

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

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Collected by:  
U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

# PRINCIPAL QUESTIONNAIRE

## NATIONAL TEACHER AND PRINCIPAL SURVEY

### 2017-18 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**

**NOTICE:**

**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 2017-18 National Teacher and Principal Survey. You will represent thousands of other principals, so it is important that you respond to this survey.

**<INSERT ASSIGNED PLEDGE HERE>.**

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 1850-0803. The time required to complete this information collection is estimated to average 25 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](mailto: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

☐ Yes

☒ No

OR

☐ 3 ☐ 5

☒ 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.



## 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.

🍏 If none, please mark (X) the box.

☐ None    or     Year(s) of teaching before becoming a principal

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

🍏 Include 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 OR ANY OTHER school?**

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

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

☐ None    or     Year(s) as principal of this or any other school

- 1-6. 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.

🍏 If none, please mark (X) the box.

☐ None    or     Year(s) as principal of this 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. Which of the following best describes the highest degree you have earned?**

🍏 *Mark (X) only one box.*

- ☐ It was awarded by your school's college of Education, school of Education, or department of Education
- ☐ It was awarded by another college, school, or department, not in Education

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

- ☐ Yes
- ☐ No

**1-10. WHILE serving as a principal, have you also 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 2017-18 school year in this count, if applicable.*

🍏 *If none, please mark (X) the box.*

- ☐ None → [GO TO Section 2 on page 6.](#)

YEAR(S) of teaching since becoming 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?**

		🍏 Mark (X) one box on each line.				
		No influence	Minor influence	Moderate influence	Major influence	Not applicable
a.	Setting performance standards for students of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Establishing curriculum at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Determining the content of in-service professional development programs for teachers of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Evaluating teachers of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Hiring new full-time teachers of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Setting discipline policy at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Deciding how your school budget will be spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### 3. SCHOOL CLIMATE AND SAFETY

3-1. To the best of your knowledge, how often do the following types of problems occur at this school?

	🍏 Mark (X) one box on each line.				
	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Physical conflicts among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Robbery or theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student use of alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student use of illegal drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student possession of weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Physical abuse of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student racial tensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Student bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Student verbal abuse of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Widespread disorder in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Student acts of disrespect toward teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Gang activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**3-2. LAST school year (2016-17), what percentage of students had at least one parent or guardian participating in the following events?**

	🍏 Mark (X) one box on each line.				
	0-25%	26-50%	51-75%	76-100%	Not applicable
a. Open house or back-to-school night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. All regularly scheduled schoolwide parent-teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special subject-area events (e.g., science fair, concerts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent education workshops or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Volunteer in the school as needed or on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Involvement in budget decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3-3. Are teachers at this school REQUIRED to do the following?**

**a. Help students with academic needs OUTSIDE of regular school hours**

☐ Yes

☐ No

**b. Help students with social and emotional needs OUTSIDE of regular school hours**

☐ Yes

☐ No

**3-4. Are BEGINNING teachers at this school enrolled in a formal schoolwide or districtwide program aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)?**

(A beginning teacher refers to a teacher who is in the first or second year of teaching.)

☐ Yes

☐ No



## 4. TEACHER EVALUATION

4-1. During the LAST school year (2016-17), 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. Teacher self-assessment

☐ Yes

☐ No

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

☐ Yes

☐ No

g. Artifacts of teacher professional practice or portfolios

☐ Yes

☐ No

h. Student surveys or other student feedback

☐ Yes

☐ No



**4-1.** *Continued* – During the LAST school year (2016-17), which of the following sources of information on teacher performance did THIS school use in teacher evaluations?

i. Parent surveys or other parent feedback

☐ Yes

☐ No

j. 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 (2016-17) 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.)

☐ 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 (2016-17)?

☐ 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 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 (2016-17) 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.)

☐ 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 (2016-17)?

☐ 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 (2017-18), is student achievement growth on standardized assessments or student learning objectives used in the performance evaluation of teachers in this school, whether it be within a classroom, teamwide, gradewide, or 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 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 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
- ☐ Students DISTRICTWIDE



**4-6. During THIS school year (2017-18), 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4-7. During THIS school year (2017-18), 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 (2017-18), 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

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**b. Prioritizing teachers for layoffs**

☐ Yes

☐ No

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**c. Determining teacher reassignment**

☐ Yes

☐ No

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

☐ Yes

☐ No

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**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sufficient resources are available for professional development in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional development offerings are based on best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional development opportunities are aligned with the school's improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development is directly applicable to the content or curriculum being taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Professional development provides ongoing opportunities for teachers to refine instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Professional development enhances teachers' abilities to improve student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5-2. 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



**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 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 (2016-17), were you evaluated as a principal at THIS school?

