

PRINCIPAL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

2011-12 SCHOOL YEAR



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

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Federation of Teachers
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Middle School Association



This survey is authorized by the Education Sciences Reform Act of 2002, 20 U.S. Code §9541(b) and §9543(a). The results will only be produced as statistical summaries.



DEAR PRINCIPAL:

The Schools and Staffing Survey is the largest sample survey of America's elementary and secondary schools. Your participation is important. Below are answers to some general questions.

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about principals, such as principals' experience and training, hours worked, and instructional priorities.

WHO IS CONDUCTING THIS SURVEY?

The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES) of the U.S. Department of Education.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

Policymakers and educational leaders rely on data from this survey to inform their decisions concerning K-12 schools. Because it is a sample survey, your responses represent the responses of many. Higher response rates give us confidence that the findings are accurate.

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?

Your responses are protected from disclosure by federal statute (20 U.S.C., §9573). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

HOW WILL YOUR INFORMATION BE REPORTED?

The information you provide will be combined with the information provided by others in statistical reports. No individually-identifiable data will be included in the statistical reports.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

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

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 61G
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.

SINCERELY,



JACK BUCKLEY

**COMMISSIONER FOR EDUCATION STATISTICS
NATIONAL CENTER FOR EDUCATION STATISTICS**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0598. The time required to complete this information collection is estimated to average 28 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns about the contents or the status of your individual submission of this questionnaire, e-mail: dsd.education.surveys@census.gov, or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington, DC 20006.



INSTRUCTIONS

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

<p>CORRECT marking example – <i>(Use care to keep characters in their designated spaces.)</i></p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">5</td> </tr> </table> </div> <p>1 <input checked="" type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>	3	5	<p>INCORRECT marking example –</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;">35</td> </tr> </table> </div> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">5</td> </tr> </table> </div> </div> <p>1 <input type="checkbox"/> Yes 2 <input checked="" type="checkbox"/> No</p> <p style="text-align: center;">OR</p> <p>1 <input checked="" type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>	35	3	5
3	5					
35						
3	5					

- a. It is important that this questionnaire be completed by the school PRINCIPAL, not by anyone else.
- b. Please do not write any comments by the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-866-208-7437. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: dsd.education.surveys@census.gov.

YOUR COMMENTS



I PRINCIPAL EXPERIENCE AND TRAINING

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

🍎 *Count part of a year as 1 year.*
 🍎 *If none, please mark (X) the box.*

0025 0 None or Year(s) as principal of this or any other school

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

🍎 *Count part of a year as 1 year.*
 🍎 *If none, please mark (X) the box.*

0026 0 None or Year(s) as principal of this school

3. **Before you became a principal, how many years of elementary or secondary teaching experience did you have?**

🍎 *Count part of a year as 1 year.*
 🍎 *If none, please mark (X) the box.*

0027 0 None or Year(s) of teaching before becoming a principal

4. **SINCE becoming a principal, how many years of elementary or secondary teaching experience have you had?**

🍎 *Count part of a year as 1 year.*
 🍎 *If none, please mark (X) the box.*

0028 0 None → [GO TO item 6 on page 5.](#)

Year(s) of teaching since becoming a principal

5. **In addition to serving as principal, are you currently teaching in this school?**

0029 1 Yes
 2 No

YOUR COMMENTS



6. BEFORE you became a principal, did you hold the following school positions?

 *Include temporary positions.*

a. Department head0030 1 Yes2 No**b. Curriculum specialist or coordinator**0031 1 Yes2 No**c. Assistant principal or program director**0032 1 Yes2 No**d. Guidance counselor**0033 1 Yes2 No**e. Library media specialist/Librarian**0034 1 Yes2 No**f. Athletic coach/Athletic director**0035 1 Yes2 No**g. Sponsor for student clubs, debate teams**0036 1 Yes2 No**7. Before you became a principal, did you participate in any district or school training or development program for ASPIRING school principals?**0037 1 Yes2 No**8. Do you currently hold a license/certificate in "school administration"?**0038 1 Yes2 No**9. Before you became a principal, did you have any management experience outside of the field of education?**0039 1 Yes2 No

