

## **Appendix J. Focus Group Findings and Recommendations: Principals' Attitudes Toward Teacher Evaluation and Dismissal**

This appendix contains a report prepared by ORC Macro. Its contents are listed below.

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## **Background**

In March 2006, the U.S. Census Bureau contracted with ORC Macro to conduct one telephone focus group with public school elementary, intermediate, and high school principals. The purpose of these focus groups was to learn about how principals evaluate their teachers, how these evaluations are documented, what kinds of support and training are provided to teachers who are performing unsatisfactorily, and the formal processes through which districts dismiss underperforming teachers. The information from this group will be used by the U.S. Census Bureau and the National Center for Education Statistics (NCES) to develop new items for the principal form of the Schools and Staffing Survey (SASS) that collect quantitative information on teacher quality and teacher dismissals.

## **Recruitment of Participants**

The group was held by telephone in order to allow for inclusion of participants from across the country. Because district policies range widely, it was agreed that it would be important to recruit participants from a wider geographic area than would have been possible in a traditional focus group.

Through an outside vendor, ORC Macro obtained e-mail addresses for a sample of principals from different school levels and different states. An e-mail message (see attachment J-1) was then sent to these principals, describing the group and asking those who were interested in participating to call a 1-800 number. Interested participants were screened to ensure that a range of school levels and different geographic regions were represented.

Thirteen participants were recruited for the group; 12 of these recruits participated in the call. Principals were provided with a \$100 stipend for their participation.

## **Composition of Focus Groups**

The focus group was held on March 9, 2006, from 8:00 to 9:15 p.m. EST. The twelve participants work in nine different states; five are principals of elementary schools, three work in intermediate (i.e., middle or junior high) schools, and four work in high schools. Three had 1 to 5 years of experience as principals, two had 6 to 10 years of experience, four had 11 to 20 years of experience, and three had been principals for over 20 years.

## **Pre-Focus Group Questionnaire**

Before the focus group, all participants were asked to complete a short questionnaire; responses were received from all 13 principals who were recruited for the group. A copy of these questions, along with a complete summary of responses, is provided as attachment J-2 to this report.

The first item on the questionnaire asked principals to divide their tenured and non-tenured teachers into four categories, from “outstanding” to “unsatisfactory.” “Unsatisfactory” teachers were defined on the questionnaire as follows: “These teachers’ levels of skills, knowledge, and/or professionalism are not adequate, and at present they do not belong in the teaching profession.” All respondents rated between 0 and 10 percent of their tenured teachers as “unsatisfactory;” the median and mean responses were 5 percent.

Four of the 13 principals did not give any ratings for non-tenured teachers, perhaps because they do not have any in their schools. Of the remaining 9 respondents, all but one said that between 0 and 10 percent of their non-tenured teachers are “unsatisfactory;” the other respondent said that 100 percent of her non-

tenured teachers were “unsatisfactory.”<sup>1</sup> The median percentage of non-tenured teachers that were rated in this category was 2 percent, slightly lower than the percentage for tenured teachers.<sup>2</sup>

Principals were asked to consider those teachers that they had rated as “satisfactory” and to indicate what percentage of these teachers they believed could improve enough to become “effective” or “outstanding.” Five respondents said that 100 percent of their teachers would be able to improve, while another six said that over half had the potential to do so. One said that only 5 percent had this potential, while the remaining respondent indicated that none of his teachers were in the “satisfactory” category.

Principals were then asked the same question about those teachers they had rated as “unsatisfactory.” Their answers to this question ranged from 0 percent (i.e., none of these teachers could improve) to 80 percent. The median response was 10 percent, and the mean was 31 percent

## **Summary of Findings and Recommendations**

### **Teacher Quality and Teacher Improvement**

- When asked how they evaluate teachers, participants focused on three sources of information. Their primary method is through structured teacher observations that they conduct in classrooms, often at scheduled times. Some principals said that they use student test scores as an indicator of teacher quality. Others said that they “keep their ears open” and listen to feedback from department heads, students, parents, and past graduates.
- When participants were asked to describe the characteristics of a poor teacher, their answers focused on several themes. A number of their responses related to effort. For example, one principal said that bad teachers are those who are “unwilling to learn,” while another said that they “aren’t willing to work harder.” Some focused on teachers’ relationship with their students; for example, one thought that bad teachers are those that do not connect with or motivate their students. Other answers related to the teacher’s relationship with the rest of the faculty; as one participant put it, bad teachers are not “team players” in the school community. Others mentioned more concrete teacher characteristics; one felt that bad teachers are usually disorganized, while another said that they do not align their instruction to state standards.
- Participants were also asked to describe what distinguishes underperforming teachers who are likely to improve from those who are not. Again, several principals focused on the idea of effort—they emphasized that improving one’s teaching effectiveness takes time and hard work, and sometimes it is clear that a particular teacher is not willing to put in the time necessary. Some felt that these teachers were distinguished by their philosophical attitude; for example, one said that teachers will not improve if they believe that some students are just incapable of learning. Others believed that a certain portion of teachers just are not naturally suited for the profession; one said that some teachers “just don’t have it,” and another said that some people’s personalities are such that they just “can’t get along” in a school environment. One principal mentioned the importance of pedagogical competency, but most other participants believed that this is something that most teachers can learn if they are willing to put in the work.
- Most participants agreed that as a group, non-tenured teachers are more likely to improve than their tenured counterparts. They provided two potential reasons for this. One was that younger

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<sup>1</sup> It should be noted, of course, that this respondent may have only had one non-tenured teacher in her school.

<sup>2</sup> No mean is provided on this item, because the presence of the extreme outlier makes this figure meaningless.

teachers are often more willing to change because they are not yet as set in their teaching habits. Another factor, several noted, was that because tenured teachers are more difficult to dismiss, they have less incentive to improve. However, one principal felt that if administrators make it clear that tenured teachers will be held accountable to high standards, these teachers can also be pushed to improve.

### **Tenure Systems, Teacher Improvement Plans, and Teacher Dismissal**

- There was limited variation in the tenure systems between states. Most participants said that in order to earn tenure in their districts, teachers must get satisfactory evaluations for a period of years (usually 3 or 4). States used a variety of terms to distinguish tenured and non-tenured teachers, including “novice” and “proficient,” “nonprofessional” and “professional,” and “annual” and “continuing” (i.e., those with annual or continuing contracts). One state that was represented in the group has no tenure, but still categorizes teachers into two groups based on experience. In another state, teachers are broken into three groups: those in an initial “induction” year, and then those on annual and continuing contracts.
- All participants said that teachers who get unsatisfactory evaluations in their district are put on a remediation plan for a period of months during which they are monitored closely and receive extra support and training. These plans had a variety of names in different districts (e.g., remediation plan, development plan, intensive supervision plan, teacher improvement plan, etc.), but the most commonly understood names seemed to be “remediation plan” and “teacher improvement plan.”
- All participants said that if a teacher’s evaluations have not improved by the end of this remediation period, they can be recommended for dismissal. All said that this recommendation would be initiated by the principal and had to be approved by their Superintendent and/or Board of Education. Some said that there are other people at the school level (e.g., a department head, or a “professional assistance team”) that had to reach consensus before a teacher could be dismissed. All, however, said that disagreement among this group was very rare.

### **Alternative Ways of Removing Underperforming Teachers**

- Principals from larger districts said that there were cases when principals encouraged (or, as one put it, “put heat on”) poor teachers to transfer to other schools. However, they also said that this practice is frowned upon, and principals who pushed poor performers to other schools risked being viewed poorly by their peers. At least two districts represented in the group do not allow teachers with substandard evaluations to transfer to another school, perhaps to discourage this practice. Principals from smaller districts said that transfers were much rarer, because there were fewer school options for teachers.
- In some cases, principals have a limited ability to prevent teachers that are known to be poor performers from coming to their school. Some participants referred to “the dance of the lemons,” a period during the summer when principals haggle amongst themselves to divide up teachers who are transferring or returning from leave, including those who are known to be underperforming. This seemed to be a phenomenon primarily in middle-sized districts; principals in larger districts said that school assignments are handled by the central human resources department, while representatives from smaller districts said that there are few schools available to accept teachers.

- Some principals said that occasionally poor teachers in their district are encouraged to leave through early retirement incentives. However, they indicated that they did not have the authority to offer these incentives on their own—they had to be offered by the Superintendent or Board. Other participants said that it was impossible for their district to offer retirement incentives, since the retirement plan is run at the state level.

### **Principals' Attitudes Toward Teacher Dismissals**

- The majority of participants said that they feel it is too difficult to dismiss tenured teachers, particularly those who are of borderline quality. One principal disagreed that it was too difficult, but said that it definitely takes “courage” on the part of the administrator to dismiss teachers. Most participants did not feel that it was too difficult to dismiss non-tenured teachers; they felt the current system worked well for these cases.
- Participants provided a number of reasons why poor teachers might not be dismissed. These reasons included the following:
  - In many cases principals' evaluations of teachers must be solely based on their observations of in-class performance, for which they must use standard instruments. As a result behavior that the principal observes outside of the classroom, or feedback that is received from peers, parents, or students, cannot be used as evidence of poor performance. Some participants said that this was not true in their district, and that input from other parties (e.g., students) can be used to support a recommendation for dismissal.
  - Poor teachers often know how to manipulate the system and improve their performance just enough to avoid dismissal; as one participant said, “they’ll get better until the heat is gone.”
  - One participant from a small district said that members of the Board of Education sometimes have personal relationships with teachers that would make them unlikely to approve their dismissal.
  - Principals who try to dismiss teachers, particularly those who are well-liked among their peers, risk hurting their relationship with their faculty and harming morale in their school.
- Participants had two suggestions for how to word SASS items designed to measure how many teachers are dismissed due to poor performance. One suggested that principals could be asked how many of the teachers who left their school had been on a teacher improvement plan in the past 3 years. Another suggested that SASS could ask principals how many teachers had left the school in the past year, and then ask how many of these the principal would rehire if given the opportunity.

### **Verification of Graduation Status for the Current Population Survey<sup>3</sup>**

- The four participants who were principals of high schools indicated that it would be easy for them to verify whether past students had graduated from their school or not. Two of the four said that they would have access at the school level to data from at least the past 50 years, while the other two said that data more than 5 or 10 years old was centralized at the district offices and would not be available from individual schools.

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<sup>3</sup> In the fall of 2008, NCES will conduct a verification study of high school completion data provided by 18- to 24-year-olds during the October supplement of the Current Population Study. This study will involve contacting schools or school districts to verify that the student attended the school and received a credential upon leaving. The principals in the focus group were asked whether they would be able to provide the necessary information.

- Those principals whose data were primarily in paper form said that in order to verify graduation they would need to know what specific year (or small period of years) to check. Participants whose data was stored electronically at the district level said that this would be less important, although a social security number might be useful. One principal also said that it would be helpful to have the person's date of birth.
- High school principals said that information about whether past students had received an alternative credential would more likely be housed at the district level, rather than at individual schools.
- Participants agreed that there would be no threats to privacy or confidentiality that would prevent them from releasing information about whether a past student had graduated or not.

## **Attachment J-1: Principal Recruitment E-Mail Message**

*The following e-mail message was sent to 2,000 public school principals on March 1, 2006. This was the process through which participants were recruited for the telephone focus group discussed in this report.*

**Subject Line:** U.S. Census Bureau Needs Principals' Help

**Text of Message:** The United States Census Bureau will be holding a telephone focus group on Thursday, March 9<sup>th</sup>, from 8:00 p.m. to 9:15 p.m., Eastern Standard Time. All participants will receive \$100 from the U.S. Census Bureau in appreciation for their help. Our goal in holding this group is to learn more about teacher quality and teacher evaluation policies. We will use what we learn in the development of the Schools and Staffing Survey, a national survey that we administer in schools every 4 years.

If you are currently a principal of a public elementary, middle, or high school, then you are eligible to participate in this focus group (sorry; assistant principals do not qualify). Participants will call into a central line at 8:00 p.m. (EST) on March 9<sup>th</sup> and take part in a moderated discussion involving 10 to 12 principals from across the country. You can call in to the session from any phone at home or at work, although we ask that you do not use a cell phone.

If you are interested in participating, or have any questions about this opportunity, please call 1-866-481-2980.

Thank you in advance for your help!

Focus Group Coordinator

## Attachment J-2: Pre-Session Questionnaire Items and Results

All participants in the focus group were asked to submit answers to the following questions prior to the group. A summary of responses is provided following the items.

- 1) In the table below, please indicate what approximate percentage of your tenured and untenured teachers you would put in the following categories based on your opinion of their teaching ability.
  - A) Outstanding Teachers: These teachers’ levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance.
  - B) Effective Teachers: These teachers’ levels of skills, knowledge, and professionalism make them effective teachers. You are glad to have them as part of your faculty.
  - C) Satisfactory Teachers: These teachers’ levels of skills, knowledge, and professionalism are adequate, but you would not judge them to be particularly effective in their teaching.
  - D) Underperforming Teachers: These teachers’ levels of skills, knowledge, and/or professionalism are inadequate. At their current level of ability, they do not belong in the classroom.

	<b>% of Tenured Teachers</b>	<b>% of Untenured Teachers</b>
A) Outstanding		
B) Effective		
C) Satisfactory		
D) Underperforming		
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

- 2) Of all the teachers that you have put in Group C, what approximate percentage do you think has the capacity to improve to become an Effective or Outstanding Teacher?
- 3) Of all the teachers that you have put in Group D (Underperforming Teachers), what approximate percentage do you think has the capacity to improve to become an Effective or Outstanding Teacher?

**Table J-1. Mean, median, and range of responses (in percent) to principals' ratings of tenured and non-tenured teachers in their school (questionnaire item 1)**

Principal ratings	Mean response	Median response	Range of responses	
			Lowest	Highest
Tenured teachers ( <i>n</i> = 13)				
Outstanding	27	20	5	75
Effective	49	50	20	90
Satisfactory	20	15	0	50
Unsatisfactory	5	5	0	10
Untenured teachers ( <i>n</i> = 9)				
Outstanding	23	10	0	75
Effective	44	50	0	85
Satisfactory	20	15	0	50
Unsatisfactory	14	2	0	100

SOURCE: *Focus Group Findings and Recommendations: Principals' Attitudes Toward Teacher Evaluation and Dismissal*, ORC Macro, 2006.

**Table J-2. Mean, median, and range of responses (in percent) to principals' ratings of the percentage of satisfactory and unsatisfactory teachers with the potential to improve (questionnaire items 2 and 3)**

Principal ratings	Mean response	Median response	Range of responses	
			Lowest	Highest
Percentage of <u>satisfactory</u> teachers with potential to improve	72	71	5	100
Percentage of <u>unsatisfactory</u> teachers with potential to improve	42	50	0	100

SOURCE: *Focus Group Findings and Recommendations: Principals' Attitudes Toward Teacher Evaluation and Dismissal*, ORC Macro, 2006.

## Attachment J-3: Focus Group Moderator’s Guide

### U.S. Census Bureau Moderator’s Guide: Focus Group with Principals Teacher Quality and Teacher Dismissals March 9, 2006

#### I. Welcome/Introduction (5 minutes)

Welcome and thank you all very much for agreeing to participate in this focus group. I’ll start out by introducing myself: my name is Michael Long and I work for a research company called ORC Macro, which is located near Washington, D.C.

Our discussion is going to focus on a survey carried out by the U.S. Census Bureau and the U.S. Department of Education: the Schools and Staffing Survey, or SASS. The SASS is a set of surveys that the U.S. Census Bureau administers to schools, districts, library media centers, principals, and teachers every four years. The last administration was during the 2003–04 school year, and the next will be in 2007–08. The SASS is given to both public and private schools across the country, and its purpose is to measure critical aspects of schools and teaching, the composition of the principal and teacher work force, and conditions in schools.

Recently, the U.S. Census Bureau and Department of Education have become interested in gathering more information through the SASS about the perceived quality of the teaching force, and about the procedures that school systems have in place to work with teachers that are performing poorly. This focus group is part of an effort to learn more about how principals think about and monitor teacher performance, as well as how useful data on these topics could be collected through this written survey.

Before we begin, does anyone have any questions about the topics that we’re going to discuss?

#### **Ground Rules**

- A. You have been asked here to offer your views and opinions; participation from everyone is important.
- B. Audio taping the session.
- C. Speak loudly, and one at a time.
- D. Please identify yourself by name when you speak.
- E. Staff members from the U.S. Census Bureau and the U.S. Department of Education are listening to this conversation, but they will not be participating.
- F. All answers are confidential, so feel free to speak your mind.
- G. We’ll be talking about the Schools and Staffing Survey, which will be administered next during the 2007–08 school year. However, by participating in this phone call you are not committing yourself or your district to participate in that survey—or to provide any of the data we are discussing.

I’d like to begin by letting everyone know who else is participating in this call. *[Read list of names and states.]*

## **II. Measuring Teacher Performance (15 minutes)**

In the confirmation e-mail for this group, we asked all of you to answer a question about how you would categorize the teachers in your school. If you remember, the four categories that we described were “outstanding,” “moderate,” “fair,” and “poor,” and we asked you to tell us what approximate percentage of your teachers you would put in each of the four categories.

- 1) How do you know whether a teacher is good or bad?
  - Possible probes: How important would word-of-mouth be in determining your opinion of a teacher’s ability? Structured observations and teacher evaluations? Informal day-to-day observations of how a teacher behaves in school? Student achievement scores?
- 2) What characteristics do you think describe a poor teacher?
  - What characteristics would be apparent in the classroom, in a teacher’s interaction with students?
  - What characteristics would be apparent outside the classroom? (e.g., bad work habits, collegiality, etc.)
- 3) The question that you were asked to answer before this session asked you to break underperforming teachers into two categories: those that you believe could improve to become satisfactory teachers, and those that you believe could not. What are the differences between those two groups?
  - Is there a difference by tenure status? That is, are underperforming teachers more likely to improve if they are tenured, or if they are non-tenured?

## **III. Definition of Tenure (5 minutes)**

- 4) How is a “tenured teacher” defined in your school system?
  - How long does it take teachers to receive tenure?
  - Is there anyone whose school system does not use the word “tenure” in regards to teachers? If so, do teachers receive some type of status based on experience, and what do you call it?
- 5) How is a “non-tenured teacher” defined in your school system?
  - Are all teachers either “tenured” or “non-tenured,” or is there some other category?

## **IV. School System Procedures for Dealing with Underperforming Teachers (30 minutes)**

At this point I’d like you to take me through the process for dealing with underperforming teachers in your school system.

- 6) How are underperforming teachers identified?
  - What is the term used in your school system for “underperforming teachers” who have been identified as such?

- What types of documentation are necessary in order to officially identify a teacher as “underperforming”?
  - Are there any reasons that poor performance by teachers might not be documented?
- 7) Once these teachers have been identified, what happens to them?
- Is this procedure the same for tenured and non-tenured teachers?
  - Are there other types of support that you provide for struggling teachers in your school that are not part of the official process? If so, what?
- 8) At what point is the decision made that a teacher should be dismissed?
- Who makes this decision? How much input or latitude do principals have?
- 9) What is the procedure for dismissing a teacher, once this decision is made?
- 10) If there is a teacher at your school that you consider to be unsatisfactory, are there any ways that you can encourage them to transfer to another school?
- Can you require that a teacher transfer?
  - Can you refuse a teacher that is transferring from another school?
- 11) Are there any other ways that principals can encourage underperforming teachers to leave your school?

## **V. Perceptions of Ease of Teacher Dismissal (5 minutes)**

- 12) In your opinion, is the process of dismissing an unsatisfactory teacher in your school system too easy, too difficult, or neither?
- Does your answer differ depending on whether we are talking about tenured or non-tenured teachers?

## **VI. Verification of Past Graduates (5 minutes)**

At this point I'd like to change topics for a few minutes. In a different survey, the Current Population Survey, the U.S. Census Bureau asks people across the country whether or not they have graduated from high school. They are considering following up with a subset of high schools to verify that people are telling the truth when answering this question.

- 13) With that in mind, if the U.S. Census Bureau contacted you and asked about a handful of past students, would you be willing and able to verify whether or not they earned a diploma from your school?
- If not, why not? (e.g., information not easily available, concerns about confidentiality, etc.) Is there anything that the U.S. Census Bureau could do in order to make it possible for you to provide this information?

- If so, how many years back would you be able to go?
- 14) If your school offers an alternative credential in addition to a diploma, would you also be able to tell the U.S. Census Bureau whether past students had earned this credential?
- If not, why not? Is there anything that the U.S. Census Bureau could do in order to make it possible for you to provide this information?
  - If so, how many years back would you be able to go?

## **VII. False Close (10 minutes)**

*At this point, the moderator will switch over and talk with the “observers” from the U.S. Census Bureau and the Department of Education, who can suggest additional follow-up questions for the participants. The participants will not be able to hear what is said at this point in the session. The moderator will then return to the participants and ask these follow-up questions.*

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## **Appendix K. Summary of Findings and Recommendations: Telephone Interviews With Principals**

This appendix contains a report prepared by ORC Macro. Its contents are listed below.

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## **Background**

In the summer of 2006, the U.S. Census Bureau and the National Center for Education Statistics (NCES) contracted with ORC Macro, a research and evaluation company in Calverton, Maryland, to plan and carry out a series of cognitive interviews with elementary, middle, junior high, and high school principals. The purpose of these interviews was to gather feedback on a number of proposed items for the Schools and Staffing Survey (SASS), which is administered by the U.S. Census Bureau every 4 years. This report is a summary of the methodology that ORC Macro used in these interviews, as well as the feedback that they received from interview participants. The report also provides ORC Macro's recommendations for revisions to the proposed SASS questions.

## **Recruitment of Participants**

The interviews were held by telephone in order to allow for inclusion of participants from across the country. Because state accountability frameworks and district policies towards teacher employment vary widely, it was particularly important to recruit participants from a variety of different geographical regions.

Through an outside vendor, ORC Macro obtained e-mail addresses for a sample of principals at different school levels and in different states. An e-mail message was then sent to these principals, describing the project and asking those who were interested in participating to call a 1-800 number (this recruitment message is included with this report as attachment J-1). Interested participants were screened to ensure that a range of school levels and different geographic regions were represented. Principals received a \$100 stipend for participating in the interviews.

## **Description of Participants**

ORC Macro conducted interviews with 18 principals. Of these, eight worked in elementary schools, five worked in middle or junior high schools, and five worked in high schools. Participants were screened during recruitment to ensure that all had at least 3 years of experience as a principal. The median number of years of experience was 14; four had been a principal for 5 years or less, two had 6 to 10 years of experience, and ten had over 10 years of experience.

Participants in the interviews work in 15 different states: Arkansas, California, Florida, Idaho, Indiana, Kentucky, Massachusetts, Missouri, New Jersey, Ohio, Oregon, Pennsylvania, Texas, Virginia, and Washington.

## **Interview Protocol**

ORC Macro conducted telephone interviews with all 18 participants, and each interview was approximately 60 minutes long. The interviewers made use of a "think-aloud" protocol. Participants were asked to answer the proposed SASS questions as they normally would. As they answered each item they were asked to describe aloud what they were thinking as they read the item, considered the answer options, and selected a response. At certain points in the interview, the interviewer would ask follow-up questions or probes related to the topic of the item. The protocol used for these interviews is included as attachment K-2.

Principals from elementary and middle/junior high schools worked with questions on three topics: teacher transfers and dismissals, Annual Yearly Progress (AYP) and state accountability frameworks, and the makeup of an average student's school day. Principals from high schools were only shown questions

related to the first two topics, since the third group of questions was only intended for elementary and middle/junior high schools.

## Summary of Participant Feedback and Recommendations

The rest of this report describes interview findings for each of the proposed SASS items. For each question we describe feedback and comments from the participants and then provide a list of our recommendations for how the questions should be revised. The complete list of questions that were tested is included as attachment K-3.

### Part 1: Items on Teacher Transfers and Dismissals

#### **Question 1 (Number of Tenured and Non-Tenured Teachers in School)**

##### *Interview Findings*

- Principals did not have difficulty answering this question, although it took longer for principals of large schools. All principals used a faculty roster to answer the question.
- In states with tenure systems, respondents found the definitions provided in the survey to be clear and accurate. One respondent noted that if experienced teachers move to a new district, or if they move into teaching from another career, they are “non-tenured” but are not “relatively inexperienced or novice,” as the definition says.
- Three of the principals that were interviewed work in states that do not have tenure systems (Arkansas, Massachusetts, and Texas). In all three cases, however, the state does distinguish between two categories of teachers based on their experience level (e.g., “probationary” vs. “master teachers” in Arkansas). These participants did categorize their teachers into “tenured” and “non-tenured” groups, although they commented that these definitions were not strictly accurate in their states.
- Most respondents included other school personnel in their answer to this question, including librarians, guidance counselors, speech pathologists, and reading specialists. A few included only their classroom teachers.

##### *Recommendations*

- Add a note indicating that in states without traditional tenure systems, respondents should categorize their teachers based on the categories that are most similar to the definitions provided.
- In order to ensure consistency between responses, add a note indicating whether personnel such as guidance counselors, librarians, and reading specialists should be included.

#### **Question 2 (Categorizing Teachers Based on Ability)**

##### *Interview Findings*

- All principals used a faculty roster to answer this question, rather than categorizing teachers by memory. However, this may be in part because of the interview format; when actually completing the survey some principals might be less careful about their answers.

- In general, the principals found the definitions of “outstanding,” “above average,” “average,” and “unsatisfactory” to be clear and appropriate. Several of the principals did not initially read the definitions, but instead relied on their own understanding of the category labels. When they went back and read the definitions these principals said that they closely matched the criteria that they had initially used.
- One principal said that some of his teachers would fall between average and unsatisfactory and would be difficult to place. Another thought a distinction should be made between those unsatisfactory teachers who can move up to the average category with help and those that are truly in the wrong profession.
- Three principals included non-tenured teachers in their answers to this question, even though the question stipulated that only tenured teachers should be included.
- One high school principal included his part-time tenured teachers in his answers to this question. This does not contradict the directions, which ask teachers to categorize their “tenured teachers.”

#### *Recommendations*

- In the final design of the question, emphasize that only tenured teachers should be included in respondents’ answers.
- Clarify that only full-time tenured teachers should be included, if this is the intent of the question.

### **Question 3 (Number of Teachers on Formal Teacher Improvement Plans)**

#### *Interview Findings*

- Most principals understood clearly what was meant by the definition of “formal teacher improvement plan” and did not have any problem answering the question.
- Some included in their answer less formal professional development plans for teachers, which they said are also “designed to improve a teacher’s performance in the classroom.” In some cases all teachers in a district are required to have these professional development plans, and principals responded accordingly.
- One respondent said that his district does not have any framework of formal improvement plans as defined in this question.

#### *Recommendations*

- Include a question immediately before this item that asks principals whether their school has a special teacher remediation plan for those individual who have been identified as poor performers. Then use respondents’ answers to this question as part of a skip pattern, to ensure that Question 3 is only seen by those principals who do have such a remediation plan.

#### **Question 4 (Number of Teachers Received as Involuntary Transfers)**

##### *Interview Findings*

- Nearly all principals felt that the definition of “involuntary transfer” was clear and appropriate, and had no difficulty answering the question.
- One principal incorrectly included a teacher who had arrived as an involuntary transfer, but had since left. The same principal also incorrectly included a teacher who arrived at the school as an involuntary transfer before he became principal.
- Some principals noted that when teachers transfer to their school they are sometimes “consulted” in the form of a phone call, but that they are not allowed to object. These respondents still answered according to the correct intent of the question, but said that the word “consultation” could cause confusion for this reason.
- One respondent thought it should be made clearer that the transfer is involuntary from the principal’s point of view, not the teacher’s.

##### *Recommendations*

- Change the wording of the question from “without your approval and/or consultation” to “who you would have refused to accept if it were possible.”

#### **Question 5 (Was Respondent Principal in Previous Year?)**

This item was clear in its current form; we have no recommendations for revision.

#### **Question 6 (Number of Tenured and Non-Tenured Teachers in Previous Year)**

##### *Interview Findings*

- Most respondents used a faculty roster from the previous year to answer this question. Some used a roster from the current year and relied on their memory of what had happened over the past year.
- One principal of a large schools said that this question would be very cumbersome to answer. She estimated her answer to this question, rather than calculating it from a faculty roster.

