

2023-24 National Teacher and Principal Survey (NTPS 2023-24)

OMB# 1850-0598 v.43

Supporting Statement

Part C

Survey Items Justification

**National Center for Education Statistics
U.S. Department of Education**

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This document contains justification for the items that appear on NTPS 2023-24. The justification provides information for why an item is asked, why it was changed (if applicable), or why it was added (if applicable). Most items were retained from previous collections of the Schools and Staffing Survey (SASS) or NTPS, and all new and changed items have been tested using cognitive testing. Highlighting signifies rows where items and/or notes have been modified from the NTPS 2020-21 questionnaires (last edited version OMB# 1850-0598 v.33).

NTPS rotating modules included in the 2023-24 administration (last administered in 2017-18)

Principal Questionnaire (C.2)

- Teacher Evaluation
- Teacher Professional Development
- Principal Evaluations
- Principal Professional Development
- Principal Engagement

School Questionnaire (C.3)

- Instructional Time
- Student and Classroom Organization

Teacher Questionnaire (C.4)

- Teacher Evaluations
- Teacher Professional Development
- Teacher Engagement

C.1 Item Justification for the 2023-24 NTPS Teacher Listing Form (TLF): All versions

NTPS 2023–24 Questionnaire/ Section (TLF)	NTPS 2023–24 Item Number	Item Text	Response Options	Item Justification	Core or Module
	1	In case we have questions about any of your responses, please print your name, title, and work telephone number on the lines below. Name Title Work Telephone Number	[Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces]	This is a core item and has been retained from the previous NTPS collection.	Core
	2	How much time did it take to complete this form, not counting interruptions?	__ __ Minutes	This is a core item and has been retained from the previous NTPS collection.	Core
		Teacher's Name Teacher's Email Address Subject Matter Taught	[Fill-in Blank Spaces] [Fill-in Blank Spaces] [Fill-in Blank Spaces] <i>Responses are prefilled in the verification form version.</i>	This is a core item and has been retained from the previous NTPS collection. A question asking for teachers' status at the selected school (whether they teach at that school on a full-time or part-time basis) has been removed. This information is not available from commercial data, so is unavailable on the teacher frame when teachers are sampled directly from vendor data, and cannot be included on verification forms, so teacher status is no longer used when sampling teachers.	Core

C.2 Item Justification for the 2023-24 NTPS Public School Principal and Private School Principal Questionnaires

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ) ¹	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	1-1	BEFORE you became a principal [or school head], how many years of elementary, middle, or secondary teaching experience did you have? <i>Count part of a year as 1 year.</i> <i>Mark 'None' if you had no years of teaching experience before becoming a principal [or school head].</i>	___ Year(s) of teaching before becoming a principal [or school head] [Check Box] None	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on principals' work history and experience in schools that researchers use to examine principals' pathways to becoming a principal, the principal pipeline, and principal compensation on a national scale and by school sector – traditional, public charter, and private. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function"; Williams, I. and Loeb, S. (2012) "Race and the principal pipeline: The prevalence of minority principals in light of a largely white teacher workforce. Data from this variable are also reported in NCES's 2003-04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report. Because the question includes a "none" box, the instruction to write '0' has been replaced by the "mark none" instruction.	Core

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

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	1-2	BEFORE you became a principal [or school head], did you hold the position of assistant principal [, assistant school head,] or program director, including temporary positions?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it is used in research on principals' pathways to becoming a principal, the principal pipeline, and principal compensation on a national scale and by school sector – traditional, public charter, and private. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report. The instruction wording about "temporary positions" was moved to the question stem to be more visible to respondents since it is not clear if they always read instructions.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1-3	BEFORE you became a principal [or school head], did you have any management experience outside of the field of education?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides important data on principals' work history and experience outside of schools that researchers use to examine principals' pathways to becoming a principal and the principal pipeline by school sector. Examples of recent research using this item include: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	1-4	BEFORE you became a principal [or school head], did you participate in any [district or] school training or development program for ASPIRING school principals [or school heads]?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it is used for research and reporting on principals' pathways to becoming a principal and specifically the relationship between principal training programs and principal effectiveness and /turnover. Examples of recent research using this item include: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function"; McKibben, S. (2013) "Do Local-Level Principal Preparation Programs Prevent Principal Turnover?" Data from this variable are also reported in NCES's 2003-04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1-5	PRIOR to this school year, how many years did you serve as the principal [or school head] of THIS school? <i>Do NOT include any years you served as ASSISTANT principal [or ASSISTANT school head]. Count part of a year as 1 year. Mark 'None' if this is your first year serving as principal [or school head] of THIS school.</i>	___ Year(s) as principal [or school head] of this school [Check Box] None	NTPS will retain this item from previous NTPS and SASS administrations because it provides important data on principals' work history which researchers use to examine principal effectiveness, compensation, and retention/turnover. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2015-16 Characteristics of Public Elementary and Secondary School Principals in the United States First Look report. Items 1-5 and 1-6 were reordered to help respondents better see and understand the difference between these two items. A "none" checkbox has been added to this question since the 2020-21 administration. Because the question now includes a "none" check box, the instruction to write '0' has been replaced by the "mark none" instruction.	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	1-6	PRIOR to this school year, how many years did you serve as the principal [or school head] of THIS OR ANY OTHER school? <i>Entry in item 1-6 should be greater than or equal to entry in 1-5.</i> <i>Do NOT include any years you served as ASSISTANT principal [or ASSISTANT school head].</i> <i>Count part of a year as 1 year.</i> <i>Mark 'None' if this is your first year serving as principal [or school head] of THIS OR ANY OTHER school.</i>	___ Year(s) as principal [or school head] of this or any other school [Check Box] None	NTPS will retain this item from previous NTPS and SASS administrations because it provides important data on principals' work history. This variable is used in research on principal effectiveness, compensation, and retention/turnover. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2015-16 Characteristics of Public Elementary and Secondary School Principals in the United States First Look report. A "none" check box has been added to this question since the 2020-21 administration. Because the question includes a "none" check box, the instruction to write '0' has been replaced by the "mark none" instruction.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1-7	What is the highest degree you have earned? <i>Mark (X) only one box.</i>	Associate's degree Bachelor's degree (B.A., B.S., etc.) Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.) Educational specialist or professional diploma (at least one year beyond master's level) Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.) Do not have a degree	NTPS will retain this item from previous NTPS and SASS administrations because it provides important data on a principals' educational background and is widely used by the research community for subgroup analyses and in research on principals' pathways to becoming a principal, the principal pipeline, principal compensation, and principal effectiveness on a national scale and by school sector - traditional, public charter, and private. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." This item is used in NCES's forthcoming Principal Demographics report and in the 2015-16 Characteristics of Public Elementary and Secondary School Principals in the United States First Look report.	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	1-8	Was the highest degree you earned awarded by the College of Education, School of Education, or Department of Education within the college or university you attended?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on whether principals' academic training is in schools of education or from alternate pathways. Staff from the Office of Planning, Evaluation and Policy Development (OPEPD) indicated that this item is important for addressing questions about the principal pipeline and examining differences by school sector. Data from this variable is used in NCES's 2011-12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look report.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1-9	Do you currently hold a license or certification in "school administration"?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it is used in research and reporting on the relationship between principal preparation and principal effectiveness and retention/turnover and to examine differences in principal experience and training by school sector. Examples of recent research using this item include: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003-04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report. "	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1-10	While serving as a principal [or school head], have you REGULARLY TAUGHT one or more classes at the elementary, middle, or secondary level? <i>Do not include time spent as a short-term substitute teacher.</i>	Yes No	This item functions as a screener question for items 1-11 and 1-12 which are only intended for respondents that answer yes to item 1-10. The wording "regularly taught" was capitalized for emphasis.	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. PRINCIPAL EXPERIENCE AND TRAINING	1-11	While serving as a principal [or school head], how many years did you regularly TEACH at the elementary, middle, or secondary level? <i>Count part of a year as 1 year.</i> <i>Include the 2023-24 school year in this count, if applicable.</i> <i>Do not include time spent as a short-term substitute teacher.</i> <i>Mark 'None' if you did not regularly teach for any years while serving as a principal [or school head].</i>	___ Year(s) of teaching while serving as a principal [or school head] [Check Box] None	NTPS will retain this item from previous NTPS and SASS administrations because it is used by researchers to examine principals' professional experiences by school sector – traditional, public charter, and private. The wording has been tweaked. Recent research using this item includes: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report. A "none" check box has been added to this question since the 2020-21 administration. Because the question includes a "none" check box, the instruction to write '0' has been replaced by the "mark none" instruction.	Core
1. PRINCIPAL EXPERIENCE AND TRAINING	1-12	In addition to serving as principal [or school head], are you CURRENTLY teaching in THIS school? <i>Do not include time spent as a short-term substitute teacher.</i>	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it is used by researchers to examine principals' professional experiences by school type – traditional, public charter, and private. The wording has been tweaked. Recent research using this item includes: Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this variable are also reported in NCES's 2003–04 Characteristics of Schools, Districts, Principals, and School Libraries in the United States report.	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
2. GOALS AND DECISION MAKING	2-1	We are interested in the importance you place on various educational goals. From the following ten goals, which do you consider the most important, the second most important, and the third most important? 1 - Building basic literacy skills (reading, math, writing, speaking) 2 - Encouraging academic excellence 3 - Preparing students for postsecondary education 4 - Promoting occupational or vocational skills 5 - Promoting good work habits and self-discipline 6 - Promoting personal growth (self-esteem, self-knowledge, etc.) 7 - Promoting human relations skills 8 - Promoting specific moral values 9 - Promoting multicultural awareness or understanding 10 - Fostering religious or spiritual development	___ Most important ___ Second most important ___ Third most important	NTPS will retain this item from previous NTPS and SASS administrations because it provides principals' rankings of important educational goals. This item remains relevant to the current policy debates over school improvement and restructuring in education administration. Researchers have used this item to examine differences in principals' goals by school sector and to provide context for examining variation in principals' time allocation and a range of school characteristics. Recent research using this item includes: Herriot, J. (2012) "Characteristics of Effective Principals: Evidence from the 1999-2000 Schools and Staffing Survey.	Core
2. GOALS AND DECISION MAKING	2-2	How much ACTUAL influence do you think you have as a principal [or school head] on decisions concerning the following activities at this school? <i>Mark (X) one box on each line.</i> a. Setting performance standards for students b. Establishing curriculum c. Determining the content of in-service professional development programs for teachers d. Evaluating teachers e. Hiring new full-time teachers f. Setting discipline policy g. Deciding how your school budget will be spent	No influence Minor influence Moderate influence Major influence Not applicable	NTPS will retain this series of items (2-2a to 2-2g) from previous SASS administrations because it provides data on principals' perceptions of the influence they have on various decisions concerning their school. When analyzed together these items describe the extent to which principals have the authority to establish policies and practices in their school. Researchers use these variables to examine the relationship between principals' decision making power and job satisfaction and retention/turnover. Data from these variables are used in NCES's 2016-17 Principal Attrition and Mobility First Look report and in NCES's 2015-16 Characteristics of Public Elementary and Secondary School Principals in the United States First Look report.	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3-1	LAST school year (2022-23), to the best of your knowledge, how often did the following types of problems occur at this school? <i>At this school is defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events are in session.</i> <i>Mark (X) one box on each line.</i> a. Physical conflicts among students b. Robbery or theft c. Vandalism d. Student use of alcohol e. Student use of illegal drugs f. Student possession of weapons g. Physical abuse of teachers h. Student racial tensions i. Student bullying j. Student verbal abuse of teachers k. Widespread disorder in classrooms l. Student acts of disrespect toward teachers m. Gang activities	Never Rarely At least once a month At least once a week Daily	NTPS will retain this series of items (previously 3-6a to 3-6m) from previous SASS administrations because it provides principals' perceptions of the frequency of various problems that occur at their school. When analyzed together these items provide an overall measure of school crime and safety. Researchers use these variables to examine differences in school crime and safety by school sector, urbanicity, and other school characteristics and to examine the relationship between school safety and principal/teacher job satisfaction and retention/turnover. Although similar data are collected by NCES's school crime surveys, these items are included on NTPS in order to report the data with the full context of other items on NTPS. Data from these variables are used in NCES's 2016-17 Principal Attrition and Mobility First Look report. We modified the date reference for this question.	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3-2	How prepared do you feel your school is to deal with the following emergency events? <i>Mark (X) one box on each line.</i> a. Active shooters b. Active armed individuals with a weapon other than a firearm c. Intruders (e.g., unauthorized persons entering the premises) d. Shooting threats (e.g., in-person verbal threats, threats made via social media) e. Bomb threats or incidents f. Suicide threats or incidents g. Pandemic diseases h. Natural disasters (e.g., earthquakes, tornadoes, hurricanes, floods, wildfires) i. Inclement weather (e.g., extreme heat, snowstorms, ice storms) j. Chemical or industrial hazards (e.g., industrial plant explosions, release of hazardous materials within or outside of the school, gas leaks) k. Utility or systems failures (e.g., power or water outages, air conditioning outages)	Very unprepared Somewhat unprepared Somewhat prepared Very prepared	When analyzed together these items provide an overall measure of school planning and preparedness for emergencies. This new item for NTPS will replace a similar item on NCES's School Crime and School Safety Survey. Researchers use these variables to examine differences in school preparedness by school sector, urbanicity, and other school characteristics and to examine the relationship between school safety and principal/teacher job satisfaction and retention/turnover. Although similar data are collected by NCES's school crime surveys, these items are included on NTPS in order to report the data with the full context of other items on NTPS.	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3-3	LAST school year (2022-23), what percentage of students had at least one parent or guardian participating in the following activities? <i>Mark (X) one box on each line.</i> a. All regularly scheduled schoolwide parent-teacher conferences b. Open house or back-to-school night c. Special subject-area events (e.g., science fair, concerts) d. Parent education workshops or courses e. Volunteer in the school as needed or on a regular basis f. Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum) g. Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs) h. Signing of a school-parent compact (<i>A <u>school-parent compact</u> is an agreement between school community members [e.g., parents, principals [or school heads], teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies.</i>) i. Involvement in budget decisions	0-25% 26-50% 51-75% 76-100% Not applicable	NTPS will retain this series of items (previously 3-7a to 3-7i) from previous NTPS and SASS administrations because it provides data on the level of parent involvement in various school activities. that researchers use to examine differences in parent involvement by school sector, urbanicity, and other school characteristics and to examine relationships between parent involvement and school safety, teacher/principal job satisfaction and teacher/principal retention. Some of the wording has been tweaked. An example of recent research that used these variables is by Bifulco and Ladd (2005) "Institutional Change and Coproduction of Public Services: The Effect of Charter Schools on Parental Involvement." Data from these variables are used in NCES's 2016-17 Principal Attrition and Mobility First Look Report. We modified the date reference for this question.	Core
3. SCHOOL CLIMATE AND SAFETY	3-4a	Are teachers at this school REQUIRED to help students with academic needs OUTSIDE of students' regular school hours?	Yes No	These items have been retained from the 2017-18 and 2020-21 NTPS. The two items (previously 3-8a to 3-8b) in this series are intended to measure whether teachers are required to support students in nontraditional ways (i.e., expanding their role to support students outside of the classroom). The NTPS Technical Review Panel years ago recommended the addition of items on this topic for NTPS citing interest in research that examines how teacher roles vary by sector, urbanicity, and other school characteristics, as well as the implications of having teachers provide nontraditional support on school outcomes.	Core
3. SCHOOL CLIMATE AND SAFETY	3-4b	Are teachers at this school REQUIRED to help students with their social and emotional needs OUTSIDE of students' regular school hours?	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
3. SCHOOL CLIMATE AND SAFETY	3-5	Are BEGINNING teachers at this school who are in their first or second year of teaching enrolled in a formal schoolwide [or districtwide] program aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)?	Yes No	This item is intended to provide data on the availability of a formal system of supports for beginning teachers such as a teacher induction program. The effectiveness of teacher induction programs is a fast-growing area of research, and this item is critical for examining these programs. A similar item is on the NTPS Teacher Questionnaire; however, due to concerns about the quality of teachers' responses to and a hypothesis that principals may provide more accurate responses given that induction programs tend to be schoolwide, districtwide, and/or statewide, having this item on both the teacher and principal questionnaires offers the potential to validate responses and determine which of the two sources would be a more accurate source of information for future administrations of NTPS.	Core
4. TEACHER EVALUATION	4-1a	During the LAST school year (2022-23), which of the following sources of information on teacher performance did THIS school use in teacher evaluations? Classroom observations using a teacher professional practice rubric, conducted by the principal [, school head,] or other school administrator	Yes No	NTPS will retain this set of items from the previous NTPS 2017-18 administration because they provide researchers with information on components of the teacher's evaluation, including a teacher's professional practice rubric and other types of assessments, classroom observations, parent and student feedback, and professional credentials. Item E was added during expert review to highlight the distinction between using a rubric or not and collect data on each. Item J, "Parent surveys or other parent feedback" was added at the request of data users to the 2017-18 administration to capture whether this type of information is considered in the teacher evaluation.	Module
4. TEACHER EVALUATION	4-1b	Assessments by the principal [, school head,] or other school administrator that are NOT based on a teacher professional practice rubric	Yes No		
4. TEACHER EVALUATION	4-1c	Videotaped classroom observation	Yes No		
4. TEACHER EVALUATION	4-1d	Assessments by a peer or mentor teacher that are NOT based on a teacher professional practice rubric	Yes No		
4. TEACHER EVALUATION	4-1e	Assessments by a peer or mentor teacher that ARE based on a teacher professional practice rubric	Yes No		
4. TEACHER EVALUATION	4-1f	Teacher self-assessment	Yes No		
4. TEACHER EVALUATION	4-1g	Amount or content of professional development completed by the teacher	Yes No		
4. TEACHER EVALUATION	4-1h	Artifacts of teacher professional practice or portfolios	Yes No		
4. TEACHER EVALUATION	4-1i	Student surveys or other student feedback	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	4-1j	Parent surveys or other parent feedback	Yes No		
4. TEACHER EVALUATION	4-1k	Teacher professional credentials including experience, education, and certification	Yes No		
4. TEACHER EVALUATION	4-2a	For a TENURED or EXPERIENCED teacher, on average, how many FORMAL observations were conducted during the LAST school year (2022-23) to evaluate performance? <i>A <u>formal observation</u> is one that is required by the school [, district,] or state in order to collect information for a performance evaluation. Mark 'None' if no formal observations were conducted during the last school year.</i>	[Checkbox] None or _____ Formal observations	NTPS will continue to include a set of items that describe the frequency and average duration of (1) formal observations and (2) informal observations conducted on behalf of tenured and experienced teachers. As in the 2011-12 SASS, principals are asked separately about formal and informal observations in order to provide NCES, researchers, and data users with these estimates separately. Principals are also asked to report the frequency for which tenured and experienced teachers receive a summative performance evaluation in item 4-2e. The wording of this item changed for the 2017-18 administration to reflect the summative nature of the evaluation; previous administrations asked about formal evaluations. In cognitive testing the recommended wording was found to lower respondent burden. We updated the question wording to improve comprehension. Because some of the questions include a none box, the instruction to write '0' has been replaced by the "mark none" instruction.	Module
4. TEACHER EVALUATION	4-2b	For a TENURED or EXPERIENCED teacher, on average, how long is the typical FORMAL observation?	_____ Minutes		
4. TEACHER EVALUATION	4-2c	For a TENURED or EXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2022-23)? <i>Mark 'None' if no informal observations were conducted during the last school year.</i>	[Checkbox] None or _____ Informal observations		
4. TEACHER EVALUATION	4-2d	For a TENURED or EXPERIENCED teacher, on average, how long is the typical INFORMAL observation?	_____ Minutes		
4. TEACHER EVALUATION	4-2e	On average, how often do TENURED or EXPERIENCED teachers receive a summative evaluation? <i>A <u>summative evaluation</u> is a SUMMATIVE assessment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance. Mark (X) only one box.</i>	Two or more times a year Once a year Once every 2 years Once every 3 or more years No summative evaluations are conducted.		
4. TEACHER EVALUATION	4-3a	For a NON-TENURED or INEXPERIENCED teacher, on average, how many FORMAL observations were conducted during the LAST school year (2022-23) to evaluate performance? <i>A <u>formal observation</u> is one that is required by the school [, district,] or state in order to collect information for a performance evaluation. Mark 'None' if no formal observations were conducted during the last school year.</i>	[Checkbox] None or _____ Formal observations	NTPS will continue to include a set of items that describe the frequency and average duration of (1) formal observations and (2) informal observations conducted on behalf of non-tenured and inexperienced teachers. As in the 2011-12 SASS, principals are asked separately about formal and informal observations in order to provide researchers and data users with these estimates separately. Principals are also asked to report the frequency for which tenured and experienced teachers receive a summative performance evaluation in item 4-	Module
4. TEACHER EVALUATION	4-3b	For a NON-TENURED or INEXPERIENCED teacher, on average, how long is the typical FORMAL observation?	_____ Minutes		