**Table 1. Major Fields of Study Codes
For Questions 10c, 10e, and 11c**

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

- 110 Special education, any

Other Education

- 131 Administration
132 Counseling and guidance
133 Educational psychology
134 Policy studies
135 School psychology
136 Other non-subject-matter-specific education

Subject-matter Specific

Arts and Music

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

English and Language Arts

- 151 Communications
152 Composition
153 English
154 Journalism
155 Language arts
156 Linguistics
157 Literature or literary criticism
158 Reading
159 Speech

English as a Second Language (ESL)

- 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

- 211 Biology or life sciences
212 Chemistry
213 Earth sciences
214 Engineering
217 Physics
218 Other natural sciences

Social Sciences

- 220 Social studies, general
221 Anthropology
222 Area or ethnic studies (excluding Native American Studies)
223 Criminal justice
224 Cultural studies
225 Economics
226 Geography
227 Government or civics
228 History
229 International studies
230 Law
231 Native American studies
232 Political science
233 Psychology
234 Sociology
235 Other social sciences

Career or Technical Education

- 241 Agriculture and natural resources
242 Business management
243 Business support
244 Marketing and distribution
245 Healthcare occupations
246 Construction trades, engineering, or science technologies (including CADD and drafting)
247 Mechanics and repair
249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
250 Communications and related technologies (including design, graphics, or printing; not including computer science)
253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
254 Family and consumer sciences education
255 Industrial arts or technology education
256 Other career or technical education

Miscellaneous

- 261 Architecture
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



II PRINCIPAL EDUCATION AND PROFESSIONAL DEVELOPMENT

10a. Do you have a bachelor's degree?

0050

1 Yes2 No → [GO TO item 12 on page 8.](#)

b. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

0051

1 Yes2 No

c. What was your major field of study?

🍎 Record the field of study code and the field name from Table 1 on page 6.

0052

Code

5052

Major

d. Did you have a second major field of study?

🍎 Do NOT report academic minors or concentrations.

0053

1 Yes2 No → [GO TO item 11a below.](#)

e. What was your second major field of study?

🍎 Record the field of study code and the field name from Table 1 on page 6.

🍎 Do NOT report academic minors or concentrations.

0054

Code

5054

Major

11a. Do you have a master's degree?

0055

1 Yes2 No → [GO TO item 12 on page 8.](#)

b. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

0056

1 Yes2 No

c. What was your major field of study?

🍎 Record the field of study code and the field name from Table 1 on page 6.

0057

Code

5057

Major



12. What is the highest degree you have earned?

🍎 *Mark (X) only one box.*

0058

- 1 Associate's degree
- 2 Bachelor's degree (B.A., B.S., etc.)
- 3 Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
- 4 Educational specialist or professional diploma (at least one year beyond master's level)
- 5 Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
- 6 Do not have a degree

13. In the past 12 months, have you participated in any professional development activities related to your role as a principal?

0059

- 1 Yes
- 2 No

14. In the past 12 months, have YOU participated in the following kinds of professional development?

0060

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

- 1 Yes
- 2 No

0061

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

- 1 Yes
- 2 No

0062

c. Individual or collaborative research on a topic of interest to you professionally

- 1 Yes
- 2 No

0063

d. Mentoring and/or peer observation and coaching of principals, as part of a formal arrangement that is recognized or supported by the school or district