##### *Recommendations*

- This item was clear in its current form; we have no recommendations for revision. NCES should be aware that while most principals will provide exact answers to Question 1, a larger number will estimate their answers to this question. This is because a) it is more difficult to get teacher data from the previous year, and b) this is the second time that principals encounter this type of time-consuming question.

### **Question 7 (Number of Non-Tenured Teachers Whose Contracts Were Not Renewed)**

#### *Interview Findings*

- Most principals felt that this question is clear in its current form.
- Two respondents objected to the phrase “left at your suggestion” because they are not allowed to “suggest” to teachers that they leave. However, other principals did not have a problem with this phrase.
- A few principals included all teachers in their answers, rather than just non-tenured teachers.
- One principal of a large high school said that she would have to consult her files to answer this question, and indicated that if she were actually completing the survey she would provide an estimate as her answer.
- One principal missed the phrase “because of poor performance,” and as a result included non-tenured teachers who left for other reasons (such as because they were covering for someone on maternity leave).

#### *Recommendations*

- If possible, use an arrow or similar graphic element to connect Questions 6 and 7 and emphasize that only non-tenured teachers are to be included.

### **Question 8 (Number of Tenured Teachers Who Did Not Return for Current Year)**

#### *Interview Findings*

- Several respondents were initially unsure of how to handle retirees in this question; some were at first reluctant to include them as teachers that “left the school district.” Almost all did end up including retirees in this category.
- The phrasing of the skip pattern in this question was confusing. Several principals assumed that if they selected “None” they should skip TO a particular question, rather than actually skipping the question.
- One principal said that she would not know whether teachers who left her school still taught in the district or not. Other principals did not indicate that this would be a problem.

#### *Recommendations*

- Add a question at the beginning that asks respondents to provide the total number of full-time tenured teachers that did not return for the 2005–06 school year. Then, in the following question, ask them to break these teachers into categories.
- Rephrase the second category as “Number that left your school district (*including through retirement*).”
- Consider revising the skip pattern used in this section so that items 8, 10, and 11 are sequential.

### **Question 9 (Number of Teachers Who Left That Principals Would Rehire)**

#### *Interview Findings*

- In general, principals did not have difficulty answering this question. However, some were confused by how to account for retirees in their responses. Some were reluctant to say that they did not want these teachers back because this response seemed to indicate that they were not good teachers, when in reality they may have not wanted them back solely because of their age, or because the teachers themselves wanted to leave.
- Several principals commented that this was an “interesting question” or a “good question.”
- One principal missed the phrase “who left your school;” he answered based on all of the teachers in his school during 2004–05.

#### *Recommendations*

- The item was clear in its current form, so we have no recommendations for how it should be revised. However, NCES should be aware that respondents may handle retirees differently in their responses. For example, some might use age as a reason not to rehire a retired teacher, while others might discount age as a factor.

### **Question 10 (Number of Teachers Who Were Encouraged to Transfer)**

#### *Interview Findings*

- A large number of respondents were not immediately sure which teachers they were supposed to include in their answers (i.e., full-time tenured teachers who left their school after the 2004–05 school year but are still teaching in the school district). One suggested that the question should specifically refer respondents to their answer to the first part of item 8.
- Several principals objected to this question because they would never encourage poor performing teachers to transfer to other schools. In reference to 10b, one principal said that if he initiated formal disciplinary procedures it would be to get the teacher to resign or retire, not to transfer to another school in his district.
- Question 10b was misunderstood by one principal, who thought it referred to encouraging teachers to leave by threatening to initiate procedures, rather than by actually initiating them. All other principals understood this question as intended.

#### *Recommendations*

- In order to ensure that respondents are considering the right teachers in their answer, revise the question stem to read: “Of those full-time tenured teachers who are still in the school district (i.e., those that you identified in Question 8a).” Alternatively, use an arrow or other graphic element to illustrate to respondents the connection between their answers to Questions 8a and 10.

### **Question 11 (Number of Teachers Who Were Encouraged to Retire or Resign)**

#### *Interview Findings*

- All principals understood the distinctions between Questions 11a, 11b, and 11c, and felt that these distinctions made sense.
- As in Question 10, several principals felt that the actions described in 11a and 11b were unethical or not realistic. Others strongly disagreed, saying that they themselves had previously encouraged teachers to resign or retire due to poor performance.
- Also as in Question 10, some respondents had difficulty determining which teachers they were supposed to include in their answer to this question.
- One principal was concerned that some teachers might fall into both categories 11a and 11b, and it would not be apparent what to do with them for the purposes of this question.

#### *Recommendations*

- In order to ensure that respondents are considering the right teachers in their answer, revise the question stem to read: “Of those full-time tenured teachers who left the school district (i.e., those that you identified in Question 8b).” Alternatively, use an arrow or other graphic element to illustrate to respondents the connection between their answers to Questions 8b and 11.

### **Question 12 (Number of Teachers That Left Who Had Been on Formal Improvement Plan)**

#### *Interview Findings*

- For most principals this was an easy question to answer. However, as in Question 3 the issue often arose that all teachers had some sort of “improvement plan” in place. At least one principal answered the question based on this assumption.
- One principal pointed out that if the principal was new to the school or if a teacher was a recent transfer, he or she might not know whether the teacher had been on a performance improvement plan.
- One principal missed the phrase “who left your school;” he answered based on all of his teachers in 2004–05.

#### *Recommendations*

- Add in a note the same definition of “formal teacher improvement plan” that is provided in Question 3.

### **Question 13 (Number of Teachers That Principals Would Choose to Keep)**

#### *Interview Findings*

- In general, principals did not have difficulty answering this question. At least one used his answer to Question 2 to arrive at his response; he subtracted the number of teachers that he had considered “unsatisfactory” from his total faculty to come up with the number he would keep.
- Most principals included both tenured and non-tenured teachers in their answer to this question. Some, however, included only tenured teachers. The reason for this appeared to be that Questions 8 through 12 only asked them to consider tenured teachers.
- Several principals who had answered “None” in Question 8 incorrectly skipped this question because they assumed that it did not apply to them.

#### *Recommendations*

- The skip pattern should be modified so that respondents are not tempted to skip Question 13 based on their answers to Questions 8 through 12 (which are in fact unrelated to 13).
- If the intent is that respondents should include both tenured and non-tenured teachers in their answer to this question, the question should be moved so that it does not appear after Questions 8 through 12. Alternatively, the question should specify more directly that non-tenured teachers are to be included.

## **Part 2: Makeup of an Average Student’s School Day**

### **Questions 1 and 4 (Grade Levels of School)**

These items are clear in their current forms; we have no recommendations for revision.

### **Questions 2 and 5 (Length of School Week)**

#### *Interview Findings*

- Four principals were unsure whether the item was asking for total time in school for students or specifically for instructional time. All four chose to provide total time in school.
- Most participants calculated their answer to this question by multiplying the time in one school day by five. A significant number (10 to 20 percent) made errors in their calculations. One participant accidentally provided the time in a school day, rather than in a school week.

#### *Recommendations*

- The question is as clear as possible in its current form. However, NCES should be prepared for the fact that some proportion of respondents will make errors in calculating their answers.

### **Questions 3 and 6 (Number of Minutes Spent on Each Subject per Week)**

#### *Interview Findings*

In nearly all cases, principals did not have any difficulty answering these questions. However, some issues did arise:

- One principal noted that the “most recent week” at his school included early dismissal days. He suggested that asking for data on the “most typical week” would be better.
- Some principals were unsure what to do when students take a particular class for only a portion of the year. For example, in one middle school foreign language was offered as part of a “wheel”—a period in the day when students rotated through courses in 6-week blocks (art, foreign language, technology, etc.). He decided that the survey was asking for full-time courses, so he responded “none” to the question about foreign language.
- Another principal did the same thing when faced with a similar issue relating to physical education.
- Two elementary school principals listed weekly times for physical education and recess, but said that there was some overlap between the two.
- One principal said that his answer to the item on “reading instruction” underestimated the actual amount of instruction in his school, because 175 students receive additional tutoring in reading.
- One principal from a primarily Spanish-speaking school was unsure whether ESOL should be included as a foreign language.
- As in Questions 2 and 5, some principals made mistakes in their calculations.

#### *Recommendations*

- Revise the item so that it asks about the “most typical week” in a school rather than the “most recent week.”
- The issue of rotating schedules should be addressed, perhaps by adding a note explaining how this calculation should be carried out. However, this procedure will likely be complex enough that it will lead to miscalculations.
- NCES should be aware that there will be situations (such as the physical education/recess overlap described above) in which the times provided in this question could be slightly misleading.

### **Question 7 (Minutes Spent on Electives per Week [Middle School Only])**

#### *Interview Findings*

Several middle school principals felt that “elective” needed to be better defined. Some issues that arose included:

- At one middle school students have to take music, but can choose between chorus and band. In this case, the principal decided to count this period as an elective.
- At another school students had a “wheel” period where they rotated through 6-week blocks of subjects like art, foreign language, and technology. This principal counted this as an elective, although students do not have any true choices.
- One principal noted that his students can choose between different math classes, and wondered whether this constituted an elective.
- At one school students have the option of taking extra math or English classes. The respondent was unsure whether to count these as “electives,” or to try to include them in his responses for the specific subjects.

#### *Recommendations*

- Add one or more notes that define “elective” more clearly based on the intent of the question.
- Otherwise, there will be inconsistency in how the question is interpreted.

### **Part 3: Adequate Yearly Progress (AYP) and School Improvement**

#### **Question 47a: (Did School Make AYP?)**

##### *Interview Findings*

- Most principals said that they were the only person in their school who would be able to answer the questions in this section of the survey.
- For the most part, principals had no difficulty answering this question. However, some principals did not seem to understand what was being asked. One principal said that her school “met federal standards but not state standards.” One principal from Idaho confused not making AYP with being in school improvement, despite reading the boxed primer on AYP provided on the survey.

#### **Question 47b: (Number of Students Transferring To This School)**

##### *Interview Findings*

- A large number of principals pointed out that many of their transfers come from other states, and that they would have no way of knowing whether these students’ schools had met AYP.
- When asked if they would be able to answer the question for students who had transferred within the district, some principals in small districts said that they would be able to answer because they knew which schools had made AYP. However, most principals—particularly those in larger districts—said that they did not know whether schools in their districts had made AYP.
- One principal said that he would “estimate” his answer to this question rather than looking it up.
- One principal said that students in her district often change schools by submitting false addresses, rather than transferring through official channels.

### *Recommendations*

- If these items are used on the SASS, include them on the principal form rather than the school form.
- If the intent of the question was to measure transfers from schools within the district, clarify this in the question wording.
- NCES should realize that based on participants' responses in the interviews, many principals will be unable or unwilling to provide an accurate answer to this question.

### **Question 48 (Step or Year of School Improvement)**

#### *Interview Findings*

- All of the principals said that the content in the AYP primer was easy to understand. However, several thought that the formatting could be changed to make it easier to read. Some suggestions included using paragraph breaks, bullets, or a flow chart.
- As in Question 47, several principals did not seem to understand how AYP works, or the distinctions between different steps of school improvement—even after reading the primer provided. Most of these principals worked in schools that had made AYP, so they would not be asked to answer this question.
- Some principals brought up situations in which it might be difficult to determine a school's school improvement step. For example, one said that waivers are sometimes given to schools in her district, which might make it unclear in which year of school improvement a particular school was. Two principals said that their schools have alternated each year between making and not making AYP, and that as a result they would not know how to answer Question 48b.

#### *Recommendations*

- As suggested by the principals, reformat the primer using bullet points or paragraph breaks to make it easier to read quickly.

### **Question 49 (Number of Students Receiving Supplemental Services)**

#### *Interview Findings*

- Several principals were not sure what constituted “supplemental services,” and said that they would have liked a primer box like the one that was provided for AYP. Others suggested that NCES provide other examples of supplemental services in addition to after-school tutoring.
- Some principals had supplemental programs prior to the institution of the AYP system in their state. As a result, these principals said that none of the programs were provided because of their AYP status. A few seemed offended by the idea that they only provide these services because they did not make AYP.
- Some principals whose schools made AYP still answered the question and provided the total number of students who received supplemental services even though these services were not

provided because of the school's AYP status. After this was pointed out, one of these principals commented that the phrase "because your school did not make AYP" should be highlighted more clearly.

#### *Recommendations*

- Add a note defining "supplemental services" and giving more examples of potential services.
- Change the wording of the question from "How many students received supplemental services...because of your school's AYP status" to "How many students received supplemental services...*that are funded by your district or state* because of your school's AYP status."
- NCES should be prepared for the possibility that there will be some respondents who incorrectly provide a numeric answer to this question even though their school has made AYP.

#### **Question 50 (Number of Students Transferring From This School)**

##### *Interview Findings*

- Most principals said that they would have no way of knowing whether students had transferred because of their school's AYP status. One said that the question was "blurry" because in some cases a school's AYP status might be one reason for a student transfer, but there might be other issues as well. A few principals said that this would be an easy question to answer because students who transfer schools in their district complete forms on which they state their reason for transferring.
- One principal whose school made AYP still answered this question and provided the total number of students who transferred out of their school. After this was pointed out, she commented that the phrase "because your school did not make AYP" should be highlighted more clearly.

##### *Recommendations*

- Based on the feedback from principals, it seems that this question would be very difficult for principals to answer. The question could be rephrased to ask how many students transferred to another school in the district that had made AYP, but it is unclear whether principals would be able to answer this question either.

## **Attachment K-1: Principal Recruitment E-Mail Message**

**Subject Line:** U.S. Department of Education Needs Principals' Help

**Text of Message:** The United States Department of Education, in collaboration with the U.S. U.S. Census Bureau, is looking for principals to participate in telephone interviews. All participants will receive \$100 in appreciation for their help. In the interviews, participating principals will be asked to review several new items for the national 2007–08 Schools and Staffing Survey and provide comments for how the questions can be clarified and improved. Interviews will take approximately 75 minutes, and can be scheduled during the week of June 26<sup>th</sup> to 30<sup>th</sup>.

If you are currently a principal of a public elementary, middle, or high school, then you are eligible to participate (sorry; assistant principals do not qualify). Interviews can be scheduled after school hours, if necessary. You can participate in the interview from any phone at home or at work, although we ask that you do not use a cell phone.

If you are interested in participating, or have any questions about this opportunity, please call 1-866-481-2980.

Thank you in advance for your help!

Focus Group Coordinator

## Attachment K-2: Interview Protocol

### Interview Protocol for National Center for Education Statistics Principal Telephone Interviews (June/July 2007)

*Note: Before you begin each interview, you should have a copy of all relevant test questions, and a copy of this protocol. Write the interviewee's initials and state on top of both packets.*

#### Introduction

“Thank you again for agreeing to assist us with this project. My name is \_\_\_\_\_ and I work for ORC Macro, a research company that the Department of Education has hired to conduct this research for them. Before we begin, I'd like to ask whether you have copies of the questions that we are going to be talking about today.”

“The purpose of this interview is to test potential items for the Schools and Staffing Survey, a national educational survey that is conducted every four years by the National Center for Education Statistics and the U.S. Census Bureau. Before they make any changes to the survey items, the researchers always test them with potential participants to make sure that the items are as easy to understand as possible. In today's interview, I am going to have you answer some of these items just as you would if you were really taking the survey so that we can make sure that they are clear and that they are soliciting the information that the survey writers intended.”

“As you answer each item I'd like you to 'think aloud.' In other words, I would like you to say aloud what you are thinking as you read each question, as you consider the answer choices, and as you finally answer the question. This will help us determine whether the question is truly being understood as it is intended. Do you have any questions before we begin?”

*Directions for Interviewer:*

*For each item, do the following:*

- a. *Ask the participant to read the item, consider the potential answer choices, and then select the most appropriate choice—just as if he or she were actually completing this survey. As they do, remind them to “think aloud.” If they are quiet for a period of time, ask them what they are thinking about. When they select an answer, mark it on the answer sheet for that participant.*
- b. *After an answer has been selected, ask any follow-up questions for that item. Try not to ask any probing or prompting questions as they are giving their initial answer; if they are having trouble understanding the item or choosing an answer, ask them to describe exactly what they are struggling with.*
- c. *For each item, record three things:*
  - a) *their final answer(s);*
  - b) *notes on any follow-up questions; and*
  - c) *any other notes on issues that they brought up with the item, anything they struggled with, or anything else relevant that they said while “thinking aloud.”*

**Part I: Teacher Quality and Dismissals**

**Q1**

1. How easy would it be able for you to get this information if you were completing this survey during the school year?

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2. Are the definitions of “tenured” and “non-tenured” clear? Are there any teachers in your school that you would not know how to categorize?

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Notes:

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**Q2**

3. Is the definition of an “outstanding” teacher clear?

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4. Is the definition of an “above average” teacher clear?

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5. Is the definition of an “average” teacher clear?

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6. Is the definition of an “unsatisfactory” teacher clear?

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7. Is there any way that these distinctions would be made clearer?

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8. Are there any teachers in your school for which it would be difficult for you to choose a category?

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9. How would you answer this question? By memory, or by looking at a list?

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Notes:

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**Q3**

10. Is the definition of a “formal teacher improvement plan” clear? Does it match what you have in your district?

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Notes: \_\_\_\_\_

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**Q4**

11. Is the definition of an “involuntary transfer” clear? Does it match the process that is used in your district?

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12. What the Department of Education is trying to measure here is the number of teachers that are now teaching at your school that joined your faculty against your will—that is, that you would otherwise not wanted to teach there. Given their intent, is there a better way to phrase this question?

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Notes: \_\_\_\_\_

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**Q5**

Notes: \_\_\_\_\_

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NOTE: IF PARTICIPANTS HAVE A DIFFICULT TIME ANSWERING QUESTIONS 6 THROUGH 13 BECAUSE THEY DO NOT HAVE DATA FOR THE 2004–05 SCHOOL YEAR, THEY CAN ANSWER BASED ON THIS SCHOOL YEAR (2005–06).

**Q6**

13. How easy would it be for you to get this information, if you were asked during the school year about a previous school year?

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Notes: \_\_\_\_\_

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**Q7**

14. Is it clear to you which teachers should be included in your answer to this question?

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15. Is the bulleted note below (“Include teachers who...”) clear?

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Notes: \_\_\_\_\_

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**Q8**

16. How difficult would this question be to answer? Would you have easy access to this information?

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Notes: \_\_\_\_\_

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**Q9**

Notes: \_\_\_\_\_

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**Q10**

17. Which teachers is this question asking you to consider?

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18. Is the distinction clear between 10a (“counseling out”) and 10b (formal disciplinary procedures)?  
Based on what happens in your district, do these choices make sense?

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Notes: \_\_\_\_\_

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**Q11**

19. Which teachers is this question asking you to consider?

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20. Is the distinction clear between 11a, 11b, and 11c? Based on what happens in your school district, do these choices make sense?

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Notes: \_\_\_\_\_

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**Q12**

21. Based on the policies in your school district, would this question be easy to answer? Is it clear what a “formal teacher improvement plan” is?

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Notes: \_\_\_\_\_

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**Q13**

Notes: \_\_\_\_\_

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**PART II: Average School Day for Students**

**Q1**

Notes: \_\_\_\_\_

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**Q2**

(How easy does the participant find it to respond to this question?)

Notes: \_\_\_\_\_

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**Q3**

As the participant answers these questions, make sure that he describes exactly how he is reaching his answers (e.g., “Each student has three periods of English and each is 45 minutes long, so…”).

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Q4**

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Q5**

(How easy does the participant find it to respond to this question?)

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Q6**

As the participant answers these questions, make sure that he describes exactly how he is reaching his answers (e.g., “Each student has three periods of English and each is 45 minutes long, so…”).

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Q7**

22. Which electives are you counting in this estimate?

\_\_\_\_\_  
\_\_\_\_\_  
Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PART III: Adequate Yearly Progress (AYP)**

**Q1**

23. Is it clear what this question means by “Adequate Yearly Progress”?

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24. How easy would it be to answer the second part of the question (about students transferring to the school)?

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25. Is your answer an estimate, or an exact figure?

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26. In addition to you, who else in your school would be able to answer this question?

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Notes: \_\_\_\_\_

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**Q2**

27. Please read over the AYP primer (if they have not already done so). Is there anything in this primer that isn't clear? Is there anything that you think is inaccurate in your school district?

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28. Please explain your answer to the second part of this question (about the “steps” or “years”).

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29. Is the second part of this question clear? Can you think of any situations in which this would be a difficult question to answer?

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30. In addition to you, who else in your school would be able to answer this question?

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Notes: \_\_\_\_\_

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**Q3**

31. Is the definition of “supplemental services” in this question clear? Are there any services for which you would be unsure whether they fell into this category?

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32. Is your answer to this question an estimate, or an exact figure?

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33. In addition to you, who else in your school would be able to answer this question?

Notes: \_\_\_\_\_

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**Q4**

34. How easy would it be to answer the second part of the question (about students transferring to the school)?

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35. Is your answer an estimate, or an exact figure?

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36. In addition to you, who else in your school would be able to answer this question?

Notes: \_\_\_\_\_

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## Attachment K-3: Proposed Items for Testing

### Proposed Questions for Schools and Staffing Survey: Part I

Please use the following definitions for the questions on teacher dismissal.

**Tenured teacher:** A teacher who has satisfactorily completed a probationary period and is given a contract as a career or permanent employee. Please include all teachers that are defined in a similar way in your school district.

**Non-tenured teacher:** A teacher who is considered to be at a relatively inexperienced or novice status. This includes teachers in their initial induction year, teachers that are on year-to-year contracts and those teachers that have not entered a more permanent status, traditionally referred to as tenure. Charter school principals may choose to classify all of their teachers as non-tenured if they are not afforded the same legal protections in terms of job security as traditional tenured public school teachers.

**1. For the 2005–06 school year, how many full-time teachers of the following types were in your school?**

- Record *HEAD COUNTS* of full-time teachers, not *FTEs* (full-time equivalent).
- If none, please mark (X) the box.

- None \_\_\_ Full-time teachers who are tenured  
 None \_\_\_ Full-time teachers who are not tenured

**2. For the 2005–06 school year, what number of your TENURED TEACHERS would you put in the following categories, based on your overall opinion of their teaching ability?**

- If none, please mark (X) the box.

**A. Outstanding Teachers:** *These teachers' levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance in the classroom. They would make excellent examples to other teaching faculty members.*

- None \_\_\_ Full-time teachers who are tenured

**B. Above Average Teachers:** *These teachers' levels of skills, knowledge, and professionalism make them very effective teachers in the classroom. You are glad to have them as part of your faculty, but they are not at the very top of teachers for their grade and subject.*

- None \_\_\_ Full-time teachers who are tenured

**C. Average Teachers:** *These teachers' levels of skills, knowledge, and professionalism fall in the middle compared to other relevant teachers. They exert the effort necessary to get the job done in the classroom but nothing really exceptional. They do a satisfactory job but will not be exemplars for other teachers. They could potentially improve with proper on-the-job training or coaching.*

- None → IF NONE, SKIP 3A AND 4A. \_\_\_ Full-time teachers who are tenured

**D. Unsatisfactory Teachers:** *These teachers have levels of skills, knowledge, and/or professionalism that are inadequate, and at present they do not belong in the teaching profession.*

None → IF NONE, SKIP 3B AND 4B. \_\_\_ Full-time teachers who are tenured

**3. How many of the teachers that you have classified as AVERAGE TEACHERS (GROUP C) or UNSATISFACTORY TEACHERS (GROUP D) above are currently on a formal teacher improvement plan?**

- *Define a “formal teacher improvement plan” as any plan designed to improve a teacher’s performance in the classroom, including a remediation plan, development plan, an intensive supervision plan, or a similar plan that you may have in your school district.*
- *If none, please mark (X) the box.*

A.  None \_\_\_ Average Teachers (Group C)

B.  None \_\_\_ Unsatisfactory Teachers (Group D)

**4. How many teachers that you have classified as AVERAGE TEACHERS (GROUP C) or UNSATISFACTORY TEACHERS (GROUP D) above did you have to accept as involuntary transfers during your tenure as principal?**

- *Define an “involuntary transfer” as a teacher that was reassigned to your school from another school by the district office without your approval and/or consultation.*
- *If none, please mark (X) the box.*

A.  None \_\_\_ Average Teachers (Group C)

B.  None \_\_\_ Unsatisfactory Teachers (Group D)

**5. Were you the principal in this school for at least half of the 2006–07 school year?**

Yes

No → IF NO, SKIP QUESTIONS 6 THROUGH 12.

**6. At the end of the 2004–05 SCHOOL YEAR, how many full-time teachers of the following types were in your school?**

- *Record HEAD COUNTS of full-time teachers, not FTEs (full-time equivalent).*

None \_\_\_ Full-time teachers who are tenured

None \_\_\_ Full-time teachers who are not tenured

**7. At the end of the 2004–05 SCHOOL YEAR, how many full-time teachers who are NOT TENURED did not have their contracts renewed because of poor performance at your school?**

- *Include teachers who left at your suggestion whose contracts would not have been renewed, and teachers who quit of their own volition whose contracts would not have been renewed.*

None \_\_\_ Full-time teachers who are not tenured

**8. How many FULL-TIME TENURED TEACHERS who were on faculty during the 2004–05 school year did not return for the 2005–06 school year?**

\_\_\_ Number that left your school district

None → IF NONE, SKIP QUESTION 10.

\_\_\_ Number that left your school, but are still in school district

None → IF NONE, SKIP QUESTION 11.

*(These totals will be used as the denominator number for the following questions.)*

**9. Of the full-time tenured teachers who left your school at the end of the 2004–05 school year, how many would you rehire if you had the chance?**

None \_\_\_ Full-time teachers who are tenured

**10. Of those full-time tenured teachers WHO ARE STILL IN THE SCHOOL DISTRICT:**

**a.** How many did you encourage to transfer because of poor performance through personal communications or other forms of “counseling out” (but without initiating formal disciplinary or removal procedures)?

None \_\_\_ Teachers

**b.** How many did you encourage to transfer because of poor performance by initiating formal disciplinary or removal procedures?

None \_\_\_ Teachers

**11. Of those full-time tenured teachers who left the school district:**

**a.** How many did you encourage to resign or retire because of poor performance through personal communications or other forms of “counseling out” (but without initiating formal disciplinary or removal procedures)?

None \_\_\_ Teachers

**b.** How many did you encourage to resign or retire because of poor performance through initiating formal disciplinary or removal procedures short of being formally dismissed?

None \_\_\_ Teachers

**c.** How many teachers were formally dismissed because of poor performance?

None \_\_\_ Teachers

**12. How many of the full-time tenured teachers who left your school at the end of the 2004–05 school year had been on a formal teacher improvement plan at any point in the preceding three years?**

None \_\_\_ Teachers

**13. If you had the opportunity to fill each teaching position in your school by retaining the current teacher or by hiring a new person for the job, how many of the full-time teachers currently working in your school would you choose to keep?**

None \_\_\_ Teachers

**Proposed Questions for Schools and Staffing Survey: Part II**

**1. Does this school have students enrolled in the THIRD GRADE?**

- Yes → CONTINUE TO QUESTION 2.  
 No → SKIP TO QUESTION 4.

**2. How long is the school week for THIRD GRADE students in this school?**

- Report BOTH hours and minutes, e.g., 30 hours and 0 minutes, 32 hours and 54 minutes, etc.

\_\_\_ Hours AND \_\_\_ Minutes

**3. During the most recent FULL WEEK of school, approximately how many minutes did the average third grade student spend on the following activities at this school?**

- Please use your best estimate for the planned time spent on the following activities for regular students in the typical third grade classroom.
- In course subject instruction totals, please do not include time spent on additional or remedial instruction of students receiving special services.
- Total should not exceed the number of minutes calculated from your response to question 2. For example, if your typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).
- Do not include time spent in activities or tutoring before or after school.
- If your school does not offer a particular activity during the week, mark (X) the "None" box.