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	4-3c	For a NON-TENURED or INEXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2022-23)? <i>Mark 'None' if no informal observations were conducted during the last school year.</i>	[Checkbox] None or _____ Informal observations	3e. The wording of this item changed for the 2017-18 administration to reflect the summative nature of the evaluation; previous administrations asked about formal evaluations. In cognitive testing the recommended wording was found to lower respondent burden. We updated the question wording to improve comprehension. Because the question includes a none box, the instruction to write '0' has been replaced by the "mark none" instruction.	
4. TEACHER EVALUATION	4-3d	For a NON-TENURED or INEXPERIENCED teacher, on average, how long is the typical INFORMAL observation?	_____ Minutes		
4. TEACHER EVALUATION	4-3e	On average, how often do NON-TENURED or INEXPERIENCED teachers receive a summative evaluation? <i>A <u>summative evaluation</u> is a SUMMATIVE assessment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance. Mark (X) only one box.</i>	Two or more times a year Once a year Once every 2 years Once every 3 or more years No summative evaluations are conducted.		
4. TEACHER EVALUATION	4-4	During THIS school year (2023-24), is student achievement growth on standardized assessments or student learning objectives used in the performance evaluation of teachers in this school, whether it be within a classroom, teamwide, gradewide, schoolwide [, or districtwide]? <i><u>Student achievement growth</u> is the change in individual student achievement between two or more points in time. <u>Standardized assessments</u> are assessments consistently administered and scored districtwide or statewide for all students in the same grades and subjects. <u>Student learning objectives (SLOs)</u> are measurable learning goals or objectives established for students, which can be used to measure student growth over a set period of time.</i> Student achievement growth on standardized assessments or student learning objectives is used in the evaluation of:	ALL teachers in this school, including all grades, all subjects, special education, and special populations MOST teachers in this school SOME teachers in this school NO teachers in this school	NTPS will retain this item from the 2017-18 NTPS. This item provides researchers with data on whether student achievement growth on standardized assessments or student learning objectives is included as part of the teachers' performance evaluations. The concept of student learning objectives was added to this question as a result of cognitive testing, and this language will be included in subsequent administrations.	Module
4. TEACHER EVALUATION	4-5	The teachers in this school are evaluated on the achievement growth of: <i>Mark (X) all that apply.</i>	Students they teach DIRECTLY Students GRADEWIDE Students TEAMWIDE Students SCHOOLWIDE [Students DISTRICTWIDE]	Retained from 2017-18 NTPS, this item is a follow-up to question 4-4, and asks respondents who endorse item 4-4 to clarify whose achievement growth is used in teacher's evaluations.	Module

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ) ²	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
TEACHER EVALUATION	4-6	During THIS school year (2023-24), to what extent will teachers' performance evaluation results be used to inform the following decisions about teacher professional development? <i>Mark (X) one box on each line.</i> a. Plan professional development for individual teachers b. Identify low-performing teachers for coaching, mentoring, or peer assistance c. Develop performance improvement plans for low-performing teachers d. Set goals with teachers for student achievement growth for the next school year	Not at all Somewhat A lot	NTPS will retain these items from the 2017-18 NTPS. Data from these items help to establish the link between performance evaluation and professional development. That is, whether performance evaluation results influence professional development activities for individual teachers. Further, this set of items provides data on the extent to which evaluation results are used to identify or develop improvement plans for low-performing teachers, and set student achievement growth goals.	
TEACHER EVALUATION	4-7a	During THIS school year (2023-24), will teacher performance evaluation results be used to inform any of the following decisions about teachers in THIS school? Formally recognizing high-performing teachers	Yes No	NTPS will retain these items from the 2017-18 NTPS. This item provides data users with information on whether teachers' performance evaluation results are used to recognize high-performing teachers, influence salaries, bonuses, or other compensation, determine teaching assignments, lead to career-advancement opportunities, or grant job protection or tenure. Items 4-7d and 4-7e were not included in previous NTPS administrations and were added back in the 2017-18 administration at the request of data users.	Module
TEACHER EVALUATION	4-7b	Determining annual salary increases	Yes No		
4. TEACHER EVALUATION	4-7c	Determining bonuses or performance-based compensation other than salary increases	Yes No		
4. TEACHER EVALUATION	4-7d	Determining teaching assignments	Yes No		
4. TEACHER EVALUATION	4-7e	Offering career advancement opportunities, such as teacher leadership roles	Yes No		
4. TEACHER EVALUATION	4-7f	Granting job protection or tenure	Yes No		
4. TEACHER EVALUATION	4-8a	During THIS school year (2023-24), will teacher performance evaluation results be used to inform any of the following decisions about LOW-PERFORMING teachers in THIS school? Losing job protection or tenure	Yes No	NTPS will retain these items from the 2017-18 NTPS, which address the use of teacher performance evaluation results in making decisions for low-performing teachers, including losing their job or tenure, prioritizing teachers for layoffs, reassigning teachers, and counseling poor-performing teachers out of the school, district or profession. Item d was added to this question in order to provide users with information as to whether teachers are	
4. TEACHER EVALUATION	4-8b	Prioritizing teachers for layoffs	Yes No		
4. TEACHER EVALUATION	4-8c	Determining teacher reassignment	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. TEACHER EVALUATION	4-8d	Counseling a teacher out of the school [, district,] or profession due to poor performance	Yes No		
4. TEACHER EVALUATION	4-8e	Not renewing teacher contract or terminating employment for cause	Yes No		
5. TEACHER PROFESSIONAL DEVELOPMENT	5-1	To what extent do you agree or disagree with the following statements about professional development for TEACHERS in this school? <i>Mark (X) one box on each line.</i> a. An appropriate amount of time is provided for professional development. b. Sufficient resources are available for professional development in this school. c. Professional development offerings are based on best practices. d. Professional development opportunities are aligned with the school's improvement plan. e. Professional development is directly applicable to the content or curriculum being taught. f. Professional development provides ongoing opportunities for teachers to refine instructional strategies. g. Professional development enhances teachers' abilities to improve student learning.	Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	This set of items will be retained from the 2017-18 NTPS administration. It is intended to address the barriers to professional development for teachers, which was a gap identified by data users and researchers. This set of disagree / agree items help to identify whether sufficient time and resources are available for teachers' professional development, whether professional development is based on best practices, aligned with the school's improvement plan, and applicable to curriculum, and whether it provides opportunities for teachers to refine instructional strategies or improve student learning.	Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5-2a	During the past 12 months, professional development was available to TEACHERS at THIS school: <i>Mark (X) all that apply.</i>	Before or after school days During in-service days (teacher planning or work days) when students are NOT in school During regular school days when students are in school During summer and other extended school breaks	This item was retained from the 2017-18 NTPS to address a need requested by data users to understand when professional development opportunities are made available to teachers.	
5. TEACHER PROFESSIONAL DEVELOPMENT	5-2b	Does THIS school provide teachers with time for INDIVIDUAL professional development during regular contract hours?	Yes No	These items were part of the 2017-18 Teacher Questionnaire and have been moved to the Principal Questionnaire because we feel principals would be better able to answer these questions. Data users requested a measure of if teachers were being provided paid contract hours to participate in their individual professional development vs team based development.	
5. TEACHER PROFESSIONAL DEVELOPMENT	5-2c	Does THIS school provide teachers with time for TEAM-BASED professional development during regular contract hours?	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5-3a	During the past 12 months, did teachers receive any of the following types of support? Release time from teaching to attend professional development	Yes No	These items were part of the 2017-18 Teacher Questionnaire and have been moved to the Principal Questionnaire because we feel principals would be better able to answer these questions. Data users requested a measure of the specific resources (time or finances) that schools are providing teachers for professional development.	Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5-3b	Funding or reimbursement for attending conferences or workshops for professional development	Yes No		
5. TEACHER PROFESSIONAL DEVELOPMENT	5-3c	Funding or reimbursement for travel and/or daily expenses to attend professional development	Yes No		
5. TEACHER PROFESSIONAL DEVELOPMENT	5-3d	Full or partial reimbursement of college tuition for courses related to professional development	Yes No		
5. TEACHER PROFESSIONAL DEVELOPMENT	5-3e	Stipend for professional development activities that took place outside regular work hours	Yes No		
5. TEACHER PROFESSIONAL DEVELOPMENT	5-4a	How often is teachers' input taken into consideration when planning professional development at THIS school? <i>Mark (X) only one box.</i>	Never Sometimes Always	This set of items will be retained from the 2017- 18 administration. The purpose of this set of items is to determine who designs or initiates teachers' professional development, how often teachers lead professional development in their own school or district, and how often professional development is evaluated for evidence of school or district-wide improvement.	Module
5. TEACHER PROFESSIONAL DEVELOPMENT	5-4b	How often is professional development for teachers at THIS school led by teachers in THIS school [or district]? <i>Mark (X) only one box.</i>	Never Sometimes Always		
5. TEACHER PROFESSIONAL DEVELOPMENT	5-4c	How often is professional development for teachers at THIS school evaluated for evidence of improvement in SCHOOLWIDE [or DISTRICTWIDE] achievement? <i>Mark (X) only one box.</i>	Never Sometimes Always		
6. PRINCIPAL EVALUATIONS	6-1	During the LAST school year (2022-23), were you evaluated as a principal [or school head] at THIS school?	Yes No	This item functions as a screener question to identify respondents who were evaluated in the past school year in the position of principal at the sampled school. It is intended to reduce respondent burden by allowing principals who were not evaluated to skip the section.	Module

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. PRINCIPAL EVALUATIONS	6-1b	During the LAST school year (2022-23), why were you not evaluated at THIS school?	I was not a principal [or school head] at this school last year. [This district does not conduct principal evaluations.] [This district does not conduct principal evaluations on a yearly basis.] I was not evaluated because I am a tenured or experienced principal [or school head]. I was not evaluated for another reason. Please specify: (open-ended text field)	For respondents who were not evaluated as a principal at the sampled school in the past school year, this item from the 2017-18 NTPS provides NCES, researchers, and data users with information as to why they were not evaluated. The burden is minimal because this is one of only two questions in this section that are asked of principals who were not evaluated at their school. We also added a “please specify” option for those who were not evaluated to collect more open-ended data on the topic. We don’t think this will add burden.	
6. PRINCIPAL EVALUATIONS	6-2	To what extent do you agree or disagree with the following statements about THIS school’s evaluation process LAST school year (2022-23)? <i>Mark (X) one box on each line.</i> a. The evaluator(s) accurately evaluated my strengths and weaknesses as a principal [or school head]. b. My evaluator(s) was (were) fair and unbiased. c. Overall, the evaluation process was fair. d. I had a strong understanding of how I would be evaluated at this school. e. I had a clearer idea of what was expected of me because of the evaluation process. f. The evaluation rubric accurately represents the scope of my responsibilities as a principal [or school head].	Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	NTPS is retaining 6-2a from the 2017-18 NTPS, items 6-2b through 6-2f were first added in the 2017-18 NTPS. This set of items provides data users and researchers with information on the rewards of the evaluation process and the fairness of the overall evaluation system.	Module
6. PRINCIPAL EVALUATIONS	6-3a	Thinking about your evaluation LAST school year (2022-23), did you receive any feedback on your work as a principal [or school head]?	Yes No	This set of items will be retained from the 2017-18 NTPS, it was requested by subject matter experts and provides researchers and data users with information on the presence and quality of principals’ evaluation feedback.	Module
6. PRINCIPAL EVALUATIONS	6-3b	Thinking about your evaluation LAST school year (2022-23), have you used the feedback you received to try to improve YOUR performance?	Yes No		
6. PRINCIPAL EVALUATIONS	6-3c	Thinking about your evaluation LAST school year (2022-23), did you receive feedback on the processes or procedures you used to achieve THIS SCHOOL’S performance goals?	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
6. PRINCIPAL EVALUATIONS	6-4	During THIS school year (2023-24), is student achievement growth on standardized assessments used in your performance evaluation? <i>Student achievement growth is the change in individual student achievement between two or more points in time.</i> <i>Standardized assessments are assessments consistently administered and scored districtwide or statewide for all students in the same grades and subjects.</i>	Yes No	A similar item that asks about teacher's performance evaluation was included in the 2017-18 NTPS (Principal Questionnaire). This item retained from the 2017-18 NTPS provides researchers with data on whether student achievement growth on standardized assessments or student learning objectives is included as part of the principals' performance evaluations. The concept of student learning objectives is included in this question as a result of cognitive testing for the 2017-18 administration.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-1	During the LAST school year (2022-23), did you participate in any professional development activities as a principal [or school head]?	Yes No	NTPS retained this item from the 2011-12 SASS with slight language modifications in the 2017-18 NTPS. This item functions as a screener question to identify respondents who participated in professional development activities in the past school year at their school. It reduces burden by allowing respondents to skip out if they have not participated in any professional development.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-2 [Public]	During the LAST school year (2022-23), how often were the professional development activities in which you participated: <i>Mark (X) one box on each line.</i> a. Designed to support state or district standards and/or assessments b. Designed as part of a school improvement plan to meet state, district, or school goals	Never Sometimes Always	NTPS retained these items from the 2011-12 SAS. These items provide researchers and data users with information on whether principals' professional development activities were designed to support district standards and assessments, or as part of a school improvement plan to meet state, district, or school goals.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-3 [Public]; 7-2 [Private]	During the LAST school year (2022-23) was participation in professional development considered as part of your evaluation?	Yes No	This item measures if professional development is something that is included in the evaluation of principals.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-4a [Public]; 7- 3a [Private]	During the LAST school year (2022-23), did you participate in the following kinds of professional development? University course(s) related to your role as principal [or school head]	Yes No	NTPS retained this set of items from previous SASS and NTPS administrations. These items describe the type of professional development activities that principals participated in during the last school year.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-4b [Public]; 7- 3b [Private]	Visits to other schools designed to improve your own work as principal [or school head]	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-4c [Public]; 7- 3c [Private]	Mentoring and/or peer observation and coaching of principals [or school heads]	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-4d [Public]; 7- 3d [Private]	Participating in a principal [or school head] network (e.g., a group of principals [or school heads] organized within school systems, by an outside agency, or through the internet)	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-4e [Public]; 7- 3e [Private]	Workshops, conferences, or training in which you were a presenter	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-4f [Public]; 7-3f [Private]	Other workshops or conferences in which you were not a presenter	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-5a [Public]; 7- 4a [Private]	During the LAST school year (2022-23), did you participate in professional development on any of the following topics? Analyzing and interpreting student achievement data	Yes No	This set of items was retained from previous SASS and NTPS administrations and they describe the topics of professional development that principals may have participated in.	Module
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-5b [Public]; 7- 4b [Private]	Human resource management	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-5c [Public]; 7- 4c [Private]	Student motivation and engagement	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-5d [Public]; 7- 4d [Private]	Use of technology to support instruction	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-5e [Public]; 7- 4e [Private]	School management and policy	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-5f [Public]; 7-4f [Private]	School improvement planning	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-5g [Public]; 7- 4g [Private]	Social services for students	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-5h [Public]; 7- 4h [Private]	Safety or school climate	Yes No		
7. PRINCIPAL PROFESSIONAL DEVELOPMENT	7-5i [Public]; 7-4i [Private]	Supporting effective instruction	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
8. PRINCIPAL ENGAGEMENT	8-1	To what extent do you agree or disagree with the following statements about your work at this school? <i>Mark (X) one box on each line.</i> a. The stress and disappointments involved with being a principal [or school head] at this school aren't really worth it. b. I am generally satisfied with being principal [or school head] at this school. c. There are too many restrictions on what can be discussed at my school. d. If I could get a higher paying job I'd leave this job as soon as possible. e. I think about transferring to another school. f. I don't seem to have as much enthusiasm now as I did when I began this job. g. I think about staying home from school because I'm just too tired to go.	Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	This set of items was retained from the 2017-18 administration. This set of items allows NCES to measure several facets of principal engagement. Engagement is an important predictor of principal retention, linked to student success, and a topic of interest among researchers. New to the 2023-24 is item 8-1c "There are too many restrictions on what can be discussed at my school," this was added to measure if exterior legal restrictions on what can be talked about in schools are influencing principal engagement.	Module
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9-1	Are you of Hispanic or Latino origin?	Yes No	NTPS will retain this set of items that provide basic demographic information on principals, which are critical for conducting subgroup analyses with the NTPS data.	Core
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9-2	What is your race? <i>Mark (X) one or more races to indicate what you consider yourself to be.</i>	White Black or African-American Asian Native Hawaiian or Other Pacific Islander American Indian or Alaska Native		Core
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9-3	What is your year of birth?	_____		Core
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9-4 [Public]	<i>The next few questions will help us better understand the experiences of principals of all gender identities and sexual orientations.</i> What sex were you assigned at birth (what was on your original birth certificate)?	Female Male		Core
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9-5 [Public]; 9-4 [Private]	What is your gender?	Female Male Another gender - Please specify: (open-ended text field)	These items will replace the binary sex identification question that has been used in past administrations. These items are the recommended gender identity format question and have undergone extensive testing, including pretesting in the NTPS principal and teacher surveys. They are intended to collect information about the gender identity and sexual orientation of principals. This is critical for obtaining population estimates and for	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9-5b [Public]	Just to confirm, you were assigned [Auto fill response from item 9-4, 'female' or 'male'] at birth and now you describe yourself as [Auto fill response from item 9-5, 'female', 'male', or 'another gender']. Is that correct?	Yes No		Core
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9-6 [Public]	Which of the following do you think of yourself as?	Straight Lesbian or gay Bisexual Another sexual orientation – Please specify: (open-ended text field)		Core
9. PRINCIPAL DEMOGRAPHIC INFORMATION	9-7 [Public]; 9-5 [Private]	What is your current ANNUAL salary for your position in this school before taxes and deductions? <i>If your position includes multiple duties (e.g., you teach a class and serve as principal [or school head] at this school), please include your entire salary before taxes and deductions.</i> <i>Please report in whole dollars.</i>	\$ _____ .00 per year	NTPS will retain this item from previous SASS administrations because it provides data on principals' annual salary, which is used widely by researchers in analyses of principal compensation and to make comparisons by school sector and other school characteristics. Examples of recent research using this item include: Goldhaber, D. (2012) "Principal compensation: More research needed on a promising reform"; Vickers, J. (2014) "A comparison of charter public and traditional public school principals: Who they are and how they function." Data from this item are reported in the 2011-12 Characteristics of Public and Private Elementary and Secondary School Principals in the United States First Look Report and the 2013 Digest of Education Statistics and other NCES reports.	Core
10. CONTACT INFORMATION	10-1	Please enter the date you completed this questionnaire. <i>Report month as a number, that is, 01 for January, 02 for February, etc.</i>	____ Month ____ Day ____ Year	This item collects information on when principals completed the survey.	Core
10. CONTACT INFORMATION	10-2	Please indicate how much time it took you to complete this form, not counting interruptions. <i>Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.</i>	____ Minutes	This item provides data on the length of the survey to provide more accurate estimates of burden for future survey rounds.	Core