- 1 Yes
- 2 No

0064

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

- 1 Yes
- 2 No

0065

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

- 1 Yes
- 2 No

0066

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

- 1 Yes
- 2 No



III GOALS AND DECISION MAKING

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

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

0080 Most important

0081 Second most important

0082 Third most important

16. How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities?

		🍏 Mark (X) one box on each line.				
		No influence	Minor influence	Moderate influence	Major influence	Not applicable
a. Setting performance standards for students of this school	0083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Establishing curriculum at this school	0084	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Determining the content of in-service professional development programs for teachers of this school	0085	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Evaluating teachers of this school	0086	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Hiring new full-time teachers of this school	0087	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Setting discipline policy at this school	0088	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Deciding how your school budget will be spent	0089	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



IV TEACHER AND AIDE PROFESSIONAL DEVELOPMENT

17. Does this school provide TEACHERS with time for professional development during regular contract hours?

0100

1 Yes2 No → [GO TO item 19 on page 11.](#)

18. Are the following used to provide teachers in this school with time for professional development during regular contract hours?

a. Substitute teachers to cover teachers' classes

0101

1 Yes2 No

b. Early dismissal or late start for students

0102

1 Yes2 No

c. Professional days built in before the beginning of the students' school year

0103

1 Yes2 No

d. Professional days built in during the students' school year

0104

1 Yes2 No

e. Professional days built in after the students' school year

0105

1 Yes2 No

f. Common planning time for teachers for professional development

0106

1 Yes2 No

g. Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties) for professional development

0107

1 Yes2 No

19. How often is professional development for teachers at this school –

		🍏 Mark (X) one box on each line.				
		Never	Rarely	Sometimes	Frequently	Always
a. Designed or chosen to support the school’s improvement goals?	0108	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Designed or chosen to support the district’s improvement goals?	0109	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Designed or chosen to support the implementation of state or local standards?	0110	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Evaluated for evidence of improvement in student achievement?	0111	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Considered part of teachers’ regular work?	0112	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Planned by teachers in this school or district?	0113	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Presented by teachers in this school or district?	0114	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom?	0115	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

20. Does this school provide INSTRUCTIONAL AIDES with time for professional development during regular contract hours?

(Instructional aides assist teachers in the classroom and are sometimes called paraprofessionals.)

- 0116
- 1 Yes
 - 2 No
 - 3 No instructional aides in this school

YOUR COMMENTS



V SCHOOL CLIMATE AND SAFETY

21. LAST school year (2010-11), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?

🍎 *If none, please mark (X) the box.*

0130
0 None or Students

22. What was the total number of suspensions during the LAST school year (2010-11)?
(Out-of-school suspensions include student removal from the school for disciplinary purposes temporarily, for the remainder of the school year, or longer according to policy.)

🍎 *Include in-school and out-of-school suspensions.*

🍎 *If none, please mark (X) the box.*

0131
0 None or Suspensions

23. THIS school year (2011-12), is it the practice of this school to do the following?

a. Control access to school buildings during school hours (e.g., locked or monitored doors)

0132
1 Yes

2 No

b. Control access to school grounds during school hours (e.g., locked or monitored gates)

0133
1 Yes

2 No

c. Require students to pass through metal detectors each day

0134
1 Yes

2 No

d. Perform one or more random metal detector checks on students

0135
1 Yes

2 No

e. Close the campus for most or all students during lunch

0136
1 Yes

2 No

f. Use one or more random dog sniffs to check for drugs

0137
1 Yes

2 No



23. Continued – THIS school year (2011-12), is it the practice of this school to do the following?**g. Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs**0138 1 Yes2 No**h. Require students to wear uniforms**0139 1 Yes2 No**i. Enforce a strict dress code**0140 1 Yes2 No**j. Require clear book bags or ban book bags on school grounds**0141 1 Yes2 No**k. Require students to wear badges or picture IDs**0142 1 Yes2 No**l. Use one or more security cameras to monitor the school**0143 1 Yes2 No**m. Maintain a daily presence of police or security personnel**0144 1 Yes2 No**YOUR COMMENTS**

24. THIS school year (2011-12), does this school have any of the following?

- a. Programs or activities where students participate in the community during or after normal school hours (e.g., service learning and community service projects)**

