Engaged in leading professional growth and coaching for instructional change	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1302	c. Worked with staff to meet curriculum standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1303	d. Encouraged professional collaboration among teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1304	e. Worked with teaching staff to solve school or department problems	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1305	f. Encouraged the teaching staff to use student assessment results for data driven decision making and planning curriculum and instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1306	g. Worked to develop broad agreement among the teaching staff about the school's mission	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1307	h. Facilitated and encouraged professional development activities of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1308	i. Supported teachers in interactions with students' families	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1309	j. Fostered teacher mental health	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1310	k. Fostered teacher well-being	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

27. LAST SCHOOL YEAR (2023–24), did any of your students participate in a REQUIRED state or district assessment in a subject that you taught?

- 1311
1 Yes → [GO TO item 28 on page 17.](#)
- 2 No → [GO TO item 29 on page 17.](#)



28. 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
1312	a. I did not receive adequate support in preparing my students for the assessments.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1313	b. I believe my students were capable of performing well on the assessments.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1314	c. The assessment program influenced the curriculum I taught.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1315	d. My students' knowledge and abilities were reflected accurately through their performance on assessments.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1316	e. Overall, I was satisfied with the assessment program.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

29. Were you formally evaluated for your work as a teacher last school year (2023–24)?

- 1320
1 Yes
- 2 No → *GO TO item 33 on page 18.*

30. 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 (2023–24)?

🍏 *Mark (X) one box on each line.*

		Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1321	a. Overall, the evaluation process was fair.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1322	b. I received feedback from the formal evaluation that helped to improve my teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
1323	c. I was satisfied with the formal evaluation process.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

31. Which of the following best describes the evaluation you received for your work as a teacher last school year (2023–24)?

🍏 *Mark (X) only one box.*

- 1324
1 Excellent / Outstanding / Highly effective
- 2 Satisfactory / Effective
- 3 Unsatisfactory / Not that effective


32. Last school year (2023–24), how effective do YOU think you were as a teacher?


🍏 *Mark (X) only one box.*

- 1325
1 Excellent / Outstanding / Highly effective
- 2 Satisfactory / Effective
- 3 Unsatisfactory / Not that effective



33. 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	About the same	Better in current position
1250	a. Salary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1251	b. Benefits (e.g., health insurance, retirement plan)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1252	c. Opportunities for professional advancement or promotion	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1253	d. Opportunities for professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1254	e. Opportunities for learning from colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1255	f. Social relationships with colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1256	g. Recognition and support from administrators or managers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1257	h. Safety of environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1258	i. Influence over workplace policies and practices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1259	j. Autonomy or control over your own work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1260	k. Professional prestige	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1261	l. Procedures for performance evaluation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1262	m. Manageability of workload	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1263	n. Ability to balance personal life and work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1264	o. Availability of resources and materials or equipment for doing your job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1265	p. General work conditions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1266	q. Job security	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1267	r. Intellectual challenge	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1268	s. Sense of personal accomplishment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
1269	t. Opportunities to make a difference in the lives of others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>




4. EDUCATION ACTIVITIES AND FUTURE PLANS

34a. Have you enrolled in college or university courses since the end of last school year (2023–24)?

1400

1 Yes2 No → *GO TO item 35 on page 20.*


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

 *Mark (X) only one box.*

1401

1 Individual courses (not part of a program leading to a degree or certificate)2 Vocational certificate program3 Associate's degree granting program4 Bachelor's degree granting program5 Master's degree granting program6 Education specialist or professional diploma program (at least one year beyond Master's level)7 Certificate of Advanced Graduate Studies program8 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.*

1402

1 To obtain or for use in a K–12 TEACHING position2 To obtain or for use in a position in the field of education but NOT as a K–12 TEACHER3 To obtain or for use in a position OUTSIDE the field of education4 For reasons unrelated to obtaining or using in a job (e.g., personal fulfillment)


GO TO item 35 on page 20.

d. Did you need to enroll in these courses to obtain, renew, or maintain your teaching certification?