**a. English/Reading/Language arts**

None or \_\_\_ Minutes per week

1. Of these minutes, how many were designated for reading instruction?

None or \_\_\_ Minutes per week

**b. Arithmetic/Mathematics**

None or \_\_\_ Minutes per week

**c. Social studies/History**

None or \_\_\_ Minutes per week

**d. Science**

None or \_\_\_ Minutes per week

**e. Foreign language**

None or \_\_\_ Minutes per week

1. If offered, please specify which language(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**f. Physical education**

None or \_\_\_ Minutes per week

**g. Music (including band or chorale)**

None or \_\_\_ Minutes per week

**h. Art**

None or \_\_\_ Minutes per week

**i. Recess**

None or \_\_\_ Minutes per week

**4. Does this school have students enrolled in the EIGHTH GRADE?**

- Yes → CONTINUE TO QUESTION 5.
- No → SKIP TO END OF SECTION.

**5. How long is the school week for EIGHTH GRADE students in this school in hours and minutes?**

- Report BOTH hours and minutes, e.g., 30 hours and 0 minutes, 32 hours and 54 minutes, etc.

\_\_\_ Hours AND \_\_\_ Minutes

**6. During the most recent FULL WEEK of school, approximately how many minutes did the average eighth grade student spend on the following required courses at this school?**

- Please use your best estimate for the intended time spent on the following required courses for regular students with the typical eighth grade schedule.
- Total should not exceed the number of minutes calculated from your response to question 5. For example, if your typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).
- Do not include time spent before or after school. Do not include time spent on tutoring or electives.

- *If your school does not offer a particular course during the week or the course is not required, mark (X) the “None” box.*

**Required Courses**

**a. English/Reading/Language arts**

None or \_\_\_ Minutes per week

1. Of these minutes, how many were designated for reading instruction?

None or \_\_\_ Minutes per week

**b. Arithmetic/Mathematics**

None or \_\_\_ Minutes per week

**c. Social studies/History**

None or \_\_\_ Minutes per week

**d. Science**

None or \_\_\_ Minutes per week

**e. Foreign language**

None or \_\_\_ Minutes per week

1. If offered, please specify which language(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**f. Physical education**

None or \_\_\_ Minutes per week

**7. During the most recent FULL WEEK of school, approximately how many minutes did the average eighth grade student spend on ELECTIVES at this school?**

- *Please use your best estimate for the intended time spent on electives for regular students with the typical eighth grade schedule.*
- *Do not include time spent before or after school or on required courses.*
- *If your school does not offer electives, mark (X) the “None” box.*

None or \_\_\_ Minutes per week

### Proposed Questions for Schools and Staffing Survey: Part III

#### Adequate Yearly Progress Proposed Questions

**47a. At the end of the LAST school year (2004–05), did this school make Adequate Yearly Progress (AYP)?**

- *Adequate Yearly Progress is your state’s measure of yearly progress toward achieving state academic standards.*

- Yes → CONTINUE TO QUESTION 47B.
- No → SKIP TO QUESTION 48A.

**b. For THIS school year (2005–06), how many students transferred to this school from a school that did not make Adequate Yearly Progress (AYP)?**

- *Use your best estimate.*
- *If none, please mark (X) the box.*

- None \_\_\_ Students

**48a. At the end of the LAST school year (2004–05), had your school been identified for improvement due to Adequate Yearly Progress requirements?**

- *Please see AYP primer below for more information on school improvement and AYP requirements.*

- Yes
- No → GO TO END OF SECTION.

**b. What is this school’s “step” or “year” of school improvement?**

- *A school is identified for school improvement after it has not made AYP for two consecutive school years.*
- *A school moves to the next “step” or “year” if it continues to not make AYP.*
- *Please mark only one box.*

- Year One (School Improvement)
- Year Two (School Improvement)
- Year Three (Corrective Action)
- Year Four (Restructuring)
- Year Five or more (Implementation of Restructuring)

#### **Adequate Yearly Progress Background**

A school is identified for improvement under No Child Left Behind if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area. This includes if this school was identified for improvement, corrective action, planning for restructuring, or restructuring based on test scores and other data. A school is in its first year of “school improvement” when it has not made AYP for two consecutive years. In order to exit school improvement status, it must make AYP for two consecutive

years. A school can be identified for a second year of school improvement if it does not make AYP for another year, after initially being identified as in need of improvement.

**49. For THIS school year (2005–06), how many students received supplemental services outside of the regular school day, such as after-school tutoring, because of this school’s Adequate Yearly Progress status?**

- *Use your best estimate.*
- *If none, please mark (X) the box.*

None \_\_\_ Students

**50. For THIS school year (2005–06), how many students chose to transfer FROM this school to another public school because of this school’s Adequate Yearly Progress status?**

- *Use your best estimate.*
- *If none, please mark (X) the box.*

None \_\_\_ Students

## Appendix L. Teacher Questionnaire Item Development for the 2007–08 SASS

This appendix contains a report prepared by Child Trends. Its contents are listed below.

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## Introduction

### Overview

This study used cognitive interviews to evaluate the question wording, layout, and design of three sections—Class Organization, Certification, and Working Conditions—in the 2003–04 Schools and Staffing Survey (SASS). Four rounds of cognitive interviews with a total of 36 teachers from 14 states and a variety of characteristics were conducted. The rounds of interviews were iterative in nature such that later rounds were informed by and addressed problems found in earlier rounds. This report summarizes the main findings of these interviews and outlines the basis of the recommendations made for the 2007–08 SASS administration.

### Study Goals and Key Issues

The goal of the study was to identify problems with item and task comprehension, response formation, and navigational instructions in order to improve data quality in the 2007–08 administration of SASS. Particular attention was placed on addressing known or documented problems with the Class Organization, Certification, and Working Conditions sections of the survey.

While the focus of each section differed somewhat, several issues were common across the sections. These issues are closely interlinked. Each contribute to task comprehension and response formation, and, thus, ultimately to data quality. The main issues that the interviews explored and for which alternatives were tested are discussed below. Issues specific to a section are discussed along with the section's findings.

***Taxonomy and terminology.*** The three sections examined make extensive use of terms to refer to key constructs. In addition, the Class Organization and Certification sections each use taxonomies to present complex information and to gather key data. Given the variability across states and changes over time in the terms used by teachers and the ways in which key aspects of the teaching experiences are organized, it was necessary to examine whether the terms and taxonomies used in the sections were familiar to teachers and interpreted as intended.

***Item and task clarity.*** Using taxonomies and terms that are clear and familiar to teachers is a first step to accurate and full reporting and improved data quality. A second pivotal piece is item and task clarity. That is, is the task or question presented to respondents in a way that is clear and explicit and that facilitates response formation? This issue was explored for all items but was particularly relevant for the items collecting data on certification and class organization types, as well as those in the Working Conditions section. For instance, it was important to explore the extent to which the certification and class organization taxonomies presented in the survey were consistent with the ways in which teachers thought about and referred to their certificates and class structures. Likewise, documented problems in the Working Conditions section suggested that data quality problems stemmed in part from the discrepancy between how questions had been historically asked and the ways in which teachers store and recall information about their work hours.

***Validation of intended constructs and item goals.*** A third step to improving data quality was to confirm that items were interpreted as intended and elicited information that was consistent with NCES goals. The latter proved to be of particular importance for the class organization item and in the Working Conditions section.

**Navigational aids.** Many of the items included within each section are applicable only to a subset of teachers. Thus, the instrument employs a variety of visual and written navigational instructions to help route respondents through the correct paths and to applicable items. The results of past administrations of SASS indicated that respondents do not consistently follow intended paths, at times bypassing items intended for them and in other instances answering items that were not applicable to them. Interviews focused on examining how respondents navigated within sections in order to make improvements. Particular attention was placed on assessing the visual cues used in the instrument and identifying ways to increase the consistency in the ways which navigational information was presented and formatted within and across sections.

**Reference points.** Key to accurate and full reporting for several of the items in the three sections examined is the use of a clear and familiar reference point. For example, in the Class Organization section, teachers are asked to report in terms of their students or classes. In the Working Conditions section, teachers are asked to estimate their work hours in terms of a “typical full week.” The reference group, period or unit is used to facilitate response formation by anchoring the information retrieval and response process within a clear framework. Given their importance to data quality, respondents’ familiarity, interpretation, and use of reference points was examined.

## Main Findings

The results across the four rounds of interviews suggest that the revisions tested in this study have addressed many of the issues noted above, and have resolved problems uncovered in the cognitive interviews. The main findings across the three sections include:

- Across the four rounds of interviews, a relatively high level of skimming and scanning was observed among respondents. For example, during probing it often became apparent that respondents did not read questions in their entirety or bypassed some or all of the instructions. This was surprising given that respondents in this study self-selected and thus were likely to be more engaged than typical survey respondents. It is likely that skimming and scanning occur in the actual administration of the survey, and the presence of these behaviors is consistent with documented problems in past SASS administrations. To combat skimming and scanning behaviors, several steps were taken including increasing consistency in wording, formatting, and navigational instructions. These steps are also intended to facilitate information processing and reduce respondent burden.
- Some problems were observed with taxonomies used in the 2003–04 SASS administration, in particular, among teachers whose class organizations or certificate types corresponded with one of the less common categories. The taxonomies in the class organization and certification items were revised to reduce ambiguities in definitions, minimize overlap across categories, and facilitate the response formation process.
- While this study suggested that most items were well understood and interpreted as intended, responses to probes also indicated varying degrees of problems with comprehension, clarity, and information processing. Accordingly, some items were reworded in order to increase their clarity and to improve the reliability and accuracy. In general, these revisions employed one or more of the following strategies: (1) a shift in focus to a clear and familiar reference point in order to facilitate response formation (e.g., base pay hours in the Working Conditions section); (2) explicitly stating the task and/or issue; (3) folding bulleted instructions from underneath questions into the body of the question to increase the likelihood the instruction would be attended to; and (4) reorganizing the wording structure of items to increase consistency within and across sections.

- Across the three sections, some navigational problems were detected. Increasing consistency in the format and design of visual and written skip instructions have likely increased the prominence of key instructions and facilitated the navigational flow of the instrument for respondents.
- Responses to probes indicated that in at least two instances, the questions were inconsistent with NCES goals. Revisions to items in the Working Conditions section and the class organization item have increased the likelihood that the targeted information is elicited.
- Data collected from this study offer important lessons about the appropriateness of using examples and labels.
  - First, the study provides evidence that using examples in response options impedes the response formation process and in many instances does not serve its intended purpose of illustrating instances or cases of the underlying construct. The results of this study suggest that respondents hone in on the examples and pay less attention to the underlying construct described in the response options. For instance, in the 2003–04 administration, examples of subject matters that were typically taught in particular types of class organization drew attention away from the actual descriptions of each organization type. Moreover, survey research suggests that examples are often interpreted as representing an exhaustive list of instances or cases rather than illustrating possibilities (Willis 2005). Thus, whenever possible, the use of examples in response options should be avoided.
  - Second, the results of the study also suggest that the use of labels and key terms should be approached with caution. Responses to probes in the three sections provide useful guidelines on how and when it is appropriate to use key labels (e.g., probationary certificates, team teaching, etc.). In some instances, the labels facilitated scanning and skimming behavior. In other cases, respondents had difficulty moving away from options that contained familiar and salient labels (or examples). Given the variation in terminology used across states or sectors as well as changes over time, it may be prudent to minimize the use of labels to instances in which they appear to have fairly universal meaning and a high level of familiarity. For these reasons, recommendations have been made to eliminate labels in the Certification section and preface them with the phrase “sometimes called” in the Class Organization section.

## **Structure of Report**

The next section provides a description of the cognitive interviewing approach, data collection and analysis techniques, sample design, and recruitment approaches used in this study. The subsequent sections present for each of the three sections of the instrument examined: the key issues addressed, a summary of the main findings and the revisions tested across the four rounds of interviewing, and suggested recommendations for the 2007–08 SASS administration. A discussion of remaining concerns and issues across the three sections follows. Finally, several attachments are provided as supplements. Attachment K-1. Item Summaries contains tables that illustrate changes to the wording and formatting of items across the four rounds. Attachments K-2. Final Mock Instrument—Public Teacher and K-3. Final Mock Instrument—Private Teacher includes mock-ups of the instruments that illustrate how the items would appear if the final recommendations are adopted.

## Notes to the Reader

Last, readers of this report should be aware of the following:

- **Item numbers.** Unless noted, the item numbers in the report correspond to the item numbers in the public school version of the final mock instrument found in Attachment K-2.
- **Final recommendations.** In the vast majority of cases the recommendations made for the 2007–08 SASS administration were tested in one or more rounds of interviews in this study. In addition, a small number of changes that were not tested are being recommended for inclusion for the next administration of SASS. These changes are minor in nature and, in many cases, mirror changes made and tested on other items. Such changes, for example, include the capitalization of key words or the rewording of supporting clarification statements. Since these changes are minor in nature, help to address problems noted by respondents, and/or are similar to those made in other items, these changes can be adopted without further testing, unless noted otherwise.
- **Untested recommendations.** Throughout the study many recommendations were made, some of which were not adopted for testing. In most cases, recommendations were not adopted if: (1) they had been tested in previous SASS development projects; (2) the recommendation did not sufficiently address the observed problems or help meet the goal of the item as defined by NCES; or (3) alternative suggestions were adopted. Unless directly relevant to the discussion, untested recommendations are not included in this report.

## Study Design, Data Collection, Sample Design, and Recruitment

### Study Design

Cognitive interviews offer an ideal vehicle for identifying problems with item wording and questionnaire design and for understanding respondents' information-retrieval and response-formation processes (Presser et al. 2004). In cognitive interviews, probes are administered either retrospectively or concurrently. In the former, respondents are asked to talk through or "think aloud" as they read and answer an item, while in the latter respondents are asked to reconstruct their answers after they have completed a questionnaire or section (Willis 1999). Specific techniques include comprehension (e.g., "*What does the term 'typical full week' mean to you?*") and process probes (e.g., "*Can you tell me how you figured out what question to go to next?*"), as well as paraphrasing (e.g., "*Can you repeat the question in your own words?*") and clarification questions (e.g., "*Can you tell me more about why you selected that answer?*"). The current study used a combination of these techniques, which were administered retrospectively in the majority of cases.

This study included four rounds of cognitive interviews, with a total of nine teachers per round.<sup>1</sup> The rounds were iterative, such that the findings of previous rounds informed the revisions tested in, and focused on in later rounds. The iterative approach maximized the utility of the interviews by providing multiple opportunities to identify problems and to test and improve question wording, format, and instructions. In addition, the iterative nature of the rounds allowed for the focus to shift among rounds, for example, from addressing problems that may affect large segments of the teacher population to exploring issues that were specific to subgroups. Indeed, the fourth and final round of interviews was limited with probes focusing on addressing remaining concerns and testing proposed solutions.

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<sup>1</sup> In Round 3, one respondent objected to the items in the certification section and did not complete the interview in its entirety.

## Data Collection and Analysis Procedures

**1. Mode.** In order to maximize the geographic variation of respondents in this study—a key concern given the range of certification practices and types as well as terminology used across states—cognitive interviews were conducted via the telephone.

**2. Study instruments.** Prior to the interview, study staff sent each respondent a color mock-up of the instrument to be completed during the interview. This allowed respondents to discuss, for example, how and where they recorded their answers or how they navigated through the instrument. Since one of the goals of the study was to identify problems in the layout or visual and written navigational instructions, study staff designed and formatted the mock instruments to mimic the actual administration of the survey. In addition, prior to each round, study staff developed interview protocols that included a set of cognitive probes designed to explore key concerns. Since the initial goal of the study was to assess the items and design used in the most recent administration of SASS, the instrument used in the 2003–04 SASS administration served as the basis for the mock instrument in Round 1. Mock instruments for subsequent rounds incorporated revised wording, instructions, and formatting that were tested to address problems found in the previous round(s).

**3. Data and analysis.** Using the cognitive interview protocol, interviewers recorded respondents' answers to each item and probes. At the end of each round, project staff reviewed the interview notes and consulted the recordings, as needed, to identify problems and potential solutions. During debriefing sessions, staff reviewed respondents' answers to survey items and probes item-by-item; special attention was placed on identifying response patterns across interviews, states, and respondent characteristics. Given the small number of interviews, identifying patterns was critical to making sound recommendations and minimizing the likelihood that changes were made where none were needed.

## Sample Design

Decisions about the sample design for this study were guided by three concerns. First, given the variability in certification practices and terminology used for key constructs (e.g., ESL, class organization, certificates, etc.), it was critical that the sample of teachers be drawn from a wide pool of states. Second, the inclusion of several teacher characteristics, such as class organization, in the sample design was key to exploring the issues examined and addressing documented problems. Third, it was important to balance the need to capture variability with the need to prioritize those problems that affected larger segments of the population. The latter was of particular importance in the initial rounds, where the primary focuses were assessing how well the instrument worked for the “average” teacher and addressing larger or more global problems.

To balance these needs, study staff selected states on the basis of the size of their teacher populations, their certification regulations, and regional representation. Nine states were selected because of the size of their teacher population. Together California, Texas, New York, Illinois, Florida, Pennsylvania, Ohio, New Jersey, and Georgia made up 48 percent of the national public school teacher population in 1999–2000.<sup>2</sup> Arizona, Massachusetts, and the Washington DC metropolitan area were selected because of the insight teachers in those states might provide for the certification section. Colorado and Nebraska were added to the list of states to round out the representation in the West and Midwest regions, respectively.

Key teacher characteristics targeted in the sample design included sector, school level, subjects taught, and classroom organization. It was important to include teachers from both sectors because SASS

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<sup>2</sup> Originally, Michigan was also included in the sample, but it was dropped in order to accommodate the research priorities in Round 4.

administers slightly different sections of the certification section to public and private school teachers. School level, subjects taught, and classroom organization were characteristics that were critical to understanding key items in the sections of the survey examined and for assessing comprehension of key terms.

The target number of interviews allocated for each of the categories and subcategories depended on their relative size in the teacher population or the number needed to explore relevant issues adequately. The list of characteristics and quota for each were adjusted throughout the study for one of two reasons. First, adjustments reflected shifts in research priorities or problems specific to subgroups identified during the course of the study. Second, some characteristics were dropped and others were added to facilitate the recruitment process.

Exhibit L-1 summarizes the key characteristics of participants across the four rounds, and how the targeted numbers within categories of characteristics compared with the characteristics of actual participants. The resulting study sample included teachers from 14 states including the Washington DC metropolitan area, and was diverse with respect to several key aspects of the teaching experience. Across the four rounds, participants in this study included public ( $n = 31$ ) and private ( $n = 5$ ) school teachers and teachers from the elementary ( $n = 16$ ), middle ( $n = 10$ ), and high school ( $n = 10$ ) levels. Most teachers in the study had regular or standard certificates; 14 teachers with other certificate types were interviewed. Teachers representing a variety of subject areas (including general elementary ( $n = 7$ ), mathematics ( $n = 6$ ), natural sciences ( $n = 2$ ), special education/bilingual education ( $n = 6$ ), English/social studies ( $n = 8$ ), and other subjects ( $n = 7$ )) and a range of classroom organization types (departmentalized instruction ( $n = 15$ ), elementary enrichment ( $n = 2$ ), self-contained ( $n = 8$ ), team teaching ( $n = 5$ ), and pull-out/push-in<sup>3</sup> ( $n = 6$ ) instruction) were also included.

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<sup>3</sup> Push-in teachers include those who teach a small number of students in specific skills or to address specific needs in the students' regular classes. Thus, as opposed to pull-out teachers who "pull" students out of their regular classes, push-in teachers "push" into the students' classes. The definition and description of pull-out teachers was expanded to include push-in teachers in Round 2 of this study (also see discussion below).

**Exhibit L-1. Targeted and completed number of interviews, by key characteristics**

Key characteristic	Target quota	Completed interviews	Difference between target quota and completed interviews <sup>1</sup>
<b>State</b>			
Arizona, California, Colorado, Florida, Georgia, Illinois, Massachusetts, Michigan, Nebraska, New Jersey, New York, Ohio, Pennsylvania, Texas, Washington, District of Columbia	Approximately 2 per each state	Approximately 2 per each state	(2)
<b>Sector</b>			
Public	30	31	+1
Private	6	5	-1
<b>School level</b>			
Elementary	12	16	+4
Middle/Junior high	12	10	-2
Senior high	12	10	-2
<b>Type of certification<sup>3</sup></b>			
Regular or standard	†	22	†
Other	†	14	†
<b>Subjects taught</b>			
General elementary	4	7	+3
Mathematics	6	6	–
Natural sciences	6	2	-4
Special education/Bilingual education	6	6	–
English/Social studies	6	8	+2
Other	8	7	-1
<b>Classroom organization</b>			
Departmentalized instruction	6	15	+9
Elementary enrichment class	8	2	-6
Self-contained class	6	8	+2
Team teaching	8	5	-3
Pull-out/Push-in class	8	6	-2

† Not applicable.

<sup>1</sup> Numbers in this column indicate the difference between the targets set for each characteristic at the outset of the study and the number of interviews completed. For example, “+1” indicates that the number of completed interviews exceeded the target established at the outset by one interview. Likewise, “-1” indicates that the number of completed interviews fell short of the target quota by one. Instances in which the target number of interviews were completed are indicated by a “–”.

<sup>2</sup> State targets were met in all states, except in Michigan (-2), and were exceeded in Florida (+2) and the Washington, DC (+1) Metro Area.

<sup>3</sup> Initially, teachers with different types of certificates were recruited indirectly to the study on the basis of subject field and tenure.

**Recruitment Approach**

Three methods were used to identify and recruit teachers into the study. In Round 1, teachers were identified by a marketing firm specializing in focus group and study recruitment. The marketing firm acquired, from a sampling vendor, sample lists of households known to contain a teacher in each of the four states included in the round. Each state sample list included 200 records and contained only phone numbers of households. The marketing firm called the households on the lists and attempted to recruit

eligible teachers into the study. Across the lists for the four states, a total of 409 numbers were dialed to identify and recruit the nine participants interviewed in Round 1. This was a significantly higher number of phone calls than expected for such a yield.

Given the cost of this approach, several alternative recruitment strategies were proposed, two of which were adopted for the remainder of the study. The first included the use of Craigslist.com—a popular national website that hosts state and local community message boards. Craigslist.com hosts sites for each of the states included in the remaining rounds, and has multiple city listings for most of those states. In Rounds 2 to 4, advertisements were placed in the “Volunteer” and “Jobs” sections on the various city message boards for the states included in each round. In most cities, both “general” (e.g., Wanted: K–12 teachers) and “targeted” (Wanted: Team Teachers) advertisements were posted. The second approach included the use of informal contacts. Project staff e-mailed contacts describing the study and the characteristics of teachers needed. In total, three participants were recruited in this manner; all other participants in Rounds 2 to 4 were recruited through Craigslist.com.

Across each of the recruitment methods, screener interviews were used to establish study eligibility (e.g., full-time or part-time kindergarten through 12<sup>th</sup> grade teachers), to ensure that teachers with characteristics of interest (e.g., special education) were included, and to monitor the distribution of teacher characteristics during the recruitment process and throughout the study. Once participants were recruited and an interview was scheduled, a packet including a mock instrument, cover letter, and consent form was sent to each respondent. To facilitate participation, all participants received a reminder call the day prior to the interview and a \$50–\$100 dollar incentive<sup>4</sup> upon completion of the interview. In addition, a toll-free number was established so that interested teachers could contact the study center to determine eligibility.

## **Class Organization**

### **Objectives of Section**

The Class Organization section collects data on key aspects of teachers’ working experience such as student grade levels, type of subject(s) taught, type of classroom organization, class size(s), and the number of class periods taught. The series of questions included in the section on Class Organization has three overarching goals: (1) to describe teachers’ working environments and to distinguish among groups of teachers based on characteristics such as grade level and subject area; (2) to provide the context necessary to understand variation in teachers’ responses to other questions, such as their perceptions of their schools, colleagues, and administrators; and (3) to accurately classify teachers according to key variables (for example, type of classroom organization) in order to route respondents to the correct follow-up items.

### **Key Issues to Address**

The complexity of teachers’ work lives, coupled with (a) variability among schools of different levels and across communities and (b) changes over time in the organizational forms and terms used to describe aspects of teachers’ work experiences, presents a challenge in designing items for this section. Consequently, much of the focus of the cognitive interviews for this section was on issues of comprehension—assessing whether the individual items and response options were understood and interpreted by teachers as intended by NCES. Given documented problems and the importance of accurately describing types of teachers’ classroom organizations, a central concern was assessing the

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<sup>4</sup> To facilitate recruitment, the incentive was raised to \$100 from \$50 after the first round of interviews.

extent to which the 2003–04 taxonomy for classroom organization reflected the ways in which classrooms are currently structured and described those categories in ways that were familiar to teachers. Since any given teacher answers only a subset of questions, another important issue concerned how well teachers were able to navigate the skip instructions included at several key questions. Additionally, cognitive probes were used to identify any problems respondents had comprehending or using Table 1 and the many detailed instructions, directions, and notes included with the individual questions.

## Main Findings

Key revisions made to the original 2003–04 SASS interview were associated with evidence of improved reporting among the respondents interviewed. These revisions include:

- **Clarification of classification taxonomy.** Changes made to the various descriptions of classroom organization types (item 13) appear to have facilitated the ease and accuracy with which respondents are able to self-classify. These changes include removing the subject matter examples in the descriptions and adding the modifier “sometimes called” before the labels in each category. The descriptions for team teaching and pull-out/push-in instruction were also revised in order to more fully encompass the elements essential to classifying teachers in these categories.
- **Streamlining and navigational flow.** Revisions have streamlined the section and improved the navigational flow throughout the section. For instance, two questions on teachers’ main teaching assignment in the 2003–04 SASS administration—one for self-contained, push-out, and team-teachers and the other for departmentalized and elementary enrichment teachers—were collapsed into a single item (item 12)<sup>5</sup> for all teacher types. Visual and written instructional information were also reformatted to facilitate their use. For example, instructions were moved to places where they were needed and small design changes were made to increase their prominence.
- **Improved data quality.** For other questions, increasing the prominence of key information by merging information included in bulleted instructions with the body of the question succeeded in making the intent of the question more salient and reducing respondent burden (also see the Working Condition section). This is exemplified by the revisions made to item 14 in the 2003–04 SASS administration in which a single question asking for the number of students taught for self-contained, team, and pull-out teachers was disaggregated into three distinct questions, one for each type of teacher.

## Item-by-Item Findings and Final Recommendations

### **Grade level(s) of students (Item 11)**

**Summary of findings and issues addressed.** Responses to this item are used to classify teachers into teaching levels (elementary versus secondary teachers; elementary, middle, and high school grade teachers). For the most part, responses to cognitive probes indicated that this question was understood and answered accurately by the vast majority of teachers. However, potential problems with the quality of responses were detected. In research conducted prior to the current project, UserWorks (2003) reported that some teachers failed to report the grade levels of all of their students and instead reported the grade level(s) of the courses they taught, or the grade level(s) of most of their students. Similar problems were observed in Rounds 1 and 2, which used the same version of the question that appeared in the 2003–04

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<sup>5</sup> Unless noted, the item numbers in the report correspond to the item numbers in the final public school mock instruments.

SASS administration. Accurate and full reporting appeared to be facilitated when the grade level to which the teacher was assigned or the grade level of the subject matter was: (1) identical to the grade level of all of the students taught or (2) different from the grade level of some of the students but there were enough students in the discrepant grade to warrant reporting.

In order to increase the likelihood that respondents would report about the grade levels of all of their students, the phrase “ALL of” was added and tested in Rounds 3 and 4. The inclusion of the term “ALL of” appeared to have improved reporting as many of the respondents in these rounds reported teaching multiple grades and responses to probes indicated that all aspects of the question were attended to and interpreted as intended.

**Final recommendations.** The results of the cognitive interviews indicate that the item as worded in Rounds 3 and 4 is well understood and that the addition of the phrase “ALL of” appears to have increased the likelihood that teachers will report about the grade level of all of their students, even for cases in which only a few students are from a different grade or when the grade level of a few students differs from the grade level to which the teacher is assigned to teach. Accordingly, no further changes to the version tested in Rounds 3 and 4 are recommended.