NTPS 2023-24 Questionnaire/ Section (Public/Private PQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
10. CONTACT INFORMATION	10-3	Please PRINT your name, your home address, your work and home e-mail addresses , and your work, cell, and home telephone numbers. This information will only be used in the event that we need to contact you for follow-up. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).	First name Middle name Last name Suffix Street address City State ZIP code + 4 Work e-mail address Home e-mail address Work phone number Cell phone number *I opt out of receiving text messages for follow-up purposes Home phone number	This item requests contact information from respondents in case follow-up is necessary to verify responses and may also be used to re-contact principals for the Principal Follow-up Survey (PFS). We changed the option from “opt in” to “opt out” for text messaging because we think people would be less likely to opt out, than vice versa. We also formatted the labels for each sub-question to be placed above the write-in fields.	Core

C.3 Item Justification for the 2023-24 NTPS Public School and Private School Questionnaires

C.3.1 Public School Questionnaire

NTPS 2023-24 Questionnaire/ Section (Public SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1	<i>Please report for the school listed on the cover.</i> Which of the following grades does this school offer? <i>Mark (X) all that apply.</i>	Prekindergarten Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	NTPS will retain this item from previous NTPS and SASS administrations because it is critical for eligibility verification and is used to link the NTPS school, teacher, and principal data.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-2	Excluding prekindergarten, postsecondary, and adult education students, around October 1, 2023, how many students were enrolled in this school?	____ Enrolled Students	NTPS will retain this item from previous NTPS and SASS administrations. This item is critical for eligibility verification and is used to link the NTPS school, teacher, and principal data.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3	For this school year (2023-24), what is the Average Daily Attendance (ADA) percentage at this school? <i>Round to the nearest whole PERCENT.</i>	____ % Average Daily Attendance	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about schools' daily attendance rate; analysts use this item to provide context for a range of school, principal, and teacher items.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-4	What is the official start and end time for MOST students at this school? <i>If the start and end times vary by day, record the start and end time for the longest day of the week.</i> <i>Do NOT include prekindergarten or transitional first grade programs.</i>	[_ _]:[_ _] Start time __ [AM/PM] [_ _]:[_ _] End time __ [AM/PM]	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about schools' length of the school day; analysts use this item to provide context for a range of school, principal, and teacher items; there is no other source of data for this topic.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-5	How many days are in a TYPICAL SCHOOL WEEK for students in this school? <i>Do NOT include prekindergarten or transitional first grade programs.</i>	__ Days per typical school week	NTPS will retain this item from previous NTPS and SASS administrations because this will allow NCES to track whether schools have a traditional 5 day a week schedule.	Core
1. GENERAL INFORMATION ABOUT THIS	1-6	How many days are in the SCHOOL YEAR for students in this school?	____ Days per school year	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about schools'	Core

NTPS 2023-24 Questionnaire/ Section (Public SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
SCHOOL				length of the school year; analysts use this item to provide context for a range of school, principal, and teacher items.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-7	Which of the following best describes this school? <i>Mark (X) only one box.</i>	REGULAR school – elementary or secondary SPECIAL PROGRAM EMPHASIS school – such as a science or math school, performing arts school, talented or gifted school, world language immersion school, etc. SPECIAL EDUCATION school – primarily serves students with disabilities CAREER/TECHNICAL/VOCATIONAL school – primarily serves students being trained for occupations ALTERNATIVE/OTHER school – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school. – Please specify: (open-ended text field)	This is a core item retained from previous NTPS and SASS administrations that provides descriptive information about the school.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-8	Is this school a public CHARTER school? <i>A <u>charter school</u> is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school.</i>	Yes No	This is a core item retained from previous NTPS and SASS administrations that provides descriptive information about the school.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-9	Which of the following best describes the governance structure of this public charter school? <i>Mark (X) only one box.</i>	An independent or stand-alone charter school Part of a non-profit charter management organization or network of schools that are managed by a central agency Part of a for-profit charter management organization or network of schools that are managed by a central agency Part of a traditional public school district Other - Please specify: (open-ended text field)	This is a core item retained from previous NTPS and SASS administrations that provides descriptive information about the schools.	Core
1.GENERAL	1-10	Around October 1, 2023, how many persons were	[Checkbox] None or ____ Teach full-	This is a core item retained from previous NTPS	

NTPS 2023-24 Questionnaire/ Section (Public SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
INFORMATION ABOUT THIS SCHOOL		teaching in grades K-12 and/or comparable ungraded levels at this school in the following time categories? Consider only the amount of time an individual works as a teacher of grades K-12 and comparable ungraded levels during a typical week at THIS school. INCLUDE: • Regular classroom teachers. • Teachers who teach subjects such as music, art, physical education, and special education. • Teaching principals or administrators who teach a regularly scheduled class at this school. DO NOT INCLUDE: • Teachers who teach ONLY nursery, prekindergarten, postsecondary, or adult education. • Student teachers, teacher aides, day care aides, or short-term substitute teachers. • Counselors, library media specialists or librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school. Mark 'None' if no person is teaching in a particular time category.	time [Checkbox] None or ____ Teach part-time ____ Total full- and part-time teachers	and SASS administrations that provides descriptive information about the schools.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-11a	Does this school currently have any students enrolled in kindergarten? <i>Please include regular kindergarten as well as transitional (or readiness) kindergarten and transitional first (or pre-first) grade students, if enrolled.</i>	Yes No	This item is a screener item for directing respondents to either item 1-10b or 1-11.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-11b	How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student? <i>Mark (X) only one box.</i>	Full-day (4 hours or more per day) Half-day (less than 4 hours per day) Both full-day and half-day programs are offered.	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about schools' kindergarten programs; there is no other source of data for this topic.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-11c	How many days are in a TYPICAL SCHOOL WEEK for kindergarten, transitional kindergarten, or transitional first grade students in this school? <i>If the number of days per week varies, record the most days that a student would attend in a week.</i>	__ Days per typical school week	This item will be retained from the previous NTPS and SASS administrations because it tracks the number of days that kindergarteners attend school, which may vary from students in other grades. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-12	Does this school have a library media center? <i>A <u>library media center</u> is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or</i>	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about schools' resources; there is no other source of data for	Core

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		<i>places, and makes resources and services available to students, teachers, and administrators. A library media center may be called a school library, media center, resource center, information center, instructional materials center, learning resource center, or any other similar name.</i>		this topic.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-13a	Which types of classes are currently available to students at this school? IN-PERSON CLASSES. Classes in which the teacher delivering instruction is in the same physical space as the students. These classes may offer some online resources (for example, homework submission, online textbooks, learning management systems [LMS] or supplemental online programs).	Yes No	This is a new item that will provide information about the type of instruction administered to students. Previously in 2020-21, a similar 'Mark one' question was fielded that asked the type of instruction that was normally taught at schools. However, we wanted to measure whether there were different types of instruction available to students. As a result, this format of this question is changed to ask a series of yes/no questions about the types of instruction that are available. This question was cognitive tested in fall 2022.	Core
	1-13b	VIRTUAL CLASSES. Classes in which the teacher delivering instruction is not in the same physical space as the students, and students may be in a classroom or in their own homes. Students and teachers may still meet in person for field trips, school-sponsored social events, or assessment purposes.	Yes No		
	1-13c	HYBRID CLASSES. Classes that include a COMBINATION of in-person instruction and virtual instruction.	Yes No		
	1-14	In which types of classes that ONLY include virtual instruction are students at this school currently enrolled? <i>Mark (X) all that apply.</i>	No students are currently enrolled in classes that ONLY include virtual instruction. Core Classes Classes for additional advancement (such as Advanced Placement or college credits) Elective classes Credit recovery classes Classes for an alternative learning program Remedial classes Specialized classes for students with an Individual Education Program or Plan (IEP) Other-please specify: (open-ended text field)	This is a new item that will provide information about the types of online classes students are currently enrolled in. This question has been cognitive tested multiple times, most recently in fall 2022.	Core
	1-15	About what percentage of students are currently enrolled in at least one class that only includes virtual instruction? <i>Mark (X) only one box.</i>	1-10% of students 11-25% of students 26-50% of students	NTPS will retain this item from the 2020-21 administration, when it was fielded the first time. This question will provide information on the	Core

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			51-75% of students 76% or more of students	percentage of students who take at least one online class. The question wording changed slightly and the category "No students are enrolled in online classes" since respondents who report 'No' to Q1-13c will no longer be administered this question. This question was cognitive tested in fall 2022.	
	1-16	What types of delivery do classes that ONLY include virtual instruction currently use in this school? <i>Mark (X) all that apply.</i>	Real time (synchronous) video or audio instruction Pre-recorded (asynchronous) video or audio instruction Independent learning modules Other-please specify: (open-ended text field)	This is a new item being administered in 2023-24 as it will provide information about the types of delivery used in online classes. This question was cognitive tested in fall 2022.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-17a	Does this school have a magnet program? <i>A <u>magnet program</u> attracts students from outside their normal attendance area and offers enhancements such as special curricular themes or methods of instruction.</i>	Yes No	NTPS will retain this item from previous NTPS administrations because it allows us to examine the characteristics of magnet schools across the United States. The definition was modified starting in the 2017-18 NTPS to make the reference to attracting students from outside their normal attendance area more prominent since there was evidence this was phrase was being missed by respondents. This change should help respondents better frame if a program offered at this school qualifies as a magnet program or not.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-17b	Is this a school-wide magnet program in which all students in this school participate in the program?	Yes No		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-17c	Is the magnet program focused on...? <i>Mark (X) all that apply.</i>	Science, Technology, Engineering, or Math Performing Arts Education for gifted or talented students World Language Immersion Other		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-18a	Does this school offer the following? Differentiated instructional approaches (e.g., mixed-ability grouping, self-paced instruction, ungraded classrooms, etc.)	Yes No	This item was retained from the previous SASS administration in 2011-12 and previous NTPS administrations. The question stem was updated and the word "programs" was removed so that respondents do not limit their thinking only to formal programs that offer the learning opportunities listed in 1-18a through 1-18b. Item 1-18a was also updated so that some respondents do not only think of special education instruction, per the findings during cognitive testing. "Mixed ability grouping" was also included as a type of instructional approach, meanwhile "open education" was removed since some participants were unsure of what open education meant.	Core

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1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-18b	A dual-language or world language immersion program (a program in which the goal of instruction is that students are proficient in two languages) <i>Do NOT include English as a Second Language (ESL) programs or classes.</i>	Yes No	This item was retained from the 2017-18 and 2020-21 NTPS administrations. Subject matter experts suggested that the previous SASS wording could be revised to say “dual language” because the original wording may have appeared odd to respondents. All instances of ‘not’ in the instructions of a question were changed to ‘NOT’ for consistency because some questions had it in lowercase and others had it in upper case. Item 1- 18c pertaining to distance learning courses was also dropped for the 2020-21 NTPS administration.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-19a	Are the following before-school or after-school programs or services currently available for students in any of grades K-12, or comparable ungraded levels, regardless of funding source at this school? A program or service providing instruction beyond the normal school day for students who NEED academic ASSISTANCE	Yes No	This is a core item retained from previous NTPS and SASS administrations because it provides important descriptive information about schools’ academic offerings outside of the normal school day. Analysts use this item series to provide context for a range of school, principal, and teacher items.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-19b	A program or service providing instruction beyond the normal school day for students who SEEK academic ADVANCEMENT or ENRICHMENT	Yes No		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-19c	Extended-day care	Yes No		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-19d	School-related activities and clubs (e.g., yearbook club, school dance committee, etc.)	Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-1a	Does this school use a universal screening tool, such as an Early Warning System (EWS) or Multi-Tiered System of Supports (MTSS), to systematically identify any of the following risk factors in an entire student population (e.g., all students in a classroom, grade level, or school)? Students with low academic achievement (e.g., failing or at risk of failing a grade or a subject, low standardized assessment scores)	Yes No	This item is new for the 2023-24 NTPS, it is intended to measure if schools are monitoring high risk behaviors from students. The COVID-19 pandemic introduced many new issues with mental health and student absenteeism. These issues in turn have led to a decline in academic achievement and an increase in behavioral issues. There was a request by data users to measure these particular types of monitoring and early warning systems.	Core
2. STUDENT SUPPORT AND WELLNESS	2-1b	Students with poor attendance	Yes No		

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2. STUDENT SUPPORT AND WELLNESS	2-1c	Students demonstrating symptoms of possible mental health or emotional issues (e.g., withdrawal, anxiety, depression, suicidal thoughts or planning) As assessed by a teacher, administrator, or school counselor Self-reported by the student or stated by their peers	Yes No Yes No Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-1d	Students exhibiting behavioral issues (e.g., aggression, disciplinary incidents, office discipline referrals [ODRs], substance abuse)	Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-1e	Students experiencing social issues (e.g., peer rejection, avoiding or withdrawing from social situations) As assessed by a teacher, administrator, or school counselor Self-reported by the student or stated by their peers	Yes No Yes No Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-2a	Does this school provide any of the following services or supports specifically for students exhibiting mental, emotional, behavioral, or social issues? <i>Include services that are provided at school as well as services provided through a contract the school has with an outside provider.</i> Diagnostic mental health assessments to evaluate students for a mental health disorder (e.g., anxiety, depression, ADHD)	Yes No	These items are new to the 2023-24 NTPS administration, they are intended to measure the availability and type of resources for student mental health.	Core
2. STUDENT SUPPORT AND WELLNESS	2-2b	Brief individualized interventions (e.g., short-term counseling or therapy, check-in check-out interventions, individual skill-building training or coaching)	Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-2c	Small group interventions for students with similar needs (e.g., students who have experienced trauma, students with depression, group skill-building training or coaching)	Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-2d	Consultation or collaboration with parents/guardians about identified issues or risk factors	Yes No		
3. INSTRUCTIONAL TIME	3-1	Does this school have students enrolled in the THIRD GRADE?	Yes No	These items were retained from previous NTPS administrations to measure time spent on each subject for third graders. This item is a filter so	Module

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				that 3-2 through 3-3 are only asked if the school has third graders enrolled.	
3. INSTRUCTIONAL TIME	3-2	What is the official start and end time for THIRD GRADE students at this school? <i>If the start and end times vary by day, record the start and end time for the longest day of the week.</i>	[_]:[_] Start time [AM/PM] [_]:[_] End time [AM/PM]	These items were retained from previous NTPS administrations to measure time spent on each subject for third graders. This item collects data on the start and end time for the school day for third graders.	Module
3. INSTRUCTIONAL TIME	3-3a	During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most THIRD GRADE students spend on the following activities at this school? <i>If this school has 2 or more third grade classes, calculate the average minutes per day for all third grade classes.</i> <i>If most third grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes per day for half the year, respond with 30 minutes per day.</i> English, reading, or language arts (including reading and writing)	[Checkbox] None or _____ Minutes per day for _____ Days per week	These items were retained from previous NTPS administrations to measure time spent on each subject for third graders.	Module
3. INSTRUCTIONAL TIME	3-3b	Arithmetic or mathematics	[Checkbox] None or _____ Minutes per day for _____ Days per week		
3. INSTRUCTIONAL TIME	3-3c	Social studies or history	[Checkbox] None or _____ Minutes per day for _____ Days per week		
3. INSTRUCTIONAL TIME	3-3d	Science	[Checkbox] None or _____ Minutes per day for _____ Days per week		
3. INSTRUCTIONAL TIME	3-3e	World language (Not English as a Second Language [ESL])	[Checkbox] None or _____ Minutes per day for _____ Days per week		
3. INSTRUCTIONAL TIME	3-3f	Physical education	[Checkbox] None or _____ Minutes per day for _____ Days per week		
3. INSTRUCTIONAL TIME	3-3g	Music	[Checkbox] None or _____ Minutes per day for _____ Days per week		
3. INSTRUCTIONAL TIME	3-3h	Art	[Checkbox] None or _____ Minutes per day for _____ Days per week		

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3. INSTRUCTIONAL TIME	3-3i	Recess <i>Do not include time allotted for lunch.</i>	[Checkbox] None or ____ Minutes per day for ____ Days per week		
3. INSTRUCTIONAL TIME	3-4	Does this school have students enrolled in the EIGHTH GRADE?	Yes No	These items were retained from previous NTPS administrations to measure time spent on each subject for eighth graders. This item is a filter so that 3-5 through 3-6 are only asked if the school has eighth graders enrolled.	Module
3. INSTRUCTIONAL TIME	3-5	What is the official start and end time for EIGHTH GRADE students at this school? <i>If the start and end times vary by day, record the start and end time for the longest day of the week.</i>	[_]:[_] Start time ____ [AM/PM] [_]:[_] End time ____ [AM/PM]	These items were retained from previous NTPS administrations to measure time spent on each subject for eighth graders. This item collects data on the start and end time for the school day for eighth graders.	Module
3. INSTRUCTIONAL TIME	3-6a	During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most EIGHTH GRADE students spend on the following activities at this school? <i>If this school has 2 or more eighth grade classes, calculate the average minutes per day for all eighth grade classes. If most eighth grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes per day for half the year, respond with 30 minutes per day.</i> English, reading, or language arts (including reading and writing)	[Checkbox] None or ____ Minutes per day for ____ Days per week	These items were retained from previous NTPS administrations to measure time spent on each subject for eighth graders.	Module
3. INSTRUCTIONAL TIME	3-6b	Arithmetic or mathematics	[Checkbox] None or ____ Minutes per day for ____ Days per week		
3. INSTRUCTIONAL TIME	3-6c	Social studies or history	[Checkbox] None or ____ Minutes per day for ____ Days per week		
3. INSTRUCTIONAL TIME	3-6d	Science	[Checkbox] None or ____ Minutes per day for ____ Days per week		
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1a	During THIS school year (2023-24), does this school use the following methods to organize classes or students? Traditional grades (e.g., 1st grade, 2nd grade) or academic discipline-based departments (e.g., math, science)	Yes No	The majority of these items were retained from the SASS survey. However, subject matter experts requested that two additional items be added to the 2017-18 NTPS to measure schools that use tracking (b), as well as schools that keep the same students together but assign them different teachers from year to year.	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1b	Students are assigned based on their ability (i.e., tracking)	Yes No		

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4. STUDENTS AND CLASSROOM ORGANIZATION	4-1c	Grades subdivided into small groups such as “teams”, “houses”, or “families”	Yes No		
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1d	Student groups assigned to stay in classes together for two or more years with the SAME teacher (i.e., looping)	Yes No		
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1e	Student groups assigned to stay in classes together for two or more years with DIFFERENT teachers	Yes No		
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1f	Multi-age grouping or composite classes (most students normally in different grades placed together)	Yes No		
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1g	Block scheduling (extended class periods scheduled to create blocks of instruction time)	Yes No		
4. STUDENTS AND CLASSROOM ORGANIZATION	4-2a	Do students attend this school across 12 months (i.e., year-round)?	Yes No	These items were retained from previous NTPS administrations. This item was revised for the 2017-18 questionnaire because participants during cognitive testing displayed trouble interpreting the intent of the question. The changes made reduced the number of false positive and false negative responses.	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-2b	Do all students attend on the same cycle?	Yes No	These items were retained from previous NTPS administrations. This item is intended to measure if some students may have a different cycle (9 month, etc.) while others are 12 month.	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-3	Does this school have students enrolled in any of grades 9-12?	Yes No	This item was retained from the 2011-12 SASS survey and was slightly modified for the 2017-18 NTPS.	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-4a	Are the following opportunities available for students in any of grades 9-12 attending this school? Dual or concurrent enrollment that offers both high school and college credit How is this funded?	Yes No By the school, district, or state	This item was retained from the SASS 2011-12 School Questionnaire and the 2017-18 NTPS administrations.	Module