0145

1 Yes2 No

-
- b. Programs to acknowledge student achievement (e.g., assemblies, principal list/honor roll, or student of the week/month)**

0146

1 Yes2 No

-
- c. An incentive/reward program that encourages students' academic success (e.g., pizza parties, cash for grades)**

0147

1 Yes2 No

-
- d. A program designed to help students prepare for the next grade or college**

0148

1 Yes2 No

YOUR COMMENTS

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

		🍏 Mark (X) one box on each line.				
		Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Physical conflicts among students	0149	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Robbery or theft	0150	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Vandalism	0151	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Student use of alcohol	0152	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Student use of illegal drugs	0153	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Student possession of weapons	0154	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Physical abuse of teachers	0155	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Student racial tensions	0156	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Student bullying	0157	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. Student verbal abuse of teachers	0158	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. Widespread disorder in classrooms	0159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. Student acts of disrespect for teachers	0160	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m. Gang activities	0161	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

YOUR COMMENTS



26. LAST SCHOOL YEAR (2010-11), what percentage of students had at least one parent or guardian participating in the following events?

		🍏 Mark (X) one box on each line.				
		0-25%	26-50%	51-75%	76-100%	Not applicable
a. Open house or back-to-school night	0180	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. All regularly scheduled schoolwide parent-teacher conferences	0181	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Special subject-area events (e.g., science fair, concerts)	0182	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Parent education workshops or courses	0183	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Signing of a school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies)	0184	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Volunteer in the school as needed or on a regular basis	0185	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum)	0186	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs)	0187	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Involvement in budget decisions	0188	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

27. THIS school year (2011-12), does this school have the following?

a. A staff member assigned to work on parent involvement

0189 1 Yes

2 No

b. Workshops or courses for parents or guardians

0190 1 Yes

2 No

c. Services to support parent participation, such as providing child care or transportation

0191 1 Yes

2 No

d. A parent drop-in center or lounge

0192 1 Yes

2 No



VI INSTRUCTIONAL TIME

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

0210

1 Yes2 No → [GO TO item 31 on page 19.](#)

29. How long is the TYPICAL FULL WEEK of school for THIRD GRADE students?

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

0211

Hours per week

AND

0212

Minutes per week

YOUR COMMENTS



30. During a TYPICAL FULL WEEK of school, approximately how many minutes do most THIRD GRADE students spend on the following activities at this school?

- 🍏 Please use your best estimate for the planned time spent for most regular students in the typical third grade classroom.
- 🍏 If most third grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes a week for half the year, respond with 30 minutes per week.
- 🍏 Do NOT include time spent on additional tutoring or remedial instruction for students receiving special services.
- 🍏 Total should not exceed the number of minutes calculated from your response to question 29. For example, if the typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).
- 🍏 If your school does not offer a particular activity for third grade students during the typical week, mark (X) the "None" box.

a. Combined TOTAL of English, reading, or language arts

0213 0 None or Minutes per week

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

- 🍏 Record response, then GO TO item 30b below.

0214 0 None or Minutes per week

b. Arithmetic or mathematics

0215 0 None or Minutes per week

c. Social studies or history

0216 0 None or Minutes per week

d. Science

0217 0 None or Minutes per week

e. Foreign language (Not English as a Second Language [ESL])

0218 0 None or Minutes per week

f. Physical education

0219 0 None or Minutes per week

g. Music

0220 0 None or Minutes per week

h. Art

0221 0 None or Minutes per week

i. Recess

- 🍏 Do NOT include time allocated for lunch.

0222 0 None or Minutes per week



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

0223
 1 Yes
 2 No → **GO TO Section VII on page 20.**

32. How long is the TYPICAL FULL WEEK of school for EIGHTH GRADE students?

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

0224 Hours per week AND 0225 Minutes per week

33. During a TYPICAL FULL WEEK of school, approximately how many minutes do most EIGHTH GRADE students spend on the following activities at this school?