☐ Yes

☐ No →

b. During the LAST school year, 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.

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 (2016-17)?

🍏 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My evaluator(s) was fair and unbiased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Overall, the evaluation process was fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I had a strong understanding of how I would be evaluated at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I had a clearer idea of what was expected of me because of the evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The evaluation rubric accurately represents the scope of my responsibilities as a principal or school head.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- 6-3. a. Thinking about your evaluation LAST school year (2016-17), 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 (2016-17), have you used the feedback you received to try to improve YOUR performance?**

☐ Yes

☐ No

- c. Thinking about your evaluation LAST school year (2016-17), 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 (2017-18), 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 (2016-17), did you participate in any professional development activities as a principal at this school?

☐ Yes

☐ No → *GO TO Section 8 on page 22.*

7-2. During the LAST school year (2016-17), 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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Designed as part of a school improvement plan to meet state, district, or school goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7-3. During the LAST school year (2016-17), was participation in professional development considered as part of your evaluation?

☐ Yes

☐ No

7-4. During the LAST school year (2016-17), 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 (2016-17), 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 (2016-17), did you participate in professional development on any of the following topics?

**g. Social services for students**

☐ Yes

☐ No

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**h. Safety or school climate**

☐ Yes

☐ No

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**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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am generally satisfied with being principal at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If I could get a higher paying job I'd leave this job as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think about transferring to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I don't seem to have as much enthusiasm now as I did when I began this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 9. PRINCIPAL DEMOGRAPHIC INFORMATION

**9-1. Are you male or female?**

☐ Male

☐ Female

**9-2. Are you of Hispanic or Latino origin?**

☐ Yes☐ No

**9-3. 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

**9-4. What is your year of birth?**

4/4

**9-5. 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



## 10. SCHOOL LEADERSHIP AND RESOURCES

Your responses to this section of questions will help researchers and policymakers make international comparisons to principals in other countries.

**10-1.** Please indicate how frequently you engaged in the following activities in this school during the last 12 months.

	🍏 Mark (X) one box on each line.			
	Never or Rarely	Sometimes	Often	Very Often
a. I collaborated with teachers to solve classroom discipline problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I observed instruction in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I provided feedback to teachers based on my observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I took actions to support cooperation among teachers to develop new teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I took actions to ensure that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I took action to ensure that teachers feel responsible for their students' learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I provided parents or guardians with information on the school and student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I reviewed school administrative procedures and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I resolved problems with the lesson timetable in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I collaborated with principals from other schools on challenging work tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I worked on a professional development plan for this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I used student results to develop the school's education goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**10-2. To what extent do the following limit your effectiveness as a principal in this school?**

	🍏 Mark (X) one box on each line.			
	Never or Rarely	Sometimes	Often	Very Often
a. Inadequate school budget and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Government regulation and policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers' absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lack of parent or guardian involvement and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers' career-based wage system <i>(A career-based wage system is used when an employee's salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Lack of opportunities and support for my own professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Lack of opportunities and support for teachers' professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. High workload and level of responsibilities in my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Lack of shared leadership with other school staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Difficulty to recruit qualified teachers in some subject areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other, please specify <div style="border: 1px solid black; height: 20px; width: 300px; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**10-3. To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues?**

	🍏 Mark (X) one box on each line.			
	Not at all	Very little	To some extent	A lot
a. Shortage of qualified teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Shortage of teachers with competence in teaching students with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Shortage of vocational teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Shortage or inadequacy of instructional materials (e.g., textbooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Shortage or inadequacy of digital technology for instruction (e.g., computers, tablets, iPads)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Insufficient Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Shortage or inadequacy of digital software for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Shortage or inadequacy of library materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Shortage of support personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Shortage or inadequacy of instructional space (e.g., classrooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Shortage or inadequacy of classroom furniture for students (e.g., desks, chairs, materials storage)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Shortage or inadequacy of physical infrastructure (e.g., school buildings, heating/cooling, and lighting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**10-4. For how many years do you want to continue to be a principal?**

🍏 *Count part of a year as 1 year.*

🍏 *If none, please mark (X) the box.*

☐

None

or

Years



## 11. CONTACT INFORMATION

- 11-1. 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. <INSERT ASSIGNED PLEDGE HERE.>**

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

h. Home phone number

Area code      Number

i. Work e-mail address

j. Home e-mail address



**11-2. Please enter the date you completed this questionnaire.**

🍏 Report month as a number, that is, 01 for January, 02 for February, etc.

