

# **Usability Report for the Schools and Staffing Survey Control Center, Principal Survey, and Teacher Survey: Fall 2011**

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**Kathleen T. Ashenfelter, Center for Survey Measurement**

## **Executive Summary**

Usability testing of two Web surveys – one for secondary school principals and one for secondary school teachers- and one Control Center application were tested in Fall 2011 for the Schools and Staffing Survey team in the Demographic Surveys Division (DSD). Minimal usability issues were found with each component; the two usability issues detected during testing were a name duplication issue with the Principal Screener Survey and a repeated error message about secure content that could concern respondents with the Teacher Survey. Participants also tended not to read the warning message at the bottom of the screen for either survey, which could be problematic because this is important information. Satisfaction scores for both surveys were high, indicating that participants were satisfied with their experience completing the instruments.

## **1.0 Introduction**

The Schools and Staffing Survey is sponsored by the National Center for Education Statistics (NCES), the statistical agency for the U.S. Department of Education. The Schools and Staffing Survey (SASS) is the nation's most extensive sample survey of elementary and secondary schools, as well as the teachers and administrators who staff them. It collects data on topics such as principals' and teachers' perceptions of school climate and problems in their schools, teacher compensation, district hiring practices and basic characteristics of the student population. Currently, many of the components of the SASS are being developed as online data collection instruments for the first time.

During the fall of 2011, the Center for Survey Measurement tested the new online Control Center (an administrative tool) and Principal Screener Survey (a screener to determine if a school qualifies to participate in the Schools and Staffing Survey) as well as the new online Teacher Survey (a survey for secondary school teachers). The Control Center and Screener Survey were fully-functioning Web instruments about to go into the field when they underwent usability testing. The scope of the testing was to inform training and possibly future versions of the instruments. No significant changes could be made to the instruments before they went live in the field.

Although we planned to have 10 participants for each test, far fewer could actually be recruited. Rich results were still gleaned from the small participant pool and usability and eye-tracking results are presented. Section 2 of this report describes the testing performed on the SASS Control Center and Principal Screener Survey. Section 3 describes the usability testing of the Teacher survey. Section 4 provides a discussion of the results.

## **2.0 SASS Control Center & Principal Screener Survey**

In the field, the SASS Control Center is typically completed by the staff person at the school who will serve as the survey coordinator—it might be the principal, or another administrative staff member. The Census Bureau will be calling this person to ask about the status of the various questionnaires<sup>1</sup> that were sent to the school and reminding the staff to complete the Screener and to upload their teacher list. The Control Center allows the staff member to log in and see a screen that displays the status of each of these questionnaires (whether the Census Bureau has received a completed questionnaire or not). It also allows the staff person to enter contact information for the intended respondent for each questionnaire and to request another copy of a blank questionnaire. Screen shots from this instrument are included as Appendix A. For both tests, participants did not see all of the screens contained in the instrument. Only screens that appeared during the participant sessions based on their response path are analyzed and discussed in this report, so there are more screens in the Appendices than there are in the body of the report.

As part of the Control Center application, there is a brief questionnaire (Principal Screener Survey) that verifies the school's eligibility for the survey, and establishes a staff person at the school to serve as the coordinator for collection of the questionnaires. It also asks about contact persons for the teacher roster. Usually the school principal will complete this form. Screen shots from the screener portion of the Control Center are included as Appendix B.

### **2.1 Methods**

This section describes the materials used in the study, the procedures, and the participants involved.

#### **2.1.1 Materials**

##### **2.1.1.1 Protocol**

To begin the session, the test administrator read the background material and explained several key points about testing at the beginning of each usability study session. The purpose of the general introduction of the testing was to ensure the participants understood that they were contributing to the development of the online application, and that they were not being personally evaluated. This also allowed the participants the opportunity to understand the purpose of the usability study and the value of their feedback. The protocol used for testing the Control Center and Principal Screener Survey can be found in Appendix C.

##### **2.1.1.2 Consent Form**

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<sup>1</sup> The questionnaires listed in the Control Center are the Screener Survey, School Questionnaire/Private School Questionnaire, Library Media Center Questionnaire, and Teacher Questionnaires (listed for individual teachers)/Private School Teacher Questionnaires (listed for individual teachers), and the Teacher Listing Form (a paper form). For the purposes of this usability test, the Screener survey was the only instrument in the control center that actually collected data. The other "surveys" were only listed so the respondent could tell the status of the school's forms. The upload tool listed in the Control Center was the Teacher List Upload. The Teacher List Upload function allowed respondents to complete their teacher lists using an Excel shell and upload their list rather than returning a paper questionnaire.