1403


1 Yes2 No


35. Which statement best describes how long you plan to remain in teaching?

 *Mark (X) only one box.*

- 1410
1 As long as I am able
- 2 Until I am eligible for retirement benefits from this job
- 3 Until I am eligible for retirement benefits from a previous job
- 4 Until I am eligible for Social Security benefits
- 5 Until a specific life event occurs (e.g., parenthood, marriage, retirement of a spouse or partner)
- 6 Until a more desirable job opportunity comes along
- 7 Definitely plan to leave as soon as I can
- 8 Undecided at this time

36. 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.*

- 1411
1 Yes
- 2 No



5. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION

The following questions refer to your BEFORE-TAX earnings from teaching and other employment.

37. DURING THE SUMMER OF 2024, did you have any earnings from –

Report amounts in whole dollars.

a. Teaching summer school in your current or any other school?

1500
1 Yes → How much? 1501 \$, .00

2 No

b. Working in a non-teaching job in your current or any other school during the summer?

1502
1 Yes → How much? 1503 \$, .00

2 No

c. Working in any NONSCHOOL job during the summer?

1504
1 Yes → How much? 1505 \$, .00

2 No

38. DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year?

Report amount in whole dollars.

1506 \$, .00 For the entire school year

39. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from your current school system for extracurricular or additional activities such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes?

Report amount in whole dollars.

1507
1 Yes → How much? 1508 \$, .00

2 No



45. Which category represents the total combined BEFORE-TAX income of ALL FAMILY MEMBERS in your household during 2024?

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.

- 1525
1 Less than \$35,000
- 2 \$35,000 – \$49,999
- 3 \$50,000 – \$74,999
- 4 \$75,000 – \$99,999
- 5 \$100,000 – \$149,999
- 6 \$150,000 or more

46. Do you own or rent your primary residence?

Mark (X) only one box.

- 1526
1 Own
- 2 Rent
- 3 Other living arrangement – please specify ↴

5526

47. What is your race and/or ethnicity?

Mark (X) all that apply.

- 1530 **White**
For example, English, German, Irish, Italian, Polish, Scottish, etc.
- 1531 **Hispanic or Latino**
For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.
- 1532 **Black or African American**
For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
- 1533 **Asian**
For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, Japanese, etc.
- 1534 **American Indian or Alaska Native**
For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.
- 1535 **Middle Eastern or North African**
For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israeli, etc.
- 1536 **Native Hawaiian or Pacific Islander**
For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.



6. CONTACT INFORMATION

48. Please provide the following information in case we have questions about the responses you provided.

a. First name

9025

Last name

9027

Suffix

9028

b. Preferred e-mail address


9044

c. Preferred phone number

Area code	Number
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

9045

49. 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.

0010 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 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>

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Alternate Ordering of Response Options for Race/Ethnicity Item (Q47)

45. Which category represents the total combined BEFORE-TAX income of ALL FAMILY MEMBERS in your household during 2024?

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.

- 1525
- 1 Less than \$35,000
- 2 \$35,000 – \$49,999
- 3 \$50,000 – \$74,999
- 4 \$75,000 – \$99,999
- 5 \$100,000 – \$149,999
- 6 \$150,000 or more

46. Do you own or rent your primary residence?

Mark (X) only one box.

- 1526
- 1 Own
- 2 Rent
- 3 Other living arrangement – please specify ↴

5526

47. What is your race and/or ethnicity?

Mark (X) all that apply.

- 1534 **American Indian or Alaska Native**
For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.
- 1533 **Asian**
For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, Japanese, etc.
- 1532 **Black or African American**
For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
- 1531 **Hispanic or Latino**
For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.
- 1535 **Middle Eastern or North African**
For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israeli, etc.
- 1536 **Native Hawaiian or Pacific Islander**
For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.
- 1530 **White**
For example, English, German, Irish, Italian, Polish, Scottish, etc.



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

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.



Teacher Follow-up Survey (TFS)
2024–25 School Year



Welcome to the 2024–25 Teacher Follow-up Survey (TFS)

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

User ID:

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 1850-0617. The time required to complete this information collection is estimated to average between 19 and 20 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: Teacher Follow-up Survey (TFS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4035, 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.: 1850-0617

OMB Expiration Date: 07/31/2027


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

Item: PIN

After entering the provided User ID, respondents will be taken to the PIN screen.



Teacher Follow-up Survey (TFS)
2024–25 School Year



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Please make note of the PIN below.