- 🍎 Please use your best estimate for the planned time spent for most regular students in the typical eighth grade classroom.
- 🍎 If most eighth grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes a week for half the year, respond with 30 minutes per week.
- 🍎 Do NOT include time spent on additional tutoring or remedial instruction for students receiving special services.
- 🍎 Total should not exceed the number of minutes calculated from your response to question 32. For example, if the typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).
- 🍎 If your school does not offer a particular activity for eighth grade students during the typical week, mark (X) the "None" box.

a. Combined TOTAL of English, reading, or language arts

0226 0 None or Minutes per week

1. Of these minutes, how many were designated for reading instruction only?
 🍎 Record response, then GO TO item 33b below.

0227 0 None or Minutes per week

b. Arithmetic or mathematics

0228 0 None or Minutes per week

c. Social studies or history

0229 0 None or Minutes per week

d. Science

0230 0 None or Minutes per week

YOUR COMMENTS



VII WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS

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

0240 Total WEEKLY hours spent on school-related activities

- 35. How many total hours do you spend interacting with students during a typical FULL WEEK at this school?**

☛ Include both formal and informal interactions.

0241 Total WEEKLY hours

- 36. On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?**

☛ Rough estimates are sufficient.

☛ Please write a percentage in each row. Write 0 if none.

☛ Responses should add up to 100%.

a. Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget	0242 <input type="text"/> %
b. Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers	0243 <input type="text"/> %
c. Student interactions, including discipline and academic guidance	0244 <input type="text"/> %
d. Parent interactions, including formal and informal interactions	0245 <input type="text"/> %
e. Other – please specify ↴	0246 <input type="text"/> %
5246 <input type="text"/>	0246 <input type="text"/> %

100% TOTAL

- 37. How many days per year are you required to work under your current contract?**

☛ Include professional development, student contact days, and any other days covered by your contract.

0247 Days per contract year

- 38. Are you represented under a meet-and-confer agreement or a collective bargaining agreement?**

("Meet-and-confer" discussions are for the purpose of reaching non-legally-binding agreements. Collective bargaining agreements are legally-binding agreements.)

☛ Mark (X) only one box.

- 0248
- 1 Yes, meet-and-confer
- 2 Yes, collective bargaining
- 3 No



39a. Were you, or are you going to be, rated in a FORMAL evaluation this school year?

🍎 Consider only formal evaluations in your answer to this question.

0249

1 Yes2 No → [GO TO item 39c below.](#)**b. Are student test score outcomes or test score growth included as an evaluation criterion in your FORMAL evaluation this school year?**

0250

1 Yes2 No**c. How often are you rated in a FORMAL evaluation?**

🍎 Mark (X) only one box.

0251

1 Two or more times per year2 Once a year3 Once every 2 years4 Once every 3 years5 Once every 4 years6 Once every 5 or more years7 No formal evaluations are conducted**40. How long do you plan to remain a principal?**

🍎 Mark (X) only one box.

0252

1 As long as I am able2 Until I am eligible for retirement benefits from this job3 Until I am eligible for retirement benefits from a previous job4 Until I am eligible for Social Security benefits5 Until a specific life event occurs (e.g., children graduate from college, relocation)6 Until a more desirable job opportunity comes along7 Definitely plan to leave as soon as I can8 Undecided at this time

VIII TEACHER AND SCHOOL PERFORMANCE

41. In your opinion, are the following considered barriers to the dismissal of poor-performing or incompetent teachers in this school?

a. Personnel policies

0260

1 Yes2 No

b. Termination decisions not upheld

0261

1 Yes2 No

c. Length of time required for termination process

0262

1 Yes2 No

d. Effort required for documentation

0263

1 Yes2 No

e. Tight deadlines for completing documentation

0264

1 Yes2 No

f. Tenure

0265

1 Yes2 No

g. Teacher associations or unions

0266

1 Yes2 No

h. Dismissal is too stressful and/or uncomfortable for you

0267

1 Yes2 No

i. Difficulty in obtaining suitable replacements

0268

1 Yes2 No

j. Resistance from parents

0269

1 Yes2 No

42a. How often are INFORMAL classroom observations typically conducted on TENURED OR EXPERIENCED TEACHERS of grades K-12 or comparable ungraded levels?