Prior to beginning the usability test, each participant completed a consent form. The purpose of the form was to explain the rationale of the study and to obtain permission to videotape the session. The consent form for the Control Center and Principal Screener Survey can be found in Appendix D.

### **2.1.1.3 Principal Letter**

The letter usually sent to principals through postal mail that participants used in this study to access the survey online can be found in Appendix E.

### **2.1.1.4 Background Questionnaire**

The computer experience and demographic background survey given to participants in both the Control Center/Principal Screener Survey and the Teacher Survey study can be found in Appendix F.

### **2.1.1.5 Satisfaction Questionnaire**

After completing the online survey, participants were asked to complete a Questionnaire for User Interaction Satisfaction (QUIS) (Chin, Diehl, & Norman, 1988). This questionnaire was used to gather feedback about the participants' experience with completing the survey and their overall impression of the interface. The satisfaction survey given to participants for both the Principal Screener Survey and the Teacher survey can be found in Appendix G.

## **2.1.2 Procedure**

Each usability session was conducted in the usability lab and lasted about 60 minutes. Upon arriving, each participant was seated in the testing room. The test administrator greeted the participant and read the general introduction (Appendix C), which explained the purpose of the session, the testing procedure, and the importance of participant contribution. Before beginning the usability study, the participant read and signed the consent form (Appendix D), which explained that all information gathered during the study was confidential and that the session would be videotaped and used solely for research purposes. In addition, participants were informed that we would be using eye tracking to see how they interacted with the survey. After receiving the participants' signatures, video recording began.

Next, the test administrator asked the participant to do a practice task using a familiar site (e.g., WTOP.com) to practice thinking aloud. They were asked to find an interesting article from the WTOP.com website. During testing, the think-aloud technique was used to understand the participants' cognitive processes as they interacted with the interface. Think-aloud is modeled on Ericsson and Simon's (1993) approach to collecting verbal protocols, which was used to maintain a running verbal commentary of the participants' expectations and reasoning. A participant engaging in think-aloud verbalizes his or her available, conscious thoughts and decisions while completing the tasks. If at any time a participant became quiet for more than 10 to 15 seconds, the test administrator encouraged the participant to continue to think-aloud, using prompts such as, "What are you thinking?", "Can you tell me your thoughts?" and "Keep talking."

After the practice think aloud task, the test administrator calibrated the participant's eyes for eye-tracking. The test administrator proceeded to the control room and conducted a sound check while the participant completed the Questionnaire on Computer Use and Internet Experience and Demographics (Appendix F).

During the rest of the usability session, the participant sat in a room, facing one-way glass and a wall camera, in front of an LCD monitor that was on a table at standard desktop height. During the usability test, the test administrator sat in the control room on the other side of the one-way glass. The test administrator and the participant communicated through microphones and speakers.

Participants were instructed to use the paper letter (in Appendix E) associated with the survey, containing the user ID and password, to login to the instrument and complete the survey for their own school.

Following completion of the survey, the participant completed a satisfaction questionnaire (Appendix G). Then, the test administrator returned to the testing room to ask a series of debriefing questions, which can be found in Appendix C.

### **2.1.3 Participants**

Local area principals were recruited through Demographic Surveys Division contacts. Although we were aiming for a total of 10 principals, we were only able to recruit two participants to interact with the SASS Control Center and complete the Principal Screener Survey. The second participant who completed the screener survey experienced a shortened version, as there was some completed information already contained in the survey at the time that he accessed it. The study took place after school had begun in the fall; future testing might have more successful recruiting for school staff if it takes place over the summer months when school is not in session.

One male and one female participant completed the survey for this study. Based on the Background Questionnaire results, both participants used the Internet a great deal and used it at home and at work, so they were presumably computer-savvy potential respondents. One participant report using the Internet 35 hours per week and the other participant reported using it 45 hours per week.

## **2. 2 Results**

This section details usability results and presents eye-tracking data in the form of heat maps. The heat maps generated for this report demonstrate the number of fixations in an area of the screen on a given page. The colors on a heat map range in visual intensity as the number of fixations in an area of the screen increases. Green indicates a lower number of fixations in a given area, whereas red indicates a higher number of fixations in a given area. As the number of fixations increases, the color grows in intensity. The small computer mouse images represent places where the participant clicked on the screen.



