

2023-24 National Teacher and Principal Survey (NTPS) Cognitive/Usability Testing

Attachment 2: Principal Questionnaires (Public and Private)

OMB# 1850-0803 v. 311

National Center for Education Statistics (NCES)

March 2022

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

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

PRINCIPAL QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2021-22 SCHOOL YEAR



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

THIS SURVEY HAS BEEN ENDORSED BY:

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

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

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



- **What is the average student-teacher ratio in the United States?**
- **What is the average salary of a beginning principal?**
- **Have teachers' views of their autonomy in the classroom changed over time?**
- **Have the characteristics of the principal and teacher workforces in the United States changed over time?**

The answers to these questions help school districts and policy makers at the state, federal, and local levels set education policy and improve teacher and principal working conditions.

Since 1988, the National Teacher and Principal Survey and its precursor, the Schools and Staffing Survey, have provided the answers to these and other important education questions from the perspective of Principals and Teachers.

By selecting a statistically representative sample of schools, and teachers in those schools, we are able to provide representative data for the United States without going to every school.

Your school has been selected to participate in the 2021-22 National Teacher and Principal Survey. You will represent thousands of other principals, so it is important that you respond to this survey.

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

More information can be found on our website: <http://nces.ed.gov/surveys/ntps>

Paperwork Burden Statement

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



INSTRUCTIONS

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

CORRECT marking example –
(Use care to keep characters
in their designated spaces.)

☐ 3 ☐ 5

☒ Yes

☐ No

INCORRECT marking example –

☐ 35

☐ 3 ☐ 5

☐ Yes

☒ No

OR

☒ Yes

☐ No

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



1. PRINCIPAL EXPERIENCE AND TRAINING

- 1-1. BEFORE you became a principal, how many years of elementary, middle, or secondary teaching experience did you have?**

🍏 Count part of a year as 1 year.

🍏 Write '0' if you had no years of teaching experience before becoming a principal.

Year(s) of teaching before becoming a principal

- 1-2. BEFORE you became a principal, did you hold the position of assistant principal or program director, including temporary positions?**

☐ Yes

☐ No

- 1-3. BEFORE you became a principal, did you have any management experience outside of the field of education?**

☐ Yes

☐ No

- 1-4. BEFORE you became a principal, did you participate in any district or school training or development program for ASPIRING school principals?**

☐ Yes

☐ No

- 1-5. PRIOR to this school year, how many years did you serve as the principal of THIS school?**

🍏 Do NOT include any years you served as ASSISTANT principal.

🍏 Count part of a year as 1 year.

🍏 Write '0' if this is your first year serving as principal of THIS school.

Year(s) as principal of this school

- 1-6. PRIOR to this school year, how many years did you serve as the principal of THIS OR ANY OTHER school?**

🍏 Entry in item 1-6 should be greater than or equal to entry in 1-5.

🍏 Do NOT include any years you served as ASSISTANT principal.

🍏 Count part of a year as 1 year.

🍏 Write '0' if this is your first year serving as principal of THIS OR ANY OTHER school.

Year(s) as principal of this or any other school



1-7. What is the highest degree you have earned?

🍏 *Mark (X) only one box.*

- ☐ Associate's degree
- ☐ Bachelor's degree (B.A., B.S., etc.)
- ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
- ☐ Educational specialist or professional diploma (at least one year beyond master's level)
- ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
- ☐ Do not have a degree → [GO TO item 1-9 below.](#)

1-8. Was the highest degree you earned awarded by the College of Education, School of Education, or Department of Education within the college or university you attended?

- ☐ Yes
- ☐ No

1-9. Do you currently hold a license or certification in "school administration"?

- ☐ Yes
- ☐ No

1-10. While serving as a principal, have you REGULARLY TAUGHT one or more classes at the elementary, middle, or secondary level?

🍏 *Do not include time spent as a short-term substitute teacher.*



- ☐ Yes
- ☐ No → [GO TO Section 2 on page 6.](#)

1-11. While serving as a principal, how many years did you regularly TEACH at the elementary, middle, or secondary level?

🍏 *Count part of a year as 1 year.*

🍏 *Include the 2021-22 school year in this count, if applicable.*

🍏 *Write '0' if you did not regularly teach for any years while serving as a principal.*

YEAR(s) of teaching while serving as a principal

1-12. In addition to serving as principal, are you CURRENTLY teaching in THIS school?

🍏 *Do not include time spent as a short-term substitute teacher.*

- ☐ Yes
- ☐ No



2. GOALS AND DECISION MAKING

2-1. We are interested in the importance you place on various educational goals. From the following ten goals, which do you consider the most important, the second most important, and the third most important?

- 1 - Building basic literacy skills (reading, math, writing, speaking)
- 2 - Encouraging academic excellence
- 3 - Preparing students for postsecondary education
- 4 - Promoting occupational or vocational skills
- 5 - Promoting good work habits and self-discipline
- 6 - Promoting personal growth (self-esteem, self-knowledge, etc.)
- 7 - Promoting human relations skills
- 8 - Promoting specific moral values
- 9 - Promoting multicultural awareness or understanding
- 10 - Fostering religious or spiritual development



Most important



Second most important



Third most important

2-2. How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities at this school?

🍏 Mark (X) one box on each line.

	No influence	Minor influence	Moderate influence	Major influence	Not applicable
a. Setting performance standards for students	☐	☐	☐	☐	☐
b. Establishing curriculum	☐	☐	☐	☐	☐
c. Determining the content of in-service professional development programs for teachers	☐	☐	☐	☐	☐
d. Evaluating teachers	☐	☐	☐	☐	☐
e. Hiring new full-time teachers	☐	☐	☐	☐	☐
f. Setting discipline policy	☐	☐	☐	☐	☐
g. Deciding how your school budget will be spent	☐	☐	☐	☐	☐



3. SCHOOL CLIMATE AND SAFETY

3-1. LAST school year (2020-21), to the best of your knowledge, how often did the following types of problems occur at this school?

(At this school is defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events are in session.)

🍏 Mark (X) one box on each line.

