

**FOLLOW-UP SURVEYS TO THE 2023-24 NATIONAL  
TEACHER AND PRINCIPAL SURVEY (NTPS):  
2024-25 Teacher Follow-Up Survey (TFS) and  
2024-25 Principal Follow-Up Survey (PFS)**

**PART C  
Item Justification**

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## PART C. ITEM JUSTIFICATION

### C.1 2024-25 TFS Item Justification

#### C.1.1 NTPS-5A/5B/5C: Teacher (and Principal) Status Forms

The NTPS-5A/5B Teacher and Principal Status Forms and the NTPS-5C Teacher Status Form replace the traditional Teacher Status Form (TFS-1), which was a single paper form that contained two items and was fielded during the previous TFS – the 2021-22 TFS – and prior cycles.

Item 1 on the TFS-1 asked about the named teacher’s current status (e.g., Teaching in this school, Teaching, but not in this school; Not teaching but working in this school; On leave, returning this school year to this school; On leave, not returning this school year; Left this school, not currently teaching; Left this school, occupational status unknown; and Deceased). Item 2 on the TFS-1 asked if the teacher is currently living outside the United States (these teachers were deemed out of scope for TFS administrations 2021-22 and prior).

The NTPS-5A/5B/5C forms include a teacher status item similar to item 1 on the TFS-1, described above. The teacher status item will have 7 categories rather than 8, and the categories are as follows: Teaching in this school; Teaching but not in this school; Not teaching but working in this school; On leave; Left this school, not currently teaching; Unknown; Deceased.

The NTPS-5A/5B forms include a new item regarding the current occupation of last year's principal. The NTPS-5A is the Teacher and Principal Status form administered to public schools while the NTPS-5B is administered to private schools, and there are slight wording differences between the two versions. The NTPS-5C includes only the teacher status question and is the most similar to the TFS-1.

The NTPS-5A, 5B, and 5C are administered by both web and paper; the web and paper versions of each form are identical.

The changes from the 2021-22 TFS-1 to the 2024-25 NTPS-5A/B/C forms are described in the Table below.

2021-22 TFS Form Type	2021–22 TFS wording	2024-25 TFS wording	Justification for revision
TFS-1 (intro)	All of the teachers listed on the following page were selected for last year's National Teacher and Principal Survey (NTPS), sponsored by the National Center for Education Statistics.	<p><u>NTPS-5A:</u> The National Center for Education Statistics is interested in the attrition and mobility of teachers and principals.</p> <p>Please answer the following questions about the current occupation of last year's teachers and Principal.</p>	<p>The information contained in the intro and instructions on the TFS-1 has been refined for clarity; however, equivalent information is conveyed to the school.</p> <p>The NTPS-5A/5B forms include additional reference to the collection of the principal or school head/principal information whereas</p>

		<p><u>NTPS-5B:</u> The National Center for Education Statistics is interested in the attrition and mobility of teachers and principals.</p> <p>Please answer the following questions about the current occupation of last year's teachers and School Head/Principal.</p> <p><u>NTPS-5C:</u> The National Center for Education Statistics is interested in the attrition and mobility of teachers and principals.</p>	the NTPS-5C does not.
N/A – new item for 2024-25 TFS.	<p>1. According to our records, &lt;PRINCIPAL NAME&gt; was the Principal of your school during the 2023-24 school year.</p> <p>Is this person still the Principal of your school this school year (2024-25)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1. According to our records, &lt;PRINCIPAL NAME&gt; was the School Head/Principal of your school during the 2023-24 school year.</p> <p>Is this person still the School Head/Principal of your school this school year (2024-25)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>NTPS-5C:</u> (No principal item)</p>	<p><u>NTPS-5A:</u> The National Center for Education Statistics is interested in the current occupation of last year's principal (public) or school head/principal (private).</p> <p>Is this person still the Principal of your school this school year (2024-25)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>NTPS-5B:</u> The National Center for Education Statistics is interested in the current occupation of last year's School Head/Principal (public) or school head/principal (private).</p> <p>Is this person still the School Head/Principal of your school this school year (2024-25)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>NTPS-5C:</u> (No principal item)</p>	<p>The NTPS-5A/5B forms include a new item regarding the current occupation of last year's principal (public) or school head/principal (private).</p> <p>This item will serve as an important data point for a validation study conducted as part of the 2024-25 Principal Follow-up Survey (PFS) but does not replace the schools' PFS, to be conducted during the second half of the 2024-25 school year.</p>
TFS-1 (Teacher Status)	<ul style="list-style-type: none"> <li>To helps us better understand the percentage of teachers who change</li> </ul>	<p><u>NTPS-5A/5B:</u> 2. All of the teachers listed on the following</p>	The information contained in the intro and instructions on the TFS-1 has been refined

Question instructions)	<p>schools or professions, or who remain at the same school, in ITEM 1, please indicate the current occupational status for each of the teachers listed. Use the OCCUPATIONAL STATUS CODES listed below.</p> <ul style="list-style-type: none"> <li>For ITEM 2, indicate if the teacher is currently living outside of the United States. Also, please make corrections to any misspelled teacher names in the space provided beside each name</li> </ul>	<p>page were selected for last year's (2023-24) National Teacher and Principal Surveys (NTPS).</p> <p><b>Please indicate the CURRENT occupational status for each of the teachers listed, using the "Occupational Status" list below.</b></p> <p><u>NTPS-5C:</u> All of the teachers listed on the following page were selected for last year's (2023-24) National Teacher and Principal Surveys (NTPS).</p> <p><b>Please indicate the CURRENT occupational status for each of the teachers listed, using the "Occupational Status" list below.</b></p>	for clarity; however, equivalent information is conveyed to the school.
TFS-1 (Teacher status item)	<p><b>ITEM 1: OCCUPATIONAL STATUS CODES</b> (Mark (X) only ONE box for each teacher.)</p> <ol style="list-style-type: none"> <li>Teaching in this school</li> <li>Teaching, but not in this school</li> <li>Not teaching, but working in this school</li> <li>On leave, returning this school year to this school</li> <li>On leave, not returning this school year (e.g., extended maternity/paternity leave, disability, sabbatical, or military leave)</li> <li>Left this school, not currently teaching (e.g., retired, working in another occupation, homemaking, or child rearing)</li> <li>Left this school, occupational status unknown</li> </ol>	<p><u>NTPS-5A/5B/5C:</u> OCCUPATIONAL STATUS (MARK (X) only ONE box for each teacher.)</p> <ol style="list-style-type: none"> <li>Teaching in this school</li> <li>Teaching, but not in this school</li> <li>Not teaching, but working in this school</li> <li>On leave (e.g., parental, disability, sabbatical, or military leave)</li> <li>Left this school, not currently teaching</li> <li>Unknown</li> <li>Deceased</li> </ol>	<p>The occupation status codes have been simplified, with extraneous text omitted, for reduced respondent burden.</p> <p>The two leave categories have been combined into a single leave category, "On leave". NCES determined that a single, simplified leave category is sufficient for purpose of teacher sampling, as the sampling disposition for teachers in both leave categories in prior cycles of TFS was equivalent. The "On leave" status example text "(e.g., parental, disability, sabbatical, or military leave)" is included on the paper questionnaires only.</p>

	8 Deceased		
TFS-1	<b>ITEM 2: Mark (X) this box if teacher is currently living outside of the U.S.</b>	N/A – dropped from 2024 25 TFS.	Item 2 was dropped because teachers who are currently living outside of the U.S. are no longer considered out of scope for the TFS.

### C.1.2 TFS-2: Questionnaire for Former Teachers

Revisions made to the 2024–25 TFS-2 in comparison to the 2021–22 TFS-2 are described in table 1, below. Note that the yellow highlighting indicates the text changes introduced to the 2024-25 TFS.

**Table 1.** Revisions made to TFS-2 Content – 2024-25 TFS

2021-22 TFS-2 wording	2024-25 TFS-2 wording	Justification
<b>1a. Do you still teach any regularly scheduled classes in any grades K-12?</b>	<b>1a. At the time of completing this questionnaire, do you teach any regularly scheduled classes in any grades pre-K–12?</b>	This wording encourages respondents to focus on the timeframe of interest for NCES, which is at the current moment.
<b>1b. Are you currently on: maternity or paternity leave, disability leave, or sabbatical from teaching?</b>	<b>1b. Are you currently on parental leave, disability leave, or sabbatical from teaching?</b>	"Maternity/paternity leave" has been changed to "parental leave" since "parental leave" is widely understood by participants and is more inclusive. Also, "parental leave" is shorter and reduces the amount of text needed.
<b>1c. How do you classify your position at your CURRENT school, that is, the activity at which you spend most of your time during this school year?</b>  Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)  Support staff (e.g., secretary)  Short-term substitute	<b>1c. How do you classify your position at your CURRENT school, that is, the activity at which you spend most of your time during this school year?</b>  Long-term substitute (i.e., filling the role of a regular teacher for 4 or more continuous weeks)  Other professional staff (e.g., counselor, instructional coordinator or curriculum specialist, social worker, speech, occupational or other therapist)  Support staff (e.g., secretary, administrative assistant)  Short-term substitute (i.e., filling the role of a regular teacher for less than 4 continuous weeks)  Teacher aide or instructional assistant	Two new response options were added. The examples offered in each of the three pre-existing response options were modified to match the language used on the NTPS-4A/4B Teacher Questionnaires. We made these additional changes to the response options based on cognitive testing to help improve comprehension and be more inclusive of roles that participants said were missing from the current list.
<b>2. Last school year you reported teaching regularly</b>	<b>2. Last school year (2023–24) you reported teaching</b>	The year reference was added and the