### **Main Teaching Assignment (Item 12)**

**Summary of findings and issues addressed.** AAA Analysts use data on teachers’ main assignment field to examine whether teachers are certified or have other qualifications in the fields in which they teach the most. In the 2003–04 SASS administration and in Round 1 of this study, two separate versions of this question were included. For self-contained, team, and pull-out teachers, the question appeared after the item assessing class size (item 15) and included codes 101, 102, and 110 from Table 1 under the body of the question. As stated by NCES, these codes were included for teachers in those categories as short-cuts, thereby reducing respondent burden by eliminating the need to consult Table 1. In contrast, for departmentalized and elementary enrichment teachers, the question appeared after the item on class organization (item 17) and did not include any categories from Table 1 as short-cuts.

While none of the respondents in Round 1 indicated problems interpreting or providing a code for the question, major revisions were made to these questions in Round 2, at the request of NCES. Item 15 and item 17 in the 2003–04 SASS administration were collapsed to form a single item that was asked of all respondents and preceded the item on class organization. It was anticipated that moving the main teaching assignment question before the item on class organization would improve reporting for class organization by focusing respondents on their teaching assignments. Further, using a single question to measure respondents’ main teaching assignment had the advantage of streamlining the instrument and reducing navigational errors.

Responses to probes in Round 2, however, suggested that reordering the questions and listing categories 101, 102, and 110 inadvertently led to two types of problems. First, including the short-cut categories confused those teachers for whom the categories did not apply and appeared to distract their attention away from the instruction referring them to Table 1. Second, presenting these categories as short-cuts appeared to have led some respondents to misclassify themselves by relying on the categories instead of consulting Table 1 to locate a code that more closely matched their teaching assignment.

In Round 3 the question was amended to include the instruction “Other Codes/See Table 1 on page 10” as a third grouping beside the short-cut categories for “Elementary Education” and “Special Education.” It was anticipated that this change would help those respondents who needed to use Table 1 to answer the question but failed to notice or read the instruction referring them to Table 1 where it appeared in the previous round. Respondents’ answers to this question and cognitive probes, however, indicated that there

was still a mismatch between how respondents classified themselves and the intent of the question. As in the previous round, by not requiring all respondents to use Table 1, some respondents selected short-cut codes that described them in global and unintended ways.

In Round 4 all of the short-cut categories were eliminated and all respondents were instructed to use Table 1 to answer the question. In addition, several changes were made to Table 1 (also see discussion below). These changes appeared to have improved reporting for this question. Specifically, all respondents, including general elementary and special education teachers, reported that they noticed the bulleted instruction to use Table 1, were able to find Table 1 easily, and were able to locate their main assignment code quickly and easily.

***Final recommendations.*** The revised format of this question tested in Round 4, in which all respondents are required to use a revised Table 1, appears to have addressed the problems documented above. Referring all respondents to Table 1 appears to have improved data quality by increasing the likelihood that respondents will select a category that best (rather than broadly) describes their main teaching assignment. Moreover, the results of Round 4 suggest that the redesign of the item has not adversely affected respondent burden. No further changes are recommended.

### ***Teaching Assignment and Subject Matter Codes (Table 1)***

***Summary of findings and issues addressed.*** Table 1 is used by respondents to report their main teaching assignment field (item 12) and their subject matter code (item 20). Summarizing across the four rounds of interviewing, Table 1 was easy to locate and use for most respondents. However, important changes were made to the design of Table 1 based on the few problems indicated by respondents and on internal reviews by project staff.

In the 2003–04 administration, codes were listed vertically under the three subcategory headings of “General Education,” “Subject Matter Specific,” and “Codes for Grade Levels of Students.” It is important to note that the distinction between “General Education” and “Subject Matter Specific” codes was first made in the 2003–04 SASS administration. An internal review of Table 1 following Round 2 suggested reformatting the table to reduce respondent burden by grouping the codes into three horizontally aligned panels representing “General Education,” “Subject Matter Specific,” and “Codes for grade levels of students.” While none of the respondents in Rounds 1 and 2 explicitly stated that they had difficulty with the format of the table, it was thought that presenting the table as three panels read horizontally instead of vertically (and as a whole) would increase the readability of the table and emphasize the distinction among the three groupings. Round 3 responses, however, indicated that while this change may have improved the readability of the table, it may also have inadvertently exacerbated the problem of respondents writing in a name for their main assignment in the second response box that was different from the code they recorded in the first response box (also see discussion below). The separate panels in Table 1 may have signaled or suggested to respondents that they were supposed to report on separate dimensions of their teaching assignment (e.g., special education, math).

Therefore, two major changes were made for Round 4. First, the headers for “General Education” and “Subject Matter Specific” codes were removed and the codes originally listed under the “General Education” header were listed alphabetically along with the other codes. Second, the codes for grade levels were omitted.

In the 2003–04 administration, Table 1 included codes for students’ grade levels in the bottom, right-hand corner. Although respondents did not need to refer to these codes until they reached the question asking for course listings for Departmentalized and Elementary Enrichment teachers (item 19 in the 2003–04 SASS), all respondents encountered Table 1 at item 15 or item 17 in the 2003–04 administration.

Responses from Round 1 indicated that the bolded banner “Codes for grade levels of students,” which appeared above the actual codes was not sufficient to prevent respondents from using these codes to answer the item on their main teaching assignment (item 15 and 17, in Round 1).

In Round 2, the banner was positioned more prominently and the instruction, “To be used when answering question 20 only,” was added. Again, these revisions were not sufficient to prevent respondents from using the grade level codes at the current question. As noted above, in Round 3, Table 1 was further revised so that the “Codes for grade levels of students” appeared as one of three horizontally aligned panels and results indicated that the inclusion of the grade ranges in Table 1 confused some respondents.

Thus, the codes for grade level were removed from Table 1 in Round 4 and placed where they are needed and used in item 20. The redesign of Table 1 and the removal of grade level codes in Round 4 appeared to have reduced the problems noted in Rounds 1 through 3.

**Final recommendations.** The revisions tested in Round 4 appeared to have addressed many of the problems encountered in earlier rounds. Moreover, the format tested in Round 4 follows many basic principles of survey design (Fowler 1995), including visual clarity, the grouping together of categories that are similar in content, and the presentation of categories in ways that facilitate response formation.

A final review of Table 1 conducted by project staff, however, has yielded two additional recommendations that will not change the substance of the categories, but will further improve the readability of the table and increase consistency within the table. First, although not cited as a problem in any of the rounds of interviewing, splitting categories of codes (e.g., “Natural Sciences”) across two columns can be problematic and may lead respondents, in particular those who tend to skim or scan, to miss categories. Indeed, survey research suggests that whenever possible, categories should be laid out to follow standard English reading patterns of left to right and top to bottom (Bradburn et al. 2004). Second, Table 1 uses a mixture of words and symbols to represent the words “and” and “or” (e.g., “Arts & Music” versus “English and Language Arts” versus “Vocational/Technical Education”). In order to facilitate processing and make the format of the table as consistent as possible, it is recommended that categories use a common method to indicate “and” and “or.” These two sets of recommendations have been incorporated in the final mock-up of Table 1, and with one exception<sup>6</sup> have been made to Table 3, as well.

### **Class Organization (Item 13)**

**Summary of findings and issues addressed.** One of the main purposes of identifying teachers’ class organization type is to help determine average class size. In addition, this question is the lynchpin of this section, as responses to this item determine which of many follow-up questions respondents will receive. Thus, it is vital that this question present categories that are complete, accurately describe teachers’ working environments, and facilitate accurate classification.

Most of the response categories included in the 2003–04 SASS administration and tested in Round 1 contained the following three elements for each type of classroom organization: (1) a description (e.g., “You instruct several classes of different students most or all of the day in one or more subjects”); (2) examples (e.g., “such as algebra, history, and biology”); and (3) a label (e.g., “Departmentalized Instruction”). Overall, responses to probes in Round 1 indicated that this question was understood as intended and that the current classification system worked well for most respondents, especially departmentalized and self-contained teachers. However, other types of teachers exhibited problems and appeared to struggle between two or more of the response options. The problems as voiced by

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<sup>6</sup> It was not possible in Table 3 to order the category codes for special education in one column.

respondents appeared to stem largely from the subject matter examples, which were not mutually exclusive across the response options. Moreover, the examples appeared to divert attention from the actual descriptions and, in some cases, seemed to lead teachers to select a classification that listed their subject matter as an example, regardless of whether the description applied to them. Therefore, for Round 2, the examples were deleted. In addition, the following revisions were tested in Round 2: the modifier “sometimes called” was placed before the labels (e.g. “sometimes called Departmentalized Instruction”) to signal to respondents that the labels represented terms typically used to describe the category but that respondents may be familiar with or use other terms; and the description for “pull-out” teachers was expanded to refer to instruction for “a small number” of selected students who can be either released from or remain “in” their regular classes (termed “Push-In”).

Responses to the probes in Round 2 indicated that all of the participants classified themselves correctly and that removing the examples from the descriptions and including the phrase “sometimes called” facilitated classification. Only a few changes were made to this question based on the results from Round 2. The label “elementary subject specialist” was replaced with the more familiar label “elementary enrichment class” and the phrase “to different classes of students” was added to this description in order to clarify for remedial teachers that this category may not be applicable to them.

In Round 3, responses revealed few problems with self-classification for most types of class organization, but a serious problem with the definition of team teaching became apparent. As written, the definition was unclear as to whether only those who team teach the same group of students all or most of day should classify themselves in this category or whether teachers who have students rotating in and out of their classes could also be team teachers. NCES was consulted and noted that team teaching should be limited to self-contained settings. The definition for this category was revised and tested in Round 4 as follows: “You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day.” To assess the extent to which this revision addressed the problems identified in Round 3, several teachers who co-taught, including those in departmentalized and self-contained settings, were recruited for Round 4. Based on these teachers’ responses, the inclusion of the phrase “the same group of students all or most of the day” reduced, and possibly eliminated, the tendency for some departmentalized teachers to self-classify as team teachers.

The cognitive interviews also suggested that respondents who teach classes in more than one category were not consistently attending to the term “best.” Thus, in Round 4, the word was capitalized to increase its prominence and to increase consistency with other questions in this section for which the most important terms are emphasized. Finally, throughout all rounds, specific probes were asked to assess how well the types of class organization were understood. Overall, respondents felt the definitions and labels accurately described their given organization type.

***Final recommendations.*** The removal of the subject matter examples and the rewording of some of the descriptions have reduced perceived and actual overlap among the categories and have clarified several of the response options. Given the significant improvements observed in respondents’ ability to classify themselves across the four rounds, the version of the question from Round 4 should be used without further revisions.

### ***Class Size Filter Item (Item 14)***

***Summary of findings and issues addressed.*** This filter question routes respondents to critical follow-up questions based on their class organization. In the 2003–04 SASS administration and Round 1, this item was formatted such that there were two response categories, the first instructing departmentalized and elementary enrichment teachers to skip to a later item and the second instructing self contained, pull-out and team teachers to proceed to the next item. While no respondents in Round 1 demonstrated problems

following the skip instructions, this item was revised. Specifically, the second response category in Round 1 was split into three separate categories. This change mirrored a change made in Round 2 to the subsequent item on class size. In Round 2, the single question in the 2003–04 SASS administration asking about class sizes for self-contained, team, and pull-out teachers was decomposed into three different questions for each teacher type. The wording of the skip instructions in the filter item was also expanded for self-contained, team, and pull-out/push-in teachers such that the instructions included a reference to the label used in the class organization question, as illustrated in “Attachment K-1. Item Summaries.”

The reformatted item caused problems for a couple of respondents in Round 2. The source of the problem was attributed to the fact that multiple and different numbering systems were presented. Specifically, the text of the question referred to “boxes,” numbered 1 to 5, carried over from the stem question on class organization. In addition, the item included a separate numbering system for the response categories themselves (used for data entry purposes), which were numbered 1 to 4, on the far left-hand side.

This problem was addressed in Round 3 by separating Box 1 and Box 2 and presenting them as two separate response options. Thus, the revised filter contained five categories, each of which corresponded to and was ordered in the same manner as the categories included in the question on class organization. None of the respondents in Round 3 indicated a problem following the skip instructions and all respondents skipped to the correct question based on their type of class organization.

In the course of probing in Round 3, it became clear that some respondents were not recording an answer at this item but were instead simply skipping to the next question, as instructed. Because requiring respondents to circle a response may increase the likelihood that the correct path is followed, the wording of the question was revised in Round 4 to explicitly require that respondents “check” the box they marked for their class organization. In addition, the response labels for departmentalized and elementary enrichment teachers were revised to include references to the categories used in the stem question on class organization, as was done for the other categories. None of the respondents in Round 4 had difficulty following the skip patterns.

***Final recommendations.*** The revisions made to this item have addressed the problems noted by respondents and interviewers across the rounds of interviewing. Specifically, as it appears in Round 4, the item explicitly asks respondents to “check” the box they marked in the previous answer, thereby minimizing the likelihood that teachers miss the skip instructions. In addition, the revised format presents clear visual and written cues for how to navigate from the question. No further changes are recommended.

### ***Class Size for Self-Contained, Team, and Pull-Out/Push-In Teachers (Items 15, 16, and 17)***

***Summary of findings and issues addressed.*** These items are intended to obtain class size data for self-contained, team, and pull-out/push-in teachers. In the 2003–04 SASS administration and Round 1, class size for teachers in these categories was measured using a single question that was asked of all respondents in these categories. This question included two sets of instructions, which appeared after the body of the question, and provided information that was critical to answering the question for self-contained and pull-out teachers. Because the instructions appeared below the body of the question, they were overlooked by some teachers in Round 1.

In Round 2, substantial changes were made by decomposing the single question into three distinct questions, one for each of the three categories. In addition, the instructions were included within the body of these questions. No respondents indicated difficulty recording the number of students in Round 2, and it was concluded that disaggregating the single question and increasing the prominence of information previously contained in separate instructions appeared to improve reporting about class size.

The versions of the questions used in Round 2 were also tested in Rounds 3 and 4. Problems were encountered in Round 3 by team teachers who taught in secondary school settings and had students who rotated in and out of their classrooms. For team teachers instructing multiple classes of different students, the word “total” could be interpreted as the total across classes. However, if the revisions for the class organization item discussed above are adopted, it is unlikely that this situation will be encountered in the future since the definition of team teaching has been limited to those in self-contained settings.

**Final recommendations.** Although some ambiguities in the wording for these questions were noted in Rounds 2 and 3, particularly for the phrase “at any one time” for pull-out/push-in teachers, disaggregating the single question on class size into three separate questions and folding information previously included in instructions within the question text have helped to ensure that teachers attend to all of the information needed to provide a valid response. No further changes are recommended to the versions of these questions that appeared in Round 4.

### **Hours Teaching Core Subjects (Item 18)**

**Summary of findings and issues addressed.** The purpose of this question is to obtain estimates of the number of hours that self-contained, team, and pull-out/push-in teachers spend teaching four core academic subjects. Prior to conducting these interviews, two concerns regarding this question were noted. First, would respondents “double count” hours if they fit into more than one category (e.g., a reading assignment that covered a science topic)? While a few respondents in the various rounds reported that their lessons sometimes overlapped multiple subjects, respondents did not appear to “double count” their hours and reported being able to apportion their time to a single subject. Second, based on their initial review, project staff noted that the skip instruction for this item was potentially problematic because it appeared to be visually disconnected from the actual item and thus could be overlooked by respondents. Based on the results of Round 1, the skip instruction was modified to include a large arrow connecting the last item in this series to the skip instruction. With one exception detailed in the Round 2, respondents in subsequent rounds successfully followed the skip pattern.

Responses in Rounds 1 and 2 also suggested potential problems with the label “English/Reading/Language Arts.” Specifically, there was variability in whether respondents interpreted this category to include hours spent teaching writing, as was intended by NCES. To improve data quality and ensure full reporting, the category was amended in Round 3 to read: “English/Reading/Writing/Language Arts.” However, responses in Round 3 indicated that this revision did not solve the problem. With the addition of a fourth element to the list, some respondents resorted to skimming the question and as a result overlooked “writing” (and possibly other categories). Moreover, a review by project staff suggested that the “/” used to separate the individual elements be replaced with “,” but because of the limited focus of Round 4 this revision was not tested.

**Final recommendations:** Given the findings across the four rounds, it is recommended that the version of the question that appeared in Rounds 3 and 4 be adopted with the following revisions: replace “English/Reading/Writing/Language Arts,” which appears to have encouraged skimming behavior with “English, Language Arts (including writing and reading)”; replace the “/” in categories (b) and (c) with “or;” and, in order to be consistent with formatting in the Working Conditions section, reformat the box around follow-up item in part (1) of the question so that the lower, left-hand corner is not cut out. Note that the recommendation to replace the backslashes is consistent with changes made to several places in the instrument including Tables 1 and 3. These changes are illustrated in the mock-up containing the final recommendations (see attachment L-2).

### **Number of Classes (Item 19)**

**Summary of findings and issues addressed.** This question is intended to facilitate teachers' completion of a set of items on the classes they teach. The wording of this question as it appeared in the 2003–04 SASS administration was tested in Rounds 1 through 3. Overall, responses to the probes in Rounds 1 and 2 indicated that the question was understood as intended. Further, the majority of respondents reported reading the example below the first bulleted instruction, and noted that the example was helpful in formulating responses.

Two important problems were uncovered during probing in Round 3. First, several respondents noted that the example provided directly below the question (though presumably helpful, given earlier responses) was difficult to read because it included many different kinds of symbols, such as parentheses, brackets and Roman numerals. Most written text uses a serif type font in which the tops and bottoms of many of the letters contain serifs or small straight lines. These serifs form a “tramline” which is thought to aid eye movement by allowing the reader to process letters in groups or words instead of as single letters. Accordingly, the example was revised in Round 4 to eliminate the Roman numerals and brackets, which interfered with the tramline established by the font and appeared to make the text more difficult to read. Second, some respondents misinterpreted the term “classes” and thought that the term referred to their main teaching assignment or course and not to the number of individual periods taught for a single subject. The term “class period” replaced “class” in Round 4 in order to focus respondents on their individual class periods and not on the number of subjects they teach. Responses in Round 4 suggested that “class periods” was familiar to respondents and more likely to be interpreted as referring to the individual class periods or sections.

**Final recommendations.** It is recommended that the version of the question used in Round 4 in which the example was revised to increase its readability and the phrase “class periods” replaced “classes” be adopted.

### **Subject Name, Code, Grade, and Class Size for Departmentalized and Elementary Enrichment Teachers (Item 20)**

**Summary of findings and issues addressed.** This item provides data on class size for departmentalized and elementary enrichment teachers. In addition, this item provides information on the range of subjects taught by departmentalized and elementary enrichment teachers, allowing analysts to study whether teachers are qualified in all the fields they teach rather than just their main subject area.

In the 2003–04 administration, this item included a question stem instructing respondents to complete a row (in a matrix directly below the question) for each class they currently teach. In addition, three instructions were included. The first indicated to respondents that they should use Table 1 to answer parts of the matrix. The second instruction was directed towards teachers with mixed grades and provided information on how they should report grade levels for their classes. The third clarified the task for respondents by signaling that the number of rows completed should equal the number of classes reported in the previous item. Following the instruction was a matrix in which respondents recorded subject matter, code, grade level, and number of students.

Prior to conducting the interviews, several concerns with this question were noted including: (1) whether respondents would be able to navigate the response matrix; (2) did the question facilitate full reporting and yield responses that were consistent with the previous item; (3) did respondents' understanding of the term “mixed grades” match that of the question writers; and (5) did respondents attend to and use the instructions when answering the question.

The results of Rounds 1 and 2 indicated that respondents often failed to read the bulleted instructions that appeared under the body of the question. For example, in most rounds at least one respondent for whom it applied failed to notice the instruction for teachers with mixed grades and did not provide a valid response—either they reported a range of grades or left the response box blank. Similarly, data reported in item 20 were often inconsistent with that reported in item 19. Consequently, the question was rewritten after Round 2 to incorporate elements of the instruction within the question text, as follows: “The number of lines filled should equal the number of classes (or sections) reported in item 19.” This new format was also consistent with the format tested for several items in the Working Conditions section. Additionally, in Round 3 the mixed grades instruction appeared as one of two instructions and the term “mixed grades” was set off by using upper-case letters.

The revisions made to the question, however, were not sufficient as similar problems were observed in Round 3. Therefore, further changes were made, including rewriting the question by bringing the instruction “Record the subject name, subject matter code, and the grade level code from Table 1” into the body of the question to ensure that teachers attended to this information. In addition, the following changes were made and tested in Round 4: (1) a revised example that included two separate lines for the subject “English,” which contained different numbers of students, to explicitly demonstrate to respondents that a separate line should be filled out for each class period even if the same course was taught over multiple periods; (2) references to Table 1 and the grade level codes from Table 1 were moved to the bottom of the question so that they could be located near where they would be needed and used by respondents; and (3) extraneous information such as the “A,” “B,” “C,” and “D” designations originally appearing in the columns were removed.

Results from Round 4 suggested that changes to this item have not fully resolved the problems identified in the rounds of interviews. Despite attempts to increase the prominence of key instructions and the clarity of the reporting task, some respondents still overlooked the instructions or misinterpreted the task. In particular, some of those who taught multiple class periods or sections of the same subject did not complete a separate line for each of their individual classes.

**Final recommendations.** Based on the data collected across the four rounds, the following alternatives are suggested:

- Use the version of the question tested in Round 4 with the understanding that the revisions to this item, while not completely resolving the problems for all respondents, have likely increased the clarity of the task and the prominence of key information. Moreover, the problems observed with this item are likely a result of skimming and scanning, and low respondent effort observed, rather than the wording of the question.
- Use the version of the question tested in Round 4 but add a verification item (as illustrated below) in which respondents are explicitly asked to compare the number of rows they completed in item 20 to the number of class periods or sections recorded in item 19 and resolve any inconsistencies. If it is not possible to adopt for the 2007–08 administration, this option should be explored in the future if collecting data for individual classes is a high priority.

**20ck. Does the number of entries you completed in item 20 equal the number of class periods or sections you reported in item 19?**

Yes      ➔      *GO TO item 20a.*

No      ➔      *RETURN to item 20; the total number of entries completed in item 20 should equal the number reported in item 19.*

## Certification

### Objectives of Section

Items in the Certification section are designed to measure the types of certification teachers have, the fields in which teachers are certified, and the grades in which they are certified to teach those fields. This information is critical to studying, across and within teaching fields, such issues as teacher shortages, teacher supply and demand, and teachers' qualifications.

Measuring teachers' certification, however, is a challenging task because regulations on certification vary widely across states and within states over time. A cursory review of State Department of Education websites demonstrates that states use a myriad of terms to label the types of certification they issue, including conditional, emergency, initial, preliminary, probationary, renewable, standard, temporary and transitional, to name a few. States use different terms to classify similar types of certification, and use the same or similar terms to designate types of certification that represent different sets of requirements. States also vary in terms of the content areas in which teachers can be certified and the grade levels at which they can be certified in those content areas. In addition, the types of certification states issue and the terms they use to label them change over time. In the face of such variation, developing a terminology that is understandable to all teachers and allows them to respond reliably to a set of questions poses a considerable challenge to survey designers and data collectors.

### Key Issues to Address

Within this backdrop, the cognitive interviews focused on three key issues. First, given the variation in terminology and certification structures across states and over time, interviewers focused on assessing respondent comprehension of key terms and phrases. For example, do teachers understand the terms "certification," "probationary certificate," etc. as they are intended by NCES? Are the terms used in the instrument familiar to teachers and do they represent to them the types of certificates that are of interest to NCES? Given variation over time, it was also important to determine whether the terms used in the survey include those currently used by teachers.

A second, and equally important, focus of this section was to assess the extent to which the taxonomy used in the 2003–04 administration facilitates the response formation process and allows teachers to report about their teaching certificates reliably and accurately. That is, given differences among states in the types of certificates issued and the terms used to describe them, how well are teachers able to map their certificates on to one of the options provided to them? Do the descriptions contained in the response options capture key components of teachers' certificates as perceived by teachers, and are categories distinct enough so as to facilitate classification? Likewise, does the structure of certification underlying the survey items match the way teachers understand and think about certification?

The Certification section of the teacher questionnaires consists of a core set of items that are repeated throughout the section and designed to collect key pieces of information for up to two state-issued certificates. In the private school teacher survey, additional repetitions of these items collect information for one certificate from accrediting or certifying bodies other than states. To help respondents navigate through these sequences of items, the instrument contains written and visual instructions presented in a variety of formats and locations. Thus, a third concern within this section was assessing how well respondents navigate through this section.

In addition to these three key issues, questions about data quality were also examined, including (1) Do teachers report about *all* their certificates, including those for fields they do not currently teach?; (2) Do

teachers limit their responses to certificates from the states in which they teach, or do they report on certificates from other states?; (3) Do teachers have difficulty identifying the subject areas in which they are certified using the choices provided?; and (4) Do teachers have difficulty identifying which grade ranges to choose when describing the grade levels in which they are certified?

## Main Findings

Over the four rounds of interviews, project staff identified and tested modifications to the survey items that appear to have improved data quality and the ease with which teachers responded to the survey. Across the four rounds, the results suggest the following:

- **Comprehension of key terms and phrases.** The terms “certificates” and “content area” were clear to respondents and interpreted as intended. Given variation in state certification regulations, however, the use of labels to describe certificates was deemphasized and eventually eliminated. This aided the response formation process and maximized the likelihood that respondents would attend to the requirements of various types of certificates rather than the labels used to identify them.
- **Clarification of certificate taxonomy.** The initial interviews revealed problems in classification among those teachers with nonregular/nonstandard certificates. These problems were due in part to the use of labels to describe certificates but also appeared to be caused by a lack of distinction among some taxonomy categories. The taxonomy was revised and these revisions appear to have alleviated but may not have completely addressed the problems. In the final rounds of interviews, teachers continued to experience some classification problems and noted potential overlaps between some types of nonregular/nonstandard certificates.
- **Navigation through section.** Navigation problems were observed in this section. Revisions intended to increase both the prominence of navigation instructions and the consistency with which they were presented appears to have addressed these issues. In particular, there is evidence to indicate that the filter questions that were added to route respondents through each sequence of items have facilitated the navigation of this section.
- **Task comprehension and data reporting.** Revisions made to the wording of several items, including those on certification type, content area, and grade level, as well as changes made to the navigational instructions, appear to have clarified the task for respondents and may be associated with improved data quality. In addition, these revisions increased the consistency in the formatting of skip instructions and the wording of items within and across the public and private school surveys.

## Item-by-Item Findings and Final Recommendations

The current study examined items 30–31 in the 2003–04 Public School Teacher Questionnaire and items 30–32 in the 2003–04 Private School Teacher Questionnaire. These items ask (1) whether teachers hold a certificate in the state in which they teach and if so, the type of certificate; (2) the fields; and (3) the grades in which they are certified by that certificate. The items are repeated as necessary to obtain information on a maximum of five fields for each of two state-issued certificates. Private school teachers receive an additional set of items to obtain the same information for up to one certificate issued by agencies or organizations other than states. Exhibit L-2 presents the wording and numbers of these items in the final mock instruments, along with labels used to reference items that are repeated throughout the

section. Since this section is made up of a core set of items repeated several times throughout the section, the findings and recommendations are discussed by substantive issues.