🍏 *Mark (X) only one box.*

0270

- 1 At least once a week
- 2 Once or twice a month
- 3 A few times a year
- 4 No informal observations are typically conducted

b. How often are INFORMAL classroom observations typically conducted on NON-TENURED OR NEW TEACHERS of grades K-12 or comparable ungraded levels?

🍏 *Mark (X) only one box.*

0271

- 1 At least once a week
- 2 Once or twice a month
- 3 A few times a year
- 4 No informal observations are typically conducted

43a. How many FORMAL classroom observations are typically conducted prior to completing an evaluation on a TENURED OR EXPERIENCED TEACHER of grades K-12 or comparable ungraded levels?

🍏 *If none, please mark (X) the box.*

0272

- 0 None or Total observations

b. How many FORMAL classroom observations are typically conducted prior to completing an evaluation on a NON-TENURED OR NEW TEACHER of grades K-12 or comparable ungraded levels?

🍏 *If none, please mark (X) the box.*

0273

- 0 None or Total observations

44a. How long is the typical FORMAL classroom observation that occurs prior to completing an evaluation on a TENURED OR EXPERIENCED TEACHER of grades K-12 or comparable ungraded levels?

🍏 *If none, please mark (X) the box.*

0274

- 0 None or Minutes per classroom observation

b. How long is the typical FORMAL classroom observation that occurs prior to completing an evaluation on a NON-TENURED OR NEW TEACHER of grades K-12 or comparable ungraded levels?

🍏 *If none, please mark (X) the box.*

0275

- 0 None or Minutes per classroom observation



45a. For TENURED OR EXPERIENCED K-12 TEACHERS, how often are teachers rated in FORMAL evaluations?

🍎 Consider only formal evaluations in your answer to this question, not informal evaluations or number of times observations are conducted. If tenured or experienced K-12 teachers in your school do not receive formal evaluations, select "No formal evaluations are conducted."

🍎 Mark (X) only one box.

0276

- 1 Two or more times per year
- 2 Once a year
- 3 Once every 2 years
- 4 Once every 3 years
- 5 Once every 4 years
- 6 Once every 5 or more years
- 7 No formal evaluations are conducted

b. For NON-TENURED OR NEW K-12 TEACHERS, how often are teachers rated in FORMAL evaluations?

🍎 Consider only formal evaluations in your answer to this question, not informal evaluations or number of times observations are conducted. If non-tenured K-12 teachers in your school do not receive formal evaluations, select "No formal evaluations are conducted."

🍎 Mark (X) only one box.

0277

- 1 Two or more times per year
- 2 Once a year
- 3 Once every 2 years
- 4 Once every 3 or more years
- 5 No formal evaluations are conducted

46. Did you answer "No formal evaluations are conducted" to both item 45a AND 45b?

0278

- 1 Yes → [GO TO item 49 on page 26.](#)
- 2 No

47. Are any of the following types of information included in the formal evaluation of any regular classroom teachers of grades K-12 and comparable ungraded levels?

a. Evaluation by the principal

0279

- 1 Yes → (1) Which best describes the type of evaluation:

0280

- 1 Checklist evaluation (Evaluation is based on satisfactory or unsatisfactory ratings of teacher competencies and behaviors.)
- 2 Standards-based evaluation (Evaluation is based on a certain standard that is established by district or school policy-makers as being essential to effective teaching.)
- 3 Both

- 2 No → [GO TO item 47b on page 25.](#)



47. Continued – Are any of the following types of information included in the formal evaluation of any regular classroom teachers of grades K-12 and comparable ungraded levels?