## 2.2.1. Login to the SASS Control Center

This Login screen is the first one that the school coordinator would see. It is where he or she would log in to access the SASS Control Center. Both of the participants were able to log in easily on the first try and no usability issues were observed for this screen. The heatmap of the screen shown in Figure 1<sup>2</sup> shows that most of the participants' fixations were on the area where they needed to enter the Login ID and password and on the Login button itself. There were also many fixations around the message that the survey would time out after 15 minutes. These are important areas for participants to attend to, so these are positive results. However, participants did not seem to notice and/or read the warning message at the bottom of the screen about accessing a government computer. Since this is important information, respondents failing to read it could be problematic.

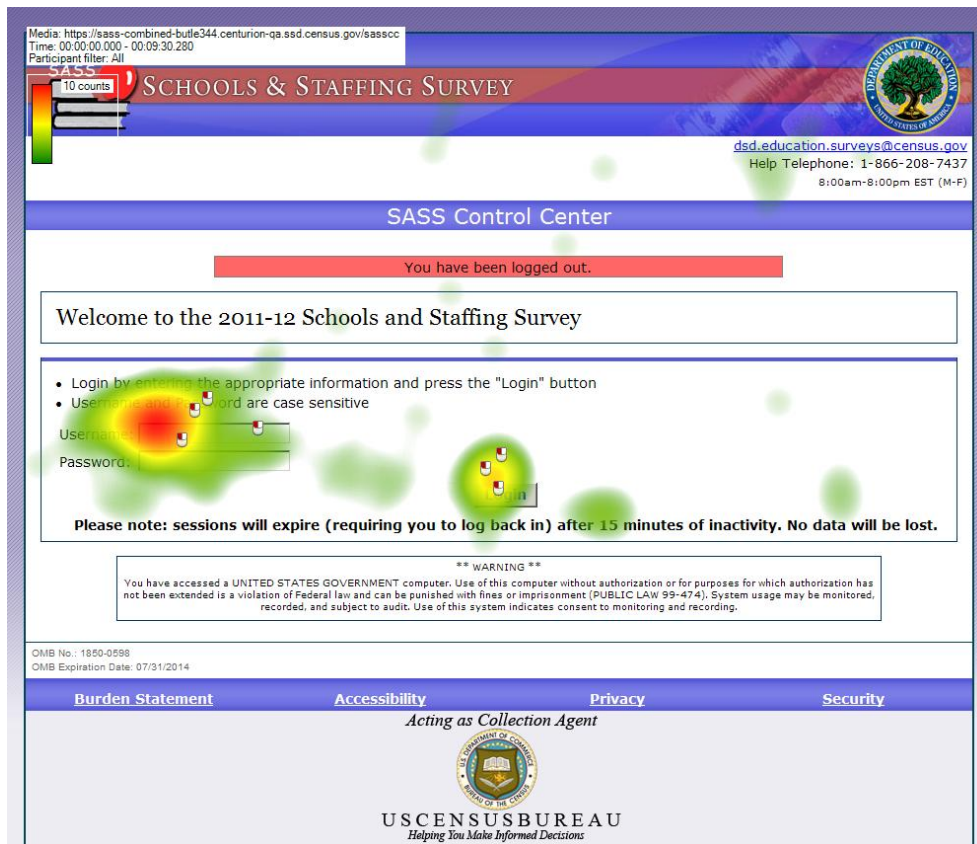


Figure 1: Control Center Login Screen (n=2)

<sup>2</sup> The test administrator (TA) tested the login ID and password before the participant arrived, so the “You have been logged out” message that appears on the screen shot below in Figure 1 was not a mistake. No participants commented on that message, however.

This result is consistent with other Web surveys where participants did not read similar messages. Participants failing to reading or look at this type of message is not unusual. For the Census Quality Survey (Ashenfelter, Holland, Quach, & Nichols, 2011), few fixations were made to the government computer warning message at the bottom of the login screen. The 2011 ACS Internet Test login screen (Ashenfelter, Quach, Holland, Nichols, & Lakhe, 2011) had a white box around the warning message, but participants in usability testing did not tend to look at this message, either.

**Recommendation for future iterations:** The warning statement needs to be shown to participants, so perhaps this message could be moved somewhere “above the fold” (i.e., above the middle half of the screen) or placed on their own welcome-type screen before the login page.

### 2.2.2 Control Center Main Menu

The Control Center Main Menu is a portal to the status of several SASS questionnaires that will be completed by different staff members at each school. For the purposes of this testing, however, each principal only completed the Screener Interview at the top of the list of three links to the left-hand side of the page in Figure 2.