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		Mark (X) all that apply.	By the family or the student By some other entity		
4. STUDENTS AND CLASSROOM ORGANIZATION	4-4b	Specialized career academy <i>A <u>specialized career academy</u> is a program that offers a set of specialized curricula organized around a specific career area, such as automotive, business, carpentry, communications, construction, cosmetology, culinary arts, education, electricity, engineering, health, hospitality, IT, manufacturing, plumbing, protective and legal services, repair, transportation, etc.</i>	Yes No		
4. STUDENTS AND CLASSROOM ORGANIZATION	4-4c	Career and technical education courses <i>If courses are available to students but not part of a specialized career academy in 4-4b, select 'Yes'.</i>	Yes No		
4. STUDENTS AND CLASSROOM ORGANIZATION	4-4d	Work-based learning or internships outside of school, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments	Yes No		
5. COMMUNITY SERVICE REQUIREMENTS	5-1	Does this school grant high school diplomas? <i>Do NOT include vocational certificates, certificates of attendance, or certificates of completion.</i>	Yes No	This item was retained from previous NTPS administrations. This item is used as a screener question for directing respondents to either item 5-2 or 6-1.	Core
5. COMMUNITY SERVICE REQUIREMENTS	5-2	For high school graduates of the class of 2024, does this school have a community service requirement for a standard diploma?	Yes No	NTPS will retain item 5-2 from previous NTPS administrations because they provide descriptive information about whether schools or districts have a community service requirement for a standard high school diploma; this item provides context for examining schools' high school graduation rates.	Core
5. COMMUNITY SERVICE REQUIREMENTS	5-3	What is the minimum number of community service hours required of the high school graduates in the class of 2024?	___ Minimum hours of community service	NTPS will retain item 5-3 from previous NTPS administrations because it provides descriptive information about whether schools or districts have a community service requirement for a standard high school diploma; this item provides context for examining schools' high school graduation rates. We modified the date reference for this question.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-1a	Of the students enrolled in grades K-12 or comparable ungraded levels in this school, do any have an Individual Education Program or Plan (IEP) because they have disabilities or special needs?	Yes No	This item was retained from previous NTPS and SASS administrations. The text that defines "IEP" has been changed to "Individual Education Program or Plan" in order to better match state and federal terminology.	Core

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6. SPECIAL PROGRAMS AND SERVICES	6-1b	How many students in this school have an Individual Education Program or Plan (IEP) because they have disabilities or special needs? <i>Do NOT include prekindergarten, postsecondary, or adult education students.</i> <i>Do NOT include students who have only a 504 plan.</i>	____ Students with an Individual Education Program or Plan (IEP)	This item was retained from previous NTPS and SASS administrations. The text that defines "IEP" has been changed to "Individual Education Program or Plan" in order to better match state and federal terminology.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-2a	Does this school PRIMARILY SERVE students with disabilities? <i>If you marked 'SPECIAL EDUCATION school—primarily serves students with disabilities' for item 1-7, please mark 'Yes' for this item.</i>	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-2b(1)	How many students with an Individual Education Program or Plan (IEP) because they have disabilities or special needs are in each of the following instructional settings? <i>The sum of entries in item 6-2b should equal the entry in item 6-1b above.</i> <i>Mark 'None' if no student with an IEP is in a particular instructional setting.</i> 100 % of the school day in a regular classroom	[Checkbox] None or ____ Students	This item was retained from previous NTPS and SASS administrations. The text that defines "IEP" has been changed to "Individual Education Program or Plan" in order to better match state and federal terminology.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-2b(2)	80-99 % of the school day in a regular classroom	[Checkbox] None or ____ Students		
6. SPECIAL PROGRAMS AND SERVICES	6-2b(3)	40-79 % of the school day in a regular classroom	[Checkbox] None or ____ Students		
6. SPECIAL PROGRAMS AND SERVICES	6-2b(4)	0-39 % of the school day in a regular classroom	[Checkbox] None or ____ Students		
6. SPECIAL PROGRAMS AND SERVICES	6-3a	Of the students enrolled in this school as of October 1, 2023, have any been identified as English-language learners (ELLs), also known as limited-English proficient (LEP)? <i><u>English-language learners</u> (ELLs) or <u>limited-English proficient</u> (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.</i> <i>Do NOT include prekindergarten, postsecondary, or adult education students.</i>	Yes No	This item was retained from previous NTPS and SASS administrations.	Core

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6. SPECIAL PROGRAMS AND SERVICES	6-3b	How many ELL or LEP students are enrolled in this school?	__ Students		
6. SPECIAL PROGRAMS AND SERVICES	6-4	Does this school have instruction specifically designed to address the needs of ELL or LEP students?	Yes No		
6. SPECIAL PROGRAMS AND SERVICES	6-5a	Are ELL or LEP students taught English using ESL, bilingual, or immersion techniques?	Yes No	This item was retained from the 2020-21 NTPS administration.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-5b	Are ELL or LEP students taught English in regular English-speaking classrooms?	Yes No		Core
6. SPECIAL PROGRAMS AND SERVICES	6-6a	Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-6b	Around October 1, 2023, did you have any PREKINDERGARTEN students enrolled in this school?	Yes No	This item was modified for the 2020-21 NTPS administration. Because we removed none boxes, we had to add some filter questions, and this is one of them. Responses to this question determine if respondents go to 4-6b(1) or 4-6c.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-6b(1)	How many PREKINDERGARTEN students were enrolled in this school?	____Prekindergarten students	This item was retained from previous NTPS administrations. The original question was asked on the 2011-2012 SASS to provide context to the percentage reported 6-6b(2) for prekindergarten students. This question will allow analysts to calculate the number of prekindergarten students reported in 6-6b(2) that participate in the National School Lunch Program.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-6b(2)	What was the percentage of PREKINDERGARTEN students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?	____% of prekindergarten students approved	This question is included in previous NTPS and SASS administrations and asks respondents to report the number of prekindergarten students approved under the National School Lunch Program.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-6c	Around October 1, 2023, what was the percentage of K-12 students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?	____% of K-12 students approved	This item was retained from previous NTPS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-6d	What is the count of students whose National School Lunch Program eligibility was determined through Direct Certification? <i>Direct Certification deems students eligible for free meals under the National School Lunch Program (NSLP) by their families' participation in certain Federal assistance programs such as Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families</i>	[Checkbox] None or ____ Students	This item was retained from previous NTPS administrations.	Core

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		(TANF), or Food Distribution Program on Indian Reservations (FDPIR). Mark 'None' if no student's eligibility was determined through Direct Certification.			
6. SPECIAL PROGRAMS AND SERVICES	6-6e	Does this school provide a free lunch for ALL students as part of the National School Lunch Program's Community Eligibility Option? <i>The <u>Community Eligibility Provision</u> (CEP) eliminates the requirement for eligibility information once a school has determined a baseline percentage of NSLP-eligible students. Under CEP, schools must serve all students free lunch and breakfast. All students in a school are therefore eligible for free lunches and there is no count of reduced-price lunch students.</i>	Yes No	This item was retained from previous NTPS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-7	Around October 1, 2023, did any students enrolled in this school receive Title I services at this school or at any other location? <i><u>Title I</u> is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.</i>	Yes No	This item was retained from previous NTPS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-8a	How many PREKINDERGARTEN students at this school participate in the Title I program? <i>Mark 'None' if no prekindergarten students participate in the Title I program.</i>	[Checkbox] None or ____Prekindergarten students	This item was revised from previous NTPS and SASS administrations as to not confuse some respondents who may have both PreK and K-12 students. The response format used starting in 2020-21 allows for mutually exclusive responses. Respondents are asked to report the exact count of students participating in Title I services at their school.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-8b	How many students at this school in GRADES K-12 participate in the Title I program? <i>Mark 'None' if no students in grades K-12 participate in the Title I program.</i>	[Checkbox] None or ____ K-12 students		
6. SPECIAL PROGRAMS AND SERVICES	6-9a	Are students receiving Title I services in - Reading or language arts?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-9b	Mathematics?	Yes No		
4. SPECIAL PROGRAMS AND SERVICES	6-9c	English as a Second Language (ESL)?	Yes No		
6. SPECIAL PROGRAMS AND SERVICES	6-10	How many designated Title I teachers were teaching AT THIS SCHOOL around October 1, 2023? <i>Mark 'None' if there are no designated Title I teachers at this school.</i>	[Checkbox] None or ____Title I teachers	This item was retained from previous NTPS administrations.	Core

NTPS 2023-24 Questionnaire/ Section (Public SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
7. CONTACT INFORMATION	7-1	What is the name of the person who completed most of this questionnaire?	(Name)	This set of items (7-1 through 7-4) was retained from previous NTPS and SASS administrations and asks respondents to provide their name, job title, and contact information for potential follow-up purposes to verify responses.	Core
7. CONTACT INFORMATION	7-2	What is their job title?	(Job title)		
7. CONTACT INFORMATION	7-3	What is their work e-mail address?	(E-mail address)	This question and Q7-4 were flipped in order. We believe respondents will have an easier time focusing on their personal contact info, then move on to the school's info (phone number).	Core
7. CONTACT INFORMATION	7-4	What is the school's phone number?	(Phone number)	This item was modified from previous NTPS and SASS administrations. Previously the question asked for the respondent's phone number. Ultimately, because the survey is directed to the school as a whole we modified the question to ask for the school's phone number instead. Most schools have a general contact number that can be routed to the appropriate person, if follow up is required.	Core
7. CONTACT INFORMATION	7-5	Please enter the date this school completed this questionnaire.	__ Month __ Day __ Year	Starting in NTPS 2020-21, this item was modified from the 2017-18 NTPS version, to ask for the completion date for the respondent's school. This item collects information on when respondents completed the survey. We changed the reference because the previous set of questions ask for 'his or her' and thought 'the school' kept the third person reference instead of switching to second person 'your'. We also did this because, as indicated by Q5-1, multiple respondents could have looked at and answered questions, so we wanted the question to be about when it was fully completed by the school.	Core
7. CONTACT INFORMATION	7-6	Please indicate how much time it took this school to complete this form, not counting interruptions. <i>Please record the time in minutes (e.g., 50 minutes, 65 minutes, etc.)</i>	__ Minutes	This item was retained from previous NTPS administrations. This item is to collect data on the length of the survey to provide more accurate estimates of burden for future survey rounds. We changed the reference because the previous set of questions ask for 'his or her' and thought 'the school' kept the third person reference instead of switching to second person 'your.' We also did this because, as indicated by Q5-1, multiple respondents could have looked at and answered questions, so we wanted the question to be about the overall experience.	Core

NTPS 2023-24 Questionnaire/ Section (Public SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
				Starting in NTPS 2020-21, we added the minute instruction to match what was already on the 2017-18 NTPS Private administration.	

C.3.2 Private School Questionnaire

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1a	Around October 1, 2023, how many students were enrolled in each of the following grade levels? <i>Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school. In column (1), mark (X) 'Yes' or 'No' for each grade level. In column (2), record the number of students for each grade level with 'Yes' marked in column (1).</i> Ungraded (including ungraded special education students)	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was modified from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1b	Nursery and prekindergarten	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1c	Kindergarten (traditional year of school primarily for 5-year-olds prior to first grade)	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1d	Transitional (or readiness) kindergarten (extra year of school for kindergarten-age children who are judged not ready for kindergarten)	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1e	Transitional first (or pre-first) grade (extra year of school for children who have attended kindergarten but have been judged not ready for first grade)	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION	1-1f	1st	(1) Does this school have students in this grade? [Yes/No]	This item was retained from previous NTPS and SASS administrations.	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
ABOUT THIS SCHOOL			(2) Number of students in this grade: _____		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1g	2nd	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1h	3rd	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1i	4th	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1j	5th	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1k	6th	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1l	7th	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1m	8th	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1n	9th	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL	1-1o	10th	(1) Does this school have students in	This item was retained from previous NTPS and	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
INFORMATION ABOUT THIS SCHOOL			this grade? [Yes/No] (2) Number of students in this grade: _____	SASS administrations.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1p	11th	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-1q	12th	(1) Does this school have students in this grade? [Yes/No] (2) Number of students in this grade: _____	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-2	Around October 1, 2023, what was the total number of students enrolled in this school? <i>This item should equal the sum of entries in item 1-1a.</i>	___ Enrolled students	This item was modified from previous NTPS and SASS administrations starting in the 2020-21 NTPS. For the question stem, we moved up the reference October 1 for consistency with most other questions using a date reference. We modified the instruction about totaling responses to align with a similar instruction on Q4-2b, which was clearer. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3	Around October 1, 2023, how many students enrolled in grades K-12 and comparable ungraded levels are – <i>Do NOT include nursery, prekindergarten, postsecondary, or adult education students.</i> <i>Do NOT include children who are enrolled only in day care at this school.</i> <i>Please only include each student in one category below.</i> <i>Mark 'None' if there are no students in this school of a given racial and ethnic origin.</i>	(‘Hispanic or Latino Students’ is a table label for sub question 1-3a)	This item was modified from the previous NTPS and SASS administrations starting in the 2020-21 NTPS. We rearranged the question stem because respondents tended to lose the ‘K-12’ part of the question, mostly answering for their entire school, and they also didn’t notice the exclude instruction. We added an instruction to count students only once because it was not clear how to report for multiracial students. We modified the ‘write 0’ instruction from the previous ‘mark None’ instruction, since we removed all “None” boxes.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3a	Hispanic or Latino Students	[Checkbox] None or ___ K-12 Students		
1. GENERAL	1-3b	White	[Checkbox] None or ___ K-12 Students		