**Exhibit L-2. Certification section item labels, wording, and numbers in round 4 mock instruments**

Item label	Item wording	Public item numbers	Private item numbers
	Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?	—	30a
	Do you have a current teaching certificate from THIS state?	—	31a
Certification type	Which of the following best describes the teaching certificate you currently hold in/ from THIS state?	30a, 31b	31b, 32b
	Using Table 3 on page XX, in what content area(s) does the teaching certificate marked above allow you to teach in THIS state? (For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.) • If this certificate allows you to teach in more than one content area, you may report additional content areas in later items. <sup>1</sup>	30b	30b, 31c, 32c
Content code	Code/Content Area	30b1, 30d1, 30f1, 30h1, 30j1, 31c1, 31e1, 31g1, 31i1, 31k1	30b1, 30d1, 30f1, 30h1, 30j1, 31c1, 31e1, 31g1, 31i1, 31k1, 32c1, 32e1, 32g1, 32i1, 32k1
Grades	Which of the following grades does this certificate apply to?	30b2, 30d2, 30f2, 30h2, 30j2, 31c2, 31e2, 31g2, 31i2, 31k2	30b2, 30d2, 30f2, 30h2, 30j2, 31c2, 31e2, 31g2, 31i2, 31k2, 32c2, 32e2, 32g2, 32i2, 32k2
Filter	Does the certificate marked in item XXX allow you to teach in additional content areas?	30c, 30e, 30g, 30i, 31d, 31f, 31h, 31j	30c, 30e, 30g, 30i, 31d, 31f, 31h, 31j, 32d, 32f, 32h, 32j
Additional content area stem	In what ADDITIONAL content area does the certificate marked in item XXX allow you to teach?	30d, 30f, 30h, 30j, 31c, 31e, 31g, 31i, 31k	30d, 30f, 30h, 30j, 31e, 31g, 31i, 31k, 32e, 32g, 32i, 32k
	Do you have another current teaching certificate in/from THIS state?	31a	32a

<sup>1</sup> Items 31c and 32c in the mock instrument for private school teachers included the phrase “marked in XXX above” to specify which teaching certificate the item referred to.

**Certification Type**

**Summary of findings and issues addressed.** The certification item collects information on the type of certification that teachers have, allowing researchers to estimate the percentage of teachers who are certified in the various teaching fields.

As presented in the 2003–04 (and previous) administrations of SASS, the certification item included a stem question asking teachers to select from one of the options listed below the question that best described their certificate. The certification taxonomy featured a label followed by a description for each of the five certification types included (see Attachment K-1. Item Summaries). The results across all four rounds suggest that the question was clear and interpreted by respondents as intended by NCES. More specifically, respondents understood the task, the majority appeared to be aware that they should report only about “current” certificates issued by the reference state, and although familiar with alternative terms such as “licensure” and “endorsement,” interpreted the term “certification” as intended.

While no problems were observed with item comprehension, difficulties with response formation were found. The results from Round 1 indicated that with the exception of “regular or standard” certificates, the labels used for the types of certificates listed did not always match the labels used for corresponding types of certificates within individual states. Consequently, some teachers found themselves trying to decide between one response option with the label used to describe their certificate in their state and another response option whose description best matched the components or key aspects of their certificate. Other teachers found they made incorrect choices because they scanned the labels and selected a response option based on the label rather than the description. In short, the labels drew the attention away from or competed with the descriptions. Given the variability in the use of terms across states, the descriptions were critical for accurate and reliable classification.

Over the four rounds of interviews, the problems introduced by the labels were ameliorated in Round 2 by moving the labels to the end of the descriptions and using the words “sometimes called a” to indicate that other terms could be used to describe the certificate in question (also see discussion in the introduction on the use of labels). Note that these revisions mirror those made in the Class Organization section for item 13. Subsequent rounds removed the labels altogether and only included the descriptions. Based on responses to probes in Rounds 1 and 2, it was hypothesized that the removal of the labels would encourage respondents to read all the words of the descriptions within each of the response options to select the category that best described their certificates. Indeed, after these changes were introduced, respondents were more likely to report that they had read all of the response options, and fewer instances of misclassification were uncovered during probing.

Probing, however, also revealed that the labels were not the only source of classification difficulties. As described in the Round 1 report, teachers had difficulty distinguishing among the taxonomy categories for nonregular or nonstandard types of certification. To address this issue, the “provisional” category was omitted from the taxonomy after Round 1 since this category appeared to be the most likely to overlap with other categories.

Although classification and teachers’ reported uncertainty improved thereafter, there is evidence to suggest that teachers continue to perceive an overlap between the third (previously referred to as a “temporary” certificate) and fourth (previously referred to as a “waiver or emergency” certificate) certification types. Based on the respondents’ comments across rounds, it appears that the phrase “requires...additional college course work” in option “3” (temporary certificate) is perceived to be similar to or a subset of the phrase “certificate issued to person with insufficient teaching preparations” in option “4” (waiver or emergency certificate). If the feature of the certificate in option “4” that distinguishes it from the certificate in option “3” is that it is a certificate that requires the individual to complete a regular certification program in order to continue teaching, future assessments of SASS may want to consider exploring the removal of the phrase “insufficient teaching preparation” in option “4.” Last, the use of “and/or” in the description for option “3” appeared to confuse respondents, who wondered whether their certificates should include all of the additional elements listed in the description. Thus, it may be worth exploring whether the removal of the “and/” improves the clarity of this response option.

**Final recommendation.** Given responses to cognitive probes and improvements in the ease with which respondents classified themselves across the four rounds, as well as NCES’s interest in collecting data on the four current types of certificates, no additional revisions are recommended to the version of this item tested in Rounds 3 and 4.

### **Content Area and Grade Levels Items**

In the 2003–04 administration, items collecting data on the content area in which teachers’ certificates allow them to teach included an overall stem followed by two response boxes. Teachers were directed to write in the name and record the code selected from Table 3 for the content area in which they were certified. Probes concerning these items focused on whether teachers used Table 3 to identify the content areas in which they were certified and whether Table 3 presented difficulties in that task.

In general, responses to probes indicated that respondents understood the intent of the item but that key pieces of information included within the question text and instructional bullets were not always noticed (also see discussion below). Specifically, several respondents noted that it was initially unclear to them that they would have an opportunity in later items to report about multiple content areas that their certificate allows them to teach. This is problematic because respondents who have multiple content areas to report, but who did not realize that they would be able to report about additional content areas, may not know how to respond to the initial item on content areas. In addition, given the relatively low level of effort observed among some respondents, those for whom the task is not readily evident may select to skip the item or section.

Accordingly, a revised wording for the item stem was tested in Round 4. The revisions included three changes: (1) the first sentence of item 30b “Some certificates may allow you to teach in multiple content areas” was removed; (2) the information contained in the bulleted instruction was brought into the question text such that the revised item read as follows, “Using Table 3 on page 19, in what content area does the teaching certificate marked above allow you teach in THIS state;” and (3) a bulleted instruction was added to inform respondents that they could report about additional content areas in later items. This revised wording was expected to clarify the task to respondents and to facilitate the use of Table 3. For example, while the original wording of the item noted that some certificates allow teachers to teach in multiple areas, it did not explicitly state that respondents would have an opportunity to report about additional content areas. The results of Round 4 indicated that the revised item was clear. All respondents noted that the item instructed them to use Table 3 to report about their content areas and reported noticing and reading the bulleted instruction indicating that they could report about additional content areas in later items.

Beginning with the 2003–04 SASS administration, teachers were asked to report the grade levels as well as the fields in which they were certified. Early cognitive testing by UserWorks (2003) suggested that the terms “elementary,” “secondary,” and “ungraded,” which were provided as response categories, could be problematic for teachers whose certificates specified grade levels more precisely (e.g., K-3 certificates or middle grade certificates). Data collected in Round 1 of this study indicated that some teachers had trouble matching the grades in which they were certified to the broad grade level categories. In particular, teachers whose certificates allowed them to teach middle school grades but not high school had trouble selecting the most appropriate response option(s). Such teachers were wary of misrepresenting themselves by reporting that they were certified to teach “secondary” grades because their certificates covered, for example, only grades K through 8, but yet wanted to report that their certificate included some middle grades. To address this issue, a “middle school” response category was added in Round 2. This change, however, did not appear to resolve the issue completely. Given the variation across states in the grade-level configurations, some teachers continued to have problems mapping the grades in which they were certified onto the broad categories provided.

Thus, in Round 3, the broad categories were eliminated and replaced with a list of individual grades ranging from pre-Kindergarten to 12<sup>th</sup> grade and including “Ungraded.” This revision appeared to have addressed the problems observed in earlier rounds; respondents reported that the task was clear and in contrast to earlier rounds did not report any problems selecting a response option(s). While this revision required respondents to check more boxes (i.e., one for each grade) than they had in the 2003–04 questionnaire, there appeared to be no net increase in respondent burden since respondents no longer had to figure out how to map their individual grades onto one or more of the broad categories. Additionally, this change has the potential to improve data quality because, unlike the broad grade level categories used in the 2003–04 administration, individual grades are open to less misinterpretation. In addition, the following revisions were made to Table 3 over the course of the four rounds of interviews:

- Code 131, labeled “gifted,” was added to the series of special education content areas (see Round 1 report, p. 30).
- The format of Table 3 was changed in Round 3 to be consistent with changes made in Table 1, such that the general education fields and codes were divided into a separate panel from the subject matter specific fields and codes.

***Final recommendation.*** The data collected across the four rounds suggest that the version of the item tested in Round 4 should be adopted in the 2007–08 SASS administration, with some minor changes to Table 3 and item 30b in the private school survey.

For Table 3, three small changes are suggested to improve the table’s readability and increase consistency in its formatting. First, it is suggested that the space between code 125 and code 131 in Table 3 be reduced. While it is important to set code 131 “gifted” apart from the other special education codes, the amount of space between code 131 and 125 is the same amount of space used to distinguish between subcategories in the table such as Social and Natural Sciences. To reduce the likelihood of misinterpretation or that codes are overlooked, it is important that the use of spacing be consistent within the table. Second, as was done for Table 1 in the final round, it is suggested that the line separating the two megacategories “General Education” and “Subject Matter specific” be removed. The line serves no real function in Table 3 and it is preferable for tables to be as consistent in format as possible. Third, the small changes with respect to the use of symbols (e.g., “&” “/”) and wording noted for Table 1 are also recommended for Table 3. These changes have been incorporated in the final mockup of Table 3 included in attachment L-3.

In the Private School Teacher Questionnaire, item 30 requests information about certification issued by an accrediting or certifying body other than the state. Across the four rounds of interviews, only a few private school teachers were interviewed, and none reported difficulties with this item. Project staff, however, noted a potential source of confusion regarding this item. The content area stem for item 30b (in the Private School Teacher Questionnaire) included the phrase “at this school” in the 2003–04 SASS administration. In the revisions of this item during this study, this phrase was inadvertently changed to “in THIS state” in an attempt to make the item consistent across questionnaires. Private certification is not state-specific, and therefore, this phrase is incongruous with the nature of private certification and may cause confusion to respondents. As illustrated in the final recommendations mockup, it is recommended that this phrase be omitted from the item. It is not suggested that the phrase “at this school” be returned to the item as there is little reason to believe that certification from a nongovernmental accrediting body would apply in one school and not another.

### **Filter Item for Additional Content Areas and Additional Content Area Stem**

Navigational issues regarding when and how teachers were to report additional content areas for their first certificate and additional certificates (if they had any) became apparent in Round 2. While no consistent pattern was identified, several respondents reported during probing that they had skipped items, followed the incorrect path, or recorded information incorrectly. A review of the items suggested that one of the likely contributing factors to the navigational errors was the fact that unlike the other sections, the skip instruction in item 30c in the 2003–04 SASS administration was included within the text of the item. Moreover, the skip instructions were located at the end of the item where respondents who were skimming or scanning were likely to overlook them.

To address navigational problems, the wording of the content area item was changed, as discussed above, to indicate that additional content areas could be reported in subsequent items, and a filter question was added for each content area sequence in Round 3. The filter item separated the navigational instructions from the substantive information. Specifically, it asked respondents if their certificate allowed them to teach in additional areas, and depending on their answer instructed them which item to go to next. It was hypothesized that this revision would help to counteract the skimming and scanning behavior by reducing the amount of information that respondents would have to attend to in each item, and in essence breaking the original task into two parts—report on content area and grade first and then determine what item to go to next. By separating the navigational and substantive parts and breaking down the task into separate elements, the prominence of the navigation instructions was increased and the task for respondents was clarified. Additionally, as noted in the Round 2 report, introducing the filter item provided an opportunity to increase the consistency of the item structure and wording among repetitions for multiple content areas within instruments and across the private and public surveys.

Although implemented in Round 3, the filter item was not fully tested until Round 4 because no Round 3 respondent reported having more than one content area. The Round 4 interviews indicated that these changes did improve navigation, although they also lengthened the survey. In particular, the questions for each reference certificate (two in the public survey and three in the private survey) now appear over three pages instead of two. As a result, items for each reference certificate can no longer appear side-by-side on the left and right hand side of the survey booklet, thereby increasing the number of pages respondents may need to skip through to find the next item and/or the amount of flipping respondents will need to do to refer to Table 3. Any drawbacks associated with the increased length should be weighed against the benefits the filter item and other revisions have for increased accuracy and reliability. By increasing the prominence of instructions and clarity of the task and, more generally, improving the navigational flow and format of the section, more complete reporting of content areas and certificates may increase. It is also worth noting here that no study respondent reported being certified in more than two content areas for a single certificate, and, therefore, no respondent was required to complete all five content area repetitions. The probability of many teachers having three or more content areas for one certificate appears low, although analysis of 2003–04 SASS data could confirm this hypothesis. If the percentage of teachers reporting more than three content areas is indeed low it may be worthwhile to consider reducing the number of content areas on which information is collected.

**Final recommendation.** The potential disadvantages of a longer survey appear to be outweighed by the improvements in navigation and clarity of task stemming from the revised filter item and other changes made to increase consistency in this section. It is recommended that the filter item and revised wording to the items in the sequence, as they appeared in Round 4, be used in the 2007–08 SASS administration.

## Working Conditions

### Objective of Items

Data on the number of hours teachers spend teaching and in school-related activities are critical to understanding teachers' work experiences and are useful in assessing teachers' compensation and comparing levels of compensation among states or types of schools. Items in the Working Conditions section seek to gather reliable and accurate estimates of the amount of time teachers spend in teaching and other school-related activities and how they spend that time.

### Key Issues to Address in Cognitive Interviews

Items in the Working Conditions section have undergone considerable changes across the administrations of SASS, reflecting the challenges of eliciting accurate and reliable estimates of the time teachers spend in various activities during and outside the school day. In general, the revisions to these items have moved in two different directions—toward more specificity and toward more aggregation—as survey designers attempted to balance the desire for detailed information on how teachers spend their time with data quality concerns. The cumulative changes and, in particular, those included in the 2003–04 administration, have likely resulted in improved data quality as the task has been simplified and clarified for respondents. The first of two key changes in the 2003–04 administration of SASS included an item asking teachers to estimate the total number of hours spent in all teaching and school-related activities—a number more readily accessible and easier to estimate than time spent per task. The second change included substituting the reference period “most recent full week” with “a typical full week,” a time frame that earlier cognitive work indicated that teachers used when formulating their responses to items in this section.

Within this context, the initial focus of this study was to assess whether respondents understood the wording of items in the 2003–04 administration as intended by NCES and whether the wording facilitated information retrieval and the response formation process. Specifically, cognitive probes focused on identifying problems in how respondents arrived at their estimates; the range and variety of activities included or omitted in estimates; and how the reference period and underlying constructs were interpreted. During the review of the findings from Round 1 it became clear that there was a mismatch between the wording of some items and the goals of NCES. For example, while NCES was interested in collecting data on paid teaching time, the wording in the 2003–04 administration asked respondents to report about time spent delivering instruction, which could be, and was, interpreted by respondents to include both paid and unpaid instructional time. Subsequently, later rounds of interviews focused on revising the wording and format of several items in order to elicit information about paid time across several key activities.

### Main Findings

The results across the four rounds indicate that the revised items in this section are understood as intended and elicit information that is consistent with the goals of NCES. Specifically,

- **Data reporting.** The estimates provided by respondents and their responses to probes suggest a relatively high level of accuracy and full reporting of activities and work hours. Moreover, across items there is internal consistency in responses, such that, for example, instructional time is either equal to or less than reported base pay hours.
- **Increased clarity.** To address the mismatch in some of the items between NCES's intent and the information the items elicited, several steps were taken. First, to facilitate the survey process, the

wording across items was made more consistent. Second, the intent of the items was clarified and, in some cases, made more explicit. Third, the focus of the several items was shifted to a clear and salient reference point (i.e., contractual obligations and base pay hours).

- **Construct comprehension.** Key constructs such as base pay, instructional time, and planning time, were understood as intended by NCES. In addition, the results suggest that the reference period (a typical full week) used within this section is well-defined and easily referenced by teachers.
- **Additional Constructs.** Questions have been added and tested and, if included in the 2007–08 administration, will result in data on an expanded list of constructs including planning and preparation time covered by base pay, planning and preparation time covered by extra pay, and compensated and uncompensated extracurricular activities.

## Item-by-Item Findings and Final Recommendations

### ***Hours spent in all teaching and school-related activities (Item 57)***

**Summary of findings and issues addressed.** Data collected from this item are intended to provide a global estimate or snapshot of the number of hours that teachers spend across the full spectrum of teaching and school-related activities. This item was first administered in the 2003–04 SASS and was intended to request information that was more consistent with the ways in which teachers think about and store information about their work hours. In contrast to earlier versions, this item did not ask for a breakdown of hours by activities or time periods. Consistent with teachers’ perspectives, the question referred to a more inclusive construct that included time for which they were paid and unpaid; activities occurring before and after-school; and teaching and nonteaching, but still school-related, activities (UserWorks 2003).

Responses to probes in Round 1 indicated that while respondents understood the underlying construct, some respondents failed to include key time periods in their estimates such as weekends or after-school hours. To increase the likelihood that respondents included hours spent in teaching and school-related activities during all targeted time periods (i.e., school day, before and after school, and weekends), information that was included in the instruction in the 2003–04 SASS administration was incorporated in the question text in Round 2. Specifically, the question was reworded as follows: “Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school?” Across the rounds, the results suggest that the inclusion of the instruction in the body of the question aided recall and response formation. For example, when asked, in later rounds, how they arrived at their answer, respondents described including a range and variety of activities carried out both during and after the school day, as well as on weekends. While many respondents acknowledged that they may have underestimated or overestimated their work hours, most believed that the discrepancy between their actual hours and answers was modest, in most cases ranging between 0 to 5 hours. Given the complexity of this task (recalling activities and estimating time spent in each activity, reconstructing work days, etc.) and the variability in teachers’ workdays, some level of misreporting is likely to be inevitable, although it appears to have been minimized through the current wording. Finally, in Round 3, an instruction to round estimates to the nearest whole hour was added to this and other items in this section because a handful of respondents included fractions of an hour in their estimates.

**Final recommendation.** Given the degree to which respondents appeared to understand the task at hand, and that responses to probes indicate that the hours they provided are a fairly accurate and complete estimation of the time spent in teaching and school related activities, the version of the item included in Rounds 3 and 4 should be used in the 2007–08 SASS administration.

### **Hours Worked for Base Pay (Item 58)**

**Summary of findings and issues addressed.** Data collected with this item provide key information about teachers' compensation. Estimates of teachers' contractual work hours enable analysts to determine how many hours teachers work beyond their contractual obligations and allow for comparison across key characteristics such as states or school level.

The results across the four rounds of interviewing indicated that the question was understood as intended. Moreover, because teacher's contractual obligations and, in particular, the number of hours they must work to receive base salary, are salient aspects of their work lives, respondents appeared to answer the question easily and with a high degree of confidence. For the majority of respondents, answers to this item were consistent with responses to other items in this section. For example, base pay hours were either equal to or lower than the total number of hours spent in all teaching activities.

In Round 3, two small changes were made to this item. First, the rounding instruction noted above was added. Second, the parenthetical instruction was revised to explicitly indicate that base pay hours should not include time compensated through stipends or extra pay.

**Final recommendation.** Based on the responses to cognitive probes, which indicate that respondents interpret the item as intended and evidence of high data quality, the version included in Rounds 3 and 4 is recommended for use in the next SASS administration.

### **Hours Spent Delivering Instruction (Item 59)**

**Summary of findings and issues addressed.** The item on instructional time obtains data on a central aspect of teachers' work lives, allowing analysts to describe how much time teachers spend directly instructing students. Together with total time in all teaching activities, analysts can also construct an estimate of instructional time as a proportion of all work hours.

Prior to the 2003–04 administration, problems were encountered with collecting data on time spent on specific activities. Therefore, initial probing for this item focused on assessing respondent comprehension and response formation. Of particular concern was whether respondents understood the underlying construct of this item and whether it represented a well-defined boundary of activities so as to facilitate response formation. Responses to probes in Round 1 indicated some ambiguity and inconsistency across respondents in how they defined "delivering instruction." For example, while some respondents interpreted the term as referring to formal classroom instruction, others interpreted it as referring to any time spent guiding students, including time in informal or after-school settings. In addition, as noted above, NCES's review of the findings revealed an inconsistency between the information elicited by the current wording and NCES's target—paid instructional time. To ensure that responses to this item were limited to paid instructional time, and since the results of Round 1 indicated that the phrase "base pay hours" in the previous item was clearly understood and represented a figure that was accessible to respondents, the item was reworded as follows: "Of the total BASE PAY HOURS reported in item 58, how many hours a week do you spend delivering instruction to a class of students?" It was expected that the shift to a clear reference point—base pay hours—and anchoring this item to the previous item would facilitate the response process and improve data quality by increasing the likelihood that respondents would interpret the item in a standardized manner.

Two additional changes were made to this item in Round 2. First, the instructional bullet in this item was reformatted by prefacing the instruction with the phrase "PULL-OUT/PUSH-IN TEACHERS" presented in capitalized letters to draw the attention of those for whom the instruction applied. (Note this is a similar

formatting and strategy used in the Class Organization section in item 20.) Second, to further clarify the task for respondents, the following example was included:

(Example: If your base contract requires you to work a total of 40 hours a week and 30 hours of those hours are for delivering instruction and 10 hours are for planning, monitoring hallways, study halls, playgrounds, preparing for classes, etc., you would report 30 hours.)

Responses to probes in Rounds 2 and 3 indicated that the revisions worked as intended. For example, in contrast to Round 1, no respondent in Rounds 2 or 3 reported including informal or unpaid instruction such as tutoring. Lastly, in most cases the hours reported in this item were less than those reported in item 57 (base pay hours). While no problems were noted in Round 2, an internal review suggested that: (1) the wording of this item be reordered to more closely match other items in this section; and (2) the phrase “THIS school” be added to the end of the item to increase consistency within this section. As noted throughout, changes to increase the consistency of items were intended to help combat skimming and scanning behavior, lower respondent burden, and facilitate the survey process by increasing the prominence of key information.

**Final recommendation.** Based on the responses to cognitive probes, the version included in Rounds 3 and 4 is recommended with one minor exception. As was recommended for item 19 in the Class Organization section, it is suggested that the wording of the example below the item be simplified as follows: “Example: If your base contract requires you to work 40 hours a week and 30 of those hours are for delivering instruction and 10 are for planning, monitoring students outside of class time, etc., you would report 30 hours.” This revision is incorporated in the final mockup of the instrument.

### ***Planning Time (Item 60) and Extra Paid Planning and Preparation Time (Item 61)***

**Summary of findings and issues addressed.** Because of NCES’s interest in obtaining estimates of teachers’ paid planning and preparation time, a question about planning time was included at the end of the Round 1 interview and administered orally by interviewers.<sup>7</sup> A more streamlined version of the question was included in the mock instrument in Round 2, and similar to the item on instructional time, this item referenced respondents’ “base pay hours.” In general, responses to probes indicated that the question was well understood by respondents and captured the intended underlying construct. For example, respondents reported that the question asked about the number of hours that their contract provided for planning and preparation, as well as extra pay they received for planning, regardless of how their time is actually spent. Responses to this and other items, as well as problems encountered in earlier administrations, suggest that anchoring questions about time spent in specific activities to base pay hours is an effective strategy. While teachers may not be able to recall with great certainty the amount of time they spent planning or prepping for their classes, most can report the number of hours their contract includes for such activity.

To further improve the clarity of this item, and because the phrase “extra paid time” appeared to confuse some respondents, the item was split into two questions in Round 3. The first question asked respondents to report about paid planning and preparation time that was part of their base pay hours and was formatted to resemble the item on paid instructional time. The second question asked how many hours a week, if any, of extra paid planning and preparation time a respondent received. While no problems were identified with the item on base pay planning and preparation time, a number of respondents had

<sup>7</sup> The following question was administered orally in Round 1, but was not included in the mock instruments: “In a typical full week of school, how many hours does the school or district pay you for planning or preparation? This would include time to plan with other teachers, as well as time for planning and preparation on your own, during the school day and during the hours you are paid to work before the instructional day begins and after it ends.”

problems with the question on extra paid planning and preparation. Specifically, several respondents thought the question was asking about overtime pay. Based on responses to cognitive probes, it appeared that respondents scanned the wording of the question, noticed the words “EXTRA PAID” (which were capitalized), stopped reading (presumably because they believed they had enough information to answer the question), and answered the question in terms of the number of hours of overtime pay they received. A potential solution to the problem is offered below.

**Final recommendation.** Based on the responses to cognitive probes, no further changes are recommended for item 60, base pay planning and preparation time. To increase the likelihood that the phrase “EXTRA PAID planning and preparation” is read in its entirety, it is recommended that the words “planning and preparation” be capitalized as well in item 61. This change will minimize the likelihood that respondents will misinterpret the item as asking about overtime pay by facilitating the reading of the all words in the phrase. This revision has been incorporated in the final mockup (see attachment L-2).

### **Additional Activities (Item 62)**

**Summary of findings and issues addressed.** Item 62, teachers’ additional activities, was added in the 2003–04 SASS administration. The series of questions in this item provide data on many of the roles and responsibilities that teachers perform in addition to active instruction and preparation or planning, such as coaching a sport, sponsoring a student group, serving as a department lead or chair, serving as a lead curriculum specialist, or serving on a school-wide committee.

Responses to probes in Round 1 indicated the questions worked well and that, for the most part, respondents understood the terms and phrases as intended. Respondents did, however, have some difficulty with the term “department lead or chair.” Teachers, particularly those in elementary settings, indicated this term was more appropriate for middle or high school settings and that the term “team leader” was used to refer to the comparable role in an elementary setting. As such, the latter term was added in Round 2. Cognitive probes in Round 2 assessed whether affirmative responses included both volunteer and compensated roles or were limited to compensated activities. Responses to probes indicated the teachers were reporting on both volunteer and compensated activities. To maximize the amount of data that could be collected on this topic and to distinguish between volunteer and compensated activities, follow-up questions were added to each item. If respondents reported engaging in an activity, they were instructed to indicate whether they received paid compensation, release time, or neither for this activity.

Responses to probes in Rounds 3 and 4 indicated no problems with comprehension for either the stem or follow-up questions. However, a potential navigation problem was detected in Round 3. Specifically, the visual navigation instructions below the follow-up questions in Round 3 appeared to direct respondents to the follow-up question for the next item rather than to the main question (see Attachment L-1. Item Summaries). Therefore, in Round 4, the arrows below the follow-up question were adjusted in order to guide respondents to the correct item. In addition, the box containing the follow-up question was redesigned based on prior research that suggested that rounded corners are less visually distracting (Dillman et al. 2004).

Although responses to probes in Round 4 suggested that the revised navigation instructions were clear and working as intended, responses also revealed ambiguity in the wording and response options of the follow-up items. As worded in Rounds 3 and 4, the follow-up items left unclear how respondents should respond if they sponsored multiple groups, clubs, or organizations (part b); served in more than one department lead, department chair, or team leader role (part c); or served on multiple committees or task forces (part d), and were not compensated similarly for all of these activities. Since this scenario is unlikely to be common and because addressing this potential problem would require revising this series of questions (e.g., collecting data for each episode of extracurricular activities) in a way that may not be

consistent with the goals or priorities of NCES and could complicate the items for the average respondent, no changes are recommended to address this potential problem. On the other hand, since it is possible that teachers may receive both “release time” and “paid compensation” for additional activities and since this possibility can be easily addressed by adding a fourth response option “both,” this change is recommended.

**Final recommendation.** Other than the inclusion of the fourth response option “both” in the follow-up boxes, noted above, no additional changes are recommended for this item as it was tested in Round 4.

## Remaining Issues and Concerns

The revisions made and tested across the four rounds of interviews have addressed the majority of issues identified at the outset of the study and most of the problems that arose during the course of interviews. However, a few concerns remain outstanding. These concerns are noted here for purposes of documentation and to aid future evaluations of SASS instruments. Some concerns have implications for multiple sections; others are specific to certain items.