PIN: 2823

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 Teacher Follow-up Survey at a later time.

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

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.: 1850-0617
OMB Expiration Date: 07/31/2027 [Accessibility](#) | [Security](#)

Item: Recovery

If the respondent attempts to re-enter the instrument and does not know their PIN, they may reset their PIN by answering the security question set upon initial login.



Teacher Follow-up Survey (TFS)
2024–25 School Year



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Please provide the answer to the following security question to reset your PIN for the Teacher Follow-up Survey.

What is the name of your first pet?

Answer:

If you do not know the answer to your security question, please contact us by phone at 1-888-595-1338 or by e-mail at ntps@census.gov to reset your PIN.

[Return to Login](#) [Submit >](#)

OMB No.: 1850-0617
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Screener Questions 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: scr_current_classes (All teachers)

Every respondent who logs into the TFS online instrument will receive this initial screener item.



Teacher Follow-up Survey (TFS)
2024–25 School Year



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Section 1: Certification and Assignments at Your Current School

1a. At the time of completing this questionnaire, do you 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 or librarian, school counselor) and occasionally teach a single lesson or unit of instruction, please answer 'No'.

- Yes
 No

[Next >](#)

OMB No.: 1850-0617
OMB Expiration Date: 07/31/2027

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Details:

- If ORIG_USERTYPE = F, display "Section 1: Employment Status" as the section heading
- If ORIG_USERTYPE = C, display "Section 1: Certification and Assignments at Your Current School" as the section heading

Edits:

Hard Edits:

- At least one radio button must be selected to continue; if this item is left blank, display 'ResponseError' message

Skips:

- If 'Yes' is selected for question 1a, skip to Item: Q1C (scr_current_position)
- If 'No' is selected for question 1a, go to Item: Q1B (scr_current_leave)

Item: scr_current_leave (Former teachers)

Selecting "No" for Q1a skips respondents to this item. Selecting any response to this item will skip respondents to the TFS-2 (Questionnaire for Former Teachers) instrument.



Teacher Follow-up Survey (TFS)
2024–25 School Year



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1b. Are you currently on parental leave, disability leave, or sabbatical from teaching?

- Yes
- No

[← Previous](#)

[Next >](#)

OMB No.: 1850-0617
OMB Expiration Date: 07/31/2027

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Item: scr_current_position (Current teachers)

Selecting "Yes" for Q1a skips respondents to this item. This is a secondary screener question for those teachers who indicate "Yes" to Q1a to determine whether they belong on the current teacher path (TFS-3) or former teacher path (TFS-2). Selecting response options 1 - 7 will skip respondents to the current teacher instrument (TFS-3), while selecting response options 8 - 10 will skip respondents to the former teacher instrument (TFS-2).



Teacher Follow-up Survey (TFS)
2024–25 School Year



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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?

- 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., filling the role of a regular teacher for 4 or more continuous weeks)
- Administrator (e.g., principal, assistant principal, director, school head)
- Library media specialist or librarian
- Other professional staff (e.g., counselor, instructional coordinator or curriculum specialist, social worker, speech, occupational or other therapist)
- Support staff (e.g., secretary, administrative assistant)
- Short-term substitute (i.e., filling the role of a regular teacher for less than 4 continuous weeks)
- Student teacher
- Teacher aide or instructional assistant

[← Previous](#)

[Next >](#)

OMB No.: 1850-0617
OMB Expiration Date: 07/31/2027

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

Edits:

Hard Edits:

- At least one radio button must be selected to continue; if this item is left blank, display 'ResponseError2' message

Skips:

- 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., filling the role of a regular teacher for 4 or more continuous weeks),' 'Administrator (e.g., principal, assistant principal, director, school head),' 'Library media specialist or librarian,' 'Other professional staff (e.g., counselor, instructional coordinator or curriculum specialist, social worker, speech, occupational or other therapist),' or 'Support staff (e.g., secretary, administrative assistant)' radio button is selected, go to TFS-3 Specification, Item: cer_teaching
- If the 'Short-term substitute,' 'Student teacher,' or 'Teacher aide or instructional assistant' radio button is selected, go to TFS-2 Specification, Item: emp_current_change

Item: cha_last_year (Current teachers)

Only current teachers receive this next level screener item, where they are then branched into either Stayers (teaching at the same school as they were during the 2023-24 NTPS) or Movers (teaching at a different school than they were during the 2023-24 NTPS).



