

PRINCIPAL QUESTIONNAIRE



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

NATIONAL TEACHER AND PRINCIPAL SURVEY 2020-21 SCHOOL YEAR

The coronavirus pandemic has affected the way many schools provide instruction. To help us understand your responses to this survey, please select the option that best describes the current effect of the coronavirus pandemic on instruction at THIS school:

- We are currently offering **only distance-learning instruction** because of the coronavirus pandemic.
- We are currently offering a **hybrid of in-person and distance-learning instruction** (some students or classes may be remote while others are in person) because of the coronavirus pandemic.
- We are currently offering **only in-person instruction with additional safety precautions** because of the coronavirus pandemic.
- There is currently **no effect on the instruction** we offer because of the coronavirus pandemic.

Please turn to the next page to begin the survey.

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

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

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

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

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

FORM **NTPS-2A**
(07-24-2020)

OMB No. 1850-0598: Approval Expires 03/31/2023



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

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

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

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

Your school has been selected to participate in the 2020-21 National Teacher and Principal Survey. You will represent thousands of other principals, so it is important that you respond to this survey.

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

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0598. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4035, Washington, DC 20202.



INSTRUCTIONS

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

CORRECT marking example – <i>(Use care to keep characters in their designated spaces.)</i>	INCORRECT marking example –
<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;"> <input type="checkbox"/> 3 5 </div> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 20px;"> <input type="checkbox"/> 35 </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <input type="checkbox"/> 3 5 </div> </div> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No OR <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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



1. PRINCIPAL EXPERIENCE AND TRAINING

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

🍎 Count part of a year as 1 year.

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

Year(s) of teaching before becoming a principal

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

Yes

No

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

Yes

No

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

Yes

No

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

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

🍎 Count part of a year as 1 year.

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

Year(s) as principal of this school

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

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

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

🍎 Count part of a year as 1 year.

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

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



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

🍎 *Mark (X) only one box.*

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

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

- Yes
- No

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

- Yes
- No

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

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

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

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

🍎 *Count part of a year as 1 year.*

🍎 *Include the 2020-21 school year in this count, if applicable.*

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

YEAR(s) of teaching while serving as a principal

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

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

- Yes
- No



2. GOALS AND DECISION MAKING

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

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



Most important



Second most important



Third most important

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

☛ Mark (X) one box on each line.

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



3. SCHOOL CLIMATE AND SAFETY

3-1. Did the coronavirus pandemic affect how instruction was delivered in this school during the 2019-20 school year?

- Yes
- No → GO TO item 3-3 below.

3-2. To what extent do you agree or disagree with the following statement: I had the support and resources I needed to be effective as the principal of this school during the coronavirus pandemic in the 2019-20 school year.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- I was not the principal at this school during the 2019-20 school year

If you did not work at this school during the 2019-20 school year, you may consult staff who worked at the school during that time for assistance with the questions in this section, as needed.


3-3. BEFORE the coronavirus pandemic in the 2019-20 school year, did this school assign a computer or digital device to each student?

- Yes, for use at school only
- Yes, that students were allowed to take home
- No

3-4. During the coronavirus pandemic in the 2019-20 school year, did you distribute computers or digital devices to students to take home?

- Yes, we distributed computers or digital devices to all students to take home
- Yes, we distributed computers or digital devices to students who did not have access to one at home
- No, we did not distribute any computers or digital devices to any students to take home

3-5. During the coronavirus pandemic in the 2019-20 school year, how did this school help students who had no internet access at home?

 *Mark (X) for all that apply.*

- All of the students at this school already had internet access at home
- We worked with internet providers to help students access the internet at home
- We sent home hotspots or other devices to help students access the internet at home
- We offered spaces where students could safely access free Wi-Fi internet (in the school parking lot, parked school buses with hotspots, etc.)
- We did not take any steps to help students access the internet
- Other - please specify →



3-6. LAST school year (2019-20), to the best of your knowledge, how often did the following types of problems occur at this school?

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

🍏 Mark (X) one box on each line.

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



3-7. LAST school year (2019-20), what percentage of students had at least one parent or guardian participating in the following activities?

● Mark (X) one box on each line.

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

3-8a. Are teachers at this school REQUIRED to help students with academic needs OUTSIDE of students' regular school hours?

Yes

No

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

Yes

No

3-9. Are BEGINNING teachers at this school who are in their first or second year of teaching enrolled in a formal schoolwide or districtwide program aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)?

Yes

No



4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS

- 4-1. 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?

Total WEEKLY hours spent on school-related activities

- 4-2. On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?

🍏 Please write a percentage in each row. Write '0' if no time was spent on this task.

🍏 Responses should add up to 100%.

	% of Time
a. Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget	<input type="text" value="000"/> %
b. Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers	<input type="text" value="000"/> %
c. Student interactions, including discipline and academic guidance	<input type="text" value="000"/> %
d. Parent interactions, including formal and informal interactions	<input type="text" value="000"/> %
e. Other - please specify → <input type="text"/>	<input type="text" value="000"/> %
f. Total	<input type="text" value="100"/> %

- 4-3. How many months per year are you required to work under your current contract?

Months per contract year

- 4-4. Are you represented by 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.

- Meet-and-confer agreement
- Collective bargaining agreement
- Neither



4-5. To what extent do you agree or disagree with each of the following statements?

🍏 *Mark (X) one box on each line.*

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

4-6. Which statement best describes how long you plan to remain a principal?

🍏 *Mark (X) only one box.*

- As long as I am able
- Until I am eligible for retirement benefits from this job
- Until I am eligible for retirement benefits from a previous job
- Until I am eligible for Social Security benefits
- Until a specific life event occurs (e.g., children graduate from college, relocation)
- Until a more desirable job opportunity comes along
- Definitely plan to leave as soon as I can
- Undecided at this time



5. PRINCIPAL DEMOGRAPHIC INFORMATION

5-1. Are you male or female?

Male

Female

5-2. Are you of Hispanic or Latino origin?

Yes

No

5-3. What is your race?

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

White

Black or African-American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

5-4. What is your year of birth?

5-5. What is your current ANNUAL salary for your position in this school before taxes and deductions?

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

🍏 Please report in whole dollars.

\$, .00 per year



6. CONTACT INFORMATION

6-1. Please enter the date you completed this questionnaire.

MM

DD

YYYY

6-2. Please indicate how much time it took you to complete this form, not counting interruptions.
🕒 Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

Minutes



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

a. First name

Middle name

Last name

Suffix

b. Street address

c. City

d. State

e. ZIP Code

f. Work phone number

Area code Number

g. Cell phone number

Area code Number

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

h. Home phone number

Area code Number

i. Work e-mail address

j. Home e-mail address



**Thank you very much for your participation
in this survey. If you have any questions,
please contact us, toll-free, at: 1-888-595-1338
or by e-mail at: ntps@census.gov.**

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

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



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

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

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