**1. Make question wording parallel across related items.** While steps were taken to increase the consistency in wording within and across sections, a number of small inconsistencies remain. First, the phrase “at THIS school” should be relocated to the end of the question in items 13, 15, 16, and 17 to parallel the structure of other items in the Class Organization and Working Conditions sections. Second, items in the Working Conditions section refer to the reference period in slightly different ways. Items on total hours in teaching activities and base pay hours refer to a “typical week,” while items on instructional time, base pay planning and preparation time, and extra paid planning time refer to “a week.” It is important to note that responses to probes provided no evidence to suggest that teachers used different timeframes for each item. In fact, the vast majority of teachers reported thinking about “an average or typical week” when answering these questions. Nonetheless, using parallel wording is recommended because it facilitates cognitive processes and reduces respondent burden.

**2. Minimize unintended signals.** Empirical findings from survey research demonstrate that respondents use information from the question and response format to make inferences about the purpose and meaning of the question (Couper et al. 2001; Dillman et al. 2004). Evidence from this set of interviews suggests that in at least three instances, the formatting of response boxes are conveying conflicting or unintended information to respondents. First, in the Working Conditions and Class Organization sections, the inclusion of three-digit wide response boxes to report hours spent in various activities and the grade levels of classes may facilitate or encourage respondents to record fractions of hours or report a range of grades. Second, in item 12 in the Class Organization section, several respondents recorded information in the second response box for their main assignment that did not match, verbatim, the wording of the category associated with the code they listed from Table 1 in the first response box. In some cases respondents simply left the second response box blank; in other cases respondents supplied information that seemed to contradict the code they chose. These responses suggest that respondents interpreted the presence of the second box as: (1) being redundant or unnecessary, or (2) indicating that they should provide additional or more detailed information. Similar patterns were observed in item 20 where respondents reported their “subject name” and “subject matter code” for each class period they taught and to a lesser extent in the Certification section for the items asking respondents to record the names and codes of the content areas for their certificate.

NCES has developed procedures to reconcile discrepant information for main assignment fields and subject matters, and thus data quality problems associated with the inclusion of two response boxes may have been minimized for these items. In contrast, reformatting the response boxes from three to two-digit

wide for items on grade levels and teaching hours may be worth considering in future SASS administrations. A three-digit wide response box is not needed to record any grade level (and, in fact, may encourage respondents to use a range) and no teacher is likely to work 100 or more hours a week. In addition, the three-digit response box format has made necessary the inclusion of a rounding instruction in the Working Conditions section which may lead to visual cluttering of instructions and examples in some items.

**3. Terminology.** Teachers' work experiences vary greatly across states, within sectors, and even over time. Studies for future SASS administrations should continue to monitor key words or phrases to ensure that the survey includes the most widely used and understood version of a given term or phrase. The list below includes some of the terms and items that may need such monitoring to ensure that they are part of teachers' current vernacular:

- The list of additional teaching activities (for item 62) should be monitored to ensure that it is current and includes those activities and roles that teachers are most likely to engage in. One possible candidate for inclusion in future administrations is tutoring.
- The results of this study indicated that teachers are most familiar with the term ESL but that other terms are also used including HILT, ESOL, and ELL. While it is recommended that the current wording for this category be retained in the next administration of SASS, the term's familiarity and usage should be monitored relative to the alternatives.
- Some evidence suggests the term "at any one time" in item 17 (class size) may be ambiguous for some pull-out/push-in teachers. Future testing should explore whether alternative ways of wording this question (e.g., by requesting the total number of students seen per day) may yield more valid responses.
- Data collected from this study also make clear the need to continually monitor state regulations concerning certification and the implications of changes in those regulations and the terminology used in them for item wording and design.

**4. Clarity.** In so far as possible, questions should be written in order to mean the same thing to all respondents. In particular, questions should be written concretely enough so that respondents refrain from using their own arbitrary and potentially inconsistent rules for reporting. In this study, this principle was found to affect item 12 in two ways:

- A few teachers expressed difficulty providing a main teaching assignment because they teach an equal number of classes for two subjects and the current question does not indicate how to answer under those conditions. It was suggested in an earlier report that departmentalized and elementary subject specialists, the two types of teachers for whom this is most likely to be a problem, could be skipped past the current question and their responses to item 20, in which they are required to report the subject name for all classes taught, could be used (post-hoc) to determine their main teaching assignment.
- Some teaching assignments, particularly in the categories of special education and bilingual education, are multidimensional in that teachers in these categories may want to report about the substance of what they teach (e.g., math or reading) as well as classify themselves as a teacher of special or bilingual education. The current format allows for only one main assignment to be reported and forces teachers to make a decision about which dimension to report.

Given the range of teachers' experiences and circumstances and the variability in terms used, it may be necessary to accept that for some teachers (likely to be a small number), some items may not be as clear as desired. Consequently, some teachers will rely on their own set of rules to formulate a response. There is no such thing as a typical teacher and the questions in the survey are written to capture and be

applicable to a range of experiences. In some cases the current wording may fall short. However, this may be preferable to the alternative of writing questions to fit all possible situations, which would unnecessarily complicate the instrument for the majority of teachers. Item 12 is presented here because it is unclear whether the problems noted are representative of a minority of teachers or whether alternatives, such as those discussed above, can be incorporated without adversely affecting the comprehensibility of items for others.

**5. Dimensions of certification.** As demonstrated by the difficulty teachers had selecting among the nonregular/nonstandard certification types and initially among the class organization types in item 13, it is important that any given set of response options be mutually exclusive and exhaustive (i.e., completely represent the domain in question). In future development work, particularly as states continue to refine or revise the types of certificates they offer (as well as the fields and grade levels in which teachers may be certified), NCES may wish to identify the critical dimensions that distinguish types of certificates. Prior to cognitive testing, such developmental work should require research on the structure of certification and its variation among states. The items in this section assume a certification scheme structured according to at least three dimensions: certification type (as defined by the categories in the certification type item), content area, and grade level. In addition, the items assume that teachers may be certified to teach multiple content areas under the same certificate, and that the grade levels for which they are certified vary with the content area rather than with the certificate type. It may be useful to investigate the relationship between the structure of certification schemes inherent in these items and the actual state certification schemes, as described on the websites of state departments of education. Indeed, it may be useful to review States' Department of Education websites to understand certification schemes under which teachers are certified and how they relate to their responses. A synthesis of these reviews would provide the basis for a scheme that could underlie the SASS certification response options. This synthesis may have implications beyond determining the set of certification types to be included as response options. For example, it may suggest alternative or more efficient ways to collect data on teachers' certificates, and the content areas and grade levels they are certified to teach. It may also be worth exploring whether the core sequence of items might be better structured, from teachers' perspectives, using the fields in which teachers are certified as the unit of analysis rather than the certificate itself or its type.

**6. Implications for other sections of the instrument.** Many of the recommendations noted throughout the report have implications for other sections of the survey. Given the skimming and scanning behavior observed and the degree to which consistency in formatting, wording, and design help to facilitate response formulation and reduce respondent burden, NCES may want to consider incorporating, where appropriate, recommendations made here in other sections of the instrument. Increasing the consistency in navigational instructions may be one area where special attention may be warranted. As noted at the outset, several sections of the instrument rely on visual and written navigational instructions to route respondents within and across sections. The results of this study indicate that clarity and the prominence of visual cues and written instructions is useful in ensuring that respondents attend to navigational instructions and follow the correct paths. Respondents also learn quickly and expect to find information in similar formats and places. Thus, minimizing the number of styles used to provide navigational instruction and placing such information in similar locations (e.g., within question text, after response options, etc.) may help to train respondents, improve information processing, and reduce navigational errors.

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## Attachment L-1: Item Summaries

### Class Organization Item Summaries

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<b>CLASS ORGANIZATION</b>	
Round 1:	
<p><b>12. Which statement best describes the way YOUR classes at this school are organized?</b>                      ☒ Mark (X) only one box.</p> <p>0066    1 ■ You instruct several classes of different students most or all of the day in one or more subjects (such as algebra, history, biology). (Departmentalized Instruction)</p> <p>          2 ■ You are an elementary school teacher who teaches only one subject (such as art, music, physical education or computer skills). (Elementary Enrichment Class)</p> <p>          3 ■ You instruct the same group of students all or most of the day in multiple subjects. (Self-Contained Class)</p> <p>          4 ■ You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (Team Teaching)</p> <p>          5 ■ You instruct selected students released from their regular classes in specific skills or to address specific needs (such as, gifted and talented, special education, reading, English as a Second Language). (“Pull-Out” Class)</p>	
Round 2 <sup>1</sup> :	
<p><b>13. Which statement best describes the way YOUR classes at this school are organized?</b>                      ☒ Mark (X) only one box.</p> <p>0068    1 ■ You instruct several classes of different students most or all of the day in one or more subjects. (sometimes called Departmentalized Instruction)</p> <p>          2 ■ You are an elementary school teacher who teaches only one subject. (sometimes called an Elementary Enrichment Class)</p> <p>          3 ■ You instruct the same group of students all or most of the day in multiple subjects. (sometimes called a Self-Contained Class)</p> <p>          4 ■ You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (sometimes called Team Teaching)</p> <p>          5 ■ You instruct a small number of selected students either released from or in their regular classes in specific skills or to address specific needs. (sometimes called a “Pull-Out” Class or “Push-In” Instruction)</p>	
Round 3:	
<p><b>13. Which statement best describes the way YOUR classes at THIS school are organized?</b>                      ☒ Mark (X) only one box.</p> <p>0068    1 ■ You instruct several classes of different students most or all of the day in one or more subjects. (sometimes called Departmentalized Instruction)</p> <p>          2 ■ You are an elementary school teacher who teaches only one subject to different classes of students. (sometimes called an Elementary Subject Specialist)</p> <p>          3 ■ You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class)</p> <p>          4 ■ You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (sometimes called Team Teaching)</p> <p>          5 ■ You instruct a small number of selected students either released from or in their regular classes in specific skills or to address specific needs. (sometimes called a “Pull-Out” Class or “Push-In” Instruction)</p>	
Round 4 and Final Recommendation:	
<p><b>13. Which statement BEST describes the way YOUR classes at THIS school are organized?</b>                      ☒ Mark (X) only one box.</p> <p>0068    1 ■ You instruct several classes of different students most or all of the day in one or more subjects. (sometimes called Departmentalized Instruction)</p> <p>          2 ■ You are an elementary school teacher who teaches only one subject to different classes of students. (sometimes called an Elementary Subject Specialist)</p> <p>          3 ■ You instruct the same group of students all or most of the day in multiple subjects. (sometimes called a Self-Contained Class)</p> <p>          4 ■ You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day. (sometimes called Team Teaching)</p> <p>          5 ■ You instruct a small number of selected students either released from or in their regular classes in specific skills or to address specific needs. (sometimes called a “Pull-Out” Class or “Push-In” Instruction)</p>	

<sup>1</sup> In round 2, this item was moved to follow the item on main teaching assignment.

<b>CLASS SIZE FILTER ITEM</b>	
<b>Round 1:</b>	
<b>13. Which box did you mark in item 12 above?</b>	
0067	<p>1 <input type="checkbox"/> Box 1 or 2 → GO TO item 17 on page 11.</p> <p>2 <input type="checkbox"/> Box 3, 4, or 5 → GO TO item 14 below.</p>
<b>Round 2<sup>1</sup>:</b>	
<b>14. Which box did you mark in item 13 on page 8?</b>	
0069	<p>1 <input type="checkbox"/> Box 1 or 2 → GO TO item 19 on page 12.</p> <p>2 <input type="checkbox"/> Box 3 → GO TO item 15 below for “Self-Contained Class.”</p> <p>3 <input type="checkbox"/> Box 4 → GO TO item 16 below for “Team Teaching.”</p> <p>4 <input type="checkbox"/> Box 5 → GO TO item 17 below for “Pull-Out Class or Push-In Instruction.”</p>
<b>Round 3:</b>	
<b>14. Which box did you mark in item 13 on page 8?</b>	
0069	<p>1 <input type="checkbox"/> Box 1 → GO TO item 19 on page 12.</p> <p>2 <input type="checkbox"/> Box 2 → GO TO item 19 on page 12.</p> <p>3 <input type="checkbox"/> Box 3 → GO TO item 15 below for “Self-Contained Class.”</p> <p>4 <input type="checkbox"/> Box 4 → GO TO item 16 below for “Team Teaching.”</p> <p>5 <input type="checkbox"/> Box 5 → GO TO item 17 below for “Pull-Out Class or Push-In Instruction.”</p>
<b>Round 4 and Final Recommendation:</b>	
<b>14. Check the box you marked in item 13 on page 8 and follow the arrow for the next item.</b>	
0069	<p>1 <input type="checkbox"/> Box 1 → GO TO item 19 on page 12 for “Departmentalized Instruction.”</p> <p>2 <input type="checkbox"/> Box 2 → GO TO item 19 on page 12 for “Elementary Subject Specialist.”</p> <p>3 <input type="checkbox"/> Box 3 → GO TO item 15 below for “Self-Contained Class.”</p> <p>4 <input type="checkbox"/> Box 4 → GO TO item 16 below for “Team Teaching.”</p> <p>5 <input type="checkbox"/> Box 5 → GO TO item 17 below for “Pull-Out Class or Push-In Instruction.”</p>

<sup>1</sup> Due to a reordering of items within this section, this item was renumbered to item 14 beginning in round 2.

<b>CLASS SIZE FOR SELF-CONTAINED, TEAM, AND PUSH-IN/PULL-OUT TEACHERS</b>	
Round 1:	
<p><b>14. At THIS school, what is the total number of students enrolled in the class you taught during your most recent FULL WEEK of teaching?</b></p> <p><i>☞ If you are a “Pull-Out” teacher, that is, you marked box 5 in item 12 above, please enter the number of students you see on average at any one time.</i></p> <p><i>☞ If you are a “Self-Contained” teacher who also teaches another group of students for part of the day or week, please enter the number of students in the class you spend the most time with.</i></p> <p>0068    <input type="checkbox"/> <input type="checkbox"/> Students</p>	
Rounds 2-4 <sup>1</sup> and Final Recommendation:	
<p><b>15. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you spent the most time teaching?</b></p> <p>0070    <input type="checkbox"/> <input type="checkbox"/> Students    →    <span style="background-color: #f9cb9c; padding: 2px 5px; border: 1px solid #ccc;">GO TO item 18 on page 11.</span></p>	
<p><b>16. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught?</b></p> <p>0071    <input type="checkbox"/> <input type="checkbox"/> Students    →    <span style="background-color: #f9cb9c; padding: 2px 5px; border: 1px solid #ccc;">GO TO item 18 on page 11.</span></p>	
<p><b>17. During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?</b></p> <p>0072    <input type="checkbox"/> <input type="checkbox"/> Students    →    <span style="background-color: #f9cb9c; padding: 2px 5px; border: 1px solid #ccc;">GO TO item 18 on page 11.</span></p>	

<sup>1</sup> In round 2 this item was split into three separate items based on the teacher’s type of class organization.

<b>MAIN TEACHING ASSIGNMENT</b>				
<b>Round 1:</b>				
<p><b>15. This school year, what is your MAIN teaching assignment field at this school?</b>                      (Your main assignment is the field in which you teach the most classes.)  <input checked="" type="checkbox"/> Record one of the assignment field codes listed below or one of the codes listed in Table 1 on page 10.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Elementary Education</b></p> <p><b>101</b> Early childhood/Pre-K, general  <b>102</b> Elementary grades, general</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Special Education</b></p> <p><b>110</b> Special education, any                      For other codes see Table 1 on page 10.</p> </td> </tr> </table> <p style="margin-top: 10px;">Code                      Main assignment</p> <p>0069        5069    </p>		<p><b>Elementary Education</b></p> <p><b>101</b> Early childhood/Pre-K, general  <b>102</b> Elementary grades, general</p>	<p><b>Special Education</b></p> <p><b>110</b> Special education, any                      For other codes see Table 1 on page 10.</p>	
<p><b>Elementary Education</b></p> <p><b>101</b> Early childhood/Pre-K, general  <b>102</b> Elementary grades, general</p>	<p><b>Special Education</b></p> <p><b>110</b> Special education, any                      For other codes see Table 1 on page 10.</p>			
<p><b>17. This school year, what is your MAIN teaching assignment field at this school?</b>                      (Your main assignment is the field in which you teach the most classes.)  <input checked="" type="checkbox"/> Record one of the assignment field codes listed in Table 1 on page 10.</p> <p style="margin-top: 10px;">Code                      Main assignment</p> <p>0075        5075    </p>				
<b>Round 2<sup>1</sup>:</b>				
<p><b>12. This school year, what is your MAIN teaching assignment field at this school?</b>                      (Your main assignment is the field in which you teach the most classes.)  <input checked="" type="checkbox"/> Record one of the assignment field codes listed below or one of the codes listed in Table 1 on page 10.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Elementary Education</b></p> <p><b>101</b> Early childhood/Pre-K, general  <b>102</b> Elementary grades, general</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Special Education</b></p> <p><b>110</b> Special education, any</p> </td> </tr> </table> <p style="margin-top: 10px;">Code                      Main assignment</p> <p>0066        0067    </p>		<p><b>Elementary Education</b></p> <p><b>101</b> Early childhood/Pre-K, general  <b>102</b> Elementary grades, general</p>	<p><b>Special Education</b></p> <p><b>110</b> Special education, any</p>	
<p><b>Elementary Education</b></p> <p><b>101</b> Early childhood/Pre-K, general  <b>102</b> Elementary grades, general</p>	<p><b>Special Education</b></p> <p><b>110</b> Special education, any</p>			
<b>Round 3:</b>				
<p><b>12. This school year, what is your MAIN teaching assignment field at THIS school?</b>                      (Your main assignment is the field in which you teach the most classes.)  <input checked="" type="checkbox"/> Record one of the assignment field codes listed below or one of the codes listed in Table 1 on page 10.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p><b>Elementary Education</b></p> <p><b>101</b> Early childhood/Pre-K, general  <b>102</b> Elementary grades, general</p> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p><b>Special Education</b></p> <p><b>110</b> Special education, any</p> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p><b>Other Codes</b></p> <p>See Table 1 on page 10.</p> </td> </tr> </table> <p style="margin-top: 10px;">Code                      Main assignment</p> <p>0066        0067    </p>		<p><b>Elementary Education</b></p> <p><b>101</b> Early childhood/Pre-K, general  <b>102</b> Elementary grades, general</p>	<p><b>Special Education</b></p> <p><b>110</b> Special education, any</p>	<p><b>Other Codes</b></p> <p>See Table 1 on page 10.</p>
<p><b>Elementary Education</b></p> <p><b>101</b> Early childhood/Pre-K, general  <b>102</b> Elementary grades, general</p>	<p><b>Special Education</b></p> <p><b>110</b> Special education, any</p>	<p><b>Other Codes</b></p> <p>See Table 1 on page 10.</p>		
<b>Round 4 and Final Recommendation:</b>				
<p><b>12. This school year, what is your MAIN teaching assignment field at THIS school?</b>                      (Your main assignment is the field in which you teach the most classes.)  <input checked="" type="checkbox"/> Record one of the assignment field codes listed in Table 1 on page 10.</p> <p style="margin-top: 10px;">Code                      Main Assignment</p> <p>0066        0067    </p>				

<sup>1</sup> Items 15 and 17 from round 1 were collapsed into a single question in round 2 and the question was moved to precede the item on class organization.

### HOURS SPENT TEACHING CORE SUBJECTS

Round 1:

**16. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of the following subjects at THIS school?**

*☞ If you taught two or more subjects at the same time, apportion the time to each subject the best you can.*

*☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

*☞ If you did not teach a particular subject during the week, mark (X) the "None" box.*

**a. English/Reading/Language arts**

0070      0  None    or      Hours per week



**(1) Of these hours, how many were designated for reading instruction?**

0071      0  None    or      Hours per week

**b. Arithmetic/Mathematics**

0072      0  None    or      Hours per week

**c. Social studies/History**

0073      0  None    or      Hours per week

**d. Science**

0074      0  None    or      Hours per week

GO TO item 20a on page 13.

Round 2:

**18. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of the following subjects at THIS school?**

*☞ If you taught two or more subjects at the same time, apportion the time to each subject the best you can.*

*☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

*☞ If you did not teach a particular subject during the week, mark (X) the "None" box.*

**a. English/Reading/Language arts**

0070      0  None    or      Hours per week



**(1) Of these hours, how many were designated for reading instruction?**

0071      0  None    or      Hours per week

**b. Arithmetic/Mathematics**

0072      0  None    or      Hours per week

**c. Social studies/History**

0073      0  None    or      Hours per week

**d. Science**

0074      0  None    or      Hours per week

GO TO item 20a on page 13.

<b>HOURS SPENT TEACHING CORE SUBJECTS (Cont.)</b>	
Rounds 3 and 4:	
<p><b>18. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of the following subjects at THIS school?</b></p> <p><i>☞ If you taught two or more subjects at the same time, apportion the time to each subject the best you can.</i></p> <p><i>☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.</i></p> <p><i>☞ If you did not teach a particular subject during the week, mark (X) the “None” box.</i></p> <p><b>a. English/Reading/Writing/Language arts</b></p> <p>0073      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> <div style="text-align: center; margin-left: 400px;"> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p><b>(1) Of these hours, how many were designated for reading instruction?</b></p> </div> <div style="text-align: center; margin-left: 400px;"> <p>0074      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> </div> <p><b>b. Arithmetic/Mathematics</b></p> <p>0075      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> <p><b>c. Social studies/History</b></p> <p>0076      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> <p><b>d. Science</b></p> <p>0077      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> <div style="text-align: center; margin-left: 200px;"> </div> <div style="text-align: center; margin-left: 150px; margin-top: 10px;"> <div style="background-color: #f4a460; padding: 5px 20px; border-radius: 10px; display: inline-block;"> <b>GO TO item 20a on page 13.</b> </div> </div>	
Final Recommendation:	
<p><b>18. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of the following subjects at THIS school?</b></p> <p><i>☞ If you taught two or more subjects at the same time, apportion the time to each subject the best you can.</i></p> <p><i>☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.</i></p> <p><i>☞ If you did not teach a particular subject during the week, mark (X) the “None” box.</i></p> <p><b>a. English, Language arts (including writing and reading)</b></p> <p>0073      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> <div style="text-align: center; margin-left: 400px;"> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p><b>(1) Of these hours, how many were designated for reading instruction?</b></p> </div> <div style="text-align: center; margin-left: 400px;"> <p>0074      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> </div> <p><b>b. Arithmetic or Mathematics</b></p> <p>0075      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> <p><b>c. Social studies or History</b></p> <p>0076      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> <p><b>d. Science</b></p> <p>0077      0 <input type="checkbox"/> None    or    <input type="checkbox"/> <input type="checkbox"/> Hours per week</p> <div style="text-align: center; margin-left: 200px;"> </div> <div style="text-align: center; margin-left: 150px; margin-top: 10px;"> <div style="background-color: #f4a460; padding: 5px 20px; border-radius: 10px; display: inline-block;"> <b>GO TO item 20a on page 13</b> </div> </div>	

<b>NUMBER OF CLASSES FOR DEPARTMENTALIZED AND ELEMENTARY ENRICHMENT TEACHERS</b>	
Round 1:	
<p><b>18. How many separate classes (or sections) do you currently teach at this school?</b>                      ⚙ Do not include homeroom periods or study halls.                      (Example: If you teach 2 classes [or sections] of chemistry I, a class [or section] of physics I, and a class [or section] of physics II, you would report 4 classes [or sections].)</p>	<p>0076 <input type="checkbox"/> <input type="checkbox"/> Number of classes (or sections)</p>
Round 2:	
<p><i>Note: Items 19 and 20 are for teachers who marked box 1 or 2 for item 13. If you marked box 3, 4, or 5 for item 13 (and completed items 15-18), go to item 20a on page 13.</i></p>	
<p><b>19. How many separate classes (or sections) do you currently teach at this school?</b>                      ⚙ Do not include homeroom periods or study halls.                      (Example: If you teach 2 classes [or sections] of chemistry I, a class [or section] of physics I, and a class [or section] of physics II, you would report 4 classes [or sections].)</p>	<p>0078 <input type="checkbox"/> <input type="checkbox"/> Number of classes (or sections)</p>
Round 3:	
<p><i>Note: Items 19 and 20 are for teachers who marked box 1 or 2 for item 13. If you marked box 3, 4, or 5 for item 13 (and completed items 15-18), go to item 20a on page 13.</i></p>	
<p><b>19. How many separate classes (or sections) do you currently teach at THIS school?</b>                      ⚙ Do not include homeroom periods or study halls.                      (Example: If you teach 2 classes [or sections] of chemistry I, a class [or section] of physics I, and a class [or section] of physics II, you would report 4 classes [or sections].)</p>	<p>0078 <input type="checkbox"/> <input type="checkbox"/> Number of classes (or sections)</p>
Round 4 and Final Recommendation:	
<p><i>Note: Items 19 and 20 are for teachers who marked box 1 or 2 for item 13. If you marked box 3, 4, or 5 for item 13 (and completed items 15-18), go to item 20a on page 13.</i></p>	
<p><b>19. How many separate class periods or sections do you currently teach at THIS school?</b>                      ⚙ Do not include homeroom periods or study halls.                      (Example: If you teach 2 class periods or sections of chemistry, a class period or section of physics, and a class period or section of biology, you would report 4 class periods or sections.)</p>	<p>0078 <input type="checkbox"/> <input type="checkbox"/> Number of class periods or sections</p>

<b>SUBJECT NAME, CODE, GRADE, AND CLASS SIZE FOR DEPARTMENTALIZED AND ELEMENTARY ENRICHMENT TEACHERS</b>			
Rounds 1 and 2:			
<p><b>19. For each class (or section) that you currently teach at THIS school, complete a row/line of information.</b></p> <p>☞ Record the subject name, subject matter code, and the grade level code from Table 1 on page 10.</p> <p>☞ For classes with mixed grades, list the grade with the most number of students.</p> <p>☞ The number of lines filled should equal the number of classes (or sections) reported in item 18.</p>			
A. Subject Name Number	B. Subject Matter Code	C. Grade Level Code	D. of Students
<p><i>Example:</i></p> <p style="text-align: center;"><i>English</i></p> <p>5077 (1) ██████████</p> <p>5080 (2) ██████████</p> <p>5083 (3) ██████████</p> <p>5086 (4) ██████████</p> <p>5089 (5) ██████████</p> <p>5092 (6) ██████████</p> <p>5095 (7) ██████████</p> <p>5098 (8) ██████████</p> <p>5101 (9) ██████████</p> <p>5104 (10) ██████████</p>	<p>1 5 3</p> <p>0077 █ █ █</p> <p>0080 █ █ █</p> <p>0083 █ █ █</p> <p>0086 █ █ █</p> <p>0089 █ █ █</p> <p>0092 █ █ █</p> <p>0095 █ █ █</p> <p>0098 █ █ █</p> <p>0101 █ █ █</p> <p>0104 █ █ █</p>	<p>1 1</p> <p>0078 █ █</p> <p>0081 █ █</p> <p>0084 █ █</p> <p>0087 █ █</p> <p>0090 █ █</p> <p>0093 █ █</p> <p>0096 █ █</p> <p>0099 █ █</p> <p>0102 █ █</p> <p>0105 █ █</p>	<p>3 3</p> <p>0079 █ █ █</p> <p>0082 █ █ █</p> <p>0085 █ █ █</p> <p>0088 █ █ █</p> <p>0091 █ █ █</p> <p>0094 █ █ █</p> <p>0097 █ █ █</p> <p>0100 █ █ █</p> <p>0103 █ █ █</p> <p>0106 █ █ █</p>
Round 3:			
<p><b>20. Please complete a row/line of information below for each class (or section) that you reported in item 19.</b></p> <p>☞ Record the subject name, subject matter code, and the grade level code from Table 1 on page 10.</p> <p>☞ MIXED GRADES: List the grade with the most number of students.</p>			
A. Subject Name Number	B. Subject Matter Code	C. Grade Level Code	D. of Students
<p><i>Example:</i></p> <p style="text-align: center;"><i>English</i></p> <p>5077 (1) ██████████</p> <p>5080 (2) ██████████</p> <p>5083 (3) ██████████</p> <p>5086 (4) ██████████</p> <p>5089 (5) ██████████</p> <p>5092 (6) ██████████</p> <p>5095 (7) ██████████</p> <p>5098 (8) ██████████</p> <p>5101 (9) ██████████</p> <p>5104 (10) ██████████</p>	<p>1 5 3</p> <p>0077 █ █ █</p> <p>0080 █ █ █</p> <p>0083 █ █ █</p> <p>0086 █ █ █</p> <p>0089 █ █ █</p> <p>0092 █ █ █</p> <p>0095 █ █ █</p> <p>0098 █ █ █</p> <p>0101 █ █ █</p> <p>0104 █ █ █</p>	<p>1 1</p> <p>0078 █ █</p> <p>0081 █ █</p> <p>0084 █ █</p> <p>0087 █ █</p> <p>0090 █ █</p> <p>0093 █ █</p> <p>0096 █ █</p> <p>0099 █ █</p> <p>0102 █ █</p> <p>0105 █ █</p>	<p>3 3</p> <p>0079 █ █ █</p> <p>0082 █ █ █</p> <p>0085 █ █ █</p> <p>0088 █ █ █</p> <p>0091 █ █ █</p> <p>0094 █ █ █</p> <p>0097 █ █ █</p> <p>0100 █ █ █</p> <p>0103 █ █ █</p> <p>0106 █ █ █</p>

<b>SUBJECT NAME, CODE, GRADE, AND CLASS SIZE FOR DEPARTMENTALIZED AND ELEMENTARY ENRICHMENT TEACHERS (Cont.)</b>				
Round 4 and Final Recommendation <sup>1</sup> :				
<b>20. For EACH class period or section you reported in item 19, record the subject name, subject matter code, grade level code and number of students.</b> <i>⊗ MIXED GRADES: List the grade with the most number of students.</i>				
Number Students	Subject Name (See Table 1 on page 10)	Subject Matter Code (See Table 1 on page 10)	Grade Level Code (See below) for codes	of
<i>Examples:</i>				
	<i>English</i>	1 5 3	1 1	2 5
	<i>English</i>	1 5 3	1 1	1 9
5077 (1)		0077 ■ ■ ■	0078 ■ ■	0079 ■ ■ ■
5080 (2)		0080 ■ ■ ■	0081 ■ ■	0082 ■ ■ ■
5083 (3)		0083 ■ ■ ■	0084 ■ ■	0085 ■ ■ ■
5086 (4)		0086 ■ ■ ■	0087 ■ ■	0088 ■ ■ ■
5089 (5)		0089 ■ ■ ■	0090 ■ ■	0091 ■ ■ ■
5092 (6)		0092 ■ ■ ■	0093 ■ ■	0094 ■ ■ ■
5095 (7)		0095 ■ ■ ■	0096 ■ ■	0097 ■ ■ ■
5098 (8)		0098 ■ ■ ■	0099 ■ ■	0100 ■ ■ ■
5101 (9)		0101 ■ ■ ■	0102 ■ ■	0103 ■ ■ ■
5104 (10)		0104 ■ ■ ■	0105 ■ ■	0106 ■ ■ ■
<b>Codes for grade levels of students</b>				
PK Prekindergarten	04 4th grade	09 8th grade		
K Kindergarten	05 5th grade	10 10th grade		
01 1st grade	06 6th grade	11 11th grade		
02 2nd grade	07 7th grade	12 12th grade		
03 3rd grade	08 8th grade	UG Ungraded		

<sup>1</sup> An alternate approach is offered within the text of the report.