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
INFORMATION ABOUT THIS SCHOOL				We added a field to collect the total students to ensure that respondents were thinking about totaling to the number of students in their school.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3c	Black or African American	[Checkbox] None or ____ K-12 Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3d	Asian	[Checkbox] None or ____ K-12 Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3e	Native Hawaiian or other Pacific Islander	[Checkbox] None or ____ K-12 Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3f	American Indian or Alaska Native	[Checkbox] None or ____ K-12 Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3g	Two or more races	[Checkbox] None or ____ K-12 Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-3h	TOTAL number of students in grades K-12	____ K-12 Students		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-4a	Is this school coeducational?	Yes No, it is an all-female school No, it is an all-male school	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-4b	b. Around October 1, 2023, how many students enrolled in K-12 and comparable ungraded levels are MALE? <i>Do NOT include nursery, prekindergarten, postsecondary, or adult education students.</i> <i>Do NOT include children who are enrolled only in day care at this school.</i> <i>Mark 'None' if there are no male students enrolled in this school.</i>	[Checkbox] None or ____ Male students	This item was modified from the previous NTPS and SASS administrations starting in the 2020-21 NTPS. We rearranged the question stem because respondents tended to lose the 'K-12' part of the question, mostly answering for their entire school. We modified the 'write 0' instruction from the previous 'mark None' instruction, since we removed the "None" box.	Core
1. GENERAL	1-5a	During the LAST school year (2022-23), were any students	Yes	This item was retained from previous NTPS and	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
INFORMATION ABOUT THIS SCHOOL		enrolled in 12th grade?	No	SASS administrations.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-5b	How many students were enrolled in 12th grade around October 1, 2022?	_____ 12th graders	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-5c	How many students graduated from the 12th grade with a diploma LAST school year (2022-23)? <i>Include 2023 summer graduates. Do NOT include students who received only vocational certificates, certificates of attendance, or certificates of completion. Mark 'None' if no students graduated from the 12th grade with a diploma LAST school year.</i>	[Checkbox] None or _____ Graduates LAST school year	This item that was added due to the removal of "None" boxes. This question is now a filter question that directs respondents to Q1-5d or Q1-6. This item was modified from the previous administration's question, to be a filter question instead of a numerical response question. This item is not included on the web instrument, it is not needed.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-5d	Of the students who graduated with a diploma LAST school year (2022-23), approximately what percentage went to four-year colleges? <i>Round to the nearest whole percent. Mark 'None' if no students who graduated LAST school year went to a four-year college.</i>	[Checkbox] None or _____% of graduates who went to four-year colleges	This item was modified from previous NTPS and SASS administrations starting in the 2020-21 NTPS. We also modified the 'Mark None' instruction to be 'write 0' because we removed the None box. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-6	What is the official start and end time for MOST students at this school? <i>If the start and end times vary by day, record the start and end time for the longest day of the week. Do NOT include prekindergarten or transitional first grade programs. Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school.</i>	[_]:[_] Start time [AM/PM] [_]:[_] End time [AM/PM]	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about schools' length of the school day; analysts use this item to provide context for a range of school, principal, and teacher items; there is no other source of data for this topic. All instances of 'not' in the instructions of a question were changed to 'NOT' for consistency because some questions had it in lowercase and others had it in upper case.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-7	How many days are in a TYPICAL SCHOOL WEEK for students in this school? <i>Do NOT include prekindergarten or transitional first grade programs.</i>	___ Days per typical school week	NTPS will retain this item from previous administrations. This will allow NCES to track whether schools do not have the traditional 5 day a week schedule. The response label was modified slightly, by tying it to the question wording, to further help respondents understand how to answer the question.	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-8	How many days are in the SCHOOL YEAR for students in this school?	___ Days per school year	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about schools' length of the school year; analysts use this item to provide context for a range of school, principal, and teacher items.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-9	Which of the following best describes this school? <i>Mark (X) only one box.</i>	REGULAR school – elementary or secondary MONTESSORI school SPECIAL PROGRAM EMPHASIS school – such as a science or math school, performing arts school, talented or gifted school, world language immersion school, etc. SPECIAL EDUCATION school – primarily serves students with disabilities CAREER/TECHNICAL/VOCATIONAL school – primarily serves students being trained for occupations EARLY CHILDHOOD PROGRAM OR DAY CARE CENTER – such as kindergarten only, prekindergarten and kindergarten and transitional first grade only, day care and transitional kindergarten only, etc. ALTERNATIVE/OTHER school – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school – Please specify: (open-ended text field)	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-10	Around October 1, 2023, how many persons were teaching in grades K-12 and/or comparable ungraded levels at this school in the following time categories? <i>Consider only the amount of time an individual works as a teacher of grades K-12 and comparable ungraded levels during a typical week at THIS school.</i> INCLUDE: <i>Regular classroom teachers.</i> <i>Teachers who teach subjects such as music, art, physical education, and special education.</i> <i>Teaching principals or administrators who teach a regularly</i>	[Checkbox] None or ___ Teach Full-time [Checkbox] None or ___ Teach at least 3/4 time but less than full-time [Checkbox] None or ___ Teach at least 1/2 time but less than 3/4 time [Checkbox] None or ___ Teach at least 1/4 time but less than 1/2 time	2020-21 NTPS administration, this question was in Section 2, but is rotated to this module for 2023-24 administration.	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
		scheduled class at this school. DO NOT INCLUDE: Teachers who teach ONLY nursery, prekindergarten, postsecondary, or adult education. Student teachers, teacher aides, day care aides, or short-term substitute teachers. Counselors, library media specialists or librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school. Mark 'None' if no person is teaching in a particular time category. Teach full-time	[Checkbox] None or ____ Teach less than 1/4 time ____ Total full- and part-time teachers		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-11a	Does this school currently have any students enrolled in kindergarten? Please include regular kindergarten as well as transitional (or readiness) kindergarten and transitional first (or pre-first) grade students, if enrolled.	Yes No		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-11b	How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?	Full-day (4 hours or more per day) Half-day 9 less than 4 hours per day) Both full-day and half-day programs are offered.		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-11c	How many days are in a TYPICAL SCHOOL WEEK for kindergarten, transitional kindergarten, or transitional first grade students in this school? If the number of days per week varies, record the most days that a student would attend in a week.	____ Days per typical school week		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-12	Does this school have a library media center? A <u>library media center</u> is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may be called a school library, media center, resource center, information center, instructional materials center, learning resource center, or any other similar name.	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides important descriptive information about schools' resources; there is no other source of data for this topic.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-13a	Which types of classes are currently available to students at this school? IN-PERSON CLASSES. Classes in which the teacher delivering instruction is in the same physical space as the	Yes No	This is a new item that will provide information about the type of instruction administered to students. Previously in 2020-21, a similar 'Mark one' question was fielded that asked the type of instruction that was normally taught at schools.	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
		students. These classes may offer some online resources (for example, homework submission, online textbooks, learning management systems [LMS] or supplemental online programs).		However, we wanted to measure whether there were different types of instruction available to students. As a result, this format of this question is changed to ask a series of yes/no questions about the types of instruction that are available. This question was cognitive tested in fall 2022.	
	1-13b	VIRTUAL CLASSES. Classes in which the teacher delivering instruction is not in the same physical space as the students, and students may be in a classroom or in their own homes. Students and teachers may still meet in person for field trips, school-sponsored social events, or assessment purposes.	Yes No		
	1-13c	HYBRID CLASSES. Classes that include a COMBINATION of in-person instruction and virtual instruction.	Yes No		
	1-14	In which types of classes that ONLY include virtual instruction are students at this school currently enrolled? <i>Mark (X) all that apply.</i>	No students are currently enrolled in classes that ONLY include virtual instruction. Core classes Classes for additional advancement (such as Advanced Placement or college credits) Elective classes Credit recovery classes Classes for an alternative learning program Remedial classes Specialized classes for students with a formally-identified disability Other-please specify: (open-ended text field)	This is a new item that will provide information about the types of online classes students are currently enrolled in. This question has been cognitive tested multiple times, most recently in fall 2022.	Core
	1-15	About what percentage of students are currently enrolled in at least one class that only includes virtual instruction? <i>Mark (X) only one box.</i>	1-10% of students 11-25% of students 26-50% of students 51-75% of students 76% or more of students	NTPS will retain this item from the 2020-21 administration, when it was fielded the first time. This question will provide information on the percentage of students who take at least one online class. The question wording changed slightly and the category "No students are enrolled in online classes" since respondents who report 'No' to Q1-13c will no longer be administered this question. This question was cognitive tested in fall 2022.	Core
	1-16	What types of delivery do classes that that ONLY include virtual instruction currently use in this school? <i>Mark (X) all that apply.</i>	Real time (synchronous) video or audio instruction Pre-recorded (asynchronous) video or audio instruction	This is a new item being administered in 2023-24 as it will provide information about the types of delivery used in online classes. This question was cognitive tested in fall 2022.	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
			Independent learning modules Other-please specify: (open-ended text field)		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-17a	Does this school offer the following? Differentiated instructional approaches (e.g., mixed-ability grouping, self-paced instruction, ungraded classrooms, etc.)	Yes No	This item was retained from the previous SASS and NTPS administrations. Starting in 2020-21 the question stem was updated and the word "programs" was removed so that respondents do not limit their thinking only to formal programs that offer the learning opportunities listed in the item.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-17b	A dual-language or world language immersion program (a program in which the goal of instruction is that students are proficient in two languages) <i>Do NOT include English as a Second Language (ESL) programs or classes.</i>	Yes No	This item was retained from the 2017-18 and 2020-21 NTPS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-18a	Are the following before-school or after-school programs or services currently available for students in any of grades K-12, or comparable ungraded levels, regardless of funding source at this school? A program or service providing instruction beyond the normal school day for students who NEED academic ASSISTANCE	Yes No	This item was retained with some modifications starting with the 2017-18 NTPS administration because it provides important descriptive information about schools' academic offerings outside of the normal school day. Analysts use this item series to provide context for a range of school, principal, and teacher items. This item is also important for maintaining trend line and there is no other source of data for this topic. Based on feedback from the TRP, the wording for this item (formerly 1-18c) was edited to ask about all types of extended-day care. A new item, 1-18d was added because the TRP also wanted to learn about other extra-curricular activities that students are involved in.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-18b	A program or service providing instruction beyond the normal school day for students who SEEK academic ADVANCEMENT or ENRICHMENT	Yes No		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-18c	Extended-day care	Yes No		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-18d	School-related activities and clubs (e.g., yearbook club, school dance committee, etc.)	Yes No		Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-19a	Is a major role of this school to support homeschooling?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-19b	Is this school located in a private home that is used primarily as a family residence?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL	1-20a	Do any students board at this school?	Yes	This item was retained from previous SASS	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
INFORMATION ABOUT THIS SCHOOL			No	administrations.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-20b	How many students board at this school	____ Students	This item was retained from previous SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-21	Does this school charge tuition for any students?	Yes No	This item was retained from previous SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-22a	Does this school have any policy for modifying or discounting tuition rates, such as on the basis of additional students from the same family, financial need, or church membership?	Yes No	This item was retained from previous SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-22b	How many students receive a modified or discounted tuition rate on the basis of FINANCIAL NEED? <i>Mark 'None' if no students receive a modified or discounted tuition rate on the basis of FINANCIAL NEED.</i>	[Checkbox] None or ____ Students	This item was retained from previous SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-23	What is the highest ANNUAL tuition charged by this school for a full-time student? <i>Please report in whole dollars. Do NOT include boarding fees.</i>	\$ ____,____.00 Per year	This item was retained from previous SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-24a	Does this school have a religious orientation or purpose?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-24b	Is this school affiliated with a religious organization or institution?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1-24c	What is this school's religious orientation or affiliation? <i>Mark (X) only one box.</i>	Roman Catholic African Methodist Episcopal Amish Assembly of God Baptist Brethren Calvinist Christian (no specific denomination) Church of Christ Church of God Church of God in Christ Church of the Nazarene Disciples of Christ	This item was retained from previous NTPS and SASS administrations.	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
			Episcopal Friends Greek Orthodox Islamic Jewish Latter Day Saints Lutheran Church – Missouri Synod Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA) Wisconsin Evangelical Lutheran Synod Other Lutheran Mennonite Methodist Pentecostal Presbyterian Seventh-Day Adventist Other – Please specify: (open-ended text field)		
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1– 24d(follo w-up)	Is this school- <i>Mark (X) only one box.</i>	Parochial (or inter-parochial) Diocesan Private	This item was retained from previous NTPS and SASS administrations.	
1. GENERAL INFORMATION ABOUT THIS SCHOOL	1–25	To which of the following associations or organizations does this school belong? <i>Mark (X) all that apply.</i>	This school does NOT belong to ANY associations or organizations.	This item was retained from previous NTPS and SASS administrations.	Core
		Religious	Accelerated Christian Education (ACE) (or School of Tomorrow) Agudath Israel of America (AIA) American Association of Christian Schools (AACS) Association of Christian Schools International (ACSI) Association of Christian Teachers and Schools (ACTS) Association of Classical and Christian Schools (ACCS) Christian Schools International (CSI) Evangelical Lutheran Education Association (ELEA) Friends Council on Education (FCE) General Conference of the Seventh-Day Adventist Church (GCSDAC)	This item was modified from the previous NTPS and SASS administrations starting in the 2020-21 NTPS. Two response options, The Jewish Community Day School Network and the Solomon Schechter Day School Association, were removed and replaced with The Center for Jewish Day Schools. This was done just as an update to the listing.	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
		Special Emphasis	Islamic School League of America (ISLA) Jesuit Schools Network (JSN) National Alliance of Christian Schools (NACS) National Association of Episcopal Schools (NAES) National Catholic Educational Association (NCEA) National Christian School Association (NCSA) National Society for Hebrew Day Schools (Torah Umesorah) Oral Roberts University Educational Fellowship (ORUEF) The Center for Jewish Day Schools (PRIZMAH) Southern Baptist Association of Christian Schools (SBACS) Other religious school association(s) – Please specify: (open-ended text field) SPECIAL EMPHASIS American Montessori Society (AMS) Association Montessori International (AMI) Other Montessori association(s) Association of Military Colleges and Schools (AMCS) Association of Waldorf Schools of North America (AWSNA) National Association of Private Special Education Centers (NAPSEC) Other association(s) for exceptional children European Council for International Schools (ECIS) National Association for the Education of Young Children (NAEYC) National Association of Laboratory Schools (NALS) National Coalition of Girls Schools (NCGS) Other special emphasis association(s) –		

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
		Other School Associations or Organizations	Please specify: (open-ended text field) Alternative School Network (ASN) National Association of Independent Schools (NAIS) State or regional independent school association National Independent Private Schools Association (NIPSA) The Association of Boarding Schools (TABS) Other school association(s) – Please specify: (open-ended text field)		
2. STUDENT SUPPORT AND WELLNESS	2-1a	Does this school use a universal screening tool, such as an Early Warning System (EWS) or Multi-Tiered System of Supports (MTSS), to systematically identify any of the following risk factors in an entire student population (e.g., all students in a classroom, grade level, or school)? Students with low academic achievement (e.g., failing or at risk of failing a grade or a subject, low standardized assessment scores)	Yes No	This item is new for the 2023-24 NTPS, it is intended to measure if schools are monitoring high risk behaviors from students. The COVID-19 pandemic introduced many new issues with mental health and student absenteeism. These issues in turn have led to a decline in academic achievement and an increase in behavioral issues. There was a request by data users to measure these particular types of monitoring and early warning systems.	Core
2. STUDENT SUPPORT AND WELLNESS	2-1b	Students with poor attendance	Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-1c	Students demonstrating symptoms of possible mental health or emotional issues (e.g., withdrawal, anxiety, depression, suicidal thoughts or planning) As assessed by a teacher, administrator, or school counselor Self-reported by the student or stated by their peers	Yes No Yes No Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-1d	Students exhibiting behavioral issues (e.g., aggression, disciplinary incidents, office discipline referrals [ODRs], substance abuse)	Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-1e	Students experiencing social issues (e.g., peer rejection, avoiding or withdrawing from social situations) As assessed by a teacher, administrator, or school counselor Self-reported by the student or stated by their peers	Yes No Yes No Yes		

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
			No		
2. STUDENT SUPPORT AND WELLNESS	2-2a	Does this school provide any of the following services or supports specifically for students exhibiting mental, emotional, behavioral, or social issues? <i>Include services that are provided at school as well as services provided through a contract the school has with an outside provider.</i> Diagnostic mental health assessments to evaluate students for a mental health disorder (e.g., anxiety, depression, ADHD)	Yes No	New to the 2023-24 NTPS data users have requested information about the types of mental health resources schools have for their students.	Core
2. STUDENT SUPPORT AND WELLNESS	2-2b	Brief individualized interventions (e.g., short-term counseling or therapy, check-in check-out interventions, individual skill-building training or coaching)	Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-2c	Small group interventions for students with similar needs (e.g., students who have experienced trauma, students with depression, group skill-building training or coaching)	Yes No		
2. STUDENT SUPPORT AND WELLNESS	2-2d	Consultation or collaboration with parents/guardians about identified issues or risk factors	Yes No		
3. INSTRUCTIONAL TIME	3-1	Does this school have students enrolled in the THIRD GRADE?	Yes No	This item was retained from the 2017-18 NTPS questionnaire	Module
3. INSTRUCTIONAL TIME	3-2	What is the official start and end time for THIRD GRADE students at this school? <i>If the start and end times vary by day, record the start and end time for the longest day of the week.</i>	[_]:[_] Start time [AM/PM] [_]:[_] End time [AM/PM]	This item was retained from the 2017-18 NTPS questionnaire	Module
3. INSTRUCTIONAL TIME	3-3a	During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most THIRD GRADE students spend on the following activities at this school? <i>If this school has 2 or more third grade classes, calculate the average minutes per day for all third grade classes. If most third grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes per day for half the year, respond with 30 minutes per day.</i> English, reading, or language arts (including reading and writing)	[Checkbox] None or ____ Minutes per day for ____ Days per week	This item was retained from the 2017-18 NTPS questionnaire	Module
3. INSTRUCTIONAL TIME	3-3b	Arithmetic or mathematics	[Checkbox] None or ____ Minutes per day for ____ Days per week	This item was retained from the 2017-18 NTPS questionnaire.	

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
3. INSTRUCTIONAL TIME	3-3c	Social studies or history	[Checkbox] None or ____ Minutes per day for ____ Days per week	This item was retained from the 2017-18 NTPS questionnaire.	
3. INSTRUCTIONAL TIME	3-3d	Science	[Checkbox] None or ____ Minutes per day for ____ Days per week	This item was retained from the 2017-18 NTPS questionnaire.	
3. INSTRUCTIONAL TIME	3-3e	World language (Not English as a Second Language [ESL])	[Checkbox] None or ____ Minutes per day for ____ Days per week		
3. INSTRUCTIONAL TIME	3-3f	Physical education	[Checkbox] None or ____ Minutes per day for ____ Days per week		
3. INSTRUCTIONAL TIME	3-3g	Music	[Checkbox] None or ____ Minutes per day for ____ Days per week		
3. INSTRUCTIONAL TIME	3-3h	Art	[Checkbox] None or ____ Minutes per day for ____ Days per week		
3. INSTRUCTIONAL TIME	3-3i	Recess <i>Do not include time allotted for lunch.</i>	[Checkbox] None or ____ Minutes per day for ____ Days per week		
3. INSTRUCTIONAL TIME	3-4	Does this school have students enrolled in the EIGHTH GRADE?	Yes No	This item was retained from the 2017-18 NTPS questionnaire.	
3. INSTRUCTIONAL TIME	3-5	What is the official start and end time for EIGHTH GRADE students at this school? <i>If the start and end times vary by day, record the start and end time for the longest day of the week.</i>	[_]:[_] Start time __ [AM/PM] [_]:[_] End time __ [AM/PM]	This item was retained from the 2017-18 NTPS questionnaire.	Module
3. INSTRUCTIONAL TIME	3-6a	During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most EIGHTH GRADE students spend on the following activities at this school? <i>If this school has 2 or more eighth grade classes, calculate the average minutes per day for all eighth grade classes. If most eighth grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes per day for half the year, respond with 30 minutes per day.</i> English, reading, or language arts (including reading and writing)	[Checkbox] None or ____ Minutes per day for ____ Days per week	This item was retained from the 2017-18 NTPS questionnaire.	Module
3. INSTRUCTIONAL TIME	3-6b	Arithmetic or mathematics	[Checkbox] None or ____ Minutes per day for ____ Days per week	This item was retained from the 2017-18 NTPS questionnaire.	Module

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
3. INSTRUCTIONAL TIME	3-6c	Social studies or history	[Checkbox] None or ____ Minutes per day for ____ Days per week	This item was retained from the 2017-18 NTPS questionnaire.	Module
3. INSTRUCTIONAL TIME	3-6d	Science	[Checkbox] None or ____ Minutes per day for ____ Days per week	This item was retained from the 2017-18 NTPS questionnaire.	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1a	During THIS school year (2023-24), does this school use the following methods to organize classes or students? Traditional grades (e.g., 1st grade, 2nd grade) or academic discipline-based departments (e.g., math, science)	Yes No	The majority of these items were retained from the SASS survey. However, subject matter experts requested that two additional items be added to the 2017-18 NTPS to measure schools that use tracking (b), as well as schools that keep the same students together but assign them different teachers from year to year (e).	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1b	Students are assigned based on their ability (i.e., tracking)	Yes No		Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1c	Grades subdivided into small groups such as “teams”, “houses”, or “families”	Yes No		Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1d	Student groups assigned to stay in classes together for two or more years with the SAME teacher (i.e., looping)	Yes No		Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1e	Student groups assigned to stay in classes together for two or more years with DIFFERENT teachers	Yes No		Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1f	Multi-age grouping or composite classes (most students normally in different grades placed together)	Yes No		Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-1g	Block scheduling (extended class periods scheduled to create blocks of instruction time)	Yes No		Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-2a	Do students attend this school across 12 months (i.e., year-round)?	Yes No	These items were retained from previous NTPS administrations. This item was revised for the 2017-18 questionnaire because participants during cognitive testing displayed trouble interpreting the intent of the question. The changes made reduced the number of false positive and false negative responses.	Module
3. STUDENTS	4-2b	Do all students attend on the same cycle?	Yes	These items were retained from previous NTPS	Module

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
AND CLASSROOM ORGANIZATION			No	administrations. This item is intended to measure if some students may have a different cycle (9 month, etc.) while others are 12 month.	
4. STUDENTS AND CLASSROOM ORGANIZATION	4-3	Does this school have students enrolled in any of grades 9-12?	Yes No	This item was retained from the 2011-12 SASS survey and was slightly modified starting in the 2017-18 NTPS. During cognitive pretesting some respondents with grades 11 and 12 only struggled to answer this question. The word "any" was added to reduce the possibility of false negative responses.	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-4a	Are the following opportunities available for students in any of grades 9-12 attending this school? Dual or concurrent enrollment that offers both high school and college credit How is this funded? <i>Mark (X) all that apply.</i>	Yes No By the school or state By the family or the student By some other entity	This item was retained from the 2017-18 NTPS questionnaire.	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-4b	Specialized career academy <i>A <u>specialized career academy</u> is a program that offers a set of specialized curricula organized around a specific career area, such as automotive, business, carpentry, communications, construction, cosmetology, culinary arts, education, electricity, engineering, health, hospitality, IT, manufacturing, plumbing, protective and legal services, repair, transportation, etc.</i>	Yes No	This item was retained from the 2017-18 NTPS questionnaire.	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-4c	Career and technical education courses <i>If courses are available to students but not part of a specialized career academy in 4-4b, select 'Yes'.</i>	Yes No	This item was retained from the 2017-18 NTPS questionnaire.	Module
4. STUDENTS AND CLASSROOM ORGANIZATION	4-4d	Work-based learning or internships outside of school, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments	Yes No	This item was retained from the 2017-18 NTPS questionnaire.	Module
5. COMMUNITY SERVICE REQUIREMENTS	5-1	Does this school grant high school diplomas? <i>Do NOT include vocational certificates, certificates of attendance, or certificates of completion.</i>	Yes No	This item is used as a screener question for directing respondents to either item 5-2 or 6-1.	Core
5. COMMUNITY SERVICE REQUIREMENTS	5-2	For high school graduates of the class of 2024, does this school have a community service requirement for a standard diploma?	Yes No	NTPS will retain item 5-2 from previous NTPS and SASS administrations because they provide descriptive information about whether schools or districts have a community service requirement for a standard high school diploma; this item	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
				provides context for examining schools' high school graduation rates.	
5. COMMUNITY SERVICE REQUIREMENTS	5-3	What is the minimum number of community service hours required of the high school graduates in the class of 2024?	____ Minimum hours of community service	NTPS will retain item 5-3 from previous NTPS and SASS administrations because it provides descriptive information about whether schools or districts have a community service requirement for a standard high school diploma; this item provides context for examining schools' high school graduation rates.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-1a	Of the students enrolled in grades K-12 or comparable ungraded levels in this school, do any have a formally-identified disability?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-1b	How many students in this school have a formally-identified disability? <i>Do NOT include prekindergarten, postsecondary, or adult education students.</i>	____ Students with a formally-identified disability	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-2a	Does this school PRIMARILY SERVE students with disabilities? <i>If you marked 'SPECIAL EDUCATION school—primarily serves students with disabilities' for item 1-9, please mark 'Yes' for this item.</i>	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-2b(1)	How many students with formally-identified disabilities are in each of the following instructional settings? <i>The sum of entries in item 6-2b should equal the entry in item 6-1b above.</i> <i>Mark 'None' if no student with a formally-identified disability is in a particular instructional setting.</i> 100 % of the school day in a regular classroom	[Checkbox] None or ____ Students	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-2b(2)	80-99 % of the school day in a regular classroom	[Checkbox] None or ____ Students		
6. SPECIAL PROGRAMS AND SERVICES	6-2b(3)	40-79 % of the school day in a regular classroom	[Checkbox] None or ____ Students		
6. SPECIAL PROGRAMS AND SERVICES	6-2b(4)	0-39 % of the school day in a regular classroom	[Checkbox] None or ____ Students		
6. SPECIAL PROGRAMS AND SERVICES	6-3a	Of the students enrolled in this school as of October 1, 2023, have any been identified as English-language learners (ELLs), also known as limited-English proficient (LEP)? <i><u>English-language learners</u> (ELLs) or <u>limited-English proficient</u> (LEP) refers to students whose native or</i>	Yes No	This item was retained from previous NTPS and SASS administrations.	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
		<i>dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom. Do NOT include prekindergarten, postsecondary, or adult education students.</i>			
6. SPECIAL PROGRAMS AND SERVICES	6-3b	How many ELL or LEP students are enrolled in this school?	__ Students		
6. SPECIAL PROGRAMS AND SERVICES	6-4	Does this school have instruction specifically designed to address the needs of ELL or LEP students?	Yes No		
6. SPECIAL PROGRAMS AND SERVICES	6-5a	Are ELL or LEP students taught English using ESL, bilingual, or immersion techniques?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-5b	Are ELL or LEP students taught English in regular English-speaking classrooms?	Yes No		
6. SPECIAL PROGRAMS AND SERVICES	6-6a	Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-6b	Around October 1, 2023, did you have any PREKINDERGARTEN students enrolled in this school?	Yes No	This item was modified for the 2020-21 NTPS administration.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-6b(1)	How many PREKINDERGARTEN students were enrolled in this school?	____Prekindergarten students	This item was retained from previous NTPS administrations. The original question was asked on the 2011-2012 SASS to provide context to the percentage reported 6-6b(2) for prekindergarten students. This question will allow analysts to calculate the number of prekindergarten students reported in 6-6b(2) that participate in the National School Lunch Program.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-6b(2)	What was the percentage of PREKINDERGARTEN students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?	____% of prekindergarten students approved	This question is included in previous NTPS and SASS administrations and asks respondents to report the number of prekindergarten students approved under the National School Lunch Program.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-6c	Around October 1, 2023, what was the percentage of K-12 students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?	____% of K-12 students approved	This item was retained from previous NTPS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-7	Around October 1, 2023, did any students enrolled in this school receive Title I services at this school or at any other location?	Yes No	This item was retained from previous NTPS administrations to compare it against Common Core and administrative data.	Core

