

November 4, 2022

Susan Schechter  
OMB Desk Officer  
susan\_schechter@omb.eop.gov  
Re: 2023-24 National Teacher and Principal Survey  
OMB Control Number:1850-0598

Dear Ms. Schechter,

I am pleased to submit this comment in response to the Office of Management and Budget (OMB) for the National Teacher and Principal Survey of 2023-2024 (NTPS 2023-24) Preliminary Field Activities regarding issue (4), how might the Department enhance the quality, utility, and clarity of the information to be collected. As a Ph.D. candidate at George Washington University and a graduate research assistant for the George Washington Institute of Public Policy, I focus on utilizing the lived experiences of educators to inform and enhance kindergarten through 12<sup>th</sup> grade (K12) education. From this perspective, I find that NTPS 2023-24 is highly important to the nation's education because data inform education policy and research. Given the high importance, I utilize my expertise to critically examine the ICR so that the Department may enhance the quality, utility, and clarity of the information collected.

NTPS 2023-24 provides nationally representative data on K12 schools, teachers, and principals. Topics covered include characteristics of teachers, principals, schools, teacher training opportunities, retention, retirement, hiring, and shortages. In education, representation is especially important because there is no one-size-fits-all solution. All districts ultimately benefit when good data help legislators and administrators make good decisions. By participating in this survey, participants ensure that information about their district's schools, principals, and teachers is included in those decisions. The NTPS system allows for school, principal, and teacher characteristics to be analyzed in relation to one another. Education researchers and policymakers need high-quality representative data to inform future education policies that serve an equally diverse nation. Additionally, the longitudinal components provide vital information about teacher and principal retention and attrition. NTPS is the only national survey that provides this kind of information. The data they provide will better inform and help to shape future education policies.

I believe it is important that the NTPS 2023-24 utilize high-validity instruments to ensure a more precise measurement of the various topics of interest included in the questionnaires. Consequently, I ask OMB to consider my comments included on the following page to ensure such validation. I present considerations for the OMB to consider as part of the terms of clearance for OMB approval of the NTPS 2023-24 for the National Center for Education Statistics (NCES). I appreciate the opportunity to comment on the OMB's review and approval of NTPS 2023-24. I hope that my suggestions are useful. I look forward to seeing how the OMB will provide terms of clearance to the NCES to develop and design data collection instruments. I am available to speak about my suggestions if needed.

Sincerely,



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Ph.D. Candidate, Program Evaluation  
Graduate Research Assistant

## National Teacher and Principal Survey of 2023-2024 (NTPS 2023-24) Survey Commentary

### **Expanding “basic information” (i.e., demographics) to increase understanding of historically underrepresented and diverse populations**

The NTPS questionnaires include “basic descriptive information on the respondent.” NTPS questionnaires currently collect data on gender, age, and race/ethnicity. Such data allows for a better understanding of subsets of the population, especially from historically underrepresented groups.

### **Disability status, bilingual/ESL status, sexual orientation, and gender identity are missing from NTPS questionnaires.**

NTPS principal and teacher questionnaires do not collect data on disability status, bilingual status/English as a Second Language (ESL), sexual orientation, or gender identity. These are important identities to include to learn ways to better teach students with disabilities, students who are English Language Learners (ELL), and LGBTQ+ students. OMB should consider including requirements for National Center for Education Statistics (NCES) to include Disability status, bilingual/ESL status, sexual orientation, and gender identity in the terms of clearance.

#### **1. Suggested Disability Status Questions**

**The World Health Organization (WHO) publishes international standards for measuring disability and both individual and population levels.** The World Health Organization Disability Assessment Schedule (WHODAS 2.0) is a generic assessment instrument developed by WHO to provide a standardized method for measuring health and disability across cultures. Disability is a major health issue. When global assessments are made for disease burden, more than half of the burden of premature mortality is due to overall disability. People generally seek health services because a disease makes it difficult for them to do what they used to do beforehand (i.e. because they are disabled) rather than because they have a disease (Üstün et al., 2010). Therefore, there is a high likelihood that a subset of principals, teachers, and other staff have a disability. I recommend OMB consider the WHODAS 2.0 Short-form questions, a list of 12 questions that capture disability across the six domains (cognition, mobility, self-care, interactions with others, life activities, and participation in society). The inclusion of these questions does not drastically increase the time burden.

#### **WHODAS 2.0 Short-Form Questions (Üstün et al., 2010)**

*In the past 30 days, how much difficulty did you have in:*

**S1 Standing for long periods such as 30 minutes?**

**S2 Taking care of your household responsibilities?**

This global question is intended to elicit respondents' appraisal of any difficulty they encounter in maintaining the household and in caring for family members or other people they are close to. Ask respondents to consider all types of needs of the household or family, including needs that are: physical, emotional, financial, and psychological.