Teacher Follow-up Survey (TFS)
2024–25 School Year

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Section 3: Information About Changes from Last School Year to This School Year

13a. Are you currently teaching in the SAME SCHOOL as you were last year (2023–24)?

- Yes
 No

[← Previous](#)

[Next →](#)

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OMB Expiration Date: 07/31/2027

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Edits:

Hard Edits:

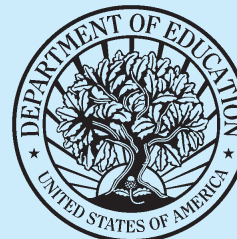
- If no response is provided, display 'SameSchool' message

Skips:

- If 'Yes' is selected for question 13a, skip to Item: cha_debt_type
- If 'No' is selected for question 13a, go to Item: cha_same_state

PRINCIPAL STATUS FORM

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USE ONLY



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

PRINCIPAL FOLLOW-UP SURVEY (REGARDING YOUR SCHOOL'S 2023-24 PRINCIPAL)

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:
**U.S. CENSUS BUREAU
ATTN: DCB 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**
03/15/2024 Draft

OMB No. ####-####: Approval Expires ####/####/####



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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, was the Principal of your school during the 2023–24 school year. Please answer the following questions about their current occupational status.

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, 2023.

 If the person listed above was not the Principal last year (2023–24 school year), mark (X) here ⁶⁰ and return the form.

 If this school did not have a Principal last year (2023–24 school year), mark (X) here ⁶¹ and return the form.

STILL WORKING AS A PRINCIPAL

- 20 At THIS school
- 21 At another public school in the SAME school district
- 22 At another public school in a DIFFERENT school district
- 25 At a private school

WORKING AT A K–12 SCHOOL BUT NOT AS A PRINCIPAL

- 30 At THIS school
- 31 At another public school in the SAME school district
- 32 At another public school in a DIFFERENT school district
- 34 At a private school

NOT CURRENTLY WORKING AT A K–12 SCHOOL, BUT STILL WORKING IN K–12 EDUCATION

- 40 In a district or administrative office as a superintendent, assistant superintendent, or another higher-level administrator
- 41 In a district or administrative office, in a position other than that of superintendent, assistant superintendent, or another higher-level administrator
- 42 In a job associated with K–12 education, but not directly associated with any schools or school system

NOT CURRENTLY WORKING IN K–12 EDUCATION

- 50 Working at a job outside of K–12 education
- 51 On leave (e.g., parental, military, disability, sabbatical)
- 52 Retired
- 53 Deceased
- 55 Unknown
- 56 Other - please specify →



Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-866-325-4957 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>

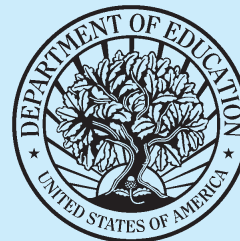
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SCHOOL HEAD/PRINCIPAL STATUS FORM

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

PRINCIPAL FOLLOW-UP SURVEY (REGARDING YOUR SCHOOL'S 2023-24 SCHOOL HEAD/PRINCIPAL)

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

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U.S. DEPARTMENT OF COMMERCE
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FORM **PFS-1B**
03/15/2024 Draft

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The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, was the School Head/Principal of your school during the 2023–24 school year. Please answer the following questions about their current occupational status.

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, 2023.*

🍏 *If the person listed above was not the School Head/Principal last year (2023–24 school year), mark (X) here ⁶⁰ and return the form.*

🍏 *If this school did not have a School Head/Principal last year (2023–24 school year), mark (X) here ⁶¹ and return the form.*

STILL WORKING AS A SCHOOL HEAD/PRINCIPAL

- 20 At THIS school
- 23 At a public school
- 24 At a DIFFERENT private school

WORKING AT A K–12 SCHOOL BUT NOT AS A SCHOOL HEAD/PRINCIPAL

- 30 At THIS school
- 33 At a public school
- 34 At a DIFFERENT private school

NOT CURRENTLY WORKING AT A K–12 SCHOOL, BUT STILL WORKING IN K–12 EDUCATION

- 40 In a district or administrative office as a superintendent, assistant superintendent, or another higher-level administrator
- 41 In a district or administrative office, in a position other than that of superintendent, assistant superintendent, or another higher-level administrator
- 42 In a job associated with K–12 education, but not directly associated with any schools or school system