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
		<i>Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.</i>			
6. SPECIAL PROGRAMS AND SERVICES	6-8a	How many PREKINDERGARTEN students at this school participate in the Title I program? <i>Mark 'None' if no prekindergarten students participate in the Title I program.</i>	[Checkbox] None or _____Prekindergarten students	This item was revised from previous NTPS and SASS administrations as to not confuse some respondents who may have both PreK and K-12 students. The response format as of 2020-21 allows for mutually exclusive responses. Respondents are asked to report the exact count of students participating in Title I services at their school.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-8b	How many students at this school in GRADES K-12 participate in the Title I program? <i>Mark 'None' if no students in grades K-12 participate in the Title I program.</i>	[Checkbox] None or _____ K-12 students		
6. SPECIAL PROGRAMS AND SERVICES	6-9a	Are students receiving Title I services in - Reading or language arts?	Yes No	This item was retained from previous NTPS and SASS administrations.	Core
6. SPECIAL PROGRAMS AND SERVICES	6-9b	Mathematics?	Yes No		
6. SPECIAL PROGRAMS AND SERVICES	6-9c	English as a Second Language (ESL)?	Yes No		
7. CONTACT INFORMATION	7-1	What is the name of the person who completed most of this questionnaire?	(Name)	This set of items (7-1 through 7-4) asks respondents to provide their name, job title, and contact information for potential follow-up purposes to verify responses.	Core
7. CONTACT INFORMATION	7-2	What is their job title?	(Job title)		
7. CONTACT INFORMATION	7-3	What is their work e-mail address?	(E-mail address)		Core
7. CONTACT INFORMATION	7-4	What is the school's phone number?	(Phone number)		Core
7. CONTACT INFORMATION	7-5	Please verify this school's name and mailing address that are printed on the front of this questionnaire. <i>If any part of the name and mailing address is incorrect, enter the correction(s), as necessary, in the appropriate space(s) below.</i>	School name Mailing address City State, ZIP code	These items were retained from the 2017-18 and 2020-21 NTPS administrations. Starting in 2020-21, these items were removed from web instrument but are still on paper.	Core
7. CONTACT INFORMATION	7-6a	Is the physical or street address of this school the same as the mailing address?	Yes No		

NTPS 2023-24 Questionnaire/ Section (Private SQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item justification	Core or module
7. CONTACT INFORMATION	7-6b	Please print this school's physical or street address.	Street City State, ZIP code		
7. CONTACT INFORMATION	7-7	Please enter the date this school completed this questionnaire. <i>Report month as a number; that is, 01 for January, 02 for February, etc.</i>	__ Month __ Day ____ Year	This item collects information on when respondents completed the survey. This item was modified from the 2017-18 and 2020-21 NTPS administrations, to ask for the completion date for the respondent's school. Starting in 2020-21, we changed the reference because the previous set of questions ask for 'his or her' and thought 'the school' kept the third person reference instead of switching to second person 'your'. We also did this because, as indicated by Q5-1, multiple respondents could have looked at and answered questions, so we wanted the question to be about when it was fully completed by the school.	Core
7. CONTACT INFORMATION	7-8	Please indicate how much time it took this school to complete this form, not counting interruptions. <i>Please record the time in minutes (e.g., 50 minutes, 65 minutes, etc.)</i>	____ Minutes	This item was retained from previous NTPS administrations. This item is to collect data on the length of the survey to provide more accurate estimates of burden for future survey rounds. We changed the reference because the previous set of questions ask for 'his or her' and thought 'the school' kept the third person reference instead of switching to second person 'your.' We also did this because, as indicated by Q5-1, multiple respondents could have looked at and answered questions, so we wanted the question to be about the overall experience. Starting in 2020-21, we added the minute instruction to match what was already on the 2017-18 NTPS Private administration.	Core

C.4 Item Justification for the 2023-24 NTPS Public School Teacher and Private School Teacher Questionnaires

C.4.1 Public School Teacher Questionnaire

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number ³	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1-1	How do you classify your position at THIS school? <i>If you have more than one position, consider the one at which you spend most of your time.</i> <i>Mark (X) only one box.</i>	- Regular full-time teacher (in any of grades K-12 or comparable ungraded levels) - Regular part-time teacher (in any of grades K-12 or comparable ungraded levels) - Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school) - Long-term substitute teacher (i.e., filling the role of a regular teacher for 4 or more continuous weeks) - Short-term substitute teacher (i.e., filling the role of a regular teacher for less than 4 continuous weeks) - Student teacher - Teacher aide - Administrator (e.g., principal, assistant principal, director, [school head]) - Library media specialist or Librarian - Other professional staff (e.g., counselor, curriculum coordinator, social worker) - Support staff (e.g., secretary)	NTPS will retain this item from previous NTPS and SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey. The wording was “ How do you classify your position at THIS school, that is, the activity at which you spend most of your time during this school year? ” Starting with NTPS 2020-21, it was slightly tweaked from the 2017-18 administration to simplify and shorten the question.	Core
1. GENERAL INFORMATION	1-2	Which box did you mark in item 1-1 above?	Box 1 Box 2, 3 or 4 Box 5, 6 or 7 Box 8, 9, 10 or 11	NTPS will retain this item from previous NTPS and SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1-3	Do you TEACH one or more classes at THIS school, at least once per week, in any of grades K-12 or comparable ungraded levels? <i>If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).</i> <i>If you teach a particular specialty either within or outside of a regular classroom (e.g., reading specialist, special education teacher, English as a Second Language teacher), include that time as a regularly scheduled class.</i>	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey. The wording has been slightly tweaked for clarity.	Core
1. GENERAL INFORMATION	1-4	How much time do you work as a TEACHER in any of grades K-12 or comparable ungraded levels at THIS school? <i>Mark (X) only one box.</i>	Full-time 3/4 time or more, but less than full-time 1/2 time or more, but less than 3/4 time 1/4 time or more, but less than 1/2 time Less than 1/4 time I do not teach any of grades K-12 or comparable ungraded levels.	NTPS will retain this item from previous NTPS and SASS administrations because it is used as a screener question to ensure that only teachers that meet the NTPS sample criteria complete the survey.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1-5	During the LAST school year (2022-23), what was your MAIN activity? <i>Mark (X) only ONE box which best applies to how you spent the MOST time LAST school year.</i> <i>If you were a substitute or itinerant teacher, please mark (X) the box which best applies to your MAIN activity LAST school year.</i>	Teaching in this school Teaching in another public elementary, middle, or secondary school IN THIS SCHOOL SYSTEM Teaching in a public elementary, middle, or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE Teaching in a public elementary, middle, or secondary school IN ANOTHER STATE Teaching in a PRIVATE elementary, middle, or secondary school Teaching in a preschool Teaching at a college or university Student at a college or university Working in a position in the field of education, but not as a teacher Working in a position outside the field of education On leave (e.g., maternity or paternity leave, disability leave, sabbatical) Caring for family members, but not on leave (e.g., homemaking, childrearing) Military service Unemployed and seeking work Retired from another job Please specify: (open-ended text field)	NTPS will retain this item from previous NTPS and SASS administrations because it provides critical data for analysis of teacher supply and demand. Starting with NTPS 2020-21, the order of 1-5 and 1-7 was switched from the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core
1. GENERAL INFORMATION	1-6a	Have you ever worked as a substitute teacher? <i>Exclude times you covered a class for other teachers while working as a full-time teacher.</i>	Yes No	This item is new to the 2023-24 NTPS administration. Several cycles of cognitive testing have found that teachers do not have a way to report if they worked as a substitute teacher before becoming a full-time or part-time teacher and participants inconsistently include or exclude it from item 1-7. This item is intended to collect data about how many teachers have worked as substitute and to help respondents realize they should report that time in this and the subsequent item, not 1-7.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1-6b	How many school years did you work as a substitute teacher? <i>If you worked only part of a school year as a substitute teacher, please include the partial year as a full year.</i>	_____ School years	This item is new to the 2023-24 NTPS administration. Several cycles of cognitive testing have found that teachers do not have a way to report how long they worked as a substitute teacher before becoming a full-time or part-time teacher and participants inconsistently include or exclude it from item 1-7. This item is intended to be asked only of participants who say “yes” to item 1-6. It will provide data about how many years teachers worked as a substitute independent of the time they worked as full-time or part-time teachers.	Core
1. GENERAL INFORMATION	1-7	When did you begin teaching, either full-time or part-time, at THIS school? <i>Do NOT include time spent as a student teacher or a substitute teacher.</i> <i>Enter the month and year.</i>	_____ Month _____ Year	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teachers’ length of time teaching in their current school. The words “substitute teacher” were added to the second bullet to clarify to respondents to exclude this time. Starting in NTPS 2020-21, the order of 1-5 and 1-7 was switched from the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core
1. GENERAL INFORMATION	1-8	When did you FIRST begin teaching, either full-time or part-time, at the K-12 or comparable ungraded level? <i>Do NOT include time spent as a student teacher or a substitute teacher.</i> <i>Enter the month and year.</i>	_____ Month _____ Year	NTPS will retain this item from previous NTPS and SASS administrations because it provides data for research regarding the relationship of teacher experience in teaching and their assignment to specific categories of districts, schools, and courses. The words “substitute teacher” were added to the first bullet to clarify to respondents to exclude time as a substitute.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1-9	Excluding time spent on maternity/paternity leave or sabbatical, how many school years have you worked, either full-time or part-time, as a K-12 or comparable ungraded level teacher in public, public charter, or private schools? <i>Include the current school year.</i> <i>Do NOT include time spent as a student teacher or a substitute teacher.</i> <i>Report years to the nearest whole year, not fractions or months.</i>	___ School years	NTPS will retain this item from previous NTPS and SASS administrations because it provides important data for research on teacher experience in relation to current assignments in schools, and for indicators on the characteristics of teachers in the U.S. Data from this variable are also in NCES's 2015-16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report. The words "substitute teacher" were added to the second bullet to clarify to respondents to exclude this time. Starting in NTPS 2020-21, the order of 1-9 and 1-10 was switched from the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core
1. GENERAL INFORMATION	1-10	In how many schools have you taught, either full-time or part-time, at the K-12 or comparable ungraded level? <i>Do NOT include time spent as a student teacher or a substitute teacher.</i>	___ Schools	NTPS will retain this item from previous NTPS and SASS administrations because it provides important data for research on teacher experience in relation to current assignments in schools, and for indicators on the characteristics of teachers in the U.S. The words "substitute teacher" were added to the first bullet to clarify to respondents to exclude this time. Starting in NTPS 2020-21, the order of 1-9 and 1-10 was switched from the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	2-1	Do you currently teach students in any of these grades at THIS school? <i>Mark (X) all that apply.</i>	Prekindergarten Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Ungraded	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on the grade level(s) of the students that teachers teach, which analysts use to categorize teachers as elementary, middle or secondary for conducting subgroup analyses. The question was modified to become a mark all that apply, because the yes/no format was burdensome on respondents and many respondents did not mark 'no' for grades not offered at their school.	Core
2. CLASS ORGANIZATION	2-2	Of all the students you teach at THIS school, how many have an Individualized Education Program or Plan (IEP) because they have disabilities or have special needs? <i>Do NOT include students who have only a 504 plan. Mark 'None' if you do NOT teach any students with an IEP.</i>	[Checkbox] None or _____ Students with an IEP	NTPS will retain this item from previous NTPS and SASS administrations because it is used to identify teachers who teach IEP or special education students which allows analysts to address questions related to teaching special student populations. For example, this item may be used to examine teacher professional development and trends in teacher supply and demand for teachers who teach special student populations. Subject matter experts suggested the words "are Special Education" be replaced with "have special needs," which was easily understood by teachers during cognitive testing. The wording on the School Questionnaire has been modified to be identical. The text that defines "IEP" has been changed to "Individual Education Program or Plan" in order to better match state and federal terminology. The 'write 0' instruction was modified to replace the instruction to mark None.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	2-3	Of all the students you teach at THIS school, how many have been identified as English-language learners (ELL), also known as limited-English Proficiency (LEP)? <i>English-language learners [ELLs] or limited-English proficiency [LEP] refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.</i> <i>Mark 'None' if you do NOT teach any students that are ELL or LEP.</i>	[Checkbox] None or ____ ELL or LEP Students	NTPS will retain this item from previous NTPS and SASS administrations because it is used to identify teachers who teach LEP or ELL students for research related to teaching special student populations. For example, this item may be used to examine teacher professional development and trends in teacher supply and demand for teachers who teach special student populations. In the 2017-18 NTPS administration, the terms 'English-language learners' and 'limited-English proficient' and their acronyms 'ELLs' and 'LEP' were used inconsistently, so Q2-3 was modified to be the only time both terms were used in full, and the response label just uses acronyms. The 'write 0' instruction was modified to replace the instruction to mark None.	Core
2. CLASS ORGANIZATION	2-4	Using Table 1 on page 9, this school year, in what subject is your MAIN teaching assignment at THIS school? <i>Your <u>main teaching assignment</u> is the subject matter in which you teach the most classes.</i> <i>Record one of the main teaching assignment codes and labels from Table 1 on page 9.</i>	____ Main Teaching Assignment Code Main Teaching Assignment Label	NTPS will retain this item from previous NTPS and SASS administrations because it is used to categorize teachers' main subject area in which they teach for subgroup analyses and to address questions related to teacher quality such as in-field/out-of-field teaching and other subject-specific analyses. The question stem was shortened and the definition was moved to sub text.	Core
2. CLASS ORGANIZATION	2-5	Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it identifies teachers that have a nontraditional teaching assignment and may be used to exclude such teachers from certain types of analyses.	Core
2. CLASS ORGANIZATION	2-6a	During any of your classes, do you have students use instructional software that helps with skills improvement in some or all of their lessons?	Yes No	This series of items (items 2-6a through 2-6b) provide data on teachers' use of technology for instructional purposes – what types of	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	2-6b	Does any of the instructional software the students use AUTOMATICALLY ADJUST the level of instruction to an individual student's performance?	Yes No	technology they use and how often they use the technology. These items were not on previous SASS administrations and were added to the NTPS to collect data on teachers' technology use and its prevalence. The NTPS Technical Review Panel recommended adding this content area to the survey as it is an emerging topic of interest and relevant to the current education context. We modified the question wording from 2020-21 for this cycle for clarity.	
2. CLASS ORGANIZATION	2-7	Which statement best describes the way YOUR classes at THIS school are organized? <i>Mark (X) only one box.</i>	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.	NTPS will retain this item from previous NTPS and SASS administrations because it is used in a number of reports to separate the departmentalized and non-departmentalized teachers and is also used in research on teacher quality, including studies of out-of- field teaching. The wording of the response options has been modified to remove parenthetical definitions. Cognitive testing found that teachers were not consistently interpreting the definitions included in previous versions of this item, and removing them fixed the issues.	Core
2. CLASS ORGANIZATION	2-8	Which box did you mark in item 2-7 above?	Box 1 or 2 Box 3 or 4 Box 5	This item is used as a filter question for items 2-11, 2-12, and 2-14.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	2-9	During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught? <i>If you teach more than one self-contained class, report the number from your class with the most students.</i>	___ Students	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teachers' class sizes for teachers who teach a self-contained class or a team teaching assignment (based on response to 2-7) which analysts use to examine relationships between class size and a range of teacher, principal, and school items. Data from this variable are also in NCES's 2015-16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report.	Core
2. CLASS ORGANIZATION	2-10	During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?	___ Students	NTPS will retain this item from previous NTPS and SASS administrations for the same reasons as stated for item 2-11. This item is only to be answered by teachers who provide "Pull-Out or Push-In Instruction" (based on response to 2-9). Data from this variable are also in NCES's 2015-16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report.	Core
2. CLASS ORGANIZATION	2-11a	During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching each of the following subjects at THIS school? <i>If you taught two or more subjects at the same time, divide the time between each subject the best you can. Write '0' in the "Minutes per day" box if you did not teach a particular subject during the week.</i> English, reading, or language arts (including reading and writing)	___ Minutes per day for _ Days per week	NTPS will retain this string of items (2-11a through 2-11d) from previous NTPS and SASS administrations because it provides the only source of data about the amount of time self-contained teachers or teachers who have a team teaching assignment spend teaching core subject areas; this item provides context for analyzing a range of teacher, school, and principal items and is important for maintaining trend line data with prior cycles of SASS. The first bulleted instruction was modified for clarity, respondents are now told to "divide the time between each subject the best you can." The 'write 0' instruction was modified to replace the instruction to mark None.	Core
2. CLASS ORGANIZATION	2-11a(1)	Of these English, reading, or language arts (including reading and writing) minutes, how many were designated for reading instruction?	___ Minutes per day for _ Days per week		
2. CLASS ORGANIZATION	2-11b	Arithmetic or mathematics	___ Minutes per day for _ Days per week		
2. CLASS ORGANIZATION	2-11c	Social studies or history	___ Minutes per day for _ Days per week		
2. CLASS ORGANIZATION	2-11d	Science	___ Minutes per day for _ Days per week		