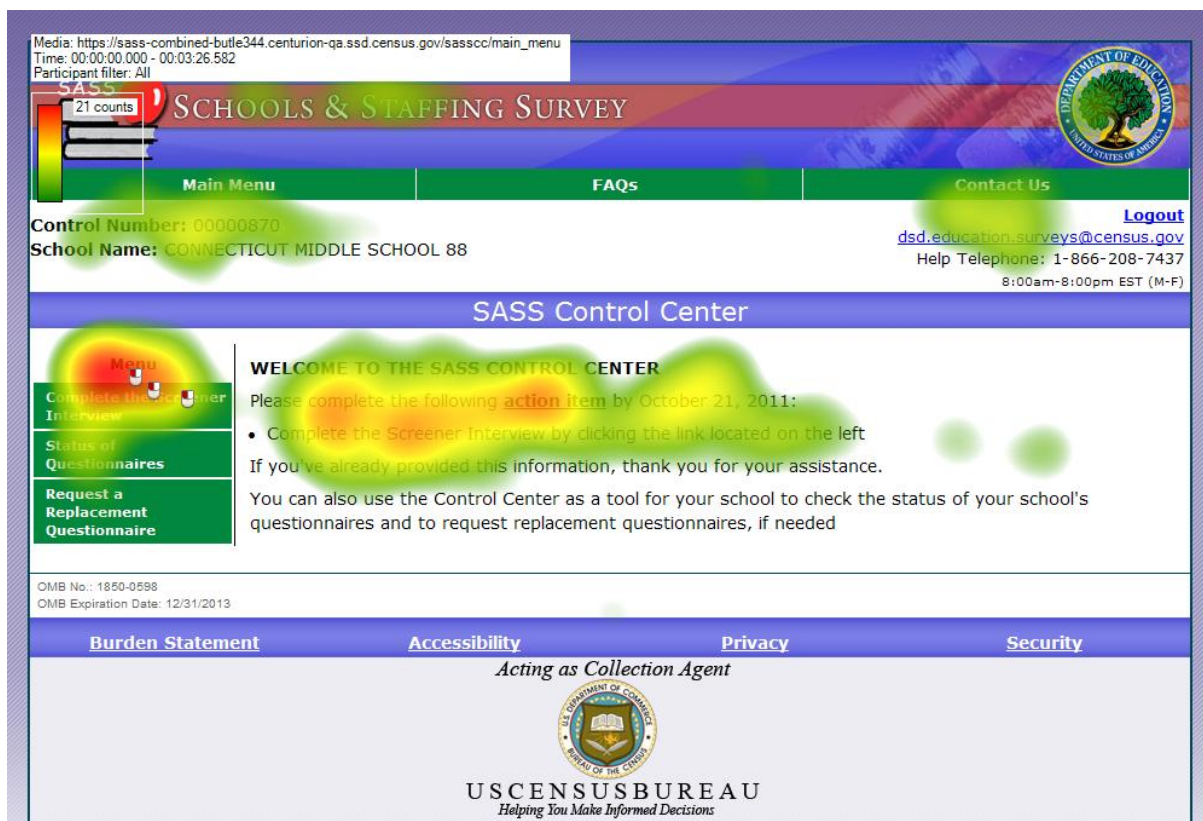


Figure 2: Control Center Main Menu (n=2)

The Control Center Main Menu is the first page that the principals saw after the login screen and before clicking on the screener survey link. The reading pattern indicated by the heatmap also shows that participants read the instruction at the center of the page, “Please complete the following action item by October 21, 2011: Complete the Screener Interview by clicking the link located on the left.”

The screener survey link itself is associated with a red area of fixation, meaning that it received a great deal of visual attention and three mouse clicks, meaning that the two participants clicked on the link three times (one of them was impatient and clicked on it twice).

Participants, while thinking aloud, found the Screener survey in the Control Center menu quickly and easily. During debriefing, both participants indicated that they understood that different school staff members would have to complete the different segments contained in the Control Center (under the “Status of Questionnaires” link in Figure 2).

## 2.3 SASS Principal Screener Survey

After clicking on the link for the screener survey, the principals would come to this address verification screen (Figure 3). For the purposes of this test, a fictitious address was already pre-filled into the survey. The protocol for the test informed the principals that a fictitious address would already be entered in the form and to pretend that this was the address of their school. The purpose of this screen is to verify that the survey has been delivered to the correct school address.