	Never	Rarely	At least once a month	At least once a week	Daily
a. Physical conflicts among students	☐	☐	☐	☐	☐
b. Robbery or theft	☐	☐	☐	☐	☐
c. Vandalism	☐	☐	☐	☐	☐
d. Student use of alcohol	☐	☐	☐	☐	☐
e. Student use of illegal drugs	☐	☐	☐	☐	☐
f. Student possession of weapons	☐	☐	☐	☐	☐
g. Physical abuse of teachers	☐	☐	☐	☐	☐
h. Student racial or ethnic tensions	☐	☐	☐	☐	☐
i. Student cyberbullying	☐	☐	☐	☐	☐
j. Student bullying	☐	☐	☐	☐	☐
k. Student verbal abuse of teachers	☐	☐	☐	☐	☐
l. Widespread disorder in classrooms	☐	☐	☐	☐	☐
m. Student acts of disrespect toward teachers	☐	☐	☐	☐	☐
n. Gang activities	☐	☐	☐	☐	☐



3-2. How prepared do you feel your school is to deal with the following emergency events?

🍏 Mark (X) one box on each line.

	Very Prepared	Somewhat prepared	Somewhat unprepared	Very unprepared
a. Active shooters	☐	☐	☐	☐
b. Active armed individuals with a weapon other than a firearm	☐	☐	☐	☐
c. Intruders (e.g., unauthorized persons entering the premises)	☐	☐	☐	☐
d. Shooting threats (e.g., in-person verbal threats, threats made via social media)	☐	☐	☐	☐
e. Bomb threats or incidents	☐	☐	☐	☐
f. Suicide threats or incidents	☐	☐	☐	☐
g. Pandemic diseases	☐	☐	☐	☐
h. Natural disasters (e.g., earthquakes, tornadoes, hurricanes, floods, wildfires)	☐	☐	☐	☐
i. Inclement weather (e.g., extreme heat, snowstorms, ice storms)	☐	☐	☐	☐
j. Chemical or industrial hazards (e.g., industrial plant explosions, hazardous materials within or outside of the school, gas leaks)	☐	☐	☐	☐
k. Utility or systems failures (e.g., power or water outages, air conditioning outages)	☐	☐	☐	☐



3-3. LAST school year (2020-21), what percentage of students had at least one parent or guardian participating in the following activities?

🍏 Mark (X) one box on each line.

	0-25%	26-50%	51-75%	76-100%	Not applicable
a. All regularly scheduled schoolwide parent-teacher conferences	☐	☐	☐	☐	☐
b. Open house or back-to-school night	☐	☐	☐	☐	☐
c. Special subject-area events (e.g., science fair, concerts)	☐	☐	☐	☐	☐
d. Parent education workshops or courses	☐	☐	☐	☐	☐
e. Volunteer in the school as needed or on a regular basis	☐	☐	☐	☐	☐
f. Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum)	☐	☐	☐	☐	☐
g. Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs)	☐	☐	☐	☐	☐
h. Signing of a school-parent compact (A <u>school-parent compact</u> is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies.)	☐	☐	☐	☐	☐
i. Involvement in budget decisions	☐	☐	☐	☐	☐

3-4a. Are teachers at this school REQUIRED to help students with academic needs OUTSIDE of students' regular school hours?

☐ Yes

☐ No

b. Are teachers at this school REQUIRED to help students with their social and emotional needs OUTSIDE of students' regular school hours?

☐ Yes

☐ No

3-5. Are BEGINNING teachers at this school who are in their first or second year of teaching enrolled in a formal schoolwide or districtwide program aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)?

☐ Yes

☐ No



4. TEACHER EVALUATION

4-1. During the LAST school year (2020-21), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?

a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator

☐ Yes

☐ No

b. Assessments by the principal or other school administrator that are NOT based on a teacher professional practice rubric

☐ Yes

☐ No

c. Videotaped classroom observation

☐ Yes

☐ No

d. Assessments by a peer or mentor teacher that are NOT based on a teacher professional practice rubric

☐ Yes

☐ No

e. Assessments by a peer or mentor teacher that ARE based on a teacher professional practice rubric

☐ Yes

☐ No

f. Teacher self-assessment

☐ Yes

☐ No

g. Amount or content of professional development completed by the teacher

☐ Yes

☐ No

h. Artifacts of teacher professional practice or portfolios

☐ Yes

☐ No



4-1. Continued – During the LAST school year (2020-21), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?

i. Student surveys or other student feedback

Yes

No

j. Parent surveys or other parent feedback

☐ Yes

☐ No

k. Teacher professional credentials including experience, education, and certification

☐ Yes

☐ No

4-2. a. For a TENURED or EXPERIENCED teacher, on average, how many FORMAL observations were conducted during the LAST school year (2020-21) to evaluate performance?

A formal observation is one that is required by the school, district, or state in order to collect information for a performance evaluation.

🍏 If none, please mark (X) the box.

☐ None or Number of observations



GO TO item 4-2c below.

b. For a TENURED or EXPERIENCED teacher, on average, how long is the typical FORMAL observation?

Average number of minutes

c. For a TENURED or EXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2020-21)?

🍏 If none, please mark (X) the box.

☐ None or Number of observations



GO TO item 4-2e on page 12.

d. For a TENURED or EXPERIENCED teacher, on average, how long is the typical INFORMAL observation?

Average number of minutes



4-2. Continued –

- e. On average, how often do **TENURED** or **EXPERIENCED** teachers receive a summative evaluation?

(A summative evaluation is a **SUMMATIVE** judgment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance.)

🍏 Mark (X) only one box.

- ☐ Two or more times a year
- ☐ Once a year
- ☐ Once every 2 years
- ☐ Once every 3 or more years
- ☐ No summative evaluations are conducted

- 4-3. a. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how many **FORMAL** observations were conducted during the **LAST** school year (2020-21) to evaluate performance?

(A formal observation is one that is required by the school, district, or state in order to collect information for a performance evaluation.)

🍏 If none, please mark (X) the box.

- ☐ None or Number of observations



GO TO item 4-3c below.

- b. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how long is the typical **FORMAL** observation?

Average number of minutes

- c. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how many **INFORMAL** observations were conducted during the **LAST** school year (2020-21)?

🍏 If none, please mark (X) the box.

- ☐ None or Number of observations



GO TO item 4-3e on page 13.

- d. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how long is the typical **INFORMAL** observation?