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
2. CLASS ORGANIZATION	2-12	How many separate class periods or sections do you currently teach at THIS school? <i>Do NOT include homeroom periods or study halls. Example: If you teach 2 classes or sections of chemistry I, a class or section of physics I, and a class or section of physics II, you would report 04 classes or sections.</i>	___ Number of classes or sections	NTPS will retain this item from previous NTPS and SASS administrations because it provides a measure of how many class periods or sections departmentalized teachers are assigned to teach and also provides guidance for respondents to complete the class period/section table for the subsequent item 2-13. This item is only intended for departmentalized teachers (based on response to item 2-7).	Core
2. CLASS ORGANIZATION	2-13	Using Table 1 on page 9, for EACH class period or section that you reported in item 2-12, record the subject-matter code, subject-matter label, grade level code, and number of students. <i>If you teach a class or section with more than one grade level, list the grade level with the most students in column C and record the total number of students in column D.</i> <i>If you reported more than 10 periods or sections in item 2-12, report on only 10 of those periods or sections.</i>	A. Subject-Matter Code from Table 1 B. Subject-Matter Label from Table 1, one for EACH class period C. Grade Level Code from list below D. Number of Students	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on the full range of subjects taught by departmentalized teachers which analysts use to address questions about teacher quality such as in-field/out-of-field teaching and subject-specific analyses. The words “one for EACH class period” were added to the column header for B. Cognitive testing found that teachers were not realizing they needed to list each period separately when they taught multiple periods of the same subject.	Core
3. EDUCATION AND TRAINING	3-1a	Do you have a bachelor's degree?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. Data from this variable are also in NCES's 2015-16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report. The instruction about multiple bachelor's degrees was moved to item 3-1b since that instruction did not affect how a respondent would answer 3-1a. In item 3-1a they mark yes if they have one or multiple degrees.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3-1b	What is the name of the college or university where you earned this degree? <i>If you have more than one bachelor's degree, information about additional degrees will be asked in item 3-3 on page 14.</i>	Name of college or university	NTPS will retain this item from previous NTPS and SASS and administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality. The instruction about multiple bachelor's degrees from 3-1a was moved to this item since a teacher has to decide which degree to report in the case of multiple degrees.	Core
3. EDUCATION AND TRAINING	3-1b(1)	In what city and state is it located?	City State Located outside the United States	NTPS will retain this item from previous NTPS and SASS administrations because it provides data that may be used to verify responses to item 3-2 and for research that examines the relationship of where teachers studied to their subsequent teaching careers and effectiveness to inform teacher supply and demand.	Core
3. EDUCATION AND TRAINING	3-1c	In what year did you receive your bachelor's degree?	_____ Year	NTPS will retain this item from previous NTPS and SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply report to determine potential delayed entrants.	Core
3. EDUCATION AND TRAINING	3-1d	Was your bachelor's degree awarded by the College of Education, School of Education, or Department of Education at the college or university you attended?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on whether teachers' academic training is in schools of education or from alternate pathways. Staff from the Office of Planning, Evaluation and Policy Development (OPEPD) indicated that this item is important for addressing questions about the teacher pipeline and examining differences by school sector and other school characteristics. This item is used in the High School Qualifications and Certifications supplemental tables. The wording has been modified because cognitive testing showed that the wording from 2015-16 and 2017-18 was confusing to many teachers. This wording was more easily understood by teachers during cognitive testing.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3-1e	Using Table 2 on page 12, what was your major field of study?	____ Major Field of Study Code Major Field of Study Label	NTPS will retain this item from previous NTPS and SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teaching pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3-1f	Did you have a second major field of study? <i>Do NOT report academic minors or concentrations.</i>	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teaching pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3-1g	Using Table 2 on page 12, what was your second major field of study? <i>Do NOT report academic minors or concentrations.</i>	____ Major Field of Study Code Major Field of Study Label	NTPS will retain this item from previous NTPS and SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teaching pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3-1h	Did you have a minor field of study?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the High School Qualifications and Certifications report.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3-1i	Using Table 2 on page 12, what was your minor field of study?	____ Minor Field of Study Code Minor Field of Study Label	NTPS will retain this item from previous NTPS and SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the High School Qualifications and Certifications report.	Core
3. EDUCATION AND TRAINING	3-2a	Do you have a master's degree?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply, teacher workforce, and qualifications and certifications reports. Data from this variable are also in NCES's 2015–16 Characteristics of Public Elementary and Secondary School Teachers in the United States First Look report. The instruction about multiple master's degrees was moved to item 3-2b since that instruction did not affect how a respondent would answer 3-2a. In item 3-2a they mark yes if they have one or multiple degrees.	Core
3. EDUCATION AND TRAINING	3-2b	Was at least a portion of the cost of your master's degree paid for by a STATE, SCHOOL DISTRICT, or SCHOOL in which you taught? <i>If you have more than one master's degree, information about additional degrees will be asked in item 3-3 on page 14.</i>	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because financial support from a state, school, or school district for a master's degree is an important variable in analysis of teacher pipeline trends – at entry and exit. The instruction about multiple master's degrees from 3-2a was moved to this item since a teacher has to decide which degree to report in the case of multiple degrees.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3-2c	In what year did you receive your master's degree?	_____ Year	NTPS will retain this item from previous NTPS and SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply report to determine potential delayed entrants.	Core
3. EDUCATION AND TRAINING	3-2d	Was your master's degree awarded by the College of Education, School of Education, or Department of Education at the college or university you attended?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on whether teachers' academic training is in schools of education or from alternate pathways. Staff from the Office of Planning, Evaluation and Policy Development (OPEPD) indicated that this item is important for addressing questions about the teacher pipeline and examining differences by school sector and other school characteristics. This item is used in the High School Qualifications and Certifications supplemental tables. The wording has been modified because cognitive testing showed that the wording from 2015-16 and 2017-18 was confusing to many respondents. This wording was less burdensome for respondents.	Core
3. EDUCATION AND TRAINING	3-2e	Using Table 2 on page 12, what was your major field of study for your master's degree?	_____ Major Field of Study Code Major Field of Study Label	NTPS will retain this item from previous NTPS and SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3-3	Have you earned any of the degrees or certificates listed below?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is a filter for items 3-4a-d.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3-3a	Degree or certificate Vocational certificate Associate's degree SECOND Bachelor's degree SECOND Master's degree Educational specialist or professional diploma (at least one year beyond a master's level) Certificate of Advanced Graduate Studies Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)	Yes No	This item provides important descriptive information about teachers' educational experiences; analysts use this item to create comparison groups for analysis. This item is used in the qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3-3b	Using Table 2 on page 12, what was your major field of study for each degree or certificate?	____ Major Field of Study Code Major Field of Study Label	NTPS will retain this item from previous NTPS and SASS administrations because it provides data about teachers' educational background which is used for research on teachers' path to teaching, the teacher pipeline, and teacher quality, specifically issues related to in-field/out-of-field teaching. This item is used in the qualifications and certifications reports.	Core
3. EDUCATION AND TRAINING	3-3c	Which of the following best describes each degree or certificate? <i>Mark (X) only one box.</i> Was your degree awarded by the College of Education, School of Education, or Department of Education at the college or university you attended?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on whether teachers' academic training is in schools of education or from alternate pathways. Staff from the Office of Planning, Evaluation and Policy Development (OPEPD) indicated that this item is important for addressing questions about the teacher pipeline and examining differences by school sector and other school characteristics. This item is used in the High School Qualifications and Certifications supplemental tables. The wording has been modified because cognitive testing showed that the wording from 2015-16 and 2017-18 was confusing to many teachers. This wording was more easily understood by teachers.	Core
3. EDUCATION AND TRAINING	3-3d	In what year?	____ Year	NTPS will retain this item from previous NTPS and SASS administrations because it provides critical data about teachers' educational background which is widely used by analysts to create subgroups and in research on teacher preparation and the teacher pipeline. This item is used in the teacher supply report to determine potential delayed entrants.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3-4a	Have you ever taken any undergraduate or graduate courses that focused SOLELY on teaching methods? <i>Do NOT include student teaching (sometimes called practice teaching).</i> <i>Do NOT include professional development courses, workshops, or seminars.</i>	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it functions as a filter question for directing respondents to answer items 3-4b to 3-4c or skip to item 3-5. The numbering and formatting of the item was changed since 2017-18. The new formatting makes it clearer to teachers that 3-4b, and 3-4c are tied to 3-4a.	Core
3. EDUCATION AND TRAINING	3-4b	How many undergraduate or graduate courses focused SOLELY on teaching methods? <i>Mark (X) only one box.</i>	1 or 2 courses 3 or 4 courses 5 to 9 courses 10 or more courses	NTPS will include a slightly modified series of items (3-4a through 3-6c) from previous NTPS and SASS administrations that provides data on teachers' teaching methods coursework for research and reporting on teacher preparation, teacher pipeline, and teacher quality. One approach to trying to advance the supply of prepared teachers has been to offer alternate programs for certification. Questions on how teachers received their coursework on teaching methods or strategies (which is typically a key stage in obtaining certification) will provide data for researchers to examine the ways that teachers obtained their certification, and what impact alternate programs for teacher certification are having on the overall supply and demand of teachers for our schools. The numbering and formatting of the item was changed since 2017-18. The new formatting makes it clearer to teachers that 3-4b, and 3-4c are tied to 3-4a. The only thing that changed was the format/layout of the question. It was a box on the side with leading arrows from Yes/No before. Now it is an a,b,c item.	Core
3. EDUCATION AND TRAINING	3-4c	Did you take any of these courses before your first year of teaching?	Yes No		
3. EDUCATION AND TRAINING	3-5a	BEFORE your first year of teaching, did you take any graduate or undergraduate courses which taught you- Classroom management techniques?	Yes No	Previous NTPS administrations included a series of items (3-5a through 3-5g) to provide more detailed data on teacher preparation per recommendations made by the NTPS Technical Review Panel to add questions that capture the content covered by teacher preparation programs so that researchers can examine the variability in	Core
3. EDUCATION AND TRAINING	3-5b	Lesson planning?	Yes No		
3. EDUCATION AND TRAINING	3-5c	How to assess learning?	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
3. EDUCATION AND TRAINING	3-5d	How to use student performance data to inform instruction?	Yes No	teacher preparation and its impact on a range of other teacher and school variables.	
3. EDUCATION AND TRAINING	3-5e	How to serve students from diverse economic backgrounds?	Yes No		
3. EDUCATION AND TRAINING	3-5f	How to serve students with special needs?	Yes No		
3. EDUCATION AND TRAINING	3-5g	How to teach students who are English-language learners (ELLs) or limited-English proficient (LEP)?	Yes No		
3. EDUCATION AND TRAINING	3-5(a-g)	How often did you incorporate this into your teaching?	Not often Somewhat often Very often	This follow-up item is new to the 2023-24 NTPS administration. It will only be asked of participants who say “yes” to one of the items in 3-5a to 3-5g. It is intended to collect data about how frequently each of the skills respondents report having been taught in their education courses and are used in their classrooms.	Core
3. EDUCATION AND TRAINING	3-6a	Did you spend time student teaching (sometimes called practice teaching)?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides important data that are used in research on teacher preparation and teacher quality. This item also functions as a filter item for directing respondents to item 3-6b or 4-1.	Core
3. EDUCATION AND TRAINING	3-6b	In how many different classrooms did you student teach? <i>Mark (X) only one box.</i>	1 2 3 or more	Previous NTPS administrations included a series of items (3-6b and 3-6c) on to expand on and complement the two existing items (3-6a and 3-6c) on student teaching that will be retained on NTPS. These items were added to the NTPS based on a recommendation by the NTPS Technical Review Panel to add questions about the quality and content of student teaching.	Core
3. EDUCATION AND TRAINING	3-6c	How long did your student teaching last? <i>If you student taught in more than one classroom, report the total amount of time spent student teaching across all assignments. Mark (X) only one box.</i>	4 weeks or less 5-7 weeks 8-11 weeks 12 weeks or more		
4. CERTIFICATION	4-1	Did you enter teaching through an alternative route to certification program? <i>An <u>alternative route to certification program</u> is a program that was designed to expedite the transition of nonteachers who did not earn a four-year education degree or complete a traditional teacher preparation program to a teaching career, for example, a state, district, or university alternative route to certification program.</i>	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides information about how teachers obtained their teacher certification, specifically whether they took an alternative route to certification which is an important policy and practice area of research and for analysis of change over time.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4-2a	<i>The next series of questions is about state certification. This section allows teachers to report UP TO FIVE content areas or endorsements. These can be on one certificate or across multiple certificates, if applicable.</i> Which of the following describes the teaching certificate you currently hold that certifies you to teach in THIS state? <i>Mark (X) only one box.</i>	Regular or standard state certificate or advanced professional certificate issued after satisfying all requirements except the completion of a probationary period (In some states this is called a probationary certificate) Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained (in some states this is called a temporary or provisional certificate) Certificate issued to persons who must complete a certification program in order to continue teaching (in some states this is called a waiver or emergency certificate) I do not hold any of the above certifications in THIS state.	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching; item is also important for maintaining trend line data with previous administrations of NTPS and SASS. The words "please read carefully" were deleted to shorten the introductory text. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements. Several cycles of cognitive testing have found issues with participants struggling to differentiate which content area or endorsement is on each certificate. Some participants said that with their state's online system they don't have a physical certificate, the system just says what content areas they are certified or endorsed to teach. Given the purpose of this item is to measure if teachers' assignments are in line with their certifications or endorsements it was found to lower respondent burden to just ask about content areas or endorsements overall rather than what content areas are on each certificate.	Core
4. CERTIFICATION	4-2b(1)	Using Table 3 on page 19, in what main content area(s) and grade range(s) are you certified or endorsed to teach in THIS state? <i>For some teachers, the content area may be special education or the grade level.</i> <i>If your certificate does not restrict you to a specific grade range(s), mark (X) all three grade ranges.</i> Content Area	____ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4-2b(2)	Certification Grade Range <i>Mark (X) all that apply.</i>	Early childhood, preschool, or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements overall.	Core
4. CERTIFICATION	4-2c	Are you certified or endorsed to teach in additional content areas in THIS state?	Yes No	This item is a filter question for directing respondents to answer an additional question about the content area(s) of their certification (4-1d) or to item 4-2. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements overall.	Core
4. CERTIFICATION	4-2d(1)	NOTE: Item 4-2d is for teachers who marked Yes for item 4-2c on page 18. <i>If you marked No for item 4-2c-> GO TO Section 5 on page 21.</i> Using Table 3 on page 19, please record all ADDITIONAL content areas and grade ranges in which you are certified or endorsed to teach in THIS state: <i>If your certification or endorsement does not restrict you to a specific range(s), mark (X) all three ranges.</i> <i>Use "click here to add another content area" to add more entries.</i> Content Area Certification Grade Range <i>Mark (X) all that apply.</i>	____ Content Area Code Content Area Label Early childhood, preschool, or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	NTPS will retain this item from previous NTPS and SASS administrations because it allows respondents to report an additional content area and grade range of their certificate for research on teacher quality and specifically issues related to in-field/out-of-field teaching. The "note" instruction was added to help aid respondent navigation and skip to question 4-3a if they marked no to 4-2c. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements overall. For this item there is a button to report multiple content areas.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4-2d(2)	Content Area Certification Grade Range <i>Mark (X) all that apply.</i>	____ Content Area Code Content Area Label Early childhood, preschool, or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	NTPS will retain this item from previous NTPS and SASS administrations because it allows respondents to report an additional content area and grade range of their certificate and is used for research on teacher quality and specifically issues related to in-field/out-of-field teaching. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements overall.	Core
4. CERTIFICATION	4-2d(3)	Content Area Certification Grade Range <i>Mark (X) all that apply.</i>	____ Content Area Code Content Area Label Early childhood, preschool, or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12		
4. CERTIFICATION	4-2d(4)	Content Area Certification Grade Range <i>Mark (X) all that apply.</i>	____ Content Area Code Content Area Label Early childhood, preschool, or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12		
5. TEACHER EVALUATIONS	5-1	During the LAST school year (2022-23), were you evaluated at THIS school?	Yes No	NTPS will retain this item from previous NTPS administrations. The Teacher Evaluation Module is relevant only for teachers that were evaluated at the sampled school in the preceding school year. This question reduces the burden on respondents by screening those out of this section who have not been evaluated.	Module
5. TEACHER EVALUATIONS		During the LAST school year (2022-23), why were you not evaluated at THIS school?	I was not a teacher at this school last year. I was not evaluated because I am only evaluated every 2 or more years. This school does not conduct teacher evaluations. I was not evaluated for another reason. – Please specify: (open-ended text field)	NTPS will retain this item from previous NTPS administrations. This question is only asked of teachers that do not qualify for the Teacher Evaluation Module, therefore the added burden is minimal. Among teachers who were not evaluated at their school last year, NTPS needs to know their reason for not having been evaluated.	Module

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
5. TEACHER EVALUATIONS	5-2	To what extent do you agree or disagree with the following statements about THIS school's evaluation process LAST school year (2022-23)? <i>Mark (X) one box on each line.</i> a. Overall, the evaluation process was fair. b. The evaluation process was based on what is known about good teaching practice. c. I had a strong understanding of how I would be evaluated at this school. d. The evaluation process helped me to determine whether I had been successful with my students. e. The evaluation process had a positive effect on my teaching. f. Overall, the evaluation process led to improved student learning. g. The results of my evaluation were accurate.	Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree	NTPS will retain this item from previous NTPS administrations. Data users have requested that NTPS collect data about teachers' attitudes towards the evaluation system and their evaluation, their perception of its link to student performance, and their knowledge of the evaluation process. These items were originally based on questions from surveys sent to NCES by data users including: Measures of Effective Teaching Project (Gates Foundation), Teacher Reaction Scales paper (Heneman & Milanowski), Illinois 5 Essential Teacher Survey, Teacher Web Survey and were modified to be more easily understood, based on expert review and cognitive testing.	Module
5. TEACHER EVALUATIONS	5-3	Did you receive feedback from your evaluation LAST school year (2022-23)?	Yes No	NTPS will retain this item from previous NTPS administrations. NTPS and data users seek to measure if teachers are receiving feedback from their evaluation. This question also acts as a filter question for 5-4a to c. This reduces the burden for teachers that did not receive feedback. This question is a modified version of an item from the Illinois 5 Essential Teachers Survey. The item was modified to improve comprehension and reduce respondent burden based on cognitive testing.	Module
5. TEACHER EVALUATIONS	5-4a	Did you receive feedback on your teaching methods from your evaluation LAST school year (2022-23)?	Yes No	NTPS will retain this item from previous NTPS administrations. In addition to collecting data on whether feedback is received, NTPS wants to measure if the feedback was related to their teaching methods, the school's performance goals and if they used the feedback to change the way they teach. The question is based on a question from the Illinois 5 Essential Teachers Survey which was modified to improve comprehension and reduce respondent burden based on cognitive testing.	Module
5. TEACHER EVALUATIONS	5-4b	Did you receive feedback on how well you were meeting the school's performance goals from your evaluation LAST school year (2022-23)?	Yes No	NTPS will retain this item from previous NTPS administrations.	

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
5. TEACHER EVALUATIONS	5-4c	Have you used the feedback you received from your evaluation LAST school year (2022-23) to improve your teaching?	Yes No	NTPS will retain this item from previous NTPS administrations.	
5. TEACHER EVALUATIONS	5-5	Was participation in professional development considered during your evaluation LAST school year (2022-23)?	Yes No	NTPS will retain this item from previous NTPS administrations. Data users have requested that the link between evaluation and professional development be evaluated. This item was chosen from several possible choices because it was the most straightforward and easy for respondents to understand during cognitive testing. The item came from the Standards Assessment Inventory 2.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6-1	During the past 12 months, how frequently, if at all, did you participate in each of the following professional development activities? <i>If an activity occurred all day for several days, but less than one month of the year in total, please mark "Once or a few times a year".</i> <i>Mark (X) one box on each line.</i> a. Planned lessons or courses with other teachers b. Consulted with other teachers about individual students c. Collaborated with other teachers on issues of instruction, excluding administrative meetings d. Acted as a coach or mentor to other teachers or staff e. Received coaching or mentoring from other teachers or staff	Did not participate Once or a few times a year Once or a few times a month Once or a few times a week	NTPS will retain this item from previous NTPS administrations. For items 6-1 a-c, data users requested a measure of informal types of Professional Development (PD) in particular collaboration with other teachers; these items are from the National Longitudinal Elementary Teacher Survey. They were modified to be more easily understood and reduce respondent burden based on the results of cognitive testing. Data users and NCES wish to measure the amount of time teachers engage in less formal types of PD such as collaboration with other teachers. It was determined there was no longer a need for items f-h so they will be removed for the 2023-24 NTPS.	Module

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6-2	During the past 12 months, did you participate in any of the following types of professional development? <i>Select all that apply if a specific topic was covered in both an informational presentation (i.e., a lecture explaining general information) and a skill-building training (i.e., a training to develop and/or apply new skills).</i> a. Professional development that directly relates to the content of your teaching assignment b. Professional development on using technology to support instruction c. Professional development on teaching virtually (or virtual teaching) or remote learning d. Professional development on teaching Science, Technology, Engineering or Mathematics (STEM), or incorporating STEM into other subjects e. Professional development on classroom and behavior management f. Professional development on Social Emotional Learning (SEL) g. Professional development on instruction strategies to teach students with disabilities or an IEP h. Professional development on differentiated instruction for all students i. Professional development on preparing students to take annual assessments j. Professional development on analyzing and interpreting student achievement data	[Check Box] Yes, informational presentation(s) [Check Box] Yes, skill-based training(s) [Check Box] Did not participate	NTPS will retain this item from previous NTPS administrations. New to the 2023-24 NTPS the item has been revised to measure if a type of PD was an informational presentation or skill-based training. Data users, such as the National Science Foundation, have requested a measure of the type of Professional Development teachers are receiving on using technology in the classroom and on teaching STEM directly or incorporating STEM into other subjects. NTPS also seeks to measure PD on classroom management, teaching students with disabilities, differentiated instruction, and how much PD time is being spent on preparing students for standardized testing and analyzing the results of tests. Cognitive testing revealed confusion about the interpretation of item 6-2a so the item was revised for clarity. Item c was added to measure if professional development related to remote learning is being given. Item f was added to measure if schools are offering PD on SEL. Both of these new items are in response to requests from data users to understand if teachers are receiving PD aimed at helping them adapt to challenges of the pandemic and the mental health issues that have resulted.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	(a-j)	How often did you incorporate this type of professional development into your teaching?	Never Incorporated once or a few times a year Incorporated once or a few times a month Incorporated once or a few times a week	New to the 2023-24 NTPS this item will be a follow-up to items 6-2 a-j if a respondent indicates they received a type of professional development. This item is intended to measure how frequently teachers are using specific types of professional development.	