Media: <https://sass-combined-butle344.centurion-qa.ssd.census.gov/sasscc/address>  
Time: 00:00:00.000 - 00:02:42.459  
Participant filter: All

STATS 13 counts

**SCHOOLS & STAFFING SURVEY**

DEPARTMENT OF EDUCATION  
STATE OF MISSOURI

Control Number: 00003230  
Name: MISSOURI MIDDLE SCHOOL 64

[dsd\\_education\\_surveys@census.gov](mailto:dsd_education_surveys@census.gov)  
Help Telephone: 1-866-208-7437  
8:00am-8:00pm EST (M-F)

### Verify/Correct Physical Address

We have the school's name and address listed as:

School Name: MISSOURI MIDDLE SCHOOL 64  
Address 1: 115 FRONT DRIVE  
Address 2:  
City: BANY TOWN  
State:  
Zip Code: 65007 65007

Is this the correct PHYSICAL address for the school?

Yes, this is the correct address.  
 No, this address needs correction. (Enter corrections above.)  
 No physical address (e.g., home school, cyberschool, not located in U.S.)  
 Use this address for Mailing Address

### Verify/Correct Mailing Address

We have the school's mailing address listed as:

Address 1: 115 FRONT DRIVE  
Address 2:  
City: BANY TOWN  
State:  
Zip Code: 99997 9997

Is this the correct MAILING address for the school?

Yes, this is the correct address.  
 No, this address needs correction. (Enter corrections above.)

Previous

OMB No.: 1850-0598  
OMB Expiration Date: 07/31/2014

Burden Statement Accessibility Privacy Security

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Figure 3: Verify School Address Screen (n=2)

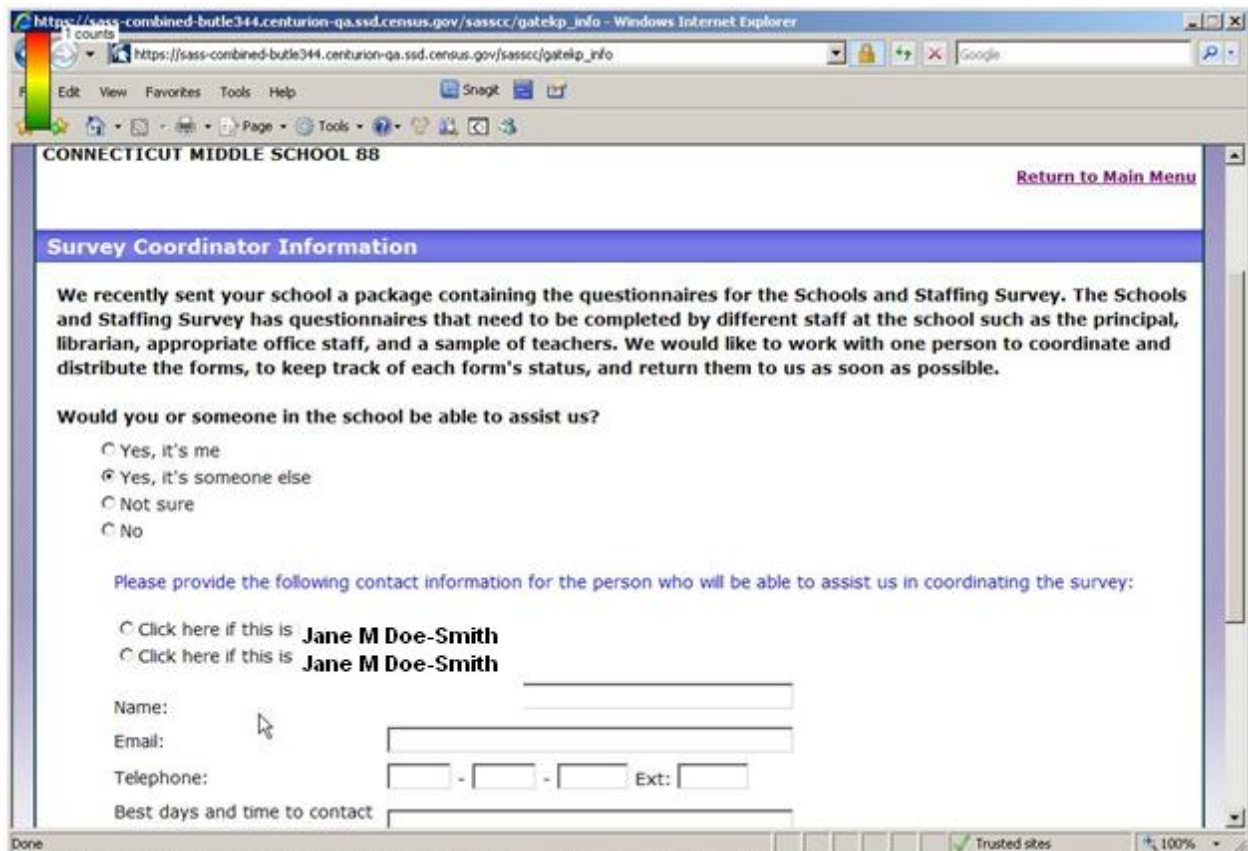
Figure 3 shows that participants fixated on the text entry boxes and clicked on “Yes, this is the correct address” before proceeding to the next screen. Participants did not have trouble pretending that the

fictitious address on the survey was their actual address as instructed. There were no usability issues observed for this screen.