<p><b>scheduled classes. This school year you reported a transition to a teacher aide, student teacher, or short-term substitute teacher. In 20 words or less, please explain the reason for the change.</b></p> <p>For this survey, teacher aides, student teachers, and short-term substitute teachers are not considered current regular classroom teachers. Please complete this Former Teacher Questionnaire as best as you can based on your experience of changing from a classroom teacher to a teacher aide, short-term substitute teacher, or student teacher.</p>	<p><b>regularly scheduled classes. This school year you reported a transition to a teacher aide or instructional assistant, student teacher, or short-term substitute teacher. In 20 words or less, please explain the reason for the change.</b></p> <p>For this survey, teacher aides or instructional assistants, student teachers, and short-term substitute teachers are not considered current regular classroom teachers. Please complete this Former Teacher Questionnaire as best as you can based on your experience of changing from a classroom teacher to a teacher aide or instructional assistant, student teacher, or short-term substitute teacher.</p>	<p>question text and instruction text were modified to match the updated language used in Q1c.</p>
<p><b>5a. What kind of work do you do, that is, what is your occupation?</b></p> <p><i>Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.</i></p>	<p><b>5a. What is your occupation, that is, what kind of work do you do?</b></p> <p><i>If you have more than one position, describe the position for which you spend the most time. Please record your job title; for example, electrical engineer, cashier, administrative assistant, farmer, loan officer.</i></p>	<p>The order of the question text was flipped for improved comprehension.</p> <p>An instruction was added to clarify how respondents should respond if they have more than one occupation.</p> <p>The word "typist" was replaced with "administrative assistant" to appear more relevant with the job title commonly used today.</p>
<p><b>5b. What are your most important activities or duties at this job?</b></p> <p><i>For example, typing, selling cars, driving delivery truck, caring for livestock.</i></p>	<p><b>5b. What are your most important activities or duties at this job?</b></p> <p><i>For example, computer programming, selling cars, driving delivery truck, caring for livestock.</i></p>	<p>The word "typing" was replaced with "computer programming" to appear more relevant.</p>
<p><b>6. Is your current main occupation a –</b></p> <p>Principal/school head Assistant principal School district administrator</p> <p>Librarian/Library technician Instructional coordinator</p> <p>Academic coach/specialist</p> <p>Teacher assistant/aide</p>	<p><b>6. Is your current MAIN occupation a –</b></p> <p>Principal or school head Vice or assistant principal School district administrator Other school district professional Library media specialist or librarian Instructional coordinator or curriculum specialist Academic coach or instructional coach Data coach, data coordinator, or data specialist Teacher aide or instructional assistant Counselor or school psychologist Short-term substitute</p>	<p>Capitalized MAIN for emphasis.</p> <p>Added "Other school district professional" and "Data coach, data coordinator, or data specialist" response options as these are more common occupations currently.</p> <p>Altered other response options slightly for clarity or to match language in the 2023-24 NTPS.</p>

Counselor or school psychologist Short-term substitute Other occupation – please specify	Other occupation – please specify	We also modified the response option, “teacher aide or instructional assistant”, to be consistent with 1c.
N/A – new item for 2024-25 TFS.	<b>7. In what state are you currently working?</b> <i>If you are permanently remote, please enter your state of residence.</i> <i>Enter the two-letter state abbreviation.</i>	This question was added with the intent to collect data about whether teachers have switched to a school in a different state.
<b>7. Are you employed full-time or part-time?</b>	<b>8. Are you employed full-time or part-time at this job?</b>	Added "at this job" for improved clarity.
<b>9. Which statement best describes how long you plan to remain in your current position?</b>	<b>10. Which statement best describes how long you plan to remain at this job?</b>	Replaced "in your current position" with "at this job" for consistency across items within the section.
<b>14. Which of the following best describes why you involuntarily left your K–12 teaching position?</b>  Budget cuts or budget shortfalls Reduced pupil enrollment School and/or district merger or school closed I did not meet state/district certification or licensing requirements (e.g., classroom experience hours, teaching evaluation or observation scores, professional and subject knowledge exams, additional coursework requirements, or other requirements to teach.) I have not taken or could not pass the test(s) required by my school or district My contract was not renewed for other reason(s) - please specify	<b>15. Which of the following best describes why you involuntarily left your K–12 teaching position?</b>  Budget cuts or budget shortfalls Reduced pupil enrollment School and/or district merger or school closed I had not taken or could not pass the test(s) required by my school or district (e.g., professional or subject knowledge exams). I did not meet state or district certification or licensing requirements (e.g., classroom experience hours, teaching evaluation or observation scores, additional coursework requirements, other requirements to teach). My contract was not renewed for other reason(s) – please specify	The order of the fourth and fifth response options were flipped for improved flow.  Examples added for improved clarity and inclusiveness.
<b>18. Indicate the level of importance EACH of the following played in your decision to leave the position of a K–12 teacher.</b>	<b>16. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K–12 teacher.</b>	Capitalized "YOUR DECISION", rather than underlining, for emphasis.
<b>18d. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher. I left the position of a K-12 teacher –</b>  Because of changes in childcare arrangements caused by the coronavirus pandemic.	N/A – dropped from 2024-25 TFS.	The item was added to the 2021-22 TFS in order to measure if the loss of childcare during the coronavirus pandemic was a significant factor in why teachers left their position from the 2020-21 school year. The item is not relevant for the 2024-25 school year.



<p><b>18f. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I needed better benefits than I received at last year’s school.</p>	<p><b>16e. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I needed better <b>benefits.</b></p>	<p>Removed "than I received at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>18g. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was concerned about my job security at last year’s school.</p>	<p><b>16f. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was concerned about my job <b>security.</b></p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>18m. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because there were not enough opportunities for leadership roles or professional advancement at last year’s school.</p>	<p><b>16l. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because there were not enough opportunities for leadership roles or professional <b>advancement.</b></p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>16m. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p><b>Because I wanted to work someplace where the policies and practices reflect my values.</b></p>	<p>Added to measure how often value incongruence was playing a role in teachers’ decisions to leave their positions.</p>
<p><b>18o. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I did not have enough autonomy over my classroom at last year’s school.</p>	<p><b>16o. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I did not have enough autonomy over my <b>classroom.</b></p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>18p. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the</b></p>	<p><b>16p. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the</b></p>	<p>Removed "at last year's school" to shorten the item; the phrase is not</p>

<p><b>position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the large number of students I taught at last year’s school</p>	<p><b>position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the large number of students I taught.</p>	<p>necessary for question comprehension.</p>
<p><b>18q. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I felt that there were too many intrusions on my teaching time at last year’s school.</p>	<p><b>16q. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I felt that there were too many intrusions on my teaching time.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>16r. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I felt the workload was too much.</p>	<p>Added to measure the level that perceived overwork played in teachers’ decisions to leave their positions.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>16s. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the restrictions on what I could discuss in my classroom.</p>	<p>Added to measure the level that perceived restrictions played in teachers’ decisions to leave their positions.</p>
<p><b>18r. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the way my school or district supported me during the coronavirus pandemic.</p>	<p>N/A – dropped from 2024-25 TFS.</p>	<p>The item was added to the 2021-22 TFS in order to measure how much the situation with coronavirus, and how their school provided support, or not, contributed to their decision to leave. The item is not relevant for the 2024-25 school year.</p>
<p><b>18s. Indicate the level of importance EACH of the following played in your decision to leave the</b></p>	<p><b>16t. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the</b></p>	<p>Removed "at last year's school" to shorten the item; the phrase is not</p>

<p><b>position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year’s school.</p>	<p><b>position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety).</p>	<p>necessary for question comprehension.</p>
<p><b>18t. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because student discipline problems were an issue at last year’s school.</p>	<p><b>16u. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because student discipline problems were an issue.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>18u. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the administration at last year’s school.</p>	<p><b>16v. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the administration.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>18v. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the lack of influence I had over school policies and practices at last year’s school.</p>	<p><b>16w. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the lack of influence I had over school policies and practices.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>18w. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year’s school.</p>	<p><b>16x. Indicate the level of importance EACH of the following played in YOUR DECISION to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>

<p><b>18x. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year’s school.</p>	<p><b>16y. Indicate the level of importance EACH of the following played in <u>YOUR DECISION</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my <b>students.</b></p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>18y. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the support I received for preparing my students for student assessments at last year’s school.</p>	<p><b>16z. Indicate the level of importance EACH of the following played in <u>YOUR DECISION</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the support I received for preparing my students for student <b>assessments.</b></p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>19. From the reasons listed in item 18, which do you consider the one most important reason in your decision to leave the position of a K–12 teacher?</b></p> <p><input type="checkbox"/> Most important</p>	<p><b>17. From the reasons listed in item 16, which do you consider the one most important reason in your decision to leave the position of a K–12 teacher?</b></p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> Most important <b>reason in my decision to leave</b></p>	<p>Added additional text to the response label to better match the wording in the question stem.</p>
<p><b>15. Was the debt from your undergraduate or graduate education one of the reasons why you left your previous teaching job?</b></p>	<p><b>18. <b>Was debt</b> from your undergraduate or graduate education one of the reasons why you left your previous teaching job?</b></p>	<p>Removed extraneous "the".</p> <p>The series of debt items was moved later in the section for improved question flow.</p>
<p><b>16. Do you currently have any of the below types of debt from your undergraduate or graduate education?</b></p> <p>I do not currently have debt from my undergraduate or graduate education  Federal student loans  Private student loans  State student loans  Loans from family or friends for undergraduate or graduate education</p>	<p><b>19. Do you currently have any of the below types of debt from your undergraduate or graduate education?</b></p> <p>I do not currently have debt from my undergraduate or graduate education.  Federal student loans  Private student loans  State student loans  Loans from family or friends for undergraduate or graduate education</p>	<p>Replaced "for" with "from" in the last two response options for improved clarity.</p>