Average number of minutes



4-3. Continued –**e. On average, how often do NON-TENURED or INEXPERIENCED teachers receive a summative evaluation?**

*(A summative evaluation is a **SUMMATIVE** judgment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance.)*

🍏 Mark (X) only one box.

- ☐ Two or more times a year
- ☐ Once a year
- ☐ Once every 2 years
- ☐ Once every 3 or more years
- ☐ No evaluations are conducted

4-4. During THIS school year (2021-22), is student achievement growth on standardized assessments or student learning objectives used in the performance evaluation of teachers in this school, whether it be within a classroom, gradewide, teamwide, schoolwide, or districtwide?

(Student achievement growth is the change in individual student achievement between two or more points in time.)

(Standardized assessments are assessments consistently administered and scored districtwide or statewide for all students in the same grades and subjects.)

(Student learning objectives (SLOs) are measurable learning goals or objectives established for students, which can be used to measure student growth over a set period of time.)

🍏 Mark (X) only one box.

Student achievement growth on standardized assessments or student learning objectives is used in the evaluation of:

- ☐ ALL teachers in this school, including all grades, all subjects, special education, and special populations
- ☐ MOST teachers in this school
- ☐ SOME teachers in this school
- ☐ NO teachers in this school → GO TO item 4-6 on page 14.

4-5. The teachers in this school are evaluated on the achievement growth of:

🍏 Mark (X) all that apply.

- ☐ Students they teach DIRECTLY
- ☐ Students GRADEWIDE
- ☐ Students TEAMWIDE
- ☐ Students SCHOOLWIDE
- ☐ Students DISTRICTWIDE



- 4-6. During THIS school year (2021-22), to what extent will teachers' performance evaluation results be used to inform the following decisions about teacher professional development?**

🍏 Mark (X) one box on each line.

	Not at all	Somewhat	A lot
a. Plan professional development for individual teachers	☐	☐	☐
b. Identify low-performing teachers for coaching, mentoring, or peer assistance	☐	☐	☐
c. Develop performance improvement plans for low-performing teachers	☐	☐	☐
d. Set goals with teachers for student achievement growth for the next school year	☐	☐	☐

- 4-7. During THIS school year (2021-22), will teacher performance evaluation results be used to inform any of the following decisions about teachers in THIS school?**

- a. Formally recognizing high-performing teachers

☐ Yes

☐ No

- b. Determining annual salary increases

☐ Yes

☐ No

- c. Determining bonuses or performance-based compensation other than salary increases

☐ Yes

☐ No

- d. Determining teaching assignments

☐ Yes

☐ No

- e. Offering career advancement opportunities, such as teacher leadership roles

☐ Yes

☐ No

- f. Granting job protection or tenure

☐ Yes

☐ No



4-8. During THIS school year (2021-22), will teacher performance evaluation results be used to inform any of the following decisions about LOW-PERFORMING teachers in THIS school?

a. Losing job protection or tenure

☐ Yes

☐ No

b. Prioritizing teachers for layoffs

☐ Yes

☐ No

c. Determining teacher reassignment

☐ Yes

☐ No

d. Counseling a teacher out of the school, district, or profession due to poor performance

☐ Yes

☐ No

e. Not renewing teacher contract or terminating employment for cause

☐ Yes

☐ No



5. TEACHER PROFESSIONAL DEVELOPMENT

5-1. To what extent do you agree or disagree with the following statements about professional development for TEACHERS in this school?

	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. An appropriate amount of time is provided for professional development	☐	☐	☐	☐
b. Sufficient resources are available for professional development in this school	☐	☐	☐	☐
c. Professional development offerings are based on best practices	☐	☐	☐	☐
d. Professional development opportunities are aligned with the school's improvement plan	☐	☐	☐	☐
e. Professional development is directly applicable to the content or curriculum being taught	☐	☐	☐	☐
f. Professional development provides ongoing opportunities for teachers to refine instructional strategies	☐	☐	☐	☐
g. Professional development enhances teachers' abilities to improve student learning	☐	☐	☐	☐

5-2a. In the past 12 months, professional development was available to TEACHERS at THIS school:

🍏 Mark (X) all that apply.

- ☐ Before or after school days
- ☐ During in-service days (teacher planning or work days) when students are NOT in school
- ☐ During regular school days when students are in school
- ☐ During summer and other extended school breaks

b. Does THIS school provide teachers with time for INDIVIDUAL professional development during regular contract hours?

- ☐ Yes
- ☐ No

c. Does THIS school provide teachers with time for TEAM-BASED professional development during regular contract hours?

- ☐ Yes
- ☐ No



5-3. During the past 12 months, did teachers receive any of the following types of support?**a. Release time from teaching to attend professional development**☐ Yes☐ No**b. Funding or reimbursement for attending conferences or workshops for professional development**☐ Yes☐ No**c. Funding or reimbursement for travel and/or daily expenses to attend professional development**☐ Yes☐ No**d. Full or partial reimbursement of college tuition for courses related to professional development**☐ Yes☐ No**e. Stipend for professional development activities that took place outside regular work hours**☐ Yes☐ No

- 5-4. a. How often is teachers' input taken into consideration when planning professional development at THIS school?**

🍏 *Mark (X) only one box.*

- ☐ Never
- ☐ Sometimes
- ☐ Always

-
- b. How often is professional development for teachers at THIS school led by teachers in this SCHOOL or DISTRICT?**

🍏 *Mark (X) only one box.*

- ☐ Never
- ☐ Sometimes
- ☐ Always

-
- c. How often is professional development for teachers at THIS school evaluated for evidence of improvement in SCHOOLWIDE or DISTRICTWIDE achievement?**

🍏 *Mark (X) only one box.*

- ☐ Never
- ☐ Sometimes
- ☐ Always



6. PRINCIPAL EVALUATIONS

6-1a. During the LAST school year (2020-21), were you evaluated as a principal at THIS school?

☐ Yes

☐ No →

b. During the LAST school year (2020-21), why were you not evaluated at THIS school?

🍏 Mark (X) only one box.

☐ I was not a principal at this school last year.

☐ This district does not conduct principal evaluations.

☐ This district does not conduct principal evaluations on a yearly basis.

☐ I was not evaluated because I am a tenured or experienced principal.