## 2.4 Duplication Issue

The most significant problem encountered during the testing of this instrument was the fact that because the principal was the person likely to be completing this screener, the survey would ask for both *your* name and the *principal's* name and ended up with duplicates of the principal's name for the survey coordinator information screen (as represented in Figure 4). This could be confusing for the principals and end up with mistakes if the names were not entered consistently. However, in the field, an administrative staff person might be completing the survey rather than the principal, so this might not be a common problem.

There were no other major usability problems with this instrument.



CONNECTICUT MIDDLE SCHOOL 88 [Return to Main Menu](#)

### Survey Coordinator Information

We recently sent your school a package containing the questionnaires for the Schools and Staffing Survey. The Schools and Staffing Survey has questionnaires that need to be completed by different staff at the school such as the principal, librarian, appropriate office staff, and a sample of teachers. We would like to work with one person to coordinate and distribute the forms, to keep track of each form's status, and return them to us as soon as possible.

Would you or someone in the school be able to assist us?

Yes, it's me  
 Yes, it's someone else  
 Not sure  
 No

Please provide the following contact information for the person who will be able to assist us in coordinating the survey:

Click here if this is **Jane M Doe-Smith**  
 Click here if this is **Jane M Doe-Smith**

Name:

Email:

Telephone:  -  -  Ext:

Best days and time to contact

Figure 4: Duplicated Principal Name (n=1)<sup>3</sup>

## 2.5. User Satisfaction

Satisfaction scores were well above the midpoint on the 9-point scale and both had generally positive feedback about the survey during participant debriefing. Table 1 shows the responses to the questionnaire

<sup>3</sup> Jane M Doe-Smith is a Fictitious Name entered to represent duplication that occurred with real names for illustrative purposes.



items for both participants<sup>4</sup>. Item 1 asked the participants to rate their overall reaction to the survey; item 2 had participants rate the screen layouts; item 3 asked about the use of terminology throughout the Web survey; item 4 addressed information displayed on the screens; item 5 asked about the arrangement of information on the screens; item 6 asked whether tasks can be performed in a straight-forward manner; item 7 asked participants to rate the organization of information on the survey; item 8 asked participants to rate the forward navigation in the survey; item 9 asked participants to rate the backward navigation in the survey; item 10 asked about the participant’s overall experience of finding information; and finally, item 11 asked participants to rate the frequency of use of Census Bureau-specific terminology.

**Table 1: Satisfaction Scores for the Principal Screener Survey**

| Item           | 1        | 2        | 3        | 4        | 5        | 6          | 7        | 8        | 9        | 10       | 11       | Average |
|----------------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|---------|
| P1             | 9        | 9        | 9        | 9        | 9        | 9          | 8        | 9        | 9        | 9        | 9        | 8.91    |
| P2             | 3        | 7        | 7        | 7        | 9        | 8          | 8        | 9        | NA       | NA       | NA       | 7.25    |
| <b>Average</b> | <b>6</b> | <b>8</b> | <b>8</b> | <b>8</b> | <b>9</b> | <b>8.5</b> | <b>8</b> | <b>9</b> | <b>9</b> | <b>9</b> | <b>9</b> |         |

The lowest score was given for item 1, which asks about the overall reaction to the survey. This second participant had problems reading the handwritten login information from the letter<sup>5</sup>, so this may have affected the score. Overall, the participants reported high levels of satisfaction with the survey.

### 3.0 SASS Teacher Survey

The second test in this study was performed on the Teacher Survey, a separate survey conducted in associated with the SASS. The Teacher survey is not currently part of the Control Center application.

#### 3.1 Methods

The Teacher survey was a fully-functioning Web instrument about to go into the field when usability testing was conducted. Screen Shots of the Teacher Survey can be found in Appendix H. This section details the materials used, the procedure, and the participants recruited. The methodology employed for this test was almost identical to that used for the Control Center and Principal Screener Survey study, so this section is abridged accordingly.