NOT CURRENTLY WORKING IN K–12 EDUCATION

- 50 Working at a job outside of K–12 education
- 51 On leave (e.g., parental, military, disability, sabbatical)
- 52 Retired
- 53 Deceased
- 55 Unknown
- 56 Other - please specify →



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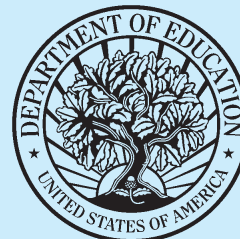
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PRINCIPAL FOLLOW-UP SURVEY 2024–25 SCHOOL YEAR

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Conducted by:
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NATIONAL CENTER FOR EDUCATION STATISTICS

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U.S. CENSUS BUREAU

FORM **PFS-1C**
03/15/2024 Draft

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The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the Principal of during the 2023–24 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 (2023–24 school year), mark (X) here ⁶⁰ and return the form.*

STILL WORKING AS A PRINCIPAL

- 20 At the same school
- 21 At another public school in the SAME school district
- 22 At another public school in the DIFFERENT school district
- 24 At a private school

WORKING AT A K–12 SCHOOL BUT NOT AS A PRINCIPAL

- 30 At the same school
- 31 At another public school in the SAME school district
- 32 At another public school in the DIFFERENT school district
- 34 At a private school

NOT CURRENTLY WORKING AT A K–12 SCHOOL, BUT STILL WORKING IN K–12 EDUCATION

- 40 In a district or administrative office as a superintendent, assistant superintendent, or another higher-level administrator
- 41 In a district or administrative office, in a position other than that of superintendent, assistant superintendent, or another higher-level administrator
- 42 In a job associated with K–12 education, but not directly associated with any schools or school system

NOT CURRENTLY WORKING IN K–12 EDUCATION

- 50 Working at a job outside of K–12 education
- 51 On leave (e.g., parental, military, disability, sabbatical)
- 52 Retired
- 54 Unemployed
- 56 Other - please specify →



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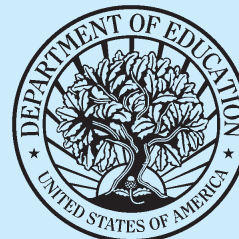
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SCHOOL HEAD/PRINCIPAL STATUS FORM

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

PRINCIPAL FOLLOW-UP SURVEY 2024–25 SCHOOL YEAR

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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-1D**
03/15/2024 Draft

OMB No. ####-####: Approval Expires ####/####/####



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 3 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 2023-24 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 (2023–24 school year), mark (X) here and return the form.*

STILL WORKING AS A SCHOOL HEAD/PRINCIPAL

- 20 At the same school
- 23 At a public school
- 24 At a DIFFERENT private school

WORKING AT A K–12 SCHOOL BUT NOT AS A SCHOOL HEAD/PRINCIPAL

- 30 At the same school
- 33 At a public school
- 34 At a DIFFERENT private school

NOT CURRENTLY WORKING AT A K–12 SCHOOL, BUT STILL WORKING IN K–12 EDUCATION

- 40 In a district or administrative office as a superintendent, assistant superintendent, or another higher-level administrator
- 41 In a district or administrative office, in a position other than that of superintendent, assistant superintendent, or another higher-level administrator
- 42 In a job associated with K–12 education, but not directly associated with any schools or school system

NOT CURRENTLY WORKING IN K–12 EDUCATION

- 50 Working at a job outside of K–12 education
- 51 On leave (e.g., parental, military, disability, sabbatical)
- 52 Retired
- 54 Unemployed
- 56 Other - please specify →



Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-866-325-4957 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 PFS Online Instruments (PFS-1A/1B/1C/1D)

The PFS-1A/1B are the Principal Status Forms designed for the 2023-24 NTPS schools. The PFS-1A is for public schools and the PFS-1B is for private schools.

The PFS-1C/1D are the Principal Status Forms designed for the 2023-24 NTPS principals. The PFS-1c is for public school principals and the PFS-1D is for private school principals/school heads.