☐ I was not evaluated for another reason. Please specify:

GO TO item 6-4 on page 20.

6-2. To what extent do you agree or disagree with the following statements about THIS school's evaluation process LAST school year (2020-21)?

	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The evaluator(s) accurately evaluated my strengths and weaknesses as a principal.	☐	☐	☐	☐
b. My evaluator(s) was fair and unbiased.	☐	☐	☐	☐
c. Overall, the evaluation process was fair.	☐	☐	☐	☐
d. I had a strong understanding of how I would be evaluated at this school.	☐	☐	☐	☐
e. I had a clearer idea of what was expected of me because of the evaluation process.	☐	☐	☐	☐
f. The evaluation rubric accurately represents the scope of my responsibilities as a principal.	☐	☐	☐	☐



- 6-3. a. Thinking about your evaluation LAST school year (2020-21), did you receive any feedback on your work as a principal?**

☐ Yes

☐ No → GO TO item 6-4 below.

- b. Thinking about your evaluation LAST school year (2020-21), have you used the feedback you received to try to improve YOUR performance?**

☐ Yes

☐ No

- c. Thinking about your evaluation LAST school year (2020-21), did you receive feedback on the processes or procedures you used to achieve THIS SCHOOL'S performance goals?**

☐ Yes

☐ No

- 6-4. During THIS school year (2020-21), is student achievement growth on standardized assessments used in your performance evaluation?**

(Student achievement growth is the change in individual student achievement between two or more points in time.)

(Standardized assessments are assessments consistently administered and scored districtwide or statewide for all students in the same grades and subjects.)

☐ Yes

☐ No



7. PRINCIPAL PROFESSIONAL DEVELOPMENT

7-1. During the LAST school year (2020-21), did you participate in any professional development activities as a principal?



☐ Yes

☐ No → *GO TO Section 8 on page 24.*

7-2. During the LAST school year (2020-21), how often were the professional development activities in which you participated:

🍏 Mark (X) one box on each line.

	Never	Sometimes	Always
a. Designed to support state or district standards and/or assessments?	☐	☐	☐
b. Designed as part of a school improvement plan to meet state, district, or school goals?	☐	☐	☐

7-3. During the LAST school year (2020-21), was participation in professional development considered as part of your evaluation?

☐ Yes

☐ No

7-4. During the LAST school year (2020-21), have you participated in the following kinds of professional development?

a. University course(s) related to your role as principal

☐ Yes

☐ No

b. Visits to other schools designed to improve your own work as principal

☐ Yes

☐ No

c. Mentoring and/or peer observation and coaching of principals

☐ Yes

☐ No

d. Participating in a principal network (e.g., a group of principals organized within school systems, by an outside agency, or through the Internet)

☐ Yes

☐ No



7-4. *Continued* – During the LAST school year (2016-17), have you participated in the following kinds of professional development?

e. Workshops, conferences, or training in which you were a presenter

☐ Yes

☐ No

f. Other workshops or conferences in which you were not a presenter

☐ Yes

☐ No

7-5. During the LAST school year (2020-21), did you participate in professional development on any of the following topics?

a. Analyzing and interpreting student achievement data

☐ Yes

☐ No

b. Human resource management

☐ Yes

☐ No

c. Student motivation and engagement

☐ Yes

☐ No

d. Use of technology to support instruction

☐ Yes

☐ No

e. School management and policy

☐ Yes

☐ No

f. School improvement planning

☐ Yes

☐ No



7-5. *Continued* – During the LAST school year (2020-21), did you participate in professional development on any of the following topics?

g. Social services for students

☐ Yes

☐ No

h. Safety or school climate

☐ Yes

☐ No

i. Supporting effective instruction

☐ Yes

☐ No



8. PRINCIPAL ENGAGEMENT

8-1. To what extent do you agree or disagree with the following statements?

	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The stress and disappointments involved with being a principal at this school aren't really worth it.	☐	☐	☐	☐
b. I am generally satisfied with being principal at this school.	☐	☐	☐	☐
c. If I could get a higher paying job I'd leave this job as soon as possible.	☐	☐	☐	☐
d. I think about transferring to another school.	☐	☐	☐	☐
e. I don't seem to have as much enthusiasm now as I did when I began this job.	☐	☐	☐	☐
f. I think about staying home from school because I'm just too tired to go.	☐	☐	☐	☐



9. PRINCIPAL DEMOGRAPHIC INFORMATION

9-1. Are you of Hispanic or Latino origin?

☐ Yes☐ No

9-2. What is your race?

🍏 Mark (X) one or more races to indicate what you consider yourself to be.

White

☐ Black or African-American

☐ Asian

☐ Native Hawaiian or Other Pacific Islander

☐ American Indian or Alaska Native

9-3. What is your year of birth?

4/4

9-4. What is your current ANNUAL salary for your position in this school before taxes and deductions?

🍎 If your position includes multiple duties (e.g., you teach a class and serve as principal at this school), please include your entire salary before taxes and deductions.

🍏 Please report in whole dollars.

\$.00 per year



The next few questions will help us better understand the experiences of principals of all sexual orientations and gender identities.

9-5. What sex were you assigned at birth (what the doctor put on your birth certificate)?

- ☐ Male
- ☐ Female

9-6. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Another gender - please specify

9-7. Which of the following do you think of yourself as?

🍏 *Mark (X) only one box.*

- ☐ Straight
- ☐ Lesbian or gay
- ☐ Bisexual
- ☐ Another sexual orientation - please specify



10. CONTACT INFORMATION

10-1. Please enter the date you completed this questionnaire.

MM

DD

YYYY

10-2. Please indicate how much time it took you to complete this form, not counting interruptions.