Credit card debt for undergraduate or graduate education Other debt for undergraduate or graduate education - Please specify →	Credit card debt <b>from</b> undergraduate or graduate education Other debt <b>from</b> undergraduate or graduate education - Please specify →	
<b>17. How do you feel about the amount of debt you have remaining from your undergraduate and graduate education?</b> Not at all worried A little worried Somewhat worried Very worried Extremely worried	<b>20. Please indicate your level of stress regarding your student loan debt. Would you say your level of stress is –</b> Very low Low Moderate High Very high	Replaced the item with the analogous item from the 2023-24 NTPS teacher questionnaire. We think this wording better measures teacher’s attitudes towards their student debt as cognitive testing found that participants may be conservative in reporting their level of “worry” regarding debt.
<b>20b. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b>  Encouraged teachers to change teaching methods if students were not doing well.	<b>21b. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b>  <b>Engaged in leading professional growth and coaching for instructional change</b>	This item was modified to ask about professional growth and coaching instead of changing teaching methods.
<b>20f. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b>  Encouraged the teaching staff to use student assessment results in planning curriculum and instruction.	<b>21f. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b>  Encouraged the teaching staff to use student assessment results <b>for data driven decision making and</b> planning curriculum and instruction	This item was modified to provide a data point on teachers’ perceptions of their principals encouragement to engage in data driven decision making. It is also intended to provide more clarity to the existing item.
<b>20i. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b>  Supported teachers during the coronavirus pandemic.	N/A – dropped from 2024-25 TFS.	This item was added to the 2020-21 TFS in order to measure how much the situation with coronavirus, and how their school provided support, or not, contributed to their decision to leave. The item is not relevant for the 2024-25 school year.
<b>20j. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b>  Provided teachers with the tools and materials needed	N/A – dropped from 2024-25 TFS.	The item was added to the 2021-22 TFS in order to measure how much the situation with coronavirus, and how their school head handled it, contributed to their decision to leave. The item is not

to teach effectively during the coronavirus pandemic. N/A – new item for 2024-25 TFS.	<b>21i. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b>  Supported teachers in interactions with students' families	relevant for the 2024-25 school year. Added to measure respondents’ level of agreement that their principal supported them in this way.
N/A – new item for 2024-25 TFS.	<b>21j. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b>  Fostered teacher mental health	Added to measure respondents’ level of agreement that their principal supported them in this way.
N/A – new item for 2024-25 TFS.	<b>21k. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b>  Fostered teacher well-being	Added to measure respondents’ level of agreement that their principal supported them in this way.
<b>24. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2020–21)?</b>  a. My work as a teacher was assessed fairly in the formal evaluation.	<b>25. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2023–24)?</b>  a. Overall, the evaluation process was fair.	Revised wording to match language in the 2023-24 NTPS Teacher Questionnaire (item 5-2a).
<b>24. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2020–21)?</b>  b. I received feedback from the formal evaluation that was helpful in the development of my work as a teacher.	<b>25. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2023–24)?</b>  b. I received feedback from the formal evaluation that helped to improve my teaching.	Modified to improve item clarity.
<b>26. Last year, how effective do you think you were as a teacher?</b>	<b>27. Last school year (2023-24), how effective do YOU think you were as a teacher?</b>	Inserted school year reference for improved clarity and capitalized YOU for emphasis.
<b>27. What are some ways the coronavirus pandemic affected your teaching experience?</b> <ul style="list-style-type: none"> <li>This can include any challenges you faced or enhancements you made in areas such as new teaching methods, classroom management</li> </ul>	N/A – dropped from 2024-25 TFS.	This open-ended exploratory item was added to the 2021-22 TFS with the intention to capture information about respondents’ experiences teaching during the

strategies, communications, and technology. [open-ended text box]		coronavirus pandemic. The item is not relevant for the 2024-25 school year.
<b>28. What is your MAIN occupational status?</b>	<b>28. What is your current MAIN occupational status?</b>	Modified to improve item clarity.
<b>29. How would you rate your current position relative to teaching in terms of each of the following aspects?</b>  Better in teaching Not better or worse Better in current position	<b>29. How would you rate your current position relative to teaching in terms of each of the following aspects?</b>  Better in teaching About the same Better in current position	Response option was altered for grammatical correctness as we thought “about the same” was simpler to understand.
<b>31c. Which of the following best describes the reason you enrolled in these courses?</b>  To obtain or for use in a K-12 TEACHING POSITION To obtain or for use in a position in the FIELD OF EDUCATION but NOT AS A K-12 TEACHER To obtain or for use in a position OUTSIDE THE FIELD OF EDUCATION For reasons unrelated to obtaining or using in a job (e.g., personal fulfillment)	<b>31c. Which of the following best describes the reason you enrolled in these courses?</b>  To obtain or for use in a K-12 TEACHING position To obtain or for use in a position in the field of education but NOT as a K-12 TEACHER To obtain or for use in a position OUTSIDE the field of education For reasons unrelated to obtaining or using in a job (e.g., personal fulfillment)	Reduced the amount of capitalization so that it's only used for words/phrases that need emphasis.
<b>31d. Were these courses needed to obtain, renew, or maintain teaching certification?</b>	<b>31d. Did you need to enroll in these courses to obtain, renew, or maintain your teaching certification?</b>	Modified to improve item clarity.
<b>34. At what level would you most like to teach?</b>  Elementary (including kindergarten) Junior high/Middle school Senior high	<b>34. At what grade level would you most like to teach?</b>  Elementary (including kindergarten) Middle school/Junior high High school/secondary	Modified to improve item clarity and ensure that all school categories were captured.
N/A – new item for 2024-25 TFS.	<b>35e. Indicate how important each factor would be in influencing your decision to return to the position of a K–12 teacher.</b>  Opportunities for advancement or leadership positions (e.g., grow your own programs, becoming a lead teacher)	Added to measure whether certain changes would improve teachers’ willingness to return to the classroom.
N/A – new item for 2024-25 TFS.	<b>35f. Indicate how important each factor would be in influencing your decision to return to the position</b>	Added to measure whether certain changes would improve teachers’

	<p><b>of a K–12 teacher.</b></p> <p>An increase in planning time</p>	willingness to return to the classroom.
N/A – new item for 2024-25 TFS.	<p><b>35g. Indicate how important each factor would be in influencing your decision to return to the position of a K–12 teacher.</b></p> <p>An increase in student support services (e.g., social workers, counselors, special education aides)</p>	Added to measure whether certain changes would improve teachers’ willingness to return to the classroom.
<p><b>35i. Indicate how important each factor would be in influencing your decision to return to the position of a K–12 teacher.</b></p> <p>An increase in salary.</p>	<p><b>35i. Indicate how important each factor would be in influencing your decision to return to the position of a K–12 teacher.</b></p> <p>An increase in the salary you earned as a teacher</p>	Revised question wording for improved question comprehension.
<p><b>36. Would any factors other than the ones listed above influence your decision to return to the position of a K–12 teacher?</b></p> <p>Yes → <b>What factors?</b> <i>Please list up to two factors.</i></p> <p>No</p>	<p><b>36. Are there any factor(s) other than the ones listed in the previous item that would motivate you to return to the position of a K-12 teacher?</b></p> <p>Yes → <b>What factors?</b> <i>Please list up to two factors.</i></p> <p>No</p>	Revised question wording for improved question comprehension.
N/A – new item for 2024-25 TFS.	<p><b>39. What is your race and/or ethnicity?</b> <i>Mark (X) all that apply.</i></p> <p>American Indian or Alaska Native (For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.) Asian (For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, and Japanese, etc.) Black or African American (For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.) Hispanic or Latino (For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.) Middle Eastern or North African (For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israel, etc.) Native Hawaiian or Pacific Islander (For example,</p>	The NTPS collects data on teachers’ race and ethnicity. In order to minimize burden, the TFS does not typically include questions where respondents’ answers are unlikely to have changed since they completed the NTPS during the previous school year. The 2023-24 NTPS and earlier collections asked about race and ethnicity under SPD 15 (as defined at the time of collection). For the 2024-25 TFS, we will include the updated SPD 15 question on race and ethnicity. Specifically, as seen in Appendix B, the 2024-25 TFS will be using Figure 2. The TFS race and ethnicity question will allow us to empirically measure how respondents answer the older and updated versions, and it will serve as a bridge in order to



	<p>Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.  White (For example, English, German, Irish, Italian, Polish, Scottish, etc.)</p> <p><b>ALTERNATE ORDER:</b>  White (For example, English, German, Irish, Italian, Polish, Scottish, etc.)  Hispanic or Latino (For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.)  Black or African American (For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.)  Asian (For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, and Japanese, etc.)  American Indian or Alaska Native (For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.)  Middle Eastern or North African (For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israel, etc.)  Native Hawaiian or Pacific Islander (For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.)</p>	<p>analyze trends in teachers’ race and ethnicity before and after the updated SPD 15 is added to the next NTPS collection. The TFS race and ethnicity question will solely be used for this empirical purpose; that is, the question(s) are not for production will not be used to produce official statistics. The vast majority of TFS and NTPS respondents answer the surveys via the web instrument, and Figure 2 has better usability for web and mobile users than Figure 1. In specific, on the 2023-24 NTPS, 87-89 percent of responses on the principal and school questionnaires, respectfully, came from the web and 94 percent of responses came from the web on the 2021-22 TFS.</p> <p>The TFS paper questionnaires use the instructions “Mark (X) all that apply” throughout, and the language has been retained in this item on the paper questionnaire in order to be consistent within and across the questionnaires and with best practice regarding questionnaire design. “Select all that apply” is used in the NTPS and TFS web surveys, including for SPD 15.</p>
<p><b>39. Please provide the following information in case we have questions about the responses you provided on this questionnaire.</b></p> <p>a. First name  Middle name  Last name  Suffix</p> <p>b. Home phone number</p>	<p><b>40. Please provide the following information in case we have questions about the responses you provided.</b></p> <p>a. First name  b. Last name  Suffix  c. Preferred e-mail address  d. Preferred phone number</p>	<p>Pared back item to ask teachers for essential contact information.</p>

c. Work phone number d. Cell phone number e. Home e-mail address f. Work e-mail address		
N/A – new item for 2024-25 TFS.	<b>41. In what state do you currently live?</b> <i>Enter the two-letter state abbreviation.</i>  [ ][ ]	Added for recording information to analyze breakdown by state.