Household responsibilities include:

- managing finances
- car and home repairs
- tending to the outside area of the home
- picking up children from school
- helping with homework
- disciplining children.

### **S3 Learning a new task, for example, learning how to get to a new place?**

In this question, learning a new route is offered as an example. Other situations in the past month where learning something new was required could include:

- a task at work (e.g., a new procedure or assignment)
- school (e.g., a new lesson)
- home (e.g., learning a new home repair task)
- leisure (e.g., learning a new game or craft).

### **S4 Joining in community activities (for example, festivities, religious, or other activities) in the same way as anyone else can?**

If necessary, clarify this question using other examples of community activities, such as attending town meetings, fairs, leisure or sporting activities in the town, neighborhood or community.

### **S5 How much have you been emotionally affected by your health problems?**

This question refers to the degree to which the respondent has felt an emotional impact due to the health condition. Emotions may include anger, sorrow, regret, thankfulness, appreciation, or any other positive or negative emotions.

### **S6 Concentrating on doing something for ten minutes?**

This question is intended to determine the respondent's rating of difficulty with concentration for a short period, defined as ten minutes. If clarification is requested, encourage respondents to think about their concentration in usual circumstances, not when they are preoccupied by a problem situation or are in an unusually distracting environment. If necessary, prompt respondents to think about how difficult it was to concentrate while doing work tasks, reading, writing, drawing, playing a musical instrument, assembling a piece of equipment and so on.

### **S7 Walking a long distance such as a mile [or equivalent]?**

### **S8 Washing your whole body?**

### **S9 Getting dressed?**

### **S10 Dealing with people you do not know?**

This item refers to interactions with strangers in any situation, such as:

- shopkeepers
- service personnel
- asking someone for directions

### **S11 Maintaining a friendship?**

This includes:

- staying in touch
- interacting with friends in customary ways
- initiating activities with friends
- participating in activities when invited.

### **S12 Your day-to-day work/school?**

This includes issues such as attending on time, responding to supervision, supervising others, planning and organizing, meeting expectations in the workplace, and any other relevant activities.

## **2. Suggested Bilingualism Questions (Anderson et al., 2018)**

York University has developed the Language and Social Background (LASB) questionnaire to measure bilingualism within individuals and populations (Anderson et al., 2018). I have included two LASB questions below for OMB to consider for NTPS. The two questions can help to inform the understanding of bilingual teachers while not extending the survey burden.

1. **Have you ever lived in a place where English is not the dominant communicating language (Yes/No)**
  - a. If yes, where and for how long?
2. **Rate your proficiency in English and your other language(s) from 0-10**, with 0 being no proficiency and 10 being high proficiency

### **3. Suggested Sexual Orientation and Gender Identity Questions**

#### **Sexual orientation and gender identity are missing from NTPS**

NCES has indicated an interest in collecting data on sexual orientation and gender identity on the NTPS teacher and principal surveys, and plan to share the results of cognitive and field tests at the 2022 Federal Committee on Statistical Methodology (FCSM) Research and Policy Conference on October 25, 2022. Those findings will inform our final questionnaires for public and private school principals and teachers for the 2023-24 NTPS. Currently, there are multiple Federal surveys and one Federal study that collect data on sexual orientation, including identity, attraction, and behavior, and gender identity. I have included three sexual orientation and gender identity questions used by The Bureau of Justice Statistics National Crime Victimization Survey (NCVS). I do not anticipate these three questions substantially adding to the survey time burden.

#### **Recommended NCVS Questions:**

1. **Do you consider yourself to be...**
  - Lesbian or Gay
  - Straight, that is not lesbian or gay
  - Bisexual
  - Something else
  - Don't know
  - Refused
2. **What sex were you assigned at birth, on your original birth certificate?**
  - Male
  - Female
  - Refused
  - Don't know
3. **Do you currently describe yourself as male, female or transgender?**
  - Male
  - Female
  - Transgender
  - None of these

#### **References:**

1. Anderson, J. A., Mak, L., Keyvani Chahi, A., & Bialystok, E. (2018). The language and social background questionnaire: Assessing degree of bilingualism in a diverse population. *Behavior research methods*, 50(1), 250-263.
2. Üstün, T. B., Kostanjsek, N., Chatterji, S., & Rehm, J. (2010). *Measuring health and disability: Manual for WHO disability assessment schedule WHODAS 2.0*. World Health Organization