🍏 Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

Minutes



- 10-3. Please PRINT your name, your home address, your work, cell, and home telephone numbers, and your work and home e-mail addresses. This information would only be used in the event that we need to contact you for follow-up. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).**

a. First name

Middle name

Last name

Suffix

b. Street address

c. City

d. State

e. ZIP Code

f. Work phone number

Area code Number

g. Cell phone number

Area code Number

☐

I consent to receive text messages for follow-up purposes only.

h. Home phone number

Area code Number

i. Work e-mail address

j. Home e-mail address



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

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

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



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

OMB No. 1850-0803: Approval Expires 03/31/2023

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

PRIVATE PRINCIPAL QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2021-22 SCHOOL YEAR



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

THIS SURVEY HAS BEEN ENDORSED BY:

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

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

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



- **What is the average student-teacher ratio in the United States?**
- **What is the average salary of a beginning principal?**
- **Have teachers' views of their autonomy in the classroom changed over time?**
- **Have the characteristics of the principal and teacher workforces in the United States changed over time?**

The answers to these questions help school districts and policy makers at the state, federal, and local levels set education policy and improve teacher and principal working conditions.

Since 1988, the National Teacher and Principal Survey and its precursor, the Schools and Staffing Survey, have provided the answers to these and other important education questions from the perspective of Principals and Teachers.

By selecting a statistically representative sample of schools, and teachers in those schools, we are able to provide representative data for the United States without going to every school.

Your school has been selected to participate in the 2021-22 National Teacher and Principal Survey. You will represent thousands of other principals, so it is important that you respond to this survey.

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

More information can be found on our website: <http://nces.ed.gov/surveys/ntps>

Paperwork Burden Statement

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



INSTRUCTIONS

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

CORRECT marking example –
(Use care to keep characters
in their designated spaces.)

☐ 3 ☐ 5

☒ Yes

☐ No

INCORRECT marking example –

☐ 35

☐ 3 ☐ 5

☐ Yes

☒ No

OR

☒ Yes

☐ No

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



1. PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING

- 1-1. BEFORE you became a principal or school head, how many years of elementary, middle, or secondary teaching experience did you have?**

🍏 Count part of a year as 1 year.

🍏 Write '0' if you had no years of teaching experience before becoming a principal.

Year(s) of teaching before becoming a principal or school head

- 1-2. BEFORE you became a principal or school head, did you hold the position of assistant principal or program director, including temporary positions?**

☐ Yes

☐ No

- 1-3. BEFORE you became a principal or school head, did you have any management experience outside of the field of education?**

☐ Yes

☐ No

- 1-4. BEFORE you became a principal or school head, did you participate in any district or school training or development program for ASPIRING school principals?**

☐ Yes

☐ No

- 1-5. PRIOR to this school year, how many years did you serve as the principal or school head of THIS school?**

🍏 Do NOT include any years you served as ASSISTANT principal.

🍏 Count part of a year as 1 year.

🍏 Write '0' if this is your first year serving as principal of THIS school.

Year(s) as principal or school head of this school

- 1-6. PRIOR to this school year, how many years did you serve as the principal or school head of THIS OR ANY OTHER school?**

🍏 Entry in item 1-6 should be greater than or equal to entry in 1-5.

🍏 Do NOT include any years you served as ASSISTANT principal.

🍏 Count part of a year as 1 year.

🍏 Write '0' if this is your first year serving as principal of THIS OR ANY OTHER school.

Year(s) as principal or school head of this or any other school



1-7. What is the highest degree you have earned?

🍏 *Mark (X) only one box.*

- ☐ Associate's degree
- ☐ Bachelor's degree (B.A., B.S., etc.)
- ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
- ☐ Educational specialist or professional diploma (at least one year beyond master's level)
- ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
- ☐ Do not have a degree → [GO TO item 1-9 below.](#)

1-8. Was the highest degree you earned awarded by the College of Education, School of Education, or Department of Education within the college or university you attended?

- ☐ Yes
- ☐ No

1-9. Do you currently hold a license or certification in "school administration"?

- ☐ Yes
- ☐ No

1-10. While serving as a principal or school head, have you REGULARLY TAUGHT one or more classes at the elementary, middle, or secondary level?

🍏 *Do not include time spent as a short-term substitute teacher.*



- ☐ Yes
- ☐ No → [GO TO Section 2 on page 6.](#)

1-11. While serving as a principal or school head, how many years did you regularly TEACH at the elementary, middle, or secondary level?

🍏 *Count part of a year as 1 year.*

🍏 *Include the 2021-22 school year in this count, if applicable.*

🍏 *Write '0' if you did not regularly teach for any years while serving as a principal or school head.*

YEAR(s) of teaching while serving as a principal or school head

1-12. In addition to serving as principal, are you CURRENTLY teaching in THIS school?

🍏 *Do not include time spent as a short-term substitute teacher.*

- ☐ Yes
- ☐ No



2. GOALS AND DECISION MAKING

2-1. We are interested in the importance you place on various educational goals. From the following ten goals, which do you consider the most important, the second most important, and the third most important?

- 1 - Building basic literacy skills (reading, math, writing, speaking)
- 2 - Encouraging academic excellence
- 3 - Preparing students for postsecondary education
- 4 - Promoting occupational or vocational skills
- 5 - Promoting good work habits and self-discipline
- 6 - Promoting personal growth (self-esteem, self-knowledge, etc.)
- 7 - Promoting human relations skills
- 8 - Promoting specific moral values
- 9 - Promoting multicultural awareness or understanding
- 10 - Fostering religious or spiritual development



Most important



Second most important



Third most important

2-2. How much ACTUAL influence do you think you have as a principal or school head on decisions concerning the following activities at this school?

🍏 Mark (X) one box on each line.

	No influence	Minor influence	Moderate influence	Major influence	Not applicable
a. Setting performance standards for students	☐	☐	☐	☐	☐
b. Establishing curriculum	☐	☐	☐	☐	☐
c. Determining the content of in-service professional development programs for teachers	☐	☐	☐	☐	☐
d. Evaluating teachers	☐	☐	☐	☐	☐
e. Hiring new full-time teachers	☐	☐	☐	☐	☐
f. Setting discipline policy	☐	☐	☐	☐	☐
g. Deciding how your school budget will be spent	☐	☐	☐	☐	☐



3. SCHOOL CLIMATE AND SAFETY

3-1. LAST school year (2020-21), to the best of your knowledge, how often did the following types of problems occur at this school?

(At this school is defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events are in session.

🍏 Mark (X) one box on each line.