**Certification Item Summaries**

<b>CERTIFICATION TYPE</b>	
<b>Round 1 (Public item 30a; Private item 31b<sup>1</sup>):</b>	
<p><b>30a. Which of the following describes the teaching certificate you currently hold in this state?</b></p> <p>☒ <i>Mark (X) only one box.</i>                      ☒ <i>If you currently hold more than one of the following, a second certification may be listed in item 31.</i></p> <p>0166 {</p> <p>1 <input type="checkbox"/> Regular or standard state certificate or advanced professional certificate</p> <p>2 <input type="checkbox"/> Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)</p> <p>3 <input type="checkbox"/> Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”</p> <p>4 <input type="checkbox"/> Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)</p> <p>5 <input type="checkbox"/> Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)</p> <p>6 <input type="checkbox"/> I do not have any of the above certifications in THIS state. → <b>GO TO item 32 on page 24.</b></p>	
<b>Round 2 (Public items 30a, 31b; Private items 31b, 32b):</b>	
<p><b>30a. Which of the following best describes the teaching certificate you currently hold in this state?</b></p> <p>☒ <i>Mark (X) only one box.</i>                      ☒ <i>If you currently hold more than one of the following, a second certification may be listed in item 31.</i></p> <p>0166 {</p> <p>1 <input type="checkbox"/> Regular or standard state certificate or advanced professional certificate</p> <p>2 <input type="checkbox"/> Certificate issued after satisfying all requirements except the completion of a probationary period (sometimes called a probationary certificate)</p> <p>3 <input type="checkbox"/> Certificate issued that requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained (sometimes called a temporary certificate)</p> <p>4 <input type="checkbox"/> Certificate issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching (sometimes called a waiver or emergency certificate)</p> <p>5 <input type="checkbox"/> I do not have any of the above certifications in THIS state. → <b>GO TO item 32 on page 24</b></p>	
<b>Rounds 3 and 4 and Final Recommendation (Public items 30a, 31b; Private items 31b, 32b):</b>	
<p><b>30a. Which of the following best describes the teaching certificate you currently hold in THIS state?</b></p> <p>☒ <i>Mark (X) only one box.</i>                      ☒ <i>If you currently hold more than one of the following, a second certification may be listed in item 31a.</i></p> <p>0166 {</p> <p>1 <input type="checkbox"/> Regular or standard state certificate or advanced professional certificate</p> <p>2 <input type="checkbox"/> Certificate issued after satisfying all requirements except the completion of a probationary period</p> <p>3 <input type="checkbox"/> Certificate that requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained</p> <p>4 <input type="checkbox"/> Certificate issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching</p> <p>5 <input type="checkbox"/> I do not have any of the above certifications in THIS state. → <b>GO TO item 32 on page 26.</b></p>	

Note: The item numbers included in the instructions refer to the first iteration in the series in the public school survey.

<sup>1</sup> The wording of the item varies slightly in order to indicate which certificate in the sequence the question is referring to. For example, in items 31b in the private school survey, the certificate is referred to as “this other current teaching certificate.”









### Certification, Items Unique to Private School Teacher Questionnaire

CERTIFICATION FROM CERTIFYING BODIES OTHER THAN STATE	
Rounds 1-4 and Final Recommendation:	
<b>30a. Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?</b>	
☞ <i>Information about state-granted certification will be asked in item 31.</i>	
0421	1 Yes
	2 No → <b>GO TO item 31a on page 22.</b>

<b>STATE CERTIFICATION</b>									
Rounds 1 and 2:									
<b>31a. Do you have a current teaching certificate from this state?</b>									
0442	<table style="border: none;"> <tr> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 15px; width: 10px;"></td> <td style="padding: 0 5px;">1</td> <td style="padding: 0 5px;">Yes</td> <td style="padding: 0 10px;"></td> </tr> <tr> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 15px; width: 10px;"></td> <td style="padding: 0 5px;">2</td> <td style="padding: 0 5px;">No</td> <td style="padding: 0 10px;">→</td> </tr> </table> <div style="background-color: #f08080; padding: 2px; display: inline-block; margin-left: 10px;">GO TO item 33 on page 26.</div>		1	Yes			2	No	→
	1	Yes							
	2	No	→						
Rounds 3 and 4 and Final Recommendation:									
<b>31a. Do you have a current teaching certificate from THIS state?</b>									
0192	<table style="border: none;"> <tr> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 15px; width: 10px;"></td> <td style="padding: 0 5px;">1</td> <td style="padding: 0 5px;">Yes</td> <td style="padding: 0 10px;"></td> </tr> <tr> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 15px; width: 10px;"></td> <td style="padding: 0 5px;">2</td> <td style="padding: 0 5px;">No</td> <td style="padding: 0 10px;">→</td> </tr> </table> <div style="background-color: #f08080; padding: 2px; display: inline-block; margin-left: 10px;">GO TO item 33 on page 29.</div>		1	Yes			2	No	→
	1	Yes							
	2	No	→						

<b>ADDITIONAL STATE CERTIFICATION</b>							
Rounds 1 and 2:							
<b>32a. Do you have another current teaching certificate from this state?</b>							
0187	<table><tr><td style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px;">1</td><td style="padding: 0 5px;">Yes</td><td></td></tr><tr><td style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px;">2</td><td style="padding: 0 5px;">No</td><td style="padding: 0 5px;">→ <span style="background-color: #f08080; padding: 2px;">GO TO item 33 on page 26.</span></td></tr></table>	1	Yes		2	No	→ <span style="background-color: #f08080; padding: 2px;">GO TO item 33 on page 26.</span>
1	Yes						
2	No	→ <span style="background-color: #f08080; padding: 2px;">GO TO item 33 on page 26.</span>					
Rounds 3 and 4 and Final Recommendation:							
<b>32a. Do you have another current teaching certificate from THIS state?</b>							
0187	<table><tr><td style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px;">1</td><td style="padding: 0 5px;">Yes</td><td></td></tr><tr><td style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px;">2</td><td style="padding: 0 5px;">No</td><td style="padding: 0 5px;">→ <span style="background-color: #f08080; padding: 2px;">GO TO item 33 on page 29.</span></td></tr></table>	1	Yes		2	No	→ <span style="background-color: #f08080; padding: 2px;">GO TO item 33 on page 29.</span>
1	Yes						
2	No	→ <span style="background-color: #f08080; padding: 2px;">GO TO item 33 on page 29.</span>					

**Working Conditions Item Summaries**

<b>HOURS SPENT IN ALL TEACHING AND SCHOOL RELATED ACTIVITIES</b>	
Round 1:	
<p><b>57. How many total hours do you spend on ALL teaching and other school related activities during a typical FULL WEEK at this school?</b></p> <p><i>☞ Include hours spent working during the school day, before school, after school, and on weekends.</i></p> <p>0297    <input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours</p>	
Round 2:	
<p><b>57. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school?</b></p> <p>0297    <input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours</p>	
Rounds 3 and 4 and Final Recommendation:	
<p><b>57. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at THIS school?</b></p> <p><i>☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.</i></p> <p>0297    <input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours</p>	

HOURS WORKED FOR BASE PAY	
Rounds 1 and 2:	
<b>58. How many hours are you required to work to receive base pay during a typical FULL WEEK at this school?</b>	
(This would be base contract hours, or the equivalent.)	
0298	<input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours
Rounds 3 and 4 and Final Recommendation:	
<b>58. How many hours are you required to work to receive base pay during a typical FULL WEEK at THIS school?</b>	
(This would be base contract hours, or the equivalent, NOT including stipends or extra pay for extra duty.)	
⊗ <i>Report hours to the nearest whole hour; do not record fractions of an hour or minutes.</i>	
0298	<input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours

<b>HOURS SPENT DELIVERING INSTRUCTION</b>	
Round 1:	
<p><b>59. How many hours a week do you spend delivering instruction to a class of students?</b></p> <p><i>☛ If you are a pull-out teacher, please include the number of hours you instruct individual students or small groups of students.</i></p>	
0299	<input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours
Round 2:	
<p><b>59. Of the total BASE PAY HOURS reported in item 58, how many hours a week do you spend delivering instruction to a class of students?</b></p> <p>(Example: If your base contract requires you to work a total of 40 hours a week and 30 hours of those hours are for delivering instruction and 10 hours are for planning, monitoring hallways, study halls, playgrounds, preparing for classes, etc., you would report 30 hours.)</p> <p><i>☛ “PULL-OUT” OR “PUSH-IN” TEACHERS: Please include the number of hours you instruct individual students or small groups of students.</i></p>	
0299	<input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours
Rounds 3 and 4:	
<p><b>59. Of the total BASE PAY HOURS reported in item 58, how many hours a week are you paid to deliver instruction to a class of students in THIS school?</b></p> <p>(Example: If your base contract requires you to work a total of 40 hours a week and 30 hours of those hours are for delivering instruction and 10 hours are for planning, monitoring hallways, study halls, playgrounds, preparing for classes, etc., you would report 30 hours.)</p> <p><i>☛ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.</i></p> <p><i>☛ “PULL-OUT” OR “PUSH-IN” TEACHERS: Please include the number of hours you instruct individual students or small groups of students.</i></p>	
0299	<input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours
Final Recommendation:	
<p><b>59. Of the total BASE PAY HOURS reported in item 58, how many hours a week are you paid to deliver instruction to a class of students in THIS school?</b></p> <p>(Example: If your base contract requires you to work 40 hours a week and 30 of those hours are for delivering instruction and 10 hours are for planning, monitoring students outside of class time, etc., you would report 30 hours.)</p> <p><i>☛ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.</i></p> <p><i>☛ “PULL-OUT” OR “PUSH-IN” TEACHERS: Please include the number of hours you instruct individual students or small groups of students.</i></p>	
0299	<input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours

<b>BASE PAY HOURS SPENT PLANNING</b>	
Round 1:	
Not included in mock instrument in this round- included as experimental question in protocol	
Round 2:	
<p><b>60. Including planning time that is PART OF YOUR BASE PAY HOURS as well as any EXTRA PAID TIME for planning, how many hours a week does this school pay you for planning or preparation?</b></p>	
0300	<input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours
Rounds 3 and 4 and Final Recommendation:	
<p><b>60. Of the total BASE PAY HOURS reported in item 58 how many hours a week are you paid for planning or preparation at THIS school?</b></p> <p><i>☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.</i></p>	
0300	<input type="text"/> <input type="text"/> <input type="text"/> Total weekly hours

<b>EXTRA PAID PLANNING AND PREPARATION TIME</b>	
Round 1:	
Not included in this round	
Round 2:	
Not included in this round	
Rounds 3 and 4:	
<p><b>61. In addition to your BASE PAY HOURS reported in item 58/59, how many hours a week of EXTRA PAID planning and preparation time do you receive from THIS school?</b></p> <p><input checked="" type="radio"/> Report hours to the nearest whole hour; do not record fractions of an hour or minutes.</p> <p><input checked="" type="radio"/> If you do not receive extra paid planning and preparation time, mark (x) the “None” box.</p> <p style="padding-left: 40px;"><input type="checkbox"/> None</p> <p>0300      <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Total weekly hours</p>	
Final Recommendation:	
<p><b>61. In addition to your BASE PAY HOURS reported in item 58, how many hours a week of EXTRA PAID PLANNING AND PREPARATION time do you receive from THIS school?</b></p> <p><input checked="" type="radio"/> Report hours to the nearest whole hour; do not record fractions of an hour or minutes.</p> <p><input checked="" type="radio"/> If you do not receive extra paid planning and preparation time, mark (x) the “None” box.</p> <p style="padding-left: 40px;"><input type="checkbox"/> None</p> <p>0300      <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Total weekly hours</p>	

<b>ADDITIONAL ACTIVITIES</b>	
Rounds 1 and 2 <sup>1</sup> :	
<b>60. During this school year, do you or will you --</b>	
<b>a. Coach a sport?</b>	
0300	1 Yes
	2 No
<hr/>	
<b>b. Sponsor any student groups, clubs, or organizations?</b>	
0301	1 Yes
	2 No
<hr/>	
<b>c. Serve as a department lead or chair?</b>	
0302	1 Yes
	2 No
<hr/>	
<b>d. Serve as a lead curriculum specialist?</b>	
0303	1 Yes
	2 No
<hr/>	
<b>e. Serve on a school-wide or district-wide committee or task force?</b>	
0304	1 Yes
	2 No

<sup>1</sup> This question was number 60 in round 1 and number 61 in round 2.

<b>ADDITIONAL ACTIVITIES (Cont.)</b>	
<b>Round 3:</b>	
<b>62. During this school year, do you or will you --</b>	
<b>a. Coach a sport?</b>	
0301	1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No ↓
If “yes”, will you receive paid compensation, release time, or neither for coaching a sport? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither	
↓	
<b>b. Sponsor any student groups, clubs, or organizations?</b>	
0302	1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No ↓
If “yes”, will you receive paid compensation, release time, or neither for sponsoring any student groups, clubs, or organizations? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither	
↓	
<b>c. Serve as a department lead or chair or team leader?</b>	
0303	1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No ↓
If “yes”, will you receive paid compensation, release time, or neither for serving as a department lead or chair or team leader? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither	
↓	
<b>d. Serve as a lead curriculum specialist?</b>	
0304	1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No ↓
If “yes”, will you receive paid compensation, release time, or neither for serving as a lead curriculum specialist? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither	
↓	
<b>e. Serve on a school-wide or district-wide committee or task force?</b>	
0305	1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No ↓
If “yes”, will you receive paid compensation, release time, or neither for serving as a lead curriculum specialist? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither	

<b>ADDITIONAL ACTIVITIES (Cont.)</b>	
<b>Round 4:</b>	
<b>62. During this school year, do you or will you --</b>	
<b>a. Coach a sport?</b>	
0301 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	If “yes”, will you receive paid compensation, release time, or neither for coaching a sport? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither
<b>b. Sponsor any student groups, clubs, or organizations?</b>	
0302 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	If “yes”, will you receive paid compensation, release time, or neither for sponsoring any student groups, clubs, or organizations? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither
<b>c. Serve as a department lead or chair or team leader?</b>	
0303 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	If “yes”, will you receive paid compensation, release time, or neither for serving as a department lead or chair or team leader? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither
<b>d. Serve as a lead curriculum specialist?</b>	
0304 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	If “yes”, will you receive paid compensation, release time, or neither for serving as a lead curriculum specialist? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither
<b>e. Serve on a school-wide or district-wide committee or task force?</b>	
0305 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	If “yes”, will you receive paid compensation, release time, or neither for serving as a lead curriculum specialist? <input type="checkbox"/> Paid compensation <input type="checkbox"/> Release time <input type="checkbox"/> Neither

<b>ADDITIONAL ACTIVITIES (Cont.)</b>	
Final Recommendation:	
<b>62. During this school year, do you or will you --</b>	
0301	<p><b>a. Coach a sport?</b></p> <p>1 <input type="checkbox"/> Yes →</p> <p>2 <input type="checkbox"/> No</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If “yes”, will you receive paid compensation, release time, both, or neither for coaching a sport?</p> <p style="text-align: center;"> <input type="checkbox"/> Paid compensation  <input type="checkbox"/> Release time  <input type="checkbox"/> Both  <input type="checkbox"/> Neither                 </p> </div>
0302	<p><b>b. Sponsor any student groups, clubs, or organizations?</b></p> <p>1 <input type="checkbox"/> Yes →</p> <p>2 <input type="checkbox"/> No</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If “yes”, will you receive paid compensation, release time, both, or neither for sponsoring any student groups, clubs, or organizations?</p> <p style="text-align: center;"> <input type="checkbox"/> Paid compensation  <input type="checkbox"/> Release time  <input type="checkbox"/> Both  <input type="checkbox"/> Neither                 </p> </div>
0303	<p><b>c. Serve as a department lead or chair or team leader?</b></p> <p>1 <input type="checkbox"/> Yes →</p> <p>2 <input type="checkbox"/> No</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If “yes”, will you receive paid compensation, release time, both, or neither for serving as a department lead or chair or team leader?</p> <p style="text-align: center;"> <input type="checkbox"/> Paid compensation  <input type="checkbox"/> Release time  <input type="checkbox"/> Both  <input type="checkbox"/> Neither                 </p> </div>
0304	<p><b>d. Serve as a lead curriculum specialist?</b></p> <p>1 <input type="checkbox"/> Yes →</p> <p>2 <input type="checkbox"/> No</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If “yes”, will you receive paid compensation, release time, both, or neither for serving as a lead curriculum specialist?</p> <p style="text-align: center;"> <input type="checkbox"/> Paid compensation  <input type="checkbox"/> Release time  <input type="checkbox"/> Both  <input type="checkbox"/> Neither                 </p> </div>
0305	<p><b>e. Serve on a school-wide or district-wide committee or task force?</b></p> <p>1 <input type="checkbox"/> Yes →</p> <p>2 <input type="checkbox"/> No</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>If “yes”, will you receive paid compensation, release time, both, or neither for serving as a lead curriculum specialist?</p> <p style="text-align: center;"> <input type="checkbox"/> Paid compensation  <input type="checkbox"/> Release time  <input type="checkbox"/> Both  <input type="checkbox"/> Neither                 </p> </div>

*This page intentionally left blank.*

## **Attachment L-2: Final Mock Instrument—Public Teacher**

This attachment contains final mockups of three survey sections for the public teacher survey:

- II. Class Organization;
- IV. Certification and Training; and
- VII. Working Conditions.

## II CLASS ORGANIZATION

**11. In which grades are ALL of the STUDENTS you CURRENTLY teach at THIS school?**

*☑ Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**12. This school year, what is your MAIN teaching assignment field at THIS school?**

(Your main assignment is the field in which you teach the most classes.)

*☑ Record one of the assignment field codes listed in Table 1 on page 10.*

Code	Main Assignment
0066 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0067 <input style="width: 500px;" type="text"/>

**13. Which statement BEST describes the way YOUR classes at THIS school are organized?**

*☑ Mark (X) only one box.*

- 0068
- 1  You instruct several classes of different students most or all of the day in one or more subjects. (sometimes called Departmentalized Instruction)
  - 2  You are an elementary school teacher who teaches only one subject to different classes of students. (sometimes called an Elementary Subject Specialist)
  - 3  You instruct the same group of students all or most of the day in multiple subjects. (sometimes called a Self-Contained Class)
  - 4  You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day. (sometimes called Team Teaching)
  - 5  You instruct a small number of selected students either released from or in their regular classes in specific skills or to address specific needs. (sometimes called a “Pull-Out” Class or “Push-In” Instruction)

**14. Check the box you marked in item 13 on page 8 and follow the arrow for the next item.**

- 0069 1  Box 1 → *GO TO item 19 on page 12 for “Departmentalized Instruction.”*
- 2  Box 2 → *GO TO item 19 on page 12 for “Elementary Subject Specialist.”*
- 3  Box 3 → *GO TO item 15 below for “Self-Contained Class.”*
- 4  Box 4 → *GO TO item 16 below for “Team Teaching.”*
- 5  Box 5 → *GO TO item 17 below for “Pull-Out Class or Push-In Instruction.”*

**15. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you spent the most time teaching?**

0070   Students → *GO TO item 18 on page 11.*

**16. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught?**

0071   Students → *GO TO item 18 on page 11.*

**17. During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?**

0072   Students → *GO TO item 18 on page 11.*

**Table 1. Main Teaching Assignment Field and Subject Matter Codes  
For questions 12 and 20**

**Arts and Music**

- 141 Art or arts and crafts
- 143 Dance
- 144 Drama or theater
- 145 Music

**Elementary Education**

- 101 Early childhood or pre-K, general
- 102 Elementary grades, general

**English and Language Arts**

- 151 Communications
- 152 Composition
- 153 English
- 154 Journalism
- 155 Language arts
- 158 Reading
- 159 Speech

**English as a Second Language**

- 160 ESL or bilingual education, general
- 161 ESL or bilingual education, Spanish
- 162 ESL or bilingual education, other languages

**Foreign Languages**

- 171 French
- 172 German
- 173 Latin
- 174 Spanish
- 175 Other foreign language

**Health Education**

- 181 Health education
- 182 Physical education

**Mathematics and Computer Science**

- 191 Algebra I
- 192 Algebra II
- 193 Algebra III
- 194 Basic and general mathematics
- 195 Business and applied math
- 196 Calculus and pre-calculus
- 197 Computer science
- 198 Geometry
- 199 Pre-algebra
- 200 Statistics and probability
- 201 Trigonometry

**Natural Sciences**

- 210 Science, general
- 211 Biology or life sciences
- 212 Chemistry
- 213 Earth sciences
- 215 Integrated science
- 216 Physical science
- 217 Physics

**Social Sciences**

- 220 Social studies, general
- 221 Anthropology
- 225 Economics
- 226 Geography
- 227 Government or civics
- 228 History
- 231 Native American studies
- 233 Psychology
- 234 Sociology

**Special Education**

- 110 Special education, any

**Vocational or Technical Education**

- 241 Agriculture and natural resources
- 242 Business or office
- 243 Keyboarding
- 244 Marketing and distribution
- 245 Health occupations
- 246 Construction trades
- 247 Mechanics and repair
- 248 Drafting, graphics, or printing
- 249 Metals, woods, plastics, or other precision production (electronics, leatherwork, meat cutting, etc.)
- 250 Communications and other technologies (not including computer science)
- 251 Culinary arts or hospitality
- 252 Child care and education
- 253 Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design)
- 254 Family and consumer sciences education
- 255 Industrial arts or technology education
- 256 Other vocational or technical education

**Miscellaneous**

- 262 Driver education
- 264 Library or information science
- 265 Military science or ROTC
- 266 Philosophy
- 267 Religious studies, theology, or divinity

**Other**

- 268 Other

**18. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of the following subjects at THIS school?**

☑ *If you taught two or more subjects at the same time, apportion the time to each subject the best you can.*

☑ *Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

☑ *If you did not teach a particular subject during the week, mark (X) the “None” box.*

**a. English, Language arts (including writing and reading)**

0073      0  None    **or**      Hours per week



**(1) Of these hours, how many were designated for reading instruction?**

0074      0  None    **or**      Hours per week

**b. Arithmetic or Mathematics**

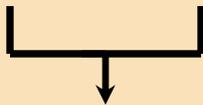
0075      0  None    **or**      Hours per week

**c. Social studies or History**

0076      0  None    **or**      Hours per week

**d. Science**

0077      0  None    **or**      Hours per week



**GO TO item 20a on page 13.**

Note: Items 19 and 20 are for teachers who marked box 1 or 2 for item 13. If you marked box 3, 4, or 5 for item 13 (and completed items 15-18), go to item 20a on page 13.

**19. How many separate class periods or sections do you currently teach at THIS school?**

☑ Do not include homeroom periods or study halls.

(Example: If you teach 2 class periods or sections of chemistry, a class period or section of physics, and a class period or section of biology, you would report 4 class periods or sections.)

0078

		Number of class periods or sections
--	--	-------------------------------------

**20. For EACH class period or section you reported in item 19, record the subject name, subject matter code, grade level code, and number of students.**

☑ MIXED GRADES: List the grade with the most number of students.