##### 3.1.1 Materials

##### 3.1.2 Protocol

The TA read the background material and explained several key points about testing at the beginning of each usability study session. The protocol used for testing the Teacher Survey can be found in Appendix I.

<sup>4</sup> The average overall score for P2 was calculated using 8 as the denominator because the participant answered that the last three items were not applicable.

<sup>5</sup> Although it was a typed letter, the login information was filled in by hand by the usability staff before each session.

### **3.1.3 Consent Form**

The Consent form for the Teacher Survey can be found in Appendix J.

### **3.1.4 Teacher Letter**

The letter usually sent to teachers through postal mail that participants used in this study to access the survey online can be found in Appendix K.

### **3.1.5 Background Questionnaire**

The computer experience and demographic background survey given to participants in both the Control Center/Principal Screener Survey and the Teacher Survey study can be found in Appendix F.

### **3.1.6 Satisfaction Questionnaire**

The satisfaction survey given to participants for both the Principal Screener Survey and the Teacher Survey can be found in Appendix G.

### **3.1.7 Procedure**

The procedure for this test was very similar to that followed for the Control Center and Principal Screener Survey test. Each usability session was conducted in the usability lab and lasted about 60 minutes. Upon arriving, each participant was seated in the testing room. The test administrator greeted the participant and read the general introduction (Appendix I), which explained the purpose of the session, the testing procedure, and the importance of participant contribution. Before beginning the usability study, the participant read and signed the consent form (Appendix J).

Next, the test administrator asked the participant to do a practice task using a familiar site (e.g., WTOP.com) to practice thinking aloud. After the practice think aloud task, the test administrator calibrated the participant's eyes for eye-tracking. The test administrator proceeded to the control room and performed a sound check while the participant completed the Questionnaire on Computer Use and Internet Experience and Demographics (Appendix E).

The participant was asked to complete the SASS Teacher survey for themselves as they would for their own school. Following completion of the survey, participants completed a satisfaction survey about the instrument (Appendix F).

### **3.1.8 Participants**

Washington, D.C. area secondary and elementary school teachers were recruited through lab contacts and through a local teacher email listserv. Although we aimed to recruit ten teachers, we only were able to bring three (two external participants and one internal Census Bureau participant who was a former teacher) into the lab for testing within the time frame allotted. Additionally, we ran one internal Census Bureau employee who was a former teacher as a dry run participant before the testing sessions began. This dry run participant's eye-tracking data are not included in the eye-tracking heatmaps because his data could not be combined with the other participants' data due to technical issues.

The results of the background questionnaire indicated that all four participants used the Internet “a great deal” and used it both at home and at work. Therefore, this group was computer-savvy (like the participants in the Principal Screener Survey test).

### 3.2 Results

The results are organized by screen and eye-tracking results are presented for each screen that participants saw during testing.

#### 3.2.1 Login Page

The instructions in the middle of the screen and the email address at the top right corner of the screen got some attention (Figure 5). All of the mouse clicks were on the text entry fields and the “Login” button, indicating that there were no major problems with logging on. Participants were able to access the survey on their first attempt<sup>6</sup>.

As with the screener survey and the other Census Bureau Web surveys, the warning message at the bottom of the screen did not receive direct attention, although it is possible that participants may have seen it in their periphery.