### C.1.3 TFS-3: Questionnaire for Current Teachers

Revisions made to the 2024–25 TFS-3 in comparison to the 2021–22 TFS-3 are described in table 2, below. Note that the yellow highlighting indicates the text changes introduced to the 2024-25 TFS.

**Table 2.** Revisions made to TFS-3 Content – 2024-25 TFS

2021–22 TFS wording	2024-25 TFS wording	Justification for revision
<p><b>1a. Do you still teach any regularly scheduled classes in any grades K-12?</b></p>	<p><b>1a. At the time of completing this questionnaire, do you teach any regularly scheduled classes in any grades pre-K–12?</b></p>	<p>This wording encourages respondents to focus on the timeframe of interest for NCES, which is at the current moment.</p>
<p><b>1b. How do you classify your position at your CURRENT school, that is, the activity at which you spend most of your time during this school year?</b></p> <p>Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)</p> <p>Support staff (e.g., secretary)</p> <p>Short-term substitute</p>	<p><b>1b. How do you classify your position at your CURRENT school, that is, the activity at which you spend most of your time during this school year?</b></p> <p>Long-term substitute (i.e., filling the role of a regular teacher for 4 or more continuous weeks)</p> <p>Other professional staff (e.g., counselor, instructional coordinator or curriculum specialist, social worker, speech, occupational or other therapist)</p> <p>Support staff (e.g., secretary, administrative assistant)</p> <p>Short-term substitute (i.e., filling the role of a regular teacher for less than 4 continuous weeks)</p> <p>Teacher aide or instructional assistant</p>	<p>Two new response options were added. The examples offered in each of the three pre-existing response options were modified to match the language used on the NTPS-4A/4B Teacher Questionnaires. We made these additional changes to the response options based on cognitive testing to help improve comprehension and be more inclusive of roles that participants said were missing from the current list.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>1c. Which box did you mark in item 1b above?</b></p>	<p>Item was added to the paper questionnaire to aid respondents in following the correct skip pattern. It follows the same format as item 1d on the TFS-2 questionnaire.</p>
<p><b>3a. Do you have another school position, other than your main position indicated in question 1b?</b></p>	<p><b>3a. Do you have another position, other than your main position indicated in question 1b, at your current school?</b></p>	<p>Revised question wording for improved question comprehension.</p>
<p><b>3b. Which of the following best describes your OTHER assignment at your current school?</b></p>	<p><b>3b. Which of the following best describes your OTHER assignment at your current school?</b></p>	<p>The examples offered in these two response options were modified to match the language used on the NTPS-4A/4B</p>

<p>Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)</p> <p>Support staff (e.g., secretary)</p>	<p>Long-term substitute (i.e., filling the role of a regular teacher for 4 or more continuous weeks)</p> <p>Other professional staff (e.g., counselor, instructional coordinator or curriculum specialist, social worker, speech, occupational or other therapist)</p> <p>Support staff (e.g., secretary, administrative assistant)</p>	<p>Teacher Questionnaires. We also made additional changes to the examples to be consistent with other questions that have the same response options.</p>
<p><b>6. Do you currently teach students in any of these grades at THIS school?</b></p> <p>Prekindergarten</p> <p>Kindergarten</p> <p>1st</p> <p>2nd</p> <p>3rd</p> <p>4th</p> <p>5th</p> <p>6th</p> <p>7th</p> <p>8th</p> <p>9th</p> <p>10th</p> <p>11th</p> <p>12th</p> <p>Ungraded</p>	<p><b>6. Do you currently teach students in any of these grades at this year's school?</b></p> <p>Prekindergarten</p> <p>Transitional kindergarten</p> <p>Kindergarten</p> <p>1st</p> <p>2nd</p> <p>3rd</p> <p>4th</p> <p>5th</p> <p>6th</p> <p>7th</p> <p>8th</p> <p>9th</p> <p>10th</p> <p>11th</p> <p>12th</p> <p>Ungraded</p>	<p>Added to ensure that all grade categories were captured.</p>
<p><b>8. Of all the students you teach at THIS school, how many have an Individualized Education Plan (IEP) because they have disabilities or have special needs?</b></p> <p>[ ] [ ] [ ] Students with IEPs</p>	<p><b>8. Of all the students you teach at your current school, how many have a formally-identified disability or an Individualized Education Program or Plan (IEP)?</b></p> <p><i>Do NOT include students who have only a 504 plan. Mark 'None' if you do NOT teach any students with a formally-identified disability or an IEP.</i></p> <p>[ ] None</p> <p>[ ] [ ] [ ] Students with a formally-identified disability or an IEP</p>	<p>Individualized Education Programs of Plans (IEPs) are specific to public schools. The question was modified to reference "formally-identified disability" for private school teachers since the questionnaire is fielded to both private and public school teachers.</p> <p>Added additional text to the response label to better match the wording in the question stem.</p>
<p><b>10f. To what extent do you agree or disagree with each of the following statements about your current</b></p>	<p>N/A – dropped from 2024-25 TFS.</p>	<p>Removed to accommodate for the below question.</p>

<p><b>school?</b></p> <p>Routine duties and paperwork interfere with my job of teaching.</p>		
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>10f. To what extent do you agree or disagree with each of the following statements about your current school?</b></p> <p>I am satisfied with operating procedures (e.g., planning time, instructional time, scheduling)</p>	<p>Added to measure whether teachers felt that they were in support of the current operating procedures.</p>
<p><b>10k. To what extent do you agree or disagree with each of the following statements about your current school?</b></p> <p>There is a great deal of cooperative effort among the staff members.</p>	<p><b>10k. To what extent do you agree or disagree with each of the following statements about your current school?</b></p> <p>There is a great deal of cooperative effort <b>and content coordination</b> among the staff members.</p>	<p>This item was revised to incorporate "coordination of content" from 2021-22 TFS item r, which has been dropped as a standalone item.</p>
<p><b>10r. To what extent do you agree or disagree with each of the following statements about your current school?</b></p> <p>I make a conscious effort to coordinate the content of my courses with that of other teachers.</p>	<p>N/A – dropped from 2024-25 TFS.</p>	<p>This was dropped as a standalone item and absorbed in the revised wording of 10k.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>11h. To what extent is each of the following a problem at your current school?</b></p> <p>Too much parental involvement</p>	<p>Added to measure whether teachers felt their school was experiencing an excess of outside parental influence.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>11i. To what extent is each of the following a problem at your current school?</b></p> <p>Lack of parental support for school policies</p>	<p>Added to measure whether teachers felt their school was experiencing lack of desired parental engagement.</p>
<p><b>11i. To what extent is each of the following a problem at your current school?</b></p> <p>Students come to school unprepared to learn</p>	<p>N/A – dropped from 2024-25 TFS.</p>	<p>This item was dropped because student apathy is already being measured with another item on this questionnaire.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>11l. To what extent is each of the following a problem at your current school?</b></p> <p>State or district restrictions on classroom discussions</p>	<p>Added to measure whether teachers felt their school was experiencing outside influence from the state or school district on what can be discussed in the classroom.</p>
<p><b>12. To what extent do you agree or disagree with</b></p>	<p><b>12. To what extent do you agree or disagree with</b></p>	<p>Additional text was added to question</p>

each of the following statements?	each of the following statements <b>about your work at your current school?</b>	stem for improved clarity.
N/A – new item for 2024-25 TFS.	<p><b>12d. To what extent do you agree or disagree with each of the following statements about your work at your current school?</b></p> <p>There are too many restrictions on what I can discuss in my classroom.</p>	Added to measure whether teachers felt they were facing too many restrictions on what they could talk about in their classroom regardless of source.
<b>13. How many hours does your contract require you to work during a typical FULL WEEK at THIS school?</b>	N/A – dropped from 2024-25 TFS.	<p>The item was dropped because the analogous item was not on the 2023-24 NTPS Teacher Questionnaire, as it is part of a module that was not fielded in 2023-24. In the absence of the NTPS item, asking this on TFS does not provide value to data users.</p> <p>The item has been dropped from the 2024-25 to reduce respondent burden but will be included on the 2027-28 TFS.</p>
<b>14. Of the hours you are CONTRACTED to work, excluding time spent on planning, lunch, break/recess, arrival/dismissal of students, and otherwise NOT delivering instruction, how many hours during a typical full week do you DELIVER INSTRUCTION to students in THIS school?</b>	N/A – dropped from 2024-25 TFS.	<p>The item was dropped because the analogous item was not on the 2023-24 NTPS Teacher Questionnaire, as it is part of a module that was not fielded in 2023-24. In the absence of the NTPS item, asking this on TFS does not provide value to data users.</p> <p>The item has been dropped from the 2024-25 to reduce respondent burden but will be included on the 2027-28 TFS.</p>
<b>15. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical full week at THIS school?</b>	N/A – dropped from 2024-25 TFS.	<p>The item was dropped because the analogous item was not on the 2023-24 NTPS Teacher Questionnaire, as it is part of a module that was not fielded in 2023-24. In the absence of the NTPS item, asking this on TFS does not provide value to data users.</p> <p>The item has been dropped from the</p>