Month

Day

Year

**11-3. 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.

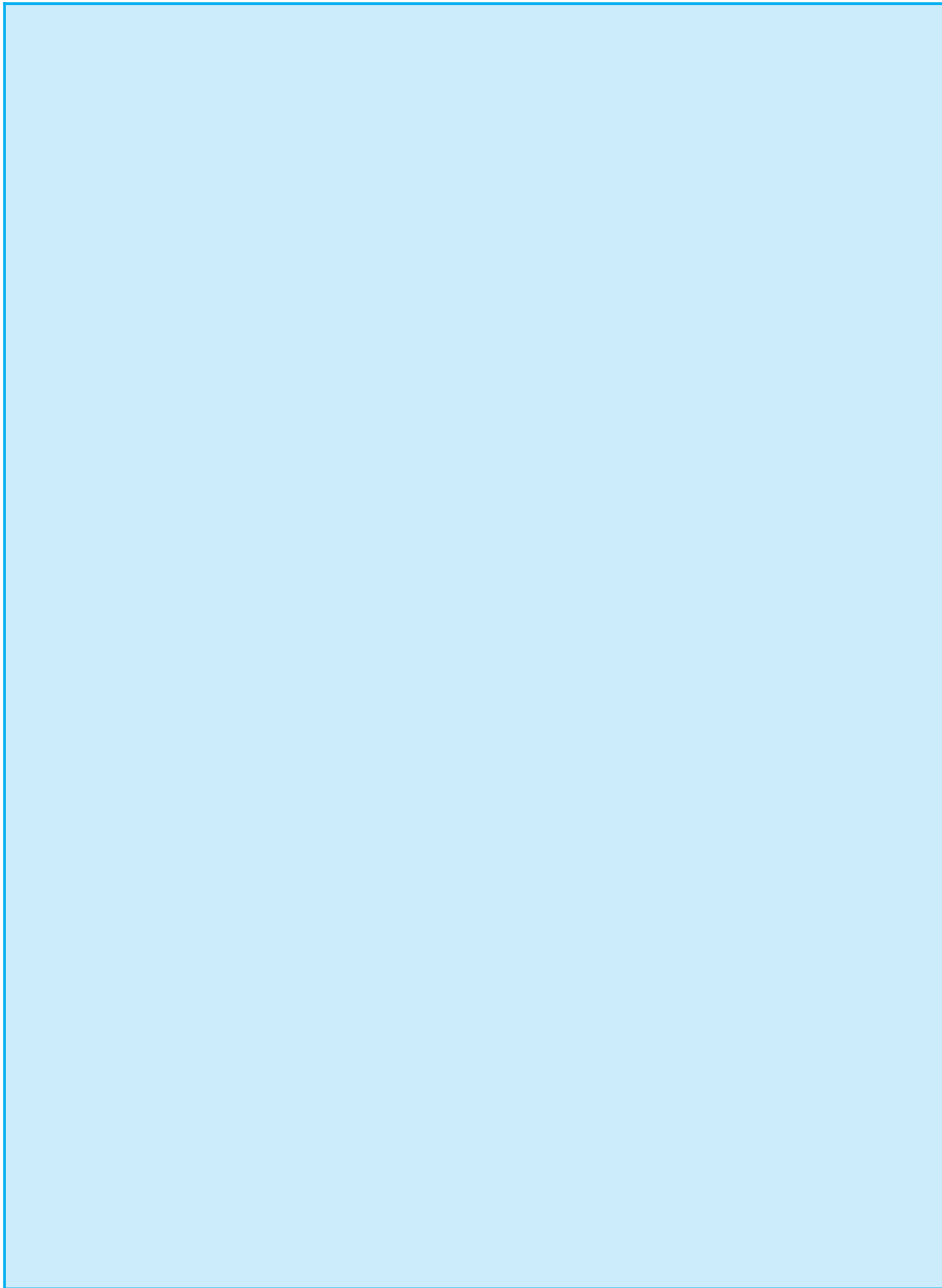
Minutes

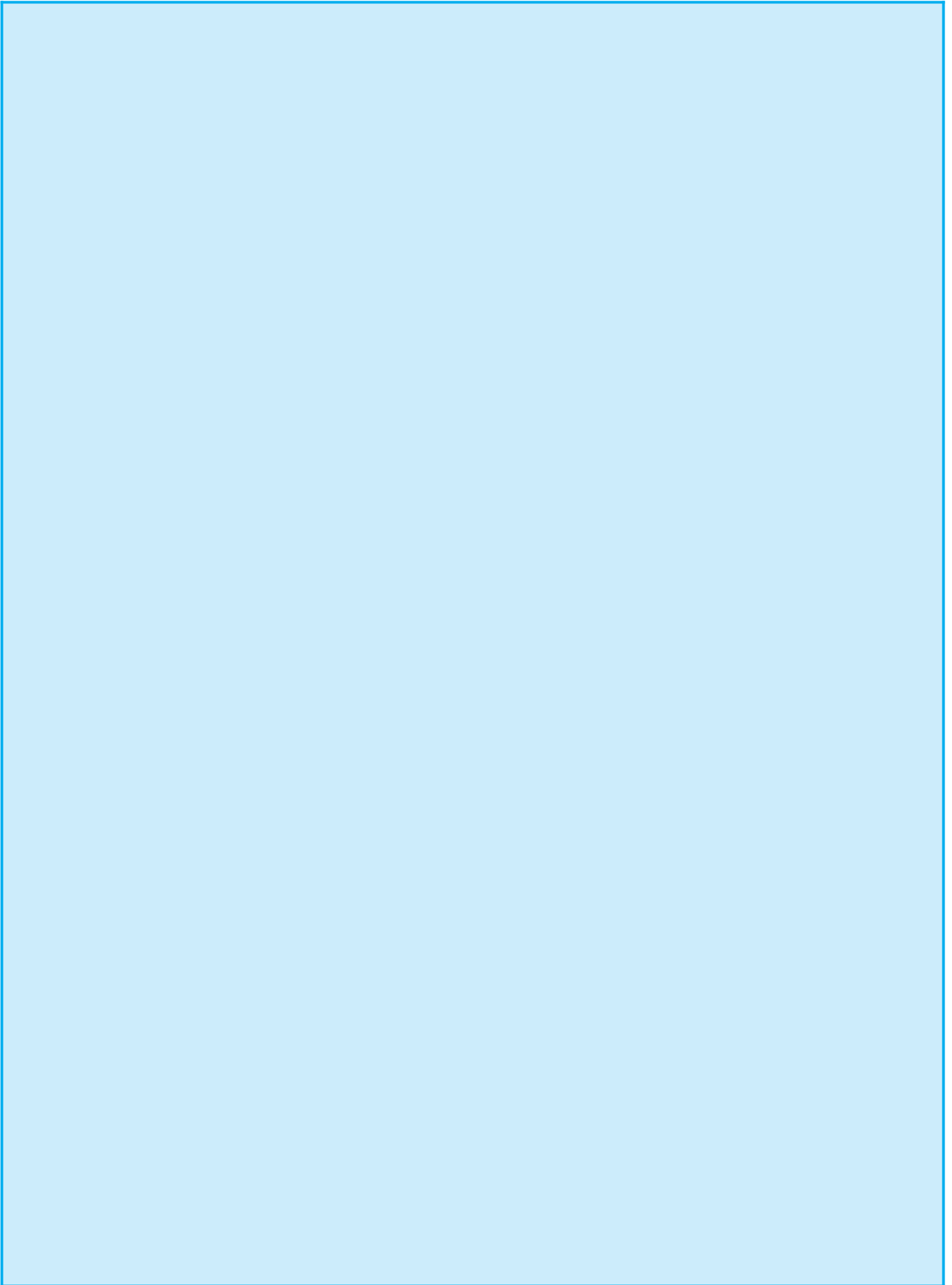
**Thank you very much for your participation  
in this survey.**

**Please return your completed questionnaire  
in the enclosed 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**







**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>**