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6-3	Considering all of the professional development you participated in during the past 12 months, how relevant was it to your teaching assignment? <i>Mark (X) only one box.</i>	Did not complete any professional development in the past 12 months Not relevant at all Somewhat relevant Very relevant	NTPS will retain this item from previous NTPS administrations. The 2011-12 SASS contained a sub-question that asked how useful each type of Professional Development was. Data users requested the item be modified to ask how relevant professional development opportunities were. Also to reduce space and burden to the respondent, NTPS consolidated the question to only ask about the relevancy of PD in the last 12 months.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6-4	As a result of completing any professional development activities in the past 12 months, did you receive credits toward re-certification or advanced certification?	Yes No	NTPS will retain this item from previous NTPS administrations. Retained from the 2011-12 SASS to measure if PD is linked to renewing a teaching license or advanced certification as a teacher.	Module
6. TEACHER PROFESSIONAL DEVELOPMENT	6-5	To what extent do you agree or disagree with the following statements about YOUR professional development as a teacher at THIS school? <i>Mark (X) one box on each line.</i> a. I have sufficient resources available for my professional development. b. I have access to about the same amount of resources for professional development as other teachers. c. My professional development opportunities are aligned with this school's performance goals. d. The techniques I am learning about in my professional development definitely will help improve student learning. e. I feel capable of incorporating the kinds of techniques I am learning about in my professional development. f. The types of professional development available to me are consistent with my own professional goals. g. I have the opportunity to provide feedback to school leaders about my professional development experience to determine its value and impact.	Strongly disagree Somewhat disagree Somewhat agree Strongly agree	NTPS will retain this item from previous NTPS administrations. Data users have requested items to measure teachers' perceptions about the fairness of PD resource distribution, how PD is related to the school's performance goals and their own, the link between available PD and student achievement, if teachers feel capable of incorporating the type of PD, and if they feel they have an opportunity to give feedback on PD to those in leadership roles. Item d was modified to clarify what was meant by student learning.	Module

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
7. TEACHER ENGAGEMENT	7-1	To what extent do you agree or disagree with the following statements about your work at THIS school? <i>Mark (X) one box on each line.</i> a. The stress and disappointments involved in teaching at this school aren't really worth it. b. The teachers at this school like being here; I would describe us as a satisfied group. c. I like the way things are run at this school. d. There are too many restrictions on what I can discuss in my classroom. e. If I could get a higher paying job I'd leave teaching as soon as possible. f. I think about transferring to another school. g. I don't seem to have as much enthusiasm now as I did when I began teaching. h. I think about staying home from school because I'm just too tired to go.	Strongly disagree Somewhat disagree Somewhat agree Strongly agree	NTPS will retain this item from previous NTPS administrations. New to the 2023-24 NTPS item d was added at the request of data users to respond to state laws or school policies that may restrict the content and language that can be used to teach.	Module
7. TEACHER ENGAGEMENT	7-2	To what extent is your teaching impacted by the following: a. Complaints from parents b. Lack of parental support for school policies c. Fear of litigation d. Insufficient teaching staff e. Insufficient non-teaching staff f. Insufficient school resources	Not at all A small extent A moderate extent A great extent	This item is new to the 2023-24 NTPS it was added at the request of data users to understand how much each of these challenges may have an impact on teachers.	
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-1a	The following questions refer to your BEFORE-TAX earnings from teaching and other employment. DURING THE SUMMER OF 2023, did you have any earnings from— <i>Report amounts in whole dollars.</i> Teaching summer school in this school or any other school?	Yes No	NTPS will retain this series of items (8-1a through 8-8) from previous NTPS and SASS administrations because it provides data on teacher salary and compensation which is critical for research on teacher retention and job satisfaction which often examines the financial support of teachers and other sources of income for their families. These data are also used to make subgroup comparisons and comparisons by school sector and other school characteristics; these items are necessary for maintaining trend line data with prior cycles of SASS; there is no other source of data for this topic. Data from	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00		Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-1a(1)	Did all of these earnings come from your current school?	Yes No	these variables are used in NCES's 2018 Summer Jobs for Regular, Full-Time Public School Teachers and Teachers' Jobs Outside Their School System. Item 8-7b, c, and d were revised for the 2023-24 NTPS to collect separate amounts for each type of job that teachers may have outside of the school system.	
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-1b	Working in a non-teaching job in this school or any other school during the summer?	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-1b(1)	Did all of these earnings come from your current school?	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-1c	Working in any NONSCHOOL job during the summer?	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-2	How many days are covered by your contract, per contract year? <i>Include professional development, student contact days, and any other days covered by your contract.</i>	____ Days per contract year		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-3	DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year? <i>Report amounts in whole dollars.</i>	\$ _____.00 For the entire school year		

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-4	DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school [system] for extracurricular or additional activities such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes? <i>Report amounts in whole dollars.</i>	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-5	DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school [system] based on your students' performance (e.g., through a merit pay or pay-for-performance agreement)? <i>Report amounts in whole dollars.</i>	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-6	DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school [system], such as a state supplement, etc.? <i>Do NOT report any earnings already reported. Report amounts in whole dollars.</i>	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-7a	DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school [system]?	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-7b	DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation OUTSIDE this school [system] for the following: <i>Do NOT report any earnings already reported. Report amounts in whole dollars.</i> b. Teaching or tutoring (OUTSIDE this school [system])	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-7c	Non-teaching job that is related to the teaching field (OUTSIDE this school [system])	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-7d	Any other job (OUTSIDE this school [system])?	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-8	DURING THE CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system? <i>Report amounts in whole dollars.</i>	Yes No		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION		How much?	_____.00	These items were retained from the previous NTPS administration. They were added to gather information about teachers' educational debt and its impact on their job satisfaction and well-being. These items were	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-9	Other than money you may have borrowed from family or friends, did you take out any type of student loans to help pay for your undergraduate or graduate education?	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-10	Do you still owe all, some, or none of the amount that you borrowed?	All Some None	slightly modified from other NCES surveys, including the Baccalaureate and Beyond (B&B) Longitudinal Study and the Education Longitudinal Study of 2002 (ELS:2002).	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-11	How much do you typically pay each month on your student loans? <i>Please provide the amount you pay each month, even if it is different from your monthly payment. Please answer based on any federal, private, state, and school loans you have, including loans for your bachelor's degree and for any education since your bachelor's degree. If the amount changes, please report the most recent amount.</i>	_____.00 per month		Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-12	Please indicate your level of stress regarding your student loan debt. Would you say your level of stress is:	Very low Low Moderate High Very high		Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-13a	Please indicate whether your student loan debt has influenced your employment plans and decisions in any of the following ways. Did you - Have to work at more than one job at the same time because of your student loan debt?	Yes No		Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-13b	Take a less desirable job because of your student loan debt?	Yes No		Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-14	Are you aware of any student debt forgiveness programs for teachers?	Yes No	These items will be new to the 2023-24 NTPS, data users need to understand more about if teachers are aware of and using any debt forgiveness programs. In the event they have not enrolled in any forgiveness program researchers want to understand why.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-15	Are you currently, or have you ever been, enrolled in any student debt forgiveness programs for teachers?	Yes No		

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-16	Why have you not enrolled in any student debt forgiveness programs for teachers? <i>Mark (X) all that apply.</i>	☐ I applied to a program(s) but did not qualify. ☐ I do not expect to qualify for any program(s). ☐ I have not had a chance to apply yet. ☐ I am not sure how to apply. ☐ I have not decided which program(s) to apply to. ☐ I do not think applying would be worth it. ☐ All my student debt has been paid off. ☐ I never had any student debt.		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-17	What type of student debt forgiveness program are you currently enrolled in or have you ever been enrolled in? <i>Mark (X) all that apply.</i>	☐ A federal program ☐ A state or county program ☐ A program through my school or school district ☐ A program through another entity. Please specify: (open-ended text field)		
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-18	Are you a member of a teachers' union or an employee association similar to a union?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teachers' union or employee association membership which analysts use to examine the relationship between teacher salary and teachers' union membership. Teachers' union and employee association membership and participation is an important condition for teaching that may influence their salary.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-19a	Does your school [, district, or school system/or school system]?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it is used as a filter question for item 8-10b. The reference to school districts is included for public school teachers only.	Core
8. GENERAL EMPLOYMENT AND BACKGROUND INFORMATION	8-19b	Are you tenured at your current school?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because tenure of teachers is a key policy question at this time. This item is used in reports examining the effects of teacher tenure.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
9. TEACHER DEMOGRAPHIC INFORMATION	9-1	Are you of Hispanic or Latino origin?	Yes No		
9. TEACHER DEMOGRAPHIC INFORMATION	9-2	What is your race? <i>Mark (X) one or more races to indicate what you consider yourself to be.</i>	White Black or African-American Asian Native Hawaiian or Other Pacific Islander American Indian or Alaska Native		
9. TEACHER DEMOGRAPHIC INFORMATION	9-3	What is your year of birth?	_____		
9. TEACHER DEMOGRAPHIC INFORMATION	9-4	The next few questions will help us better understand the experiences of teachers of all gender identities and sexual orientations. What sex were you assigned at birth (what was on your original birth certificate)?	Female Male	These items will replace the binary sex identification question that has been used in past administrations. These items are the recommended gender identity format question and have undergone extensive testing, including pretesting in the NTPS principal and teacher surveys. They are intended to collect information about the gender identity and sexual orientation of teachers. This is critical for obtaining population estimates and for subgroup analysis. Public school teachers will be asked questions about their sex, gender, and sexual orientation. Private school teachers will be asked questions about the gender only, based on feedback received from private school staff and associations (see 9-4 [private]). Item 9-5b will only be asked if the respondent selected different responses for 9-4 and 9-5 in an online questionnaire.	Core
9. TEACHER DEMOGRAPHIC INFORMATION	9-5	What is your gender?	Female Male Another gender - Please specify: (open-ended text field)		Core
9. TEACHER DEMOGRAPHIC INFORMATION	9-5b	Just to confirm, you were assigned [Auto fill response from item 9-4, 'female' or 'male'] at birth and now you describe yourself as [Auto fill response from item 9-5, 'female', 'male', or 'another gender']. Is that correct?	Yes No		Core
9. TEACHER DEMOGRAPHIC INFORMATION	9-6	Which of the following do you think of yourself as?	Straight Lesbian or gay Another sexual orientation - Please specify: (open-ended text field)		Core
10. CONTACT INFORMATION	10-1	Please enter the date you completed this questionnaire. <i>Report month as a number, that is, 01 for January, 02 for February, etc.</i>	___ Month ___ Day ___ Year	This item collects information on when teachers completed the survey.	Core
10. CONTACT INFORMATION	10-2	Please indicate how much time it took you to complete this form, not counting interruptions. <i>Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.</i>	___ Minutes	This item is to collect data on the length of the survey to provide more accurate estimates of burden for future survey rounds.	Core

NTPS 2023-24 Questionnaire/ Section (Public TQ)	NTPS 2023-24 Item Number	Item Text (Public TQ)	Response Options	Item Justification	Core or Module
10. CONTACT INFORMATION	10-3	We may contact you in the future for a short follow-up survey on teacher retention. Without your contact information, we may not be able to reach you, especially if you leave your current school before the next school year. This short follow-up survey will provide policymakers with information about why teachers stay in teaching, change schools, or leave the profession. Please PRINT your name, your home address, your work and home e-mail addresses, and your cell and home telephone numbers.	First name Middle name Last name Suffix Home street address City State ZIP code Work e-mail address Home e-mail address Cell phone number *I opt out of receiving text messages for follow-up purposes only. Home phone number	These items (10-1 through 10-3) request contact information from respondents in case follow-up is necessary to verify responses and may also be used to re-contact teachers for the Teacher Follow-up Survey (TFS). This is a new item and was added to gather information about teachers' willingness to opt in to text communication. Depending on the opt-in rate and feasibility, teachers may be contacted via text during data collection for the 2020-21 Teacher Follow-up Survey.	Core

C.4.2 Private School Teacher Questionnaire

2023-24 Questionnaire/ Section (Private TQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
1. GENERAL INFORMATION	1-5 [Private]	During the LAST school year (2022-23), what was your MAIN activity? Mark (X) only ONE box which best applies to how you spent the MOST time LAST school year. If you were a substitute or itinerant teacher, please mark (X) the box which best applies to your MAIN activity LAST school year.	Teaching in this school Teaching in another private elementary, middle, or secondary school IN THIS STATE Teaching in a private elementary, middle, or secondary school IN ANOTHER STATE Teaching in a PUBLIC elementary, middle, or secondary school Teaching in a preschool Teaching at a college or university Student at a college or university Working in a position in the field of education, but not as a teacher Working in a position outside the field of education On leave (e.g., maternity or paternity leave, disability leave, sabbatical) Caring for family members, but not on leave (e.g., homemaking, childrearing) Military service Unemployed and seeking work Retired from another job Other- Please specify: (open-ended text field)	NTPS will retain this item from previous NTPS and SASS administrations because it provides critical data for analysis of teacher supply and demand. The order of 1-5 and 1-6 has been switched since the 2017-18 administration. Cognitive testing found that grouping similar questions next to each other made it easier for teachers to see the differences between the questions.	Core
2. CLASS ORGANIZATION	2-2 [Private]	Of all the students you teach at THIS school, how many have a formally-identified disability? Mark 'None' if you do NOT teach any students with a formally-identified disability.	[Checkbox] None or _ _ _ Students with a formally-identified disability	NTPS will retain this item from previous NTPS and SASS administrations because it is used to identify private school teachers who teach students with a formally-identified disability which allows analysts to address questions related to teaching special student populations. For example, this item may be used to examine teacher professional development and trends in teacher supply and demand for teachers who teach special student populations. The 'write 0' instruction was modified to replace the instruction to mark None.	Core

2023-24 Questionnaire/ Section (Private TQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4-2a [Private]	<i>The next series of questions is about certification. This section allows teachers to report UP TO FIVE content areas or endorsements. These can be on one certificate or across multiple certificates, if applicable.</i> Do you have a current teaching certificate that certifies you to teach in THIS state?	Yes No	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching; item is also important for maintaining trend line data with previous administrations of NTPS and SASS. The words "please read carefully" were deleted from the intro text. They were deleted to shorten the introductory text. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core
4. CERTIFICATION	4-2b [Private]	Which of the following describes this current teaching certificate you hold in THIS state? <i>Mark (X) only one box.</i>	Regular or standard state certificate or advanced professional certificate Certificate issued after satisfying all requirements except the completion of a probationary period (in some states this is called a probationary certificate) Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained (in some states this is called a temporary or provisional certificate) Certificate issued to persons who must complete a certification program in order to continue teaching (in some states this is called a waiver or emergency certificate)		
4. CERTIFICATION	4-2c [Private]	Do you currently hold regular or full certification by an accrediting or certifying body that is NOT a state?	Yes No		

2023-24 Questionnaire/ Section (Private TQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4-2d [Private]	Using Table 3 on page 19, in what main content area(s) and grade range(s) are you certified or endorsed to teach? <i>For some teachers, the content area may be special education or the grade level.</i> <i>If you are not restricted to a specific grade range(s), mark (X) all three grade ranges.</i> (1) Main Content Area	____ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching; item is also important for maintaining trend line data with previous administrations of SASS. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core
4. CERTIFICATION	4-2d[Private]	(2) Certification Grade Range <i>Mark (X) all that apply.</i>	Early childhood, preschool, or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core
4. CERTIFICATION	4-2e [Private]	Are you certified or endorsed to teach in additional content areas?	Yes No	This item is a filter question for directing respondents to answer an additional question about the content area(s) of their certification (4-2e) or to item 5-1. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core
4. CERTIFICATION	4-2f [Private]	Using Table 3 on page 19, please record all ADDITIONAL content areas and grade ranges in which you are certified or endorsed to teach: <i>If your certification or endorsement does not restrict you to a specific range(s), mark (X) all three ranges.</i> <i>Use "click here to add another content area" to add more entries.</i> (1) Content Area	____ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and SASS administrations because it allows respondents to report an additional content area of their certificate for research on teacher quality and specifically issues related to in-field/out-of-field teaching. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core

2023-24 Questionnaire/ Section (Private TQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4-2f [Private]	Certification Grade Range <i>Mark (X) all that apply.</i>	Early childhood, preschool, or at least one of grades K–5 At least one of grades 6–8 At least one of grades 9–12	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core
4. CERTIFICATION	4-2f [Private]	(2) Content Area	____ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and SASS administrations because it allows respondents to report an additional content area of their certificate and is used for research on teacher quality and specifically issues related to in-field/out-of-field teaching.	Core
4. CERTIFICATION	4-2f [Private]	Certification Grade Range <i>Mark (X) all that apply.</i>	Early childhood, preschool, or at least one of grades K–5 At least one of grades 6–8 At least one of grades 9–12	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core
4. CERTIFICATION	4-2f [Private]	(3) Content Area	____ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and SASS administrations because it allows respondents to report an additional content area of their certificate which is used for research on teacher quality and specifically to determine whether the certificate is in-field vs. out-of-field for a particular teaching assignment.	Core

2023-24 Questionnaire/ Section (Private TQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
4. CERTIFICATION	4-2f [Private]	Certification Grade Range <i>Mark (X) all that apply.</i>	Early childhood, preschool, or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core
4. CERTIFICATION	4-2f [Private]	(4) Content Area	____ Content Area Code Content Area Label	NTPS will retain this item from previous NTPS and SASS administrations because it allows respondents to report an additional content area of their certificate which is used for research on teacher quality and specifically to determine whether the certificate is in-field vs. out-of-field for a particular teaching assignment.	Core
4. CERTIFICATION	4-2f [Private]	Certification Grade Range <i>Mark (X) all that apply.</i>	Early childhood, preschool, or at least one of grades K-5 At least one of grades 6-8 At least one of grades 9-12	NTPS will retain this item from previous NTPS and SASS administrations because it provides data on teacher certification that is used for research on teacher quality and specifically for measuring issues related to in-field/out-of-field teaching for a particular grade range; item is also important for maintaining trend line data with previous administrations of SASS. New to the 2023-24 NTPS administration the entire section has been overhauled to change the focus from the number of certificates to just the content areas or endorsements.	Core

2023-24 Questionnaire/ Section (Private TQ)	NTPS 2023-24 Item Number	Item Text	Response Options	Item Justification	Core or Module
9. TEACHER DEMOGRAPHIC INFORMATION	9-4 [Private]	What is your gender?	Female Male Another gender - Please specify: (open-ended text field)	This item provides basic demographic information on teachers, which are critical for conducting subgroup analyses with the NTPS data. Public school teachers will be asked questions about their sex, gender, and sexual orientation. Private school teachers will be asked questions about the gender only, based on feedback received from private school staff and associations. For more information, see item 9-4 [Public].	Core

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