		2024-25 to reduce respondent burden but will be included on the 2027-28 TFS.
<p><b>16. During this school year, do you or will you do the following for your current school or district –</b></p> <p><b>a. Coach a sport?</b>  <b>b. Sponsor any student groups, clubs, or organizations?</b>  <b>c. Serve as a department lead or chair?</b>  <b>d. Serve as a lead curriculum specialist?</b>  <b>e. Serve on a school or district committee or task force?</b>  <b>f. Serve as an assigned mentor or mentor coordinator for teachers?</b></p>	N/A – dropped from 2024-25 TFS.	<p>The item was dropped because the analogous item was not on the 2023-24 NTPS Teacher Questionnaire, as it is part of a module2 that was not fielded in 2023-24. In the absence of the NTPS item, asking this on TFS does not provide value to data users.</p> <p>The item has been dropped from the 2024-25 to reduce respondent burden but will be included on the 2027-28 TFS.</p>
<p><b>19. Does your current school offer the following grades?</b></p> <p>Prekindergarten</p> <p>Kindergarten</p> <p>1st</p> <p>2nd</p> <p>3rd</p> <p>4th</p> <p>5th</p> <p>6th</p> <p>7th</p> <p>8th</p> <p>9th</p> <p>10th</p> <p>11th</p> <p>12th</p> <p>Ungraded</p>	<p><b>15. Does your current school offer the following grades?</b></p> <p>Prekindergarten</p> <p>Transitional kindergarten</p> <p>Kindergarten</p> <p>1st</p> <p>2nd</p> <p>3rd</p> <p>4th</p> <p>5th</p> <p>6th</p> <p>7th</p> <p>8th</p> <p>9th</p> <p>10th</p> <p>11th</p> <p>12th</p> <p>Ungraded</p>	Added to ensure that all grade categories were captured.
<p><b>23. Which of the following best describes the reason why you changed schools involuntarily?</b></p> <p>Budget cuts or budget shortfalls</p> <p>Reduced pupil enrollment</p> <p>School and/or district merger or school closed</p> <p>Transfer required by school or district</p> <p>I did not meet state/district certification or licensing requirements (e.g., classroom experience hours,</p>	<p><b>19. Which of the following best describes the reason why you changed schools involuntarily?</b></p> <p>Budget cuts or budget shortfalls</p> <p>Reduced pupil enrollment</p> <p>School and/or district merger or school closed</p> <p>Transfer required by school or district</p> <p>I had not taken or could not pass the test(s) required by my school or district (e.g.,</p>	<p>The order of the fifth and sixth response options were flipped for improved flow.</p> <p>Examples added for improved clarity.</p>

<p>teaching evaluation or observation scores, professional and subject knowledge exams, additional coursework requirements, or other requirements to teach.) I have not taken or could not pass the test(s) required by my school or district My contract was not renewed for other reason(s) – please specify</p>	<p>professional or subject knowledge exams). I did not meet state or district certification or licensing requirements (e.g., classroom experience hours, teaching evaluation or observation scores, additional coursework requirements, other requirements to teach). My contract was not renewed for other reason(s) – please specify</p>	
<p><b>24. Indicate the level of importance EACH of the following played in your decision to leave LAST YEAR'S SCHOOL.</b></p>	<p><b>20. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b></p>	<p>Capitalized "YOUR DECISION", rather than underlining, for emphasis.</p>
<p><b>24d. Indicate the level of importance EACH of the following played in your decision to leave LAST YEAR'S SCHOOL.</b> I left last year's school –  Because of changes in childcare arrangements caused by the coronavirus pandemic.</p>	<p>N/A – dropped from 2024-25 TFS.</p>	<p>The item was added to the 2021-22 TFS in order to measure if the loss of childcare during the coronavirus pandemic was a significant factor in why teachers left their position from the 2020-21 school year. The item is not relevant for the 2024-25 school year.</p>
<p><b>24f. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –  Because I needed better benefits than I received at last year's school.</p>	<p><b>20e. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –  Because I needed better benefits.</p>	<p>Removed "than I received at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>24g. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –  Because I was concerned about my job security at last year's school.</p>	<p><b>20f. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –  Because I was concerned about my job security.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>24j. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –  Because I did not have enough autonomy over my classroom at last year's school.</p>	<p><b>20i. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –  Because I did not have enough autonomy over my classroom.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>24k. Indicate the level of importance EACH of the</b></p>	<p><b>20j. Indicate the level of importance EACH of the</b></p>	<p>Removed "at last year's school" to</p>



<p><b>following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the large number of students I taught at last year’s school</p>	<p><b>following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I was dissatisfied with the large number of students I taught.</p>	<p>shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>24l. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I felt that there were too many intrusions on my teaching time at last year’s school.</p>	<p><b>20k. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I felt that there were too many intrusions on my teaching time.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>20l. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I felt the workload was too much.</p>	<p>Added to measure the effect workload played in teachers’ decisions to leave their previous school.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>20m. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I was dissatisfied with the restrictions on what I could discuss in my classroom.</p>	<p>Added to measure the effect classroom restrictions played in teachers’ decisions to leave their previous school.</p>
<p><b>24n. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the way my school or district supported me during the coronavirus pandemic.</p>	<p>N/A – dropped from 2024-25 TFS.</p>	<p>The item was added to the 2021-22 TFS in order to measure how much the situation with coronavirus, and how their school provided support, or not, contributed to their decision to leave. The item is not relevant for the 2024-25 school year.</p>
<p><b>24o. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-</p>	<p><b>20o. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>

<p>12 teacher –</p> <p>Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year’s school.</p>	<p>Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety).</p>	
<p><b>24p. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because student discipline problems were an issue at last year’s school.</p>	<p><b>20p. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because student discipline problems were an issue.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>24q. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the administration at last year’s school.</p>	<p><b>20q. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I was dissatisfied with the administration.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>24r. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the lack of influence I had over school policies and practices at last year’s school.</p>	<p><b>20r. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I was dissatisfied with the lack of influence I had over school policies and practices.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p><b>24s. Indicate the level of importance EACH of the following played in your decision to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because there were not enough opportunities for leadership roles or professional advancement at last year’s school.</p>	<p><b>20s. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because there were not enough opportunities for leadership roles or professional advancement.</p>	<p>Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>20t. Indicate the level of importance EACH of the following played in YOUR DECISION to leave</b></p>	<p>Added to measure the effect value incongruence played in teachers’</p>

	<p><b>LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I wanted to work in a school where the policies and practices reflect my values.</p>	decisions to leave their previous school.
<p><b>24t. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year's school.</p>	<p><b>20u. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or <b>curriculum.</b></p>	Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.
<p><b>24u. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year's school.</p>	<p><b>20v. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my <b>students.</b></p>	Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.
<p><b>24v. Indicate the level of importance EACH of the following played in <u>your decision</u> to leave the position of a K-12 teacher.</b> I left the position of a K-12 teacher –</p> <p>Because I was dissatisfied with the support I received for preparing my students for student assessments at last year's school.</p>	<p><b>20w. Indicate the level of importance EACH of the following played in YOUR DECISION to leave LAST YEAR'S SCHOOL.</b> I left last year's school –</p> <p>Because I was dissatisfied with the support I received for preparing my students for student <b>assessments.</b></p>	Removed "at last year's school" to shorten the item; the phrase is not necessary for question comprehension.
<p><b>26. Was the debt from your undergraduate or graduate education one of the reasons why you left your previous teaching job?</b></p>	<p><b>22. <b>Was debt</b> from your undergraduate or graduate education one of the reasons why you left your previous teaching job?</b></p>	Removed extraneous "the".
<p><b>27. Do you currently have any of the below types of debt from your undergraduate or graduate education?</b></p> <p>I do not currently have debt from my undergraduate or</p>	<p><b>23. Do you currently have any of the below types of debt from your undergraduate or graduate education?</b></p> <p>I do not currently have debt from my undergraduate or</p>	Replaced "for" with "from" in the last two response options for improved clarity.

graduate education Federal student loans Private student loans State student loans Loans from family or friends for undergraduate or graduate education Credit card debt for undergraduate or graduate education Other debt for undergraduate or graduate education - Please specify →	graduate education. Federal student loans Private student loans State student loans Loans from family or friends for undergraduate or graduate education Credit card debt <b>from</b> undergraduate or graduate education Other debt <b>from</b> undergraduate or graduate education - Please specify →	
<b>28. How do you feel about the amount of debt you have remaining from your undergraduate and graduate education?</b> Not at all worried A little worried Somewhat worried Very worried Extremely worried	<b>24. Please indicate your level of stress regarding your student loan debt. Would you say your level of stress is -</b> Very low Low Moderate High Very high	Replaced the item with the analogous item from the 2023-24 NTPS teacher questionnaire. We think this wording better measures teacher's attitudes towards their student debt as cognitive testing found that participants may be conservative in reporting their level of "worry" regarding debt.
<b>30b. Indicate how effectively your principal or school head performed each of the following at LAST YEAR'S SCHOOL.</b>  Encouraged teachers to change teaching methods if students were not doing well.	<b>26b. Indicate how effectively your principal or school head performed each of the following at LAST YEAR'S SCHOOL.</b>  <b>Engaged in leading professional growth and coaching for instructional change</b>	Modified to measure the level teacher felt their school leaders perform the action listed in the item.
<b>30f. Indicate how effectively your principal or school head performed each of the following at LAST YEAR'S SCHOOL.</b>  Encouraged the teaching staff to use student assessment results in planning curriculum and instruction.	<b>26f. Indicate how effectively your principal or school head performed each of the following at LAST YEAR'S SCHOOL.</b>  Encouraged the teaching staff to use student assessment <b>results for data driven decision making and planning curriculum and instruction</b>	This item was modified to provide a data point on teachers' perceptions of their principals encouragement to engage in data driven decision making. It is also intended to provide more clarity to the existing item.
<b>30i. Indicate how effectively your principal or school head performed each of the following at LAST YEAR'S SCHOOL.</b>  Supported teachers during the coronavirus pandemic.	N/A – dropped from 2024-25 TFS.	This item was added to the 2020-21 TFS in order to measure how much the situation with coronavirus, and how their school provided support, or not, contributed to their decision to leave. The item is not relevant for the 2024-25 school year.