	Never	Rarely	At least once a month	At least once a week	Daily
a. Physical conflicts among students	☐	☐	☐	☐	☐
b. Robbery or theft	☐	☐	☐	☐	☐
c. Vandalism	☐	☐	☐	☐	☐
d. Student use of alcohol	☐	☐	☐	☐	☐
e. Student use of illegal drugs	☐	☐	☐	☐	☐
f. Student possession of weapons	☐	☐	☐	☐	☐
g. Physical abuse of teachers	☐	☐	☐	☐	☐
h. Student racial or ethnic tensions	☐	☐	☐	☐	☐
i. Student cyberbullying	☐	☐	☐	☐	☐
j. Student bullying	☐	☐	☐	☐	☐
k. Student verbal abuse of teachers	☐	☐	☐	☐	☐
l. Widespread disorder in classrooms	☐	☐	☐	☐	☐
m. Student acts of disrespect toward teachers	☐	☐	☐	☐	☐
n. Gang activities	☐	☐	☐	☐	☐



3-2. How prepared do you feel your school is to deal with the following emergency events?

🍏 Mark (X) one box on each line.

	Very Prepared	Somewhat prepared	Somewhat unprepared	Very unprepared
a. Active shooters	☐	☐	☐	☐
b. Active armed individuals with a weapon other than a firearm	☐	☐	☐	☐
c. Intruders (e.g., unauthorized persons entering the premises)	☐	☐	☐	☐
d. Shooting threats (e.g., in-person verbal threats, threats made via social media)	☐	☐	☐	☐
e. Bomb threats or incidents	☐	☐	☐	☐
f. Suicide threats or incidents	☐	☐	☐	☐
g. Pandemic diseases	☐	☐	☐	☐
h. Natural disasters (e.g., earthquakes, tornadoes, hurricanes, floods, wildfires)	☐	☐	☐	☐
i. Inclement weather (e.g., extreme heat, snowstorms, ice storms)	☐	☐	☐	☐
j. Chemical or industrial hazards (e.g., industrial plant explosions, hazardous materials within or outside of the school, gas leaks)	☐	☐	☐	☐
k. Utility or systems failures (e.g., power or water outages, air conditioning outages)	☐	☐	☐	☐



3-2. LAST school year (2020-21), what percentage of students had at least one parent or guardian participating in the following activities?

🍏 Mark (X) one box on each line.

	0-25%	26-50%	51-75%	76-100%	Not applicable
a. All regularly scheduled schoolwide parent-teacher conferences	☐	☐	☐	☐	☐
b. Open house or back-to-school night	☐	☐	☐	☐	☐
c. Special subject-area events (e.g., science fair, concerts)	☐	☐	☐	☐	☐
d. Parent education workshops or courses	☐	☐	☐	☐	☐
e. Volunteer in the school as needed or on a regular basis	☐	☐	☐	☐	☐
f. Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum)	☐	☐	☐	☐	☐
g. Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs)	☐	☐	☐	☐	☐
h. Signing of a school-parent compact (A <u>school-parent compact</u> is an agreement between school community members [e.g., parents, principals or school heads, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies.)	☐	☐	☐	☐	☐
i. Involvement in budget decisions	☐	☐	☐	☐	☐

3-3a. Are teachers at this school REQUIRED to help students with academic needs OUTSIDE of students' regular school hours?

☐ Yes

☐ No

b. Are teachers at this school REQUIRED to help students with their social and emotional needs OUTSIDE of students' regular school hours?

☐ Yes

☐ No

3-4. Are BEGINNING teachers at this school who are in their first or second year of teaching enrolled in a formal schoolwide program aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)?

☐ Yes

☐ No



4. TEACHER EVALUATION

4-1. During the LAST school year (2020-21), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?

a. Classroom observations using a teacher professional practice rubric, conducted by the principal, school head, or other school administrator

☐ Yes

☐ No

b. Assessments by the principal, school head, or other school administrator that are NOT based on a teacher professional practice rubric

☐ Yes

☐ No

c. Videotaped classroom observation

☐ Yes

☐ No

d. Assessments by a peer or mentor teacher that are NOT based on a teacher professional practice rubric

☐ Yes

☐ No

e. Assessments by a peer or mentor teacher that ARE based on a teacher professional practice rubric

☐ Yes

☐ No

f. Teacher self-assessment

☐ Yes

☐ No

g. Amount or content of professional development completed by the teacher

☐ Yes

☐ No

h. Artifacts of teacher professional practice or portfolios

☐ Yes

☐ No



4-1. Continued – During the LAST school year (2020-21), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?

i. Student surveys or other student feedback

Yes

No

j. Parent surveys or other parent feedback

☐ Yes

☐ No

k. Teacher professional credentials including experience, education, and certification

☐ Yes

☐ No

4-2. a. For a TENURED or EXPERIENCED teacher, on average, how many FORMAL observations were conducted during the LAST school year (2020-21) to evaluate performance?

A formal observation is one that is required by the school, or state in order to collect information for a performance evaluation.

🍏 If none, please mark (X) the box.

☐ None or Number of observations



GO TO item 4-2c below.

b. For a TENURED or EXPERIENCED teacher, on average, how long is the typical FORMAL observation?

Average number of minutes

c. For a TENURED or EXPERIENCED teacher, on average, how many INFORMAL observations were conducted during the LAST school year (2020-21)?

🍏 If none, please mark (X) the box.

☐ None or Number of observations



GO TO item 4-2e on page 11.

d. For a TENURED or EXPERIENCED teacher, on average, how long is the typical INFORMAL observation?

Average number of minutes



4-2. Continued –

- e. On average, how often do **TENURED** or **EXPERIENCED** teachers receive a summative evaluation?

(A summative evaluation is a **SUMMATIVE** judgment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance.)

🍏 Mark (X) only one box.

- ☐ Two or more times a year
- ☐ Once a year
- ☐ Once every 2 years
- ☐ Once every 3 or more years
- ☐ No summative evaluations are conducted

- 4-3. a. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how many **FORMAL** observations were conducted during the **LAST** school year (2020-21) to evaluate performance?

(A formal observation is one that is required by the school, or state in order to collect information for a performance evaluation.)

🍏 If none, please mark (X) the box.

- ☐ None or Number of observations



GO TO item 4-3c below.

- b. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how long is the typical **FORMAL** observation?

Average number of minutes

- c. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how many **INFORMAL** observations were conducted during the **LAST** school year (2020-21)?