Item: Start/Landing Page (PFS-1A/1B/1C/1D)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Welcome to the **Principal Follow-up Survey!** The information you provide is essential to understanding Principal attrition and mobility.

This survey will take approximately 3 minutes to complete.

[Start](#)


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. §351).

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 3 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.


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Item: Login (PFS-1A/1B/1C/1D)



Principal Follow-Up Survey (PFS)
2024-25 School Year




Please enter the User ID, excluding the hyphen, from your PFS Invitation.


User ID:

OMB No.: 1850-0617
Have Questions? Contact Us @ 1-866-325-4957 or ntps@census.gov

Item: Last Year's Principal (PFS-1A)



Principal Follow-Up Survey (PFS)
2024-25 School Year



According to our records, Mary Prince was the Principal of Suburbs High School during the 2023-24 school year. Is this correct?

Yes

No

This school did not have a Principal last year (2023-24 school year)

Item: Last Year's School Head/Principal (PFS-1B)



Principal Follow-Up Survey (PFS)
2024-25 School Year



According to our records, David Prince was the School Head/Principal of Area Secondary School during the 2023-24 school year. Is this correct?

Yes

No

This school did not have a School Head/Principal last year (2023-24 school year)

Save and Continue

Item: Last Year's Principal (PFS-1C)



Principal Follow-Up Survey (PFS)
2024-25 School Year



According to our records, you were the Principal of Suburbs High School during the 2023-24 school year. Is this correct?

Yes

No

Save and Continue

Item: Last Year's School Head/Principal (PFS-1D)



Principal Follow-Up Survey (PFS)
2004-25 School Year



According to our records, you were the School Head/Principal of Area Secondary School during the 2023-24 school year. Is this correct?

Yes

No

Save and Continue

Item: Current Status of Last Year's Principal (PFS-1A)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Which of the following best describes the CURRENT occupational status of LAST YEAR'S Principal?

- Still working as Principal at THIS school
- Working as a Principal, but at a different public school
- Working as a Principal, but at a private school
- Working at a K-12 school, but not as a Principal
- Working in K-12 Education, but not at a K-12 school
- Working at a job outside of K-12 Education
- On leave (e.g., parental, military, disability, sabbatical)
- Retired
- Deceased
- Unknown
- Other - please specify

Previous

Save and Continue

Item: Current Status of School Head/Principal (PFS-1B)



Principal Follow-Up Survey (PFS)
2004-25 School Year



Which of the following best describes the CURRENT occupational status of LAST YEAR'S School Head/Principal?

- Still working as School Head/Principal at THIS school
- Working as a School Head/Principal, but at a public school
- Working as a School Head/Principal, but at a different private school
- Working at a K-12 school, but not as a School Head/Principal
- Working in K-12 Education, but not at a K-12 school
- Working at a job outside of K-12 Education
- On leave (e.g., parental, military, disability, sabbatical)
- Retired
- Deceased
- Unknown
- Other - please specify

Previous

Save and Continue

Item: Current Status of Last Year's Principal (PFS-1C)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Which of the following best describes your CURRENT occupational status?

- Still working as Principal of the same school
- Working as a Principal, but at a different public school
- Working as a Principal, but at a private school
- Working at a K-12 school, but not as a Principal
- Working in K-12 Education, but not at a K-12 school
- Working at a job outside of K-12 Education
- On leave (e.g., parental, military, disability, sabbatical)
- Retired
- Unemployed
- Other - please specify

[Previous](#)

[Save and Continue](#)

Item: Current Status of School Head/Principal (PFS-1D)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Which of the following best describes your CURRENT occupational status?

- Still working as School Head/Principal of the same school
- Working as a School Head/Principal, but at a public school
- Working as a School Head/Principal, but at a different private school
- Working at a K-12 school, but not as a School Head/Principal
- Working in K-12 Education, but not at a K-12 school
- Working at a job outside of K-12 Education
- On leave (e.g., parental, military, disability, sabbatical)
- Retired
- Unemployed
- Other - please specify

Previous

Save and Continue

Item: New School District for Last Year's Principal (PFS-1A)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Is LAST YEAR'S Principal at another public school in the same district as your school?