<p><b>30j. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b></p> <p>Provided teachers with the tools and materials needed to teach effectively during the coronavirus pandemic.</p>	<p>N/A – dropped from 2024-25 TFS.</p>	<p>The item was added to the 2021-22 TFS in order to measure how much the situation with coronavirus, and how their school head handled it, contributed to their decision to leave. The item is not relevant for the 2024-25 school year.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>26i. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b></p> <p>Supported teachers in interactions with students' families</p>	<p>Added to measure the level teacher felt their school leaders performed the action listed in the item.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>26j. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b></p> <p>Fostered teacher mental health</p>	<p>Added to measure the level teacher felt their school leaders performed the action listed in the item.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>26k. Indicate how effectively your principal or school head performed each of the following at LAST YEAR’S SCHOOL.</b></p> <p>Fostered teacher well-being</p>	<p>Added to measure the level teacher felt their school leaders performed the action listed in the item.</p>
<p><b>34. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2020–21)?</b></p> <p>a. My work as a teacher was assessed fairly in the formal evaluation.</p>	<p><b>30a. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2023–24)?</b></p> <p>a. Overall, the evaluation process was fair.</p>	<p>Revised wording to match language in the 2023-24 NTPS Teacher Questionnaire (item 5-2a).</p>
<p><b>34. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2020–21)?</b></p> <p>b. I received feedback from the formal evaluation that was helpful in the development of my work as a teacher.</p>	<p><b>30b. To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2023–24)?</b></p> <p>b. I received feedback from the formal evaluation that helped to improve my teaching.</p>	<p>Language changed to improve item clarity.</p>
<p><b>36. Last year, how effective do you think you were</b></p>	<p><b>32. Last school year (2023-24), how effective do</b></p>	<p>Inserted school year reference for</p>

as a teacher?	<b>YOU</b> think you were as a teacher?	improved clarity and capitalized YOU for emphasis.
<b>37. What are some ways the coronavirus pandemic has affected your teaching experience?</b> <ul style="list-style-type: none"> <li>This can include any challenges you faced or enhancements you made in areas such as new teaching methods, classroom management strategies, communications, and technology.</li> </ul> [open-ended text box]	N/A – dropped from 2024-25 TFS.	This open-ended exploratory item was added to the 2020-21 TFS in order to capture information about respondents’ experiences teaching during the coronavirus pandemic. The item is not relevant for the 2024-25 school year.
<b>38. How would you rate your CURRENT teaching position relative to LAST YEAR’S teaching position in terms of each of the following aspects?</b>  Better in previous/last year's position Not better or worse Better in current position	<b>33. How would you rate your CURRENT teaching position relative to LAST YEAR’S teaching position in terms of each of the following aspects?</b>  Better in previous/last year's position <b>About the same</b> Better in current position	Response option was altered for grammatical correctness as we thought “about the same” was simpler to understand.
<b>39c. Which of the following best describes the reason you enrolled in these courses?</b>  To obtain or for use in a K-12 TEACHING POSITION To obtain or for use in a position in the FIELD OF EDUCATION but NOT AS A K-12 TEACHER To obtain or for use in a position OUTSIDE THE FIELD OF EDUCATION For reasons unrelated to obtaining or using in a job (e.g., personal fulfillment)	<b>34c. Which of the following best describes the reason you enrolled in these courses?</b>  To obtain or for use in a K-12 TEACHING <b>position</b> To obtain or for use in a position in the <b>field of education</b> but NOT <b>as a</b> K-12 TEACHER To obtain or for use in a position OUTSIDE <b>the field of education</b> For reasons unrelated to obtaining or using in a job (e.g., personal fulfillment)	Reduced the amount of capitalization so that it's only used for words and phrases that need emphasis.
<b>39d. Were these courses needed to obtain, renew, or maintain teaching certification?</b>	<b>34d. Did you need to enroll in these courses to obtain, renew, or maintain your teaching certification?</b>	Language changed to improve clarity
<b>40. How long do you plan to remain in the position of a pre-K–12 teacher?</b>	<b>35. Which statement best describes how long you plan to remain in teaching?</b>	Revised question wording to match the language used on the NTPS-4A Teacher Questionnaire.
<b>42b. DURING THE SUMMER OF 2021, did you have any earnings from – Working in a non-teaching job in your current or any other school?</b>	<b>37b. DURING THE SUMMER OF 2024 did you have any earnings from – Working in a non-teaching job in your current or any other school during the summer?</b>	Year updated and added language to improve clarity.
<b>42c. DURING THE SUMMER OF 2021, did you have any earnings from – Working in any</b>	<b>37c. DURING THE SUMMER OF 2024 did</b>	Year updated and added language to improve clarity.

<p><b>NONSCHOOL job?</b></p>	<p><b>you have any earnings from – Working in any NONSCHOOL job during the summer?</b></p>	
<p><b>47a. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE your current school system?</b></p> <p>Yes → <b>How much?</b> No</p> <p><b>47b. Which of these best describes this job OUTSIDE your current school system?</b></p> <p>Teaching or tutoring Non-teaching, but related to teaching field Other</p>	<p><b>42. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE your current school system?</b></p> <p>Yes No</p> <p><b>43a. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation OUTSIDE your current school system for the following: Teaching or tutoring (OUTSIDE your current school system)?</b></p> <p>Yes → <b>How much?</b> No</p> <p><b>43b. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation OUTSIDE your current school system for the following: Non-teaching job that is related to the teaching field (OUTSIDE your current school system)?</b></p> <p>Yes → <b>How much?</b> No</p> <p><b>43c. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation OUTSIDE your current school system for the following: Any other job (OUTSIDE your current school system)?</b></p> <p>Yes → <b>How much?</b> No</p>	<p>Revised format from existing item 47a/b to a filter question (item 46) and a series of 3 follow-up items (Items 47a, b, c). This was done to match the wording from the 2023-24 NTPS Teacher Questionnaire.</p>
<p>N/A – new item for 2024-25 TFS.</p>	<p><b>47. What is your race and/or ethnicity?</b> <i>Mark (X) all that apply.</i></p> <p>American Indian or Alaska Native (For example,</p>	<p>The NTPS collects data on teachers’ race and ethnicity. In order to minimize burden, the TFS does not typically include questions where respondents’</p>

	<p>Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.)  Asian (For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, and Japanese, etc.)  Black or African American (For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.)  Hispanic or Latino (For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.)  Middle Eastern or North African (For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israel, etc.)  Native Hawaiian or Pacific Islander (For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.)  White (For example, English, German, Irish, Italian, Polish, Scottish, etc.)</p> <p><b>ALTERNATE ORDER:</b>  White (For example, English, German, Irish, Italian, Polish, Scottish, etc.)  Hispanic or Latino (For example, Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, etc.)  Black or African American (For example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.)  Asian (For example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, and Japanese, etc.)  American Indian or Alaska Native (For example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.)  Middle Eastern or North African (For example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, Israel, etc.)  Native Hawaiian or Pacific Islander (For example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian,</p>	<p>answers are unlikely to have changed since they completed the NTPS during the previous school year. The 2023-24 NTPS and earlier collections asked about race and ethnicity under SPD 15 (as defined at the time of collection). For the 2024-25 TFS, we will include the updated SPD 15 question on race and ethnicity. Specifically, as seen in Appendix B, the 2024-25 TFS will be using Figure 2. The TFS race and ethnicity question will allow us to empirically measure how respondents answer the older and updated versions, and it will serve as a bridge in order to analyze trends in teachers’ race and ethnicity before and after the updated SPD 15 is added to the next NTPS collection. The TFS race and ethnicity question will solely be used for this empirical purpose; that is, the question(s) are not for production will not be used to produce official statistics. The vast majority of TFS and NTPS respondents answer the surveys via the web instrument, and Figure 2 has better usability for web and mobile users than Figure 1. In specific, on the 2023-24 NTPS, 87-89 percent of responses on the principal and school questionnaires, respectfully, came from the web and 94 percent of responses came from the web on the 2021-22 TFS.</p> <p>The TFS paper questionnaires use the instructions “Mark (X) all that apply” throughout, and the language has been retained in this item on the paper questionnaire in order to be consistent within and across the questionnaires and</p>
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	Marshallese, etc.	with best practice regarding questionnaire design. “Select all that apply” is used in the NTPS and TFS web surveys, including for SPD 15.
<p><b>39. Please provide the following information in case we have questions about the responses you provided on this questionnaire.</b></p> <p>a. First name Middle name Last name Suffix</p> <p>b. Home phone number c. Work phone number d. Cell phone number e. Home e-mail address f. Work e-mail address</p>	<p><b>48. Please provide the following information in case we have questions about the responses you provided.</b></p> <p>a. First name b. Last name Suffix c. Preferred e-mail address d. Preferred phone number</p>	Pared back item to ask teachers for essential contact information.

## C.2 2024-25 PFS Item Justification

The 2024-25 PFS will be administered by both web and paper, and the web and paper versions of each form are identical.

There are four versions of the PFS Principal Status Form.

- The PFS-1C is administered directly to NTPS principal respondents who were public school principals during the 2023-24 school year.
- The PFS-1D is administered to NTPS principal respondents who were private school principals/school heads during the 2023-24 school year.
- The PFS-1A is administered to the 2023-24 NTPS public school when the PFS-1C is a non-response or the principal did not provide any email address or personal mailing address on their completed 2023-24 NTPS principal questionnaire.
- The PFS-1B is administered to the 2023-24 NTPS private school when the PFS-1D is a non-response or the principal/school head did not provide any email address or personal mailing address on their completed 2023-24 NTPS principal questionnaire.

The PFS forms have undergone a few changes, as outlined in Table 3 below.