	Subject Name (See Table 1 on page 10)	Subject Matter Code (See Table 1 on page 10)	Grade Level Code (See below for codes)	Number of Students (See below for codes)
	<i>Examples:</i>			
	English	1 5 3	1 1	2 5
	English	1 5 3	1 1	1 9
5087 (1)		0077	0078	0079
5080 (2)		0080	0081	0082
5083 (3)		0083	0084	0085
5086 (4)		0086	0087	0088
5089 (5)		0089	0090	0091
5092 (6)		0092	0093	0094
5095 (7)		0095	0096	0097
5198 (8)		0198	0099	0100
5101 (9)		0101	0102	0103
5104 (10)		0104	0105	0106

**Codes for grade levels of students**

PK Prekindergarten	04 4th grade	09 8th grade
K Kindergarten	05 5th grade	10 10th grade
01 1st grade	06 6th grade	11 11th grade
02 2nd grade	07 7th grade	12 12th grade
03 3rd grade	08 8th grade	UG Ungraded

**20a. Thank you for completing this section of the survey. Please let the interviewer know that you are finished.**

**Table 3. Certification Content Area Codes  
For questions 30 and 31 on pages 20-25**

**General Education**

**Elementary Education**

- 101 Early childhood or pre-K, general
- 102 Elementary grades, general

**Secondary Education**

- 103 Middle grades, general
- 104 Secondary grades, general

**Special Education**

- 111 Special education, general
- 112 Autism
- 113 Deaf and hard-of-hearing
- 114 Developmentally delayed

**Special Education (continued)**

- 115 Early childhood special education
- 116 Emotionally disturbed or behavior disorders
- 117 Learning disabilities
- 118 Mentally retarded
- 119 Mildly or moderately disabled
- 120 Orthopedically impaired
- 121 Severely or profoundly disabled
- 122 Speech or language impaired
- 123 Traumatologically brain-injured
- 124 Visually impaired
- 125 Other special education
- 131 Gifted

**Subject Matter Specific**

**Arts and Music**

- 141 Art or arts and crafts
- 143 Dance
- 144 Drama or theater
- 145 Music

**English and Language Arts**

- 151 Communications
- 152 Composition
- 153 English
- 154 Journalism
- 155 Language arts
- 158 Reading
- 159 Speech

**English as a Second Language**

- 160 ESL or bilingual education, general
- 161 ESL or bilingual education, Spanish
- 162 ESL or bilingual education, other languages

**Foreign Languages**

- 171 French
- 172 German
- 173 Latin
- 174 Spanish
- 175 Other foreign language

**Health Education**

- 181 Health education
- 182 Physical education

**Mathematics and Computer Science**

- 190 Mathematics
- 197 Computer science

**Natural Sciences**

- 210 Science, general
- 211 Biology or life sciences
- 212 Chemistry
- 213 Earth sciences
- 216 Physical science
- 217 Physics
- 218 Other natural sciences

**Social Sciences**

- 220 Social studies, general
- 221 Anthropology
- 225 Economics
- 226 Geography
- 227 Government or civics
- 228 History
- 231 Native American studies
- 233 Psychology
- 234 Sociology
- 235 Other social sciences

**Vocational or Technical Education**

- 241 Agriculture and natural resources
- 242 Business or office
- 243 Keyboarding
- 244 Marketing and distribution
- 245 Health occupations
- 246 Construction trades
- 247 Mechanics and repair
- 248 Drafting, graphics, or printing
- 249 Metals, woods, plastics, or other precision production (electronics, leatherwork, meat cutting, etc.)
- 250 Communications and other technologies (not including computer science)
- 251 Culinary arts or hospitality
- 252 Child care and education
- 253 Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design)
- 254 Family and consumer sciences education
- 255 Industrial arts or technology education
- 256 Other vocational or technical education

**Miscellaneous**

- 262 Driver education
- 263 Humanities or liberal studies
- 264 Library or information science
- 265 Military science or ROTC
- 266 Philosophy
- 267 Religious studies, theology, or divinity

**Other**

- 268 Other





**30h. In what ADDITIONAL content area does the certificate marked in item 30a allow you to teach?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

*Please record the content area code from Table 3 on page 19.*

0187     5183

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**30i. Does the certificate marked in item 30a allow you to teach in additional content areas?**

Yes → *GO TO item 30j below.*

No → *GO TO item 31a on page 23.*

**30j. In what ADDITIONAL content area does the certificate marked in item 30a allow you to teach?**

0187     5183

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**31a. Do you have another current teaching certificate in THIS state?**

- 0192
- 1  Yes
  - 2  No → GO TO item 32 on page 26.

**31b. Which of the following describes this other current teaching certificate you hold in THIS state?**

*Mark (X) only one box.*

- 0193
- 1  Regular or standard state certificate or advanced professional certificate
  - 2  Certificate issued after satisfying all requirements except the completion of a probationary period
  - 3  Certificate that requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained
  - 4  Certificate issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching

**31c. Using Table 3 on page 19, in what content area(s) does this other current teaching certificate, marked in 31b above, allow you to teach in THIS state?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

*If this certificate allows you to teach in more than one content area, you may report additional content areas in later items.*

0194  5189

1) Code    Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**31d. Does the certificate marked in item 31b allow you to teach in additional content areas?**

Yes → GO TO item 31e on page 24.

No → GO TO item 32 on page 26.



**31i. In what ADDITIONAL content area does this other current teaching certificate (described above in item 31b) allow you to teach?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

*Please record the content area code from Table 3 on page 19.*

0214     5205

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**31j. Does the certificate marked in item 31b allow you to teach in additional content areas?**

Yes → *GO TO item 31k below.*

No → *GO TO item 32 on page 26.*

**31k. In what ADDITIONAL content area does this other current teaching certificate (described above in item 31b) allow you to teach?**

0214     5205

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**32. Thank you for completing this section of the survey. Please let the interviewer know that you are finished.**

## VII WORKING CONDITIONS

- 57. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at THIS school?**

*☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

0297

Total weekly hours

- 58. How many hours are you required to work to receive base pay during a typical FULL WEEK at THIS school?**

(This would be base contract hours, or the equivalent, NOT including stipends or extra pay for extra duty.)

*☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

0298

Total weekly hours

- 59. Of the total BASE PAY HOURS reported in item 58, how many hours a week are you paid to deliver instruction to a class of students in THIS school?**

(Example: If your base contract requires you to work 40 hours a week and 30 of those hours are for delivering instruction and 10 hours are for planning, monitoring students outside of class time, etc., you would report 30 hours.)

*☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

*☞ “PULL-OUT” OR “PUSH-IN” TEACHERS: Please include the number of hours you instruct individual students or small groups of students.*

0299

Total weekly hours

- 60. Of the total BASE PAY HOURS reported in item 58, how many hours a week are you paid for planning or preparation at THIS school?**

*☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

0300

Total weekly hours

- 61. In addition to your BASE PAY HOURS reported in item 58, how many hours a week of EXTRA PAID PLANNING AND PREPARATION time do you receive from THIS school?**

*☞ Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

*☞ If you do not receive extra paid planning and preparation time, mark (x) the “None” box.*

0300

 None

Total weekly hours

**62. During this school year, do you or will you --**

**a. Coach a sport?**

0301

- 1  Yes      **→**
- 2  No

If “yes”, will you receive paid compensation, release time, both, or neither for coaching a sport?

- Paid compensation
- Release time
- Both
- Neither

**b. Sponsor any student groups, clubs, or organizations?**

0302

- 1  Yes      **→**
- 2  No

If “yes”, will you receive paid compensation, release time, both, or neither for sponsoring any student groups, clubs, or organizations?

- Paid compensation
- Release time
- Both
- Neither

**c. Serve as a department lead or chair or team leader?**

0303

- 1  Yes      **→**
- 2  No

If “yes”, will you receive paid compensation, release time, both, or neither for serving as a department lead or chair or team leader?

- Paid compensation
- Release time
- Both
- Neither

**d. Serve as a lead curriculum specialist?**

0304

- 1  Yes      **→**
- 2  No

If “yes”, will you receive paid compensation, release time, both, or neither for serving as a lead curriculum specialist?

- Paid compensation
- Release time
- Both
- Neither

**e. Serve on a school-wide or district-wide committee or task force?**

0305

- 1  Yes      **→**
- 2  No

If “yes”, will you receive paid compensation, release time, both, or neither for serving on a school-wide or district-wide committee or task force?

- Paid compensation
- Release time
- Both
- Neither

*This page intentionally left blank.*

### **Attachment L-3: Final Mock Instrument—Private Teacher**

This attachment contains final mockups of three survey sections for the private teacher survey:

- II. Class Organization;
- IV. Certification and Training; and
- VII. Working Conditions.

## II CLASS ORGANIZATION

**11. In which grades are ALL of the STUDENTS you CURRENTLY teach at THIS school?**

*☑ Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**12. This school year, what is your MAIN teaching assignment field at THIS school?**

(Your main assignment is the field in which you teach the most classes.)

*☑ Record one of the assignment field codes listed in Table 1 on page 10.*

Code	Main Assignment
0066	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 0067 <input type="text"/>

**13. Which statement BEST describes the way YOUR classes at THIS school are organized?**

*☑ Mark (X) only one box.*

- 0068
- 1  You instruct several classes of different students most or all of the day in one or more subjects. (sometimes called Departmentalized Instruction)
  - 2  You are an elementary school teacher who teaches only one subject to different classes of students. (sometimes called an Elementary Subject Specialist)
  - 3  You instruct the same group of students all or most of the day in multiple subjects. (sometimes called a Self-Contained Class)
  - 4  You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day. (sometimes called Team Teaching)
  - 5  You instruct a small number of selected students either released from or in their regular classes in specific skills or to address specific needs. (sometimes called a “Pull-Out” Class or “Push-In” Instruction)

**14. Check the box you marked in item 13 on page 8 and follow the arrow for the next item.**

- 0069 1  Box 1 → *GO TO item 19 on page 12 for “Departmentalized Instruction.”*
- 2  Box 2 → *GO TO item 19 on page 12 for “Elementary Subject Specialist.”*
- 3  Box 3 → *GO TO item 15 below for “Self-Contained Class.”*
- 4  Box 4 → *GO TO item 16 below for “Team Teaching.”*
- 5  Box 5 → *GO TO item 17 below for “Pull-Out Class or Push-In Instruction.”*

**15. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you spent the most time teaching?**

0070   Students → *GO TO item 18 on page 11.*

**16. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught?**

0071   Students → *GO TO item 18 on page 11.*

**17. During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?**

0072   Students → *GO TO item 18 on page 11.*

**Table 1. Main Teaching Assignment Field and Subject Matter Codes  
For questions 12 and 20**

**Arts and Music**

- 141 Art or arts and crafts
- 143 Dance
- 144 Drama or theater
- 145 Music

**Elementary Education**

- 101 Early childhood or pre-K, general
- 102 Elementary grades, general

**English and Language Arts**

- 151 Communications
- 152 Composition
- 153 English
- 154 Journalism
- 155 Language arts
- 158 Reading
- 159 Speech

**English as a Second Language**

- 160 ESL or bilingual education, general
- 161 ESL or bilingual education, Spanish
- 162 ESL or bilingual education, other languages

**Foreign Languages**

- 171 French
- 172 German
- 173 Latin
- 174 Spanish
- 175 Other foreign language

**Health Education**

- 181 Health education
- 182 Physical education

**Mathematics and Computer Science**

- 191 Algebra I
- 192 Algebra II
- 193 Algebra III
- 194 Basic and general mathematics
- 195 Business and applied math
- 196 Calculus and pre-calculus
- 197 Computer science
- 198 Geometry
- 199 Pre-algebra
- 200 Statistics and probability
- 201 Trigonometry

**Natural Sciences**

- 210 Science, general
- 211 Biology or life sciences
- 212 Chemistry
- 213 Earth sciences
- 215 Integrated science
- 216 Physical science
- 217 Physics

**Social Sciences**

- 220 Social studies, general
- 221 Anthropology
- 225 Economics
- 226 Geography
- 227 Government or civics
- 228 History
- 231 Native American studies
- 233 Psychology
- 234 Sociology

**Special Education**

- 110 Special education, any

**Vocational or Technical Education**

- 241 Agriculture and natural resources
- 242 Business or office
- 243 Keyboarding
- 244 Marketing and distribution
- 245 Health occupations
- 246 Construction trades
- 247 Mechanics and repair
- 248 Drafting, graphics, or printing
- 249 Metals, woods, plastics, or other precision production (electronics, leatherwork, meat cutting, etc.)
- 250 Communications and other technologies (not including computer science)
- 251 Culinary arts or hospitality
- 252 Child care and education
- 253 Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design)
- 254 Family and consumer sciences education
- 255 Industrial arts or technology education
- 256 Other vocational or technical education

**Miscellaneous**

- 262 Driver education
- 264 Library or information science
- 265 Military science or ROTC
- 266 Philosophy
- 267 Religious studies, theology, or divinity

**Other**

- 268 Other

**18. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of the following subjects at THIS school?**

☞ *If you taught two or more subjects at the same time, apportion the time to each subject the best you can.*

☞ *Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*

☞ *If you did not teach a particular subject during the week, mark (X) the “None” box.*

**a. English, Language arts (including writing and reading)**

0073      0  None    **or**      Hours per week



**(1) Of these hours, how many were designated for reading instruction?**

0074      0  None    **or**      Hours per week

**b. Arithmetic or Mathematics**

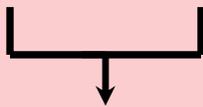
0075      0  None    **or**      Hours per week

**c. Social studies or History**

0076      0  None    **or**      Hours per week

**d. Science**

0077      0  None    **or**      Hours per week



**GO TO item 20a on page 13.**

Note: Items 19 and 20 are for teachers who marked box 1 or 2 for item 13. If you marked box 3, 4, or 5 for item 13 (and completed items 15-18), go to item 20a on page 13.

**19. How many separate class periods or sections do you currently teach at THIS school?**

☑ Do not include homeroom periods or study halls.

(Example: If you teach 2 class periods or sections of chemistry, a class period or section of physics, and a class period or section of biology, you would report 4 class periods or sections.)

0078

		Number of class periods or sections
--	--	-------------------------------------

**20. For EACH class period or section you reported in item 19, record the subject name, subject matter code, grade level code, and number of students.**

☑ MIXED GRADES: List the grade with the most number of students.

	Subject Name (See Table 1 on page 10)	Subject Matter Code (See Table 1 on page 10)	Grade Level Code (See below for codes)	Number of Students (See below for codes)
	<i>Examples:</i>			
	English	1 5 3	1 1	2 5
	English	1 5 3	1 1	1 9
5087 (1)		0077	0078	0079
5080 (2)		0080	0081	0082
5083 (3)		0083	0084	0085
5086 (4)		0086	0087	0088
5089 (5)		0089	0090	0091
5092 (6)		0092	0093	0094
5095 (7)		0095	0096	0097
5198 (8)		0198	0099	0100
5101 (9)		0101	0102	0103
5104 (10)		0104	0105	0106

**Codes for grade levels of students**

PK Prekindergarten	04 4th grade	09 8th grade
K Kindergarten	05 5th grade	10 10th grade
01 1st grade	06 6th grade	11 11th grade
02 2nd grade	07 7th grade	12 12th grade
03 3rd grade	08 8th grade	UG Ungraded

**20a. Thank you for completing this section of the survey. Please let the interviewer know that you are finished.**

**Table 3. Certification Content Area Codes  
For questions 30, 31 and 32 on pages 20-28**

**General Education**

**Elementary Education**

- 101 Early childhood or pre-K, general
- 102 Elementary grades, general

**Secondary Education**

- 103 Middle grades, general
- 104 Secondary grades, general

**Special Education**

- 111 Special education, general
- 112 Autism
- 113 Deaf and hard-of-hearing
- 114 Developmentally delayed

**Special Education (continued)**

- 115 Early childhood special education
- 116 Emotionally disturbed or behavior disorders
- 117 Learning disabilities
- 118 Mentally retarded
- 119 Mildly or moderately disabled
- 120 Orthopedically impaired
- 121 Severely or profoundly disabled
- 122 Speech or language impaired
- 123 Traumatically brain-injured
- 124 Visually impaired
- 125 Other special education
- 131 Gifted

**Subject Matter Specific**

**Arts and Music**

- 141 Art or arts and crafts
- 143 Dance
- 144 Drama or theater
- 145 Music

**English and Language Arts**

- 151 Communications
- 152 Composition
- 153 English
- 154 Journalism
- 155 Language arts
- 158 Reading
- 159 Speech

**English as a Second Language**

- 160 ESL or bilingual education, general
- 161 ESL or bilingual education, Spanish
- 162 ESL or bilingual education, other languages

**Foreign Languages**

- 171 French
- 172 German
- 173 Latin
- 174 Spanish
- 175 Other foreign language

**Health Education**

- 181 Health education
- 182 Physical education

**Mathematics and Computer Science**

- 190 Mathematics
- 197 Computer science

**Natural Sciences**

- 210 Science, general
- 211 Biology or life sciences
- 212 Chemistry
- 213 Earth sciences
- 216 Physical science
- 217 Physics
- 218 Other natural sciences

**Social Sciences**

- 220 Social studies, general
- 221 Anthropology
- 225 Economics
- 226 Geography
- 227 Government or civics
- 228 History
- 231 Native American studies
- 233 Psychology
- 234 Sociology
- 235 Other social sciences

**Vocational or Technical Education**

- 241 Agriculture and natural resources
- 242 Business or office
- 243 Keyboarding
- 244 Marketing and distribution
- 245 Health occupations
- 246 Construction trades
- 247 Mechanics and repair
- 248 Drafting, graphics, or printing
- 249 Metals, woods, plastics, or other precision production (electronics, leatherwork, meat cutting, etc.)
- 250 Communications and other technologies (not including computer science)
- 251 Culinary arts or hospitality
- 252 Child care and education
- 253 Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design)
- 254 Family and consumer sciences education
- 255 Industrial arts or technology education
- 256 Other vocational or technical education

**Miscellaneous**

- 262 Driver education
- 263 Humanities or liberal studies
- 264 Library or information science
- 265 Military science or ROTC
- 266 Philosophy
- 267 Religious studies, theology, or divinity

**Other**

- 268 Other

## IV CERTIFICATION AND TRAINING

**30a. Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?**

*Information about state-granted certification will be asked in item 31.*

0421

1  Yes

2  No

→ **GO TO item 31a on page 23.**

**30b. Using Table 3 on page 19, in what content area(s) does the teaching certificate marked above allow you to teach?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

*If this certificate allows you to teach in more than one content area, you may report additional content areas in later items.*

0167

5167

1) Code    Content Area

2) Which of the following grades does this certificate apply to?

*Mark (X) all that apply.*

0051 1  Prekindergarten

0059 1  7th

0052 1  Kindergarten

0060 1  8th

0053 1  1st

0061 1  9th

0054 1  2nd

0062 1  10th

0055 1  3rd

0063 1  11th

0056 1  4th

0064 1  12th

0057 1  5th

0065 1  Ungraded

0058 1  6th

**30c. Does the certificate marked in item 30a allow you to teach in additional content areas?**

Yes → **GO TO item 30d on page 21.**

No → **GO TO item 31a on page 23.**

**30d. In what ADDITIONAL content area does the certificate marked in item 30a allow you to teach?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

*Please record the content area code from Table 3 on page 19.*

0182     5179

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**30e. Does the certificate marked in item 30a allow you to teach in additional content areas?**

Yes → *GO TO item 30f below.*

No → *GO TO item 31a on page 23.*

**30f. In what ADDITIONAL content area does the certificate marked in item 30a allow you to teach?**

0187     5183

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**30g. Does the certificate marked in item 30a allow you to teach in additional content areas?**

Yes → *GO TO item 30h on page 22.*

No → *GO TO item 31a on page 23.*

**30h. In what ADDITIONAL content area does the certificate marked in item 30a allow you to teach?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

*Please record the content area code from Table 3 on page 19.*

0187     5183

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**30i. Does the certificate marked in item 30a allow you to teach in additional content areas?**

Yes → GO TO item 30j below.

No → GO TO item 31a on page 23.

**30j. In what ADDITIONAL content area does the certificate marked in item 30a allow you to teach?**

0187     5183

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |



**31e. In what ADDITIONAL content area does the certificate marked in item 31b allow you to teach?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

*☞ Please record the content area code from Table 3 on page 19.*

0204     5197

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*☞ Mark (X) all that apply.*

0051	1	<input type="checkbox"/>	Prekindergarten	0059	1	<input type="checkbox"/>	7th
0052	1	<input type="checkbox"/>	Kindergarten	0060	1	<input type="checkbox"/>	8th
0053	1	<input type="checkbox"/>	1st	0061	1	<input type="checkbox"/>	9th
0054	1	<input type="checkbox"/>	2nd	0062	1	<input type="checkbox"/>	10th
0055	1	<input type="checkbox"/>	3rd	0063	1	<input type="checkbox"/>	11th
0056	1	<input type="checkbox"/>	4th	0064	1	<input type="checkbox"/>	12th
0057	1	<input type="checkbox"/>	5th	0065	1	<input type="checkbox"/>	Ungraded
0058	1	<input type="checkbox"/>	6th				

**31f. Does the certificate marked in item 31b allow you to teach in additional content areas?**

Yes → *GO TO item 31g below.*

No → *GO TO item 32a on page 26.*

**31g. In what ADDITIONAL content area does the certificate marked in item 31b allow you to teach?**

0209     5201

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*☞ Mark (X) all that apply.*

0051	1	<input type="checkbox"/>	Prekindergarten	0059	1	<input type="checkbox"/>	7th
0052	1	<input type="checkbox"/>	Kindergarten	0060	1	<input type="checkbox"/>	8th
0053	1	<input type="checkbox"/>	1st	0061	1	<input type="checkbox"/>	9th
0054	1	<input type="checkbox"/>	2nd	0062	1	<input type="checkbox"/>	10th
0055	1	<input type="checkbox"/>	3rd	0063	1	<input type="checkbox"/>	11th
0056	1	<input type="checkbox"/>	4th	0064	1	<input type="checkbox"/>	12th
0057	1	<input type="checkbox"/>	5th	0065	1	<input type="checkbox"/>	Ungraded
0058	1	<input type="checkbox"/>	6th				

**31h. Does the certificate marked in item 31b allow you to teach in additional content areas?**

Yes → *GO TO item 31i on page 25.*

No → *GO TO item 32a on page 26.*

**31i. In what ADDITIONAL content area does the certificate marked in item 31b allow you to teach?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

*Please record the content area code from Table 3 on page 19.*

0214     5205

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**31j. Does the certificate marked in item 31b allow you to teach in additional content areas?**

Yes → *GO TO item 31k below.*

No → *GO TO item 32a on page 26.*

**31k. In what ADDITIONAL content area does the certificate marked in item 31b allow you to teach?**

0214     5205

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*Mark (X) all that apply.*

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |



**32e. In what ADDITIONAL content area does this other current teaching certificate (described above in item 32b) allow you to teach?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

*☞ Please record the content area code from Table 3 on page 19.*

0204     5197

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*☞ Mark (X) all that apply.*

0051	1	<input type="checkbox"/>	Prekindergarten	0059	1	<input type="checkbox"/>	7th
0052	1	<input type="checkbox"/>	Kindergarten	0060	1	<input type="checkbox"/>	8th
0053	1	<input type="checkbox"/>	1st	0061	1	<input type="checkbox"/>	9th
0054	1	<input type="checkbox"/>	2nd	0062	1	<input type="checkbox"/>	10th
0055	1	<input type="checkbox"/>	3rd	0063	1	<input type="checkbox"/>	11th
0056	1	<input type="checkbox"/>	4th	0064	1	<input type="checkbox"/>	12th
0057	1	<input type="checkbox"/>	5th	0065	1	<input type="checkbox"/>	Ungraded
0058	1	<input type="checkbox"/>	6th				

**32f. Does the certificate marked in item 32b allow you to teach in additional content areas?**

Yes → GO TO item 32g below.

No → GO TO item 33 on page 29.

**32g. In what ADDITIONAL content area does this other current teaching certificate (described above in item 32b) allow you to teach?**

0209     5201

1) Code     Content Area

**2) Which of the following grades does this certificate apply to?**

*☞ Mark (X) all that apply.*

0051	1	<input type="checkbox"/>	Prekindergarten	0059	1	<input type="checkbox"/>	7th
0052	1	<input type="checkbox"/>	Kindergarten	0060	1	<input type="checkbox"/>	8th
0053	1	<input type="checkbox"/>	1st	0061	1	<input type="checkbox"/>	9th
0054	1	<input type="checkbox"/>	2nd	0062	1	<input type="checkbox"/>	10th
0055	1	<input type="checkbox"/>	3rd	0063	1	<input type="checkbox"/>	11th
0056	1	<input type="checkbox"/>	4th	0064	1	<input type="checkbox"/>	12th
0057	1	<input type="checkbox"/>	5th	0065	1	<input type="checkbox"/>	Ungraded
0058	1	<input type="checkbox"/>	6th				

**32h. Does the certificate marked in item 32b allow you to teach in additional content areas?**

Yes → **GO TO item 32i on page 28.**

No → **GO TO item 33 on page 29.**

**32i. In what ADDITIONAL content area does this other current teaching certificate (described above in item 32b) allow you to teach?**

(For some teachers the content area may be the grade level, for example, elementary general, secondary general, etc.)

☞ Please record the content area code from Table 3 on page 19.

0214     5205  **Content Area**

**2) Which of the following grades does this certificate apply to?**

☞ Mark (X) all that apply.

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

**32j. Does the certificate marked in item 32b allow you to teach in additional content areas?**

Yes → **GO TO item 32k below.**

No → **GO TO item 33 on page 29.**

**32k. In what ADDITIONAL content area does this other current teaching certificate (described above in item 32b) allow you to teach?**

0214     5205  **Content Area**

**2) Which of the following grades does this certificate apply to?**

☞ Mark (X) all that apply.

- |      |   |                          |                 |      |   |                          |          |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0051 | 1 | <input type="checkbox"/> | Prekindergarten | 0059 | 1 | <input type="checkbox"/> | 7th      |
| 0052 | 1 | <input type="checkbox"/> | Kindergarten    | 0060 | 1 | <input type="checkbox"/> | 8th      |
| 0053 | 1 | <input type="checkbox"/> | 1st             | 0061 | 1 | <input type="checkbox"/> | 9th      |
| 0054 | 1 | <input type="checkbox"/> | 2nd             | 0062 | 1 | <input type="checkbox"/> | 10th     |
| 0055 | 1 | <input type="checkbox"/> | 3rd             | 0063 | 1 | <input type="checkbox"/> | 11th     |
| 0056 | 1 | <input type="checkbox"/> | 4th             | 0064 | 1 | <input type="checkbox"/> | 12th     |
| 0057 | 1 | <input type="checkbox"/> | 5th             | 0065 | 1 | <input type="checkbox"/> | Ungraded |
| 0058 | 1 | <input type="checkbox"/> | 6th             |      |   |                          |          |

- 33. Thank you for completing this section of the survey. Please let the interviewer know that you are finished.**

## VII WORKING CONDITIONS

- 58. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at THIS school?**

Report hours to the nearest whole hour; do not record fractions of an hour or minutes.

0297

Total weekly hours

- 59. How many hours are you required to work to receive base pay during a typical FULL WEEK at THIS school?**

(This would be base contract hours, or the equivalent, NOT including stipends or extra pay for extra duty.)

Report hours to the nearest whole hour; do not record fractions of an hour or minutes.

0298

Total weekly hours

- 60. Of the total BASE PAY HOURS reported in item 59, how many hours a week are you paid to deliver instruction to a class of students in THIS school?**

(Example: If your base contract requires you to work 40 hours a week and 30 of those hours are for delivering instruction and 10 hours are for planning, monitoring students outside of class time, etc., you would report 30 hours.)

Report hours to the nearest whole hour; do not record fractions of an hour or minutes.

"PULL-OUT" OR "PUSH-IN" TEACHERS: Please include the number of hours you instruct individual students or small groups of students.

0299

Total weekly hours

- 61. Of the total BASE PAY HOURS reported in item 59, how many hours a week are you paid for planning or preparation at THIS school?**

Report hours to the nearest whole hour; do not record fractions of an hour or minutes.

0300

Total weekly hours

- 62. In addition to your BASE PAY HOURS reported in item 59, how many hours a week of EXTRA PAID PLANNING AND PREPARATION time do you receive from THIS school?**

Report hours to the nearest whole hour; do not record fractions of an hour or minutes.

If you do not receive extra paid planning and preparation time, mark (x) the "None" box.

0300

None

Total weekly hours

**63. During this school year, do you or will you --**

**a. Coach a sport?**

0301    1  Yes    **→**

          2  No

↓

If “yes”, will you receive paid compensation, release time, both, or neither for coaching a sport?

Paid compensation

Release time

Both

Neither

---

**b. Sponsor any student groups, clubs, or organizations?**

0302    1  Yes    **→**

          2  No

↓

If “yes”, will you receive paid compensation, release time, both, or neither for sponsoring any student groups, clubs, or organizations?

Paid compensation

Release time

Both

Neither

---

**c. Serve as a department lead or chair or team leader?**

0303    1  Yes    **→**

          2  No

↓

If “yes”, will you receive paid compensation, release time, both, or neither for serving as a department lead or chair or team leader?

Paid compensation

Release time

Both

Neither

---

**d. Serve as a lead curriculum specialist?**

0304    1  Yes    **→**

          2  No

↓

If “yes”, will you receive paid compensation, release time, both, or neither for serving as a lead curriculum specialist?

Paid compensation

Release time

Both

Neither

---

**e. Serve on a school-wide or district-wide committee or task force?**

0305    1  Yes    **→**

          2  No

↓

If “yes”, will you receive paid compensation, release time, both, or neither for serving on a school-wide or district-wide committee or task force?

Paid compensation

Release time

Both

Neither