🍏 If none, please mark (X) the box.

- ☐ None or Number of observations



GO TO item 4-3e on page 12.

- d. For a **NON-TENURED** or **INEXPERIENCED** teacher, on average, how long is the typical **INFORMAL** observation?

Average number of minutes



4-3. Continued –**e. On average, how often do NON-TENURED or INEXPERIENCED teachers receive a summative evaluation?**

*(A summative evaluation is a **SUMMATIVE** judgment about performance that is used for some administrative purposes and becomes a part of the record of a teacher's performance.)*

🍏 Mark (X) only one box.

- ☐ Two or more times a year
- ☐ Once a year
- ☐ Once every 2 years
- ☐ Once every 3 or more years
- ☐ No evaluations are conducted

4-4. During THIS school year (2021-22), is student achievement growth on standardized assessments or student learning objectives used in the performance evaluation of teachers in this school, whether it be within a classroom, gradewide, teamwide, schoolwide?

(Student achievement growth is the change in individual student achievement between two or more points in time.)

(Standardized assessments are assessments consistently administered and scored statewide for all students in the same grades and subjects.)

(Student learning objectives (SLOs) are measurable learning goals or objectives established for students, which can be used to measure student growth over a set period of time.)

Mark (X) only one box.

🍏 **Student achievement growth on standardized assessments or student learning objectives is used in the evaluation of:**

- ☐ ALL teachers in this school, including all grades, all subjects, special education, and special populations
- ☐ MOST teachers in this school
- ☐ SOME teachers in this school
- ☐ NO teachers in this school → GO TO item 4-6 on page 13.

4-5. The teachers in this school are evaluated on the achievement growth of:

🍏 Mark (X) all that apply.

- ☐ Students they teach DIRECTLY
- ☐ Students GRADEWIDE
- ☐ Students TEAMWIDE
- ☐ Students SCHOOLWIDE



4-6. During THIS school year (2021-22), to what extent will teachers' performance evaluation results be used to inform the following decisions about teacher professional development?

 *Mark (X) one box on each line.*

	Not at all	Somewhat	A lot
a. Plan professional development for individual teachers	☐	☐	☐
b. Identify low-performing teachers for coaching, mentoring, or peer assistance	☐	☐	☐
c. Develop performance improvement plans for low-performing teachers	☐	☐	☐
d. Set goals with teachers for student achievement growth for the next school year	☐	☐	☐

4-7. During THIS school year (2021-22), will teacher performance evaluation results be used to inform any of the following decisions about teachers in THIS school?

a. Formally recognizing high-performing teachers

☐ Yes

☐ No

b. Determining annual salary increases

☐ Yes

☐ No

c. Determining bonuses or performance-based compensation other than salary increases

☐ Yes

☐ No

d. Determining teaching assignments

☐ Yes

☐ No

e. Offering career advancement opportunities, such as teacher leadership roles

☐ Yes

☐ No

f. Granting job protection or tenure

☐ Yes

☐ No



4-8. During THIS school year (2021-22), will teacher performance evaluation results be used to inform any of the following decisions about LOW-PERFORMING teachers in THIS school?

a. Losing job protection or tenure

☐ Yes

☐ No

b. Prioritizing teachers for layoffs

☐ Yes

☐ No

c. Determining teacher reassignment

☐ Yes

☐ No

d. Counseling a teacher out of the school, or profession due to poor performance

☐ Yes

☐ No

e. Not renewing teacher contract or terminating employment for cause

☐ Yes

☐ No



5. TEACHER PROFESSIONAL DEVELOPMENT

- 5-1. To what extent do you agree or disagree with the following statements about professional development for TEACHERS in this school?

	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. An appropriate amount of time is provided for professional development	☐	☐	☐	☐
b. Sufficient resources are available for professional development in this school	☐	☐	☐	☐
c. Professional development offerings are based on best practices	☐	☐	☐	☐
d. Professional development opportunities are aligned with the school's improvement plan	☐	☐	☐	☐
e. Professional development is directly applicable to the content or curriculum being taught	☐	☐	☐	☐
f. Professional development provides ongoing opportunities for teachers to refine instructional strategies	☐	☐	☐	☐
g. Professional development enhances teachers' abilities to improve student learning	☐	☐	☐	☐

- 5-2a. In the past 12 months, professional development was available to TEACHERS at THIS school:

🍏 Mark (X) all that apply.

- ☐ Before or after school days
- ☐ During in-service days (teacher planning or work days) when students are NOT in school
- ☐ During regular school days when students are in school
- ☐ During summer and other extended school breaks

- b. Does THIS school provide teachers with time for INDIVIDUAL professional development during regular contract hours?

- ☐ Yes
- ☐ No

- c. Does THIS school provide teachers with time for TEAM-BASED professional development during regular contract hours?

- ☐ Yes
- ☐ No



5-3. During the past 12 months, did teachers receive any of the following types of support?**a. Release time from teaching to attend professional development**☐ Yes☐ No**b. Funding or reimbursement for attending conferences or workshops for professional development**☐ Yes☐ No**c. Funding or reimbursement for travel and/or daily expenses to attend professional development**☐ Yes☐ No**d. Full or partial reimbursement of college tuition for courses related to professional development**☐ Yes☐ No**e. Stipend for professional development activities that took place outside regular work hours**☐ Yes☐ No

5-3. a. How often is teachers' input taken into consideration when planning professional development at THIS school?

🍏 *Mark (X) only one box.*

- ☐ Never
- ☐ Sometimes
- ☐ Always

b. How often is professional development for teachers at THIS school led by teachers in this SCHOOL?

🍏 *Mark (X) only one box.*

- ☐ Never
- ☐ Sometimes
- ☐ Always

c. How often is professional development for teachers at THIS school evaluated for evidence of improvement in SCHOOLWIDE achievement?

🍏 *Mark (X) only one box.*

- ☐ Never
- ☐ Sometimes
- ☐ Always



6. PRINCIPAL OR SCHOOL HEAD EVALUATIONS

6-1a. During the LAST school year (2020-21), were you evaluated as a principal or school head at THIS school?

☐ Yes

☐ No →

b. During the LAST school year (2020-21), why were you not evaluated at THIS school?

🍏 Mark (X) only one box.