PFS form type	2021–22 PFS wording	2024-25 PFS wording	Justification for revision
PFS-1A	<p>The National Center for Education Statistics is interested in Principal attrition and mobility.</p> <p>Please answer the following two questions about this school’s Principal last year.</p> <p><b>1. Which of the following best describes the current occupational status of last year’s Principal?</b></p> <p><i>If this school had more than one Principal last year, think of the one who was Principal on October 1, 2020.</i>  <i>If this school did not have a Principal last year (2020-21 school year), mark (X) here [ ]</i>  <i>and return the form.</i></p>	<p>The National Center for Education Statistics is interested in Principal attrition and mobility.</p> <p><b>According to our records, &lt;PRINCIPAL NAME&gt; was the Principal of your school during the 2023-24 school year.</b> Please answer the following questions about their current occupational status.</p> <p><b>1. Which of the following best describes the CURRENT occupational status of LAST YEAR'S Principal?</b></p> <p><i>If this school had more than one Principal last year, think of the one who was Principal on October 1, 2023.</i>  <i>If the person listed above was not the Principal last year (2023-24 school year), mark (X) here [ ] and return the form.</i>  <i>If this school did not have a Principal last year (2023-24 school year), mark (X) here [ ]</i>  <i>and return the form.</i></p>	<p>This wording was updated to improve clarity of which principal the respondent should be answering for. The wording ‘last year’ was also modified for emphasis.</p>
PFS-1A	<b>Still working as Principal of this school</b>	<b>STILL WORKING AS A PRINCIPAL</b>	The different occupational statuses was

	<input type="checkbox"/> Still working as Principal of this school  <b>Still working as a Principal, but not at this school</b> <input type="checkbox"/> Working as a Principal, but in a different public school  <b>Is the principal's new school in the same District as this school?</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know  <input type="checkbox"/> Working as a Principal, but in a private school	<input type="checkbox"/> At THIS school  <input type="checkbox"/> At another public school in the SAME school district  <input type="checkbox"/> At another public school in a DIFFERENT school district  <input type="checkbox"/> At a private school	revised to improve categorization.
PFS-1A	<b>Still working in a K–12 school, but not as a Principal</b>  <input type="checkbox"/> Working in this school, but not as Principal <input type="checkbox"/> Working in a different public school, but not as Principal  <input type="checkbox"/> Working in a private school, but not as Principal	<b>WORKING AT A K-12 SCHOOL BUT NOT AS A PRINCIPAL</b>  <input type="checkbox"/> At THIS school <input type="checkbox"/> At another public school in the SAME school district <input type="checkbox"/> At another public school in a DIFFERENT school district <input type="checkbox"/> At a private school	The occupational statuses appear under a revised heading but convey identical occupation status information. An additional option was added to improve categorization.
PFS-1A	<b>Still working in K–12 Education, but not in a K–12 school</b>  <input type="checkbox"/> Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator <input type="checkbox"/> Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator <input type="checkbox"/> Working at a job associated with K–12 education, but not directly associated with any schools or school system	<b>NOT CURRENTLY WORKING AT A K-12 SCHOOL, BUT STILL WORKING IN K-12 EDUCATION</b>  <input type="checkbox"/> In a district or administrative office as a superintendent, assistant superintendent, or another higher-level administrator <input type="checkbox"/> In a district or administrative office, in a position other than that of superintendent, assistant superintendent, or another higher-level administrator <input type="checkbox"/> In a job associated with K–12 education, but not directly associated with any schools or school system	The occupation statuses appear under a revised heading but convey identical occupation status information.
PFS-1A	<b>Working at a job outside of K–12 Education</b>	<b>NOT CURRENTLY WORKING IN K-12 EDUCATION</b> <input type="checkbox"/> Working at a job outside of K–12	The occupation statuses formerly under "Working at a job outside of K-12 Education" and "Other" have been collapsed

	<p>Working at a job outside of K–12 education</p> <p><b>Other</b>  Retired – not working outside the home  On leave (e.g., maternity/paternity, military, disability, sabbatical)  Deceased  Other - please specify</p>	<p>education</p> <p><input type="checkbox"/> On leave (e.g., parental, military, disability, sabbatical)  <input type="checkbox"/> Retired  <input type="checkbox"/> Deceased  <input type="checkbox"/> <b>Unknown</b>  <input type="checkbox"/> Other - please specify →</p>	<p>under a single heading, "NOT CURRENTLY WORKING IN K-12 EDUCATION" in order to improve clarity. The items were also reordered so the options that were more common were listed first. We also added "Unknown" as an option as it's possible the school may not have information on the prior principal's current occupation.</p>
PFS-1A	<p><b>2. For some schools, we have a record of the name of last year's Principal (who may also be the current Principal).</b>  Name we have:  Is this the name of the school's 2020-21 Principal, with first and last names in the right order and no nicknames?  Yes  No, this is not the name of the 2020-21 Principal OR there is no name above</p> <p>What is the name of this school's 2020-21 Principal? <i>(Please print)</i>  <i>Title</i>  First name  Middle name  Last name  Suffix</p>	<p>N/A – dropped from 2024-25 TFS.</p>	<p>This item was replaced by the following box in item 1:  <i>"If the person listed above was not the Principal last year (2023-24 school year), mark (X) here <input type="checkbox"/> and return the form."</i>  because it was determined that the full set of information collected during prior cycles of PFS in item 2 was not necessary for the study.</p>
PFS-1B	<p>The National Center for Education Statistics is interested in Principal attrition and mobility.</p> <p>Please answer the following two questions about this school's School Head/Principal last year.</p> <p><b>1. Which of the following best describes the <u>current</u> occupational status of <u>last year's</u> School Head/Principal?</b></p> <p><i>If this school had more than one School Head/Principal last year, think of the one</i></p>	<p>The National Center for Education Statistics is interested in Principal attrition and mobility.</p> <p><b>According to our records, &lt;PRINCIPAL NAME&gt; was the School Head/Principal of your school during the 2023-24 school year.</b>  Please answer the following questions about their current occupational status.</p> <p><b>1. Which of the following best describes the <u>CURRENT</u> occupational status of <u>LAST YEAR'S</u> School Head/Principal?</b>  <i>If this school had more than one School Head/Principal last year, think of the one who was School Head/Principal on October 1, 2023.</i></p>	<p>This wording was updated to improve clarity of which principal the respondent should be answering for. The wording 'last year' was also modified for emphasis.</p>

	<p>who was School Head/Principal on October 1, 2020. If this school did not have a School Head/Principal last year (2020-21 school year), mark (X) here [ ] and return the form.</p>	<p>If the person listed above was not the School Head/Principal last year (2023-24 school year), mark (X) here [ ] and return the form. If this school did not have a School Head/Principal last year (2023-24 school year), mark (X) here [ ] and return the form.</p>	
PFS-1B	<p><b>Still working as School Head/Principal of this school</b> [ ] Still working as School Head/Principal of this school</p> <p><b>Still working as a School Head/Principal, but not at the same school</b> [ ] Working as a School Head/Principal, but in a public school [ ] Working as a School Head/Principal, but in a different private school</p>	<p><b>STILL WORKING AS A SCHOOL HEAD/PRINCIPAL</b> [ ] At THIS school</p> <p>[ ] At a public school [ ] At a DIFFERENT private school</p>	The occupation statuses are reorganized and presented under different headings but convey identical occupation status information.
PFS-1B	<p><b>Still working in a K–12 school, but not as a School Head/Principal</b> [ ] Working in this school, but not as School Head/Principal [ ] Working in a public school, but not as School Head/Principal [ ] Working in a different private school, but not as School Head/Principal</p>	<p><b>WORKING AT A K-12 SCHOOL BUT NOT AS A SCHOOL HEAD/PRINCIPAL</b> [ ] At THIS school</p> <p>[ ] At a public school [ ] At a DIFFERENT private school</p>	The occupation statuses appear under a revised heading but convey identical occupation status information.
PFS-1B	<p><b>Still working in K–12 Education, but not in a K–12 school</b></p> <p>[ ] Working in a District or Administrative Office as a Superintendent, Assistant Superintendent,,or other higher-level Administrator [ ] Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator [ ] Working at a job associated with K–12 education, but not directly associated with any schools or school system</p>	<p><b>NOT CURRENTLY WORKING AT A K-12 SCHOOL, BUT STILL WORKING IN K-12 EDUCATION</b> [ ] In a district or administrative office as a superintendent, assistant superintendent, or another higher-level administrator [ ] In a district or administrative office, in a position other than that of superintendent, assistant superintendent, or another higher-level administrator [ ] In a job associated with K–12 education, but not directly associated with any schools or school system</p>	The occupation statuses appear under a revised heading but convey identical occupation status information.
PFS-1B	<p><b>Working at a job outside of K–12 Education</b></p>	<p><b>NOT CURRENTLY WORKING IN K-12 EDUCATION</b></p>	The occupation statuses formerly under "Working at a job outside of K-12