b. Evaluation by peers

0281

1 Yes →

(1) Which best describes the type of evaluation:

0282

- 1 Checklist evaluation (Evaluation is based on satisfactory or unsatisfactory ratings of teacher competencies and behaviors.)
- 2 Standards-based evaluation (Evaluation is based on a certain standard that is established by district or school policy-makers as being essential to effective teaching.)
- 3 Both

2 No

c. Evaluation by the vice principal or assistant principal

0283

1 Yes

2 No

d. Evaluation by an outside group (e.g., consultant)

0284

1 Yes

2 No

e. Conference with the principal

0285

1 Yes

2 No

f. Teacher self-evaluation

0286

1 Yes

2 No

g. Students' test score outcomes or test score growth

0287

1 Yes

2 No

h. Student ratings of the teacher

0288

1 Yes

2 No

i. Teacher's portfolio of examples of student learning (e.g., student essays, lab reports)

0289

1 Yes

2 No



47. Continued – Are any of the following types of information included in the formal evaluation of any regular classroom teachers of grades K-12 and comparable ungraded levels?

j. Completion of professional development activities

0290 1 Yes

2 No

k. Other

0291 1 Yes – please specify ↴

5291

2 No

48. Are teachers' evaluations used, at least in part, to determine a teacher's compensation?

0292 1 Yes

2 No

49. At the end of the LAST school year (2010-11), did this school make Adequate Yearly Progress (AYP)?

(Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.)

0293 1 Yes → [GO TO Section IX on page 27.](#)

2 No

50. At the end of the LAST school year (2010-11), was this school identified for improvement due to Adequate Yearly Progress (AYP) requirements?

(A school is identified for improvement if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area.)

0294 1 Yes

2 No

YOUR COMMENTS



IX DEMOGRAPHIC INFORMATION**51. Are you male or female?**

- 0320
- 1 Male
- 2 Female

52. Are you of Hispanic or Latino origin?

- 0321
- 1 Yes
- 2 No

53a. What is your race?

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

- 0322
- 1 White
- 0323
- 1 Black or African-American
- 0324
- 1 Asian
- 0325
- 1 Native Hawaiian or Other Pacific Islander
- 0326
- 1 American Indian or Alaska Native

GO TO item 54 below.

b. Are you enrolled in a state- or federally-recognized tribe?

- 0327
- 1 Yes
- 2 No

54. What is your year of birth?

0330

1 9 Year of birth

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

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

Please report in whole dollars.

0335

\$, .00 per year

YOUR COMMENTS

X CONTACT INFORMATION

- 56.** The survey you have completed may involve a brief follow-up next school year in order to gain information on principals' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs. Please keep in mind that all information provided here is strictly confidential and will only be used in the event that we need to contact you for follow-up. Your responses are protected from disclosure by federal statute (20 U.S.C., §9543). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

Please **PRINT** your name, home address, your work, cell, and home telephone numbers, and your work and home e-mail addresses.

- a.** First name

9025

Middle name

9026

Last name

9027

Suffix

9028

- b.** Street address

9029

- c.** City

9030

- d.** State

9031

- e.** ZIP Code + 4

9032

- f.** Work phone number

AREA CODE TELEPHONE NUMBER

9033

- g.** Cell phone number

AREA CODE TELEPHONE NUMBER

9034

- h.** Home phone number

AREA CODE TELEPHONE NUMBER

9035

- i.** Work e-mail address

9036

- j.** Home e-mail address

9037



57. Please enter the date you completed this questionnaire.

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

0006	Month	0007	Day	0008	Year
	<input type="text"/>		<input type="text"/>		<input type="text" value="2"/> <input type="text" value="0"/> <input type="text" value="1"/>

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

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

0009	<input type="text"/>	Minutes
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YOUR COMMENTS

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-866-208-7437 or by e-mail at: dsd.education.surveys@census.gov.

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) website at: <http://nces.ed.gov/surveys/sass>

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

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