☐ I was not a principal or school head at this school last year.

☐ I was not evaluated because I am a tenured or experienced principal or school head I was not evaluated for another reason.

☐ I was not evaluated for another reason. Please specify:

GO TO item 6-4 on page 18.

6-2. To what extent do you agree or disagree with the following statements about THIS school's evaluation process LAST school year (2020-21)?

🍏 Mark (X) one box on each line.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The evaluator(s) accurately evaluated my strengths and weaknesses as a principal or school head.	☐	☐	☐	☐
b. My evaluator(s) was fair and unbiased.	☐	☐	☐	☐
c. Overall, the evaluation process was fair.	☐	☐	☐	☐
d. I had a strong understanding of how I would be evaluated at this school.	☐	☐	☐	☐
e. I had a clearer idea of what was expected of me because of the evaluation process.	☐	☐	☐	☐
f. The evaluation rubric accurately represents the scope of my responsibilities as a principal or school head.	☐	☐	☐	☐



- 6-3. a. Thinking about your evaluation LAST school year (2020-21), did you receive any feedback on your work as a principal or school head?

☐ Yes

☐ No → GO TO item 6-4 below.

- b. Thinking about your evaluation LAST school year (2020-21), have you used the feedback you received to try to improve YOUR performance?

☐ Yes

☐ No

- c. Thinking about your evaluation LAST school year (2020-21), did you receive feedback on the processes or procedures you used to achieve THIS SCHOOL'S performance goals?

☐ Yes

☐ No

- 6-4. During THIS school year (2020-21), is student achievement growth on standardized assessments used in your performance evaluation?

(Student achievement growth is the change in individual student achievement between two or more points in time.)

(Standardized assessments are assessments consistently administered and scored statewide for all students in the same grades and subjects.)

☐ Yes

☐ No



7. PRINCIPAL OR SCHOOL HEAD PROFESSIONAL DEVELOPMENT

7-1. During the LAST school year (2020-21), did you participate in any professional development activities as a principal or school head?


☐

Yes

☐

No → *GO TO Section 8 on page 22.*

7-2. During the LAST school year (2020-21), was participation in professional development considered as part of your evaluation?

☐

Yes

☐

No

7-3. During the LAST school year (2020-21), have you participated in the following kinds of professional development?

a. University course(s) related to your role as principal or school head

☐

Yes

☐

No

b. Visits to other schools designed to improve your own work as principal or school head

☐

Yes

☐

No

c. Mentoring and/or peer observation and coaching of principals or school heads

☐

Yes

☐

No

d. Participating in a principal network (e.g., a group of principals or school heads organized within school systems, by an outside agency, or through the Internet)

☐

Yes

☐

No



7-3. *Continued* – During the LAST school year (2016-17), have you participated in the following kinds of professional development?

e. Workshops, conferences, or training in which you were a presenter

☐ Yes

☐ No

f. Other workshops or conferences in which you were not a presenter

☐ Yes

☐ No

7-4. During the LAST school year (2020-21), did you participate in professional development on any of the following topics?

a. Analyzing and interpreting student achievement data

☐ Yes

☐ No

b. Human resource management

☐ Yes

☐ No

c. Student motivation and engagement

☐ Yes

☐ No

d. Use of technology to support instruction

☐ Yes

☐ No

e. School management and policy

☐ Yes

☐ No

f. School improvement planning

☐ Yes

☐ No



7-4. *Continued* – During the LAST school year (2020-21), did you participate in professional development on any of the following topics?

g. Social services for students

☐ Yes

☐ No

h. Safety or school climate

☐ Yes

☐ No

i. Supporting effective instruction

☐ Yes

☐ No



8. PRINCIPAL OR SCHOOL HEAD ENGAGEMENT

8-1. To what extent do you agree or disagree with the following statements?

	🍏 Mark (X) one box on each line.			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The stress and disappointments involved with being a principal or school head at this school aren't really worth it.	☐	☐	☐	☐
b. I am generally satisfied with being principal or school head at this school.	☐	☐	☐	☐
c. If I could get a higher paying job I'd leave this job as soon as possible.	☐	☐	☐	☐
d. I think about transferring to another school.	☐	☐	☐	☐
e. I don't seem to have as much enthusiasm now as I did when I began this job.	☐	☐	☐	☐
f. I think about staying home from school because I'm just too tired to go.	☐	☐	☐	☐



9. PRINCIPAL OR SCHOOL HEAD DEMOGRAPHIC INFORMATION

9-1. Are you of Hispanic or Latino origin?

☐ Yes☐ No

9-2. What is your race?

🍏 Mark (X) one or more races to indicate what you consider yourself to be.

White

☐ Black or African-American

☐ Asian

☐ Native Hawaiian or Other Pacific Islander☐ American Indian or Alaska Native

9-3. What is your year of birth?

4/4

9-4. What is your current ANNUAL salary for your position in this school before taxes and deductions?

🍎 If your position includes multiple duties (e.g., you teach a class and serve as principal at this school), please include your entire salary before taxes and deductions.

🍏 Please report in whole dollars.

\$.00 per year



The next few questions will help us better understand the experiences of principals of all sexual orientations and gender identities.

9-5. What sex were you assigned at birth (what the doctor put on your birth certificate)?

- ☐ Male
- ☐ Female

9-6. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Another gender - please specify

9-7. Which of the following do you think of yourself as?

🍏 *Mark (X) only one box.*

- ☐ Straight
- ☐ Lesbian or gay
- ☐ Bisexual
- ☐ Another sexual orientation - please specify



10. CONTACT INFORMATION

10-1. Please enter the date you completed this questionnaire.

MM

DD

YYYY

10-2. Please indicate how much time it took you to complete this form, not counting interruptions.

🍏 Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

Minutes



- 10-3. Please PRINT your name, your home address, your work, cell, and home telephone numbers, and your work and home e-mail addresses. This information would only be used in the event that we need to contact you for follow-up. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).**

a. First name

Middle name

Last name

Suffix

b. Street address

c. City

d. State

e. ZIP Code

f. Work phone number

Area code Number

g. Cell phone number

Area code Number

☐

I consent to receive text messages for follow-up purposes only.

h. Home phone number

Area code Number

i. Work e-mail address

j. Home e-mail address



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

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

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