	<p>Working at a job outside of K–12 education</p> <p><b>Other</b>  Retired – not working outside the home  On leave (e.g., maternity/paternity, military, disability, sabbatical)  Deceased  Other - please specify</p>	<p><input type="checkbox"/> Working at a job outside of K–12 education</p> <p><input type="checkbox"/> On leave (e.g., parental, military, disability, sabbatical)</p> <p><input type="checkbox"/> Retired</p> <p><input type="checkbox"/> Deceased</p> <p><input checked="" type="checkbox"/> <b>Unknown</b></p> <p><input type="checkbox"/> Other - please specify →</p>	<p>Education" and "Other" have been collapsed under a single heading, "NOT CURRENTLY WORKING IN K-12 EDUCATION" in order to improve clarity. The items were also reordered so the options that were more common were listed first. We also added "Unknown" as an option as it's possible the school may not have information on the prior principal's current occupation.</p>
PFS-1B	<p><b>2. For some schools, we have a record of the name of last year's School Head/Principal (who may also be the current School Head/Principal).</b></p> <p>Name we have:  Is this the name of the school's 2020-21 School Head/Principal, with first and last names in the right order and no nicknames?  Yes  No, this is not the name of the 2020-21 School Head/Principal OR there is no name above</p> <p>What is the name of this school's 2020-21 School Head/Principal? <i>(Please print)</i>  <i>Title</i>  First name  Middle name  Last name  Suffix</p>	N/A – dropped from 2024-25 TFS.	<p>This item was replaced by the following box in item 1:  <i>"If the person listed above was not the School Head/Principal last year (2023-24 school year), mark (X) here <input type="checkbox"/> and return the form."</i>  because it was determined that the full set of information collected during prior cycles of PFS in item 2 was not necessary for the study.</p>
PFS-1C	<p>The National Center for Education Statistics is interested in Principal attrition and mobility.  According to our records, you were the principal of &lt;SCHOOL NAME&gt; during the 2020-21 school year.</p> <p>Please answer the following question about your current occupational status.</p> <p><b>Which of the following best describes your current occupational status?</b></p> <p><i>If you were not the Principal of &lt;SCHOOL</i></p>	<p>The National Center for Education Statistics is interested in Principal attrition and mobility.  According to our records, you were the Principal of &lt;SCHOOL NAME&gt; during the 2023-24 school year.</p> <p>Please answer the following question about your current occupational status.</p> <p><b>Which of the following best describes your <b>CURRENT</b> occupational status?</b></p> <p><i>If you were not the Principal of &lt;SCHOOL</i></p>	<p>The year was updated to reflect the prior school year.</p>

	<i>NAME</i> > last year (2020-21 school year), mark (X) here [ ] and return the form.	<i>NAME</i> > last year (2023-24 school year), mark (X) here [ ] and return the form.	
PFS-1C	<p><b>Still working as Principal of the same school</b></p> <p>[ ] Still working as Principal of the same school</p> <p><b>Still working as a Principal, but not at the same school</b></p> <p>[ ] Working as a Principal, but in a different public school</p> <p><b>Is your new school in the same District as last year's school?</b></p> <p>[ ] Yes</p> <p>[ ] No</p> <p>[ ] Don't know</p> <p>[ ] Working as a Principal, but in a private school</p>	<p><b>STILL WORKING AS A PRINCIPAL</b></p> <p>[ ] At the same school</p> <p>[ ] At another public school in the SAME school district</p> <p>[ ] At another public school in a DIFFERENT school district</p> <p>[ ] At a private school</p>	The different occupational statuses was revised to improve categorization. The heading was also revised for clarity and emphasis.
PFS-1C	<p><b>Still working in a K–12 school, but not as a Principal</b></p> <p>[ ] Working in the same school, but not as Principal</p> <p>[ ] Working in a different public school, but not as Principal</p> <p>[ ] Working in a private school, but not as Principal</p>	<p><b>WORKING AT A K-12 SCHOOL BUT NOT AS A PRINCIPAL</b></p> <p>[ ] At the same school</p> <p>[ ] At another public school in the SAME school district</p> <p>[ ] At another public school in a DIFFERENT school district</p> <p>[ ] At a private school</p>	The different occupational statuses was revised to improve categorization. The heading was also revised for clarity and emphasis.
PFS-1C	<p><b>Still working in K–12 Education, but not in a K–12 school</b></p> <p>[ ] Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator</p> <p>[ ] Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator</p> <p>[ ] Working at a job associated with K–12</p>	<p><b>NOT CURRENTLY WORKING AT A K-12 SCHOOL, BUT STILL WORKING IN K-12 EDUCATION</b></p> <p>[ ] In a district or administrative office as a superintendent, assistant superintendent, or another higher-level administrator</p> <p>[ ] In a district or administrative office, in a position other than that of superintendent, assistant superintendent, or another higher-level administrator</p> <p>[ ] In a job associated with K–12 education,</p>	The occupation statuses appear under a revised heading but convey identical occupation status information.

	education, but not directly associated with any schools or school system	but not directly associated with any schools or school system	
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PFS-1C	<p><b>Working at a job outside of K–12 Education</b></p> <p><input type="checkbox"/> Working at a job outside of K–12 education</p> <p><b>Other</b></p> <p><input type="checkbox"/> Retired – not working outside the home</p> <p><input type="checkbox"/> On leave (e.g., maternity/paternity, military, disability, sabbatical)</p> <p><input type="checkbox"/> Deceased</p> <p><input type="checkbox"/> Other - please specify</p>	<p><b>NOT CURRENTLY WORKING IN K-12 EDUCATION</b></p> <p><input type="checkbox"/> Working at a job outside of K-12 education</p> <p><input type="checkbox"/> On leave (e.g., parental, military, disability, sabbatical)</p> <p><input type="checkbox"/> Retired</p> <p><input checked="" type="checkbox"/> Unemployed</p> <p><input type="checkbox"/> Other – please specify →</p>	<p>The occupation statuses formerly under "Working at a job outside of K-12 Education" and "Other" have been collapsed under a single heading, "NOT CURRENTLY WORKING IN K-12 EDUCATION" in order to improve clarity.</p> <p>The items were also reordered so the options that were more common were listed first. We also added Unemployed as an option as it's possible the principal is unemployed.</p>
PFS-1D	<p>The National Center for Education Statistics is interested in Principal attrition and mobility.</p> <p>According to our records, you were the school head/principal of &lt;SCHOOL NAME&gt; during the 2020-21 school year.</p> <p>Please answer the following question about your current occupational status.</p> <p><b>Which of the following best describes your current occupational status?</b></p> <p><i>If you were not the School Head/Principal of &lt;SCHOOL NAME&gt; last year (2020-21 school year), mark (X) here <input type="checkbox"/> and return the form.</i></p>	<p>The National Center for Education Statistics is interested in Principal attrition and mobility.</p> <p>According to our records, you were the School Head/Principal of &lt;SCHOOL NAME&gt; during the 2023-24 school year.</p> <p>Please answer the following question about your current occupational status.</p> <p><b>Which of the following best describes your CURRENT occupational status?</b></p> <p><i>If you were not the School Head/Principal of &lt;SCHOOL NAME&gt; last year (2023-24 school year), mark (X) here <input type="checkbox"/> and return the form.</i></p>	<p>The year was updated to reflect the prior school year.</p>
PFS-1D	<p><b>Still working as School Head/Principal of the same school</b></p> <p><input type="checkbox"/> Still working as School Head/Principal of the same school</p> <p><b>Still working as a School Head/Principal, but not at the same school</b></p> <p><input type="checkbox"/> Working as a School Head/Principal, but in a public school</p> <p><input type="checkbox"/> Working as a School Head/Principal, but in a different private school</p>	<p><b>STILL WORKING AS A SCHOOL HEAD/PRINCIPAL</b></p> <p><input type="checkbox"/> At the same school</p> <p><input type="checkbox"/> At a public school</p> <p><input type="checkbox"/> At a DIFFERENT private school</p>	<p>The occupation statuses are reorganized and presented under different headings but convey identical occupation status information.</p>
PFS-1D	<p><b>Still working in a K–12 school, but not as</b></p>	<p><b>WORKING AT A K-12 SCHOOL BUT</b></p>	<p>The occupation statuses appear under a</p>

	<p><b>a School Head/Principal</b></p> <p><input type="checkbox"/> Working in the same school, but not as School Head/Principal</p> <p><input type="checkbox"/> Working in a public school, but not as School Head/Principal</p> <p><input type="checkbox"/> Working in a different private school, but not as School Head/Principal</p>	<p><b>NOT AS A SCHOOL HEAD/PRINCIPAL</b></p> <p><input type="checkbox"/> At the same school</p> <p><input type="checkbox"/> At a public school</p> <p><input type="checkbox"/> At a DIFFERENT private school</p>	<p>revised heading but convey identical occupation status information.</p>
PFS-1D	<p><b>Still working in K–12 Education, but not in a K–12 school</b></p> <p><input type="checkbox"/> Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator</p> <p><input type="checkbox"/> Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator</p> <p><input type="checkbox"/> Working at a job associated with K–12 education, but not directly associated with any schools or school system</p>	<p><b>NOT CURRENTLY WORKING AT A K-12 SCHOOL, BUT STILL WORKING IN K-12 EDUCATION</b></p> <p><input type="checkbox"/> In a district or administrative office as a superintendent, assistant superintendent, or another higher-level administrator</p> <p><input type="checkbox"/> In a district or administrative office, in a position other than that of superintendent, assistant superintendent, or another higher-level administrator</p> <p><input type="checkbox"/> In a job associated with K–12 education, but not directly associated with any schools or school system</p>	<p>The occupation statuses appear under a revised heading but convey identical occupation status information.</p>
PFS-1D	<p><b>Working at a job outside of K–12 Education</b></p> <p><input type="checkbox"/> Working at a job outside of K–12 education</p> <p><b>Other</b></p> <p><input type="checkbox"/> Retired – not working outside the home</p> <p><input type="checkbox"/> On leave (e.g., maternity/paternity, military, disability, sabbatical)</p> <p><input type="checkbox"/> Deceased</p> <p><input type="checkbox"/> Other - please specify</p>	<p><b>NOT CURRENTLY WORKING IN K-12 EDUCATION</b></p> <p><input type="checkbox"/> Working at a job outside of K-12 education</p> <p><input type="checkbox"/> On leave (e.g., parental, military, disability, sabbatical)</p> <p><input type="checkbox"/> Retired</p> <p><input type="checkbox"/> <b>Unemployed</b></p> <p><input type="checkbox"/> Other – please specify →</p>	<p>The occupation statuses formerly under "Working at a job outside of K-12 Education" and "Other" have been collapsed under a single heading, "NOT CURRENTLY WORKING IN K-12 EDUCATION" in order to improve clarity.</p> <p>The items were also reordered so the options that were more common were listed first. We also added Unemployed as an option as it's possible the principal is unemployed.</p>