Yes

No

Don't know

Previous

Save and Continue

Item: New School District for Last Year's Principal (PFS-1C)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Is your current public school in the same district as last year's (2023-24) school?

Yes

No

Don't know

Previous

Save and Continue

Item: New School Description for Last Year's Principal (PFS-1A)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Which of the following best describes the K-12 school where LAST YEAR'S Principal is currently working, but no longer as a Principal?

- Same school as last year
- Another public school in the SAME school district
- Another public school in a DIFFERENT school district
- Private school

Previous

Save and Continue

Item: New School Description for Last Year's Principal (PFS-1B)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Which of the following best describes the K-12 school where LAST YEAR'S School Head/Principal is currently working, but no longer as a School Head/Principal?

- Same school as last year
- Different private school
- Public school

Previous

Save and Continue

Item: New School Description for Last Year's Principal (PFS-1C)



Principal Follow-Up Survey (PFS)
2024-25 School Year

United States
Census
Bureau

Which of the following best describes the K-12 school where you are currently working, but not as a Principal?

- Same school as last year
- Another public school in the SAME school district
- Another public school in a DIFFERENT school district
- Private school

Previous

Save and Continue

Item: New School Description for Last Year's Principal (PFS-1D)



Principal Follow-Up Survey (PFS)
2024-25 School Year

United States
Census
Bureau

Which of the following best describes the K-12 school where you are currently working, but not as a School Head/Principal?

- Same school as last year
- Different private school
- Public school

Previous

Save and Continue

Item: K-12 Education Status for Last Year's Principal (PFS-1A)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Which of the following best describes the current occupational status in K-12 education for LAST YEAR'S Principal?

- Working in a district or administrative office as a superintendent, assistant superintendent, or other higher-level administrator
- Working in a district or administrative office, in a position other than that of superintendent, assistant superintendent, or other higher-level administrator
- Working at a job associated with K-12 education, but not directly associated with any schools or school system

Previous

Save and Continue

Item: K-12 Education Status for Last Year's Principal (PFS-1B)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Which of the following best describes the current occupational status in K-12 education of LAST YEAR'S School Head/Principal?

- Working in a district or administrative office as a superintendent, assistant superintendent, or other higher-level administrator
- Working in a district or administrative office, in a position other than that of superintendent, assistant superintendent, or other higher-level administrator
- Working at a job associated with K-12 education, but not directly associated with any schools or school system

Previous

Save and Continue

Item: K-12 Education Status for Last Year's Principal (PFS-1C)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Which of the following best describes your current occupational status in K-12 education?

- Working in a district or administrative office as a superintendent, assistant superintendent, or other higher-level administrator
- Working in a district or administrative office, in a position other than that of superintendent, assistant superintendent, or other higher-level administrator
- Working at a job associated with K-12 education, but not directly associated with any schools or school system

Previous

Save and Continue

Item: K-12 Education Status for School Head/Principal (PFS-1D)



Principal Follow-Up Survey (PFS)
2024-25 School Year



Which of the following best describes your current occupational status in K-12 education?

- Working in a district or administrative office as a superintendent, assistant superintendent, or other higher-level administrator
- Working in a district or administrative office, in a position other than that of superintendent, assistant superintendent, or other higher-level administrator
- Working at a job associated with K-12 education, but not directly associated with any schools or school system

Previous

Save and Continue

Item: Submit (PFS-1A/1B/1C/1D)



Principal Follow-Up Survey (PFS)
2024-25 School Year

United States
Census
Bureau

You have completed the Principal Follow-up Survey!

Please click the "Submit" button below to record your response.

Previous

Submit

Item: Thank You (PFS-1A/1B/1C/1D)



Principal Follow-Up Survey (PFS)
2024-25 School Year

United States
Census
Bureau

Thank you for your participation in the 2024–25 Principal Follow-up Survey.

Your answers have been submitted to the U.S. Census Bureau. If you receive any additional mailings in the next few days or weeks, please disregard them, as they may have been prepared before today. If you have any questions, please contact us, toll-free, at 1-866-325-4957 or by email at ntps@census.gov.

To learn more about this survey and to access reports from earlier collections, please visit the NTPS website within the Department of Education's website: <https://nces.ed.gov/surveys/ntps/>

OMB No.: 1850-0617

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