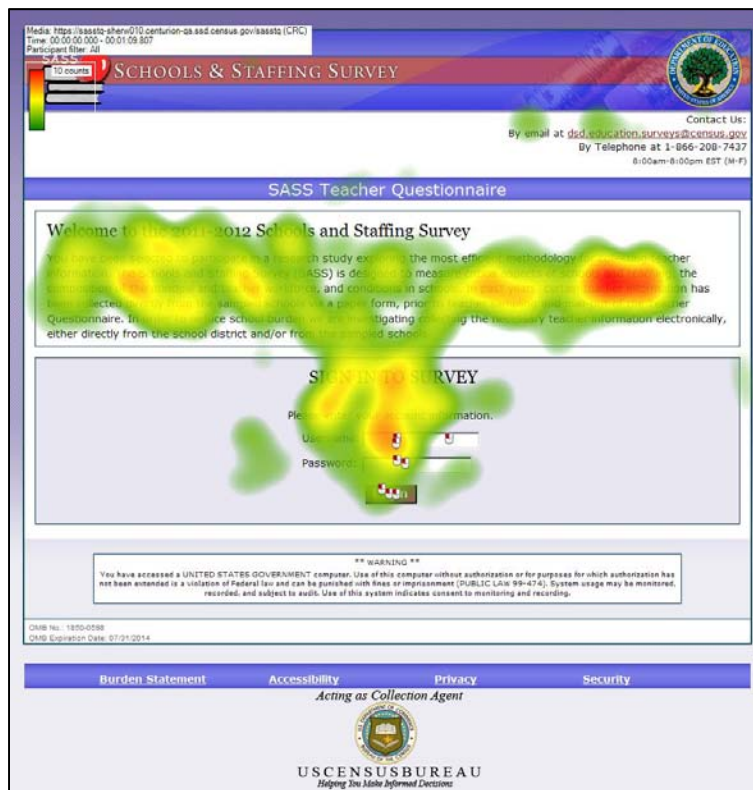


Figure 5: Login Screen (n=3)

<sup>6</sup> One participant had trouble reading the login ID on the materials, but had no trouble logging in after the correct ID was identified. This was not a usability issue, but rather an artifact of lab testing; the password was complex and difficult to read in handwritten form. This information would be directly on the letter for respondents in the field.



**Recommendation for future iterations:** The warning needs to be shown to participants, so perhaps this message could be moved somewhere “above the fold” (i.e., above the middle half of the screen) or placed on their own welcome-type screen before the login page. In addition, the U.S. Census Bureau logo on the bottom of the screen is the old version; a new logo was released in 2011.

### 3.2 Dashboard (Main Menu)

The purpose of the dashboard screen was to orient users to their progress through the lengthy survey. The dashboard provides status information for each of the 9 sections of the survey (Figure 6). The teachers fixated on the fictitious name and address that appeared on this screen, but did not express any confusion caused by them. All three were able to find the “Start” button associated with “Section 1” at the upper right-hand section of the menu to begin the survey quickly. There are three left-mouse-click marks on this link where each of the participants clicked on it to begin the survey. There were no usability issues observed with this screen.

Media: <https://sassto-sherw010.centurion-qa.ssd.census.gov/sasstg/dashboard>  
 Time: 00:00:00.000 - 00:00:41.461  
 Participant filter: All  
 16 counts

**SCHOOLS & STAFFING SURVEY**

[Main Menu](#) | [Comments](#) | [Endorsers](#) | [FAQs](#) | [Logout](#)

Contact Us:  
 By email at [dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov)  
 By Telephone at 1-866-208-7437  
 8:00am-8:00pm EST (M-F)

**Main Menu**

**Contact Information (EDIT)**

|                        |                                                                 |                   |
|------------------------|-----------------------------------------------------------------|-------------------|
| <b>Teacher's Name:</b> | <b>Mailing Address:</b>                                         | <b>Telephone:</b> |
| JANE ROE               | ALBANY HIGH SCHOOL 1<br>108 ROBERT<br>WEST ANNY TOWN, AL 99997- |                   |

**Forms:**

| Action                               | Status        | Section | Description                                   |
|--------------------------------------|---------------|---------|-----------------------------------------------|
| <input type="button" value="Start"/> | Not Attempted | 1       | General Information                           |
| <input type="button" value="Start"/> | Not Attempted | 2       | Class Organization                            |
| <input type="button" value="Start"/> | Not Attempted | 3       | Education and Training                        |
| <input type="button" value="Start"/> | Not Attempted | 4       | Certification                                 |
| <input type="button" value="Start"/> | Not Attempted | 5       | Professional Development                      |
| <input type="button" value="Start"/> | Not Attempted | 6       | Working Conditions                            |
| <input type="button" value="Start"/> | Not Attempted | 7       | School Climate and Teacher Attitudes          |
| <input type="button" value="Start"/> | Not Attempted | 8       | General Employment and Background Information |
| <input type="button" value="Start"/> | Not Attempted | 9       | Contact Information                           |

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Figure 6: Dashboard (n=3)

### 3.3 Section Review Screens

The section Review screens indicated whether there were any unanswered questions in a section or issues with the responses. The first time that one of these review screens came up for Section 1 can be seen in Figure 7. Participants read the title of the page as well as the explanation of what the text on this page means: “If the questions have no issues or if you wish to continue, select the Continue button to go to the next section. You may click on a page name to return to that page and review and/or correct any issues, or continue.”

They also read the summary of potential issues with each question before moving on and clicking “Continue to Section 2.”

The “(has # issues)” text and clickable hypertext on the [Question](#) itself are very user-friendly features that allow respondents to correct any problems with the section that they might have overlooked before moving on. There were no issues that needed correction on the Review Screens for the participants in this test. There were no usability issues observed for this screen, or for any of the Section Review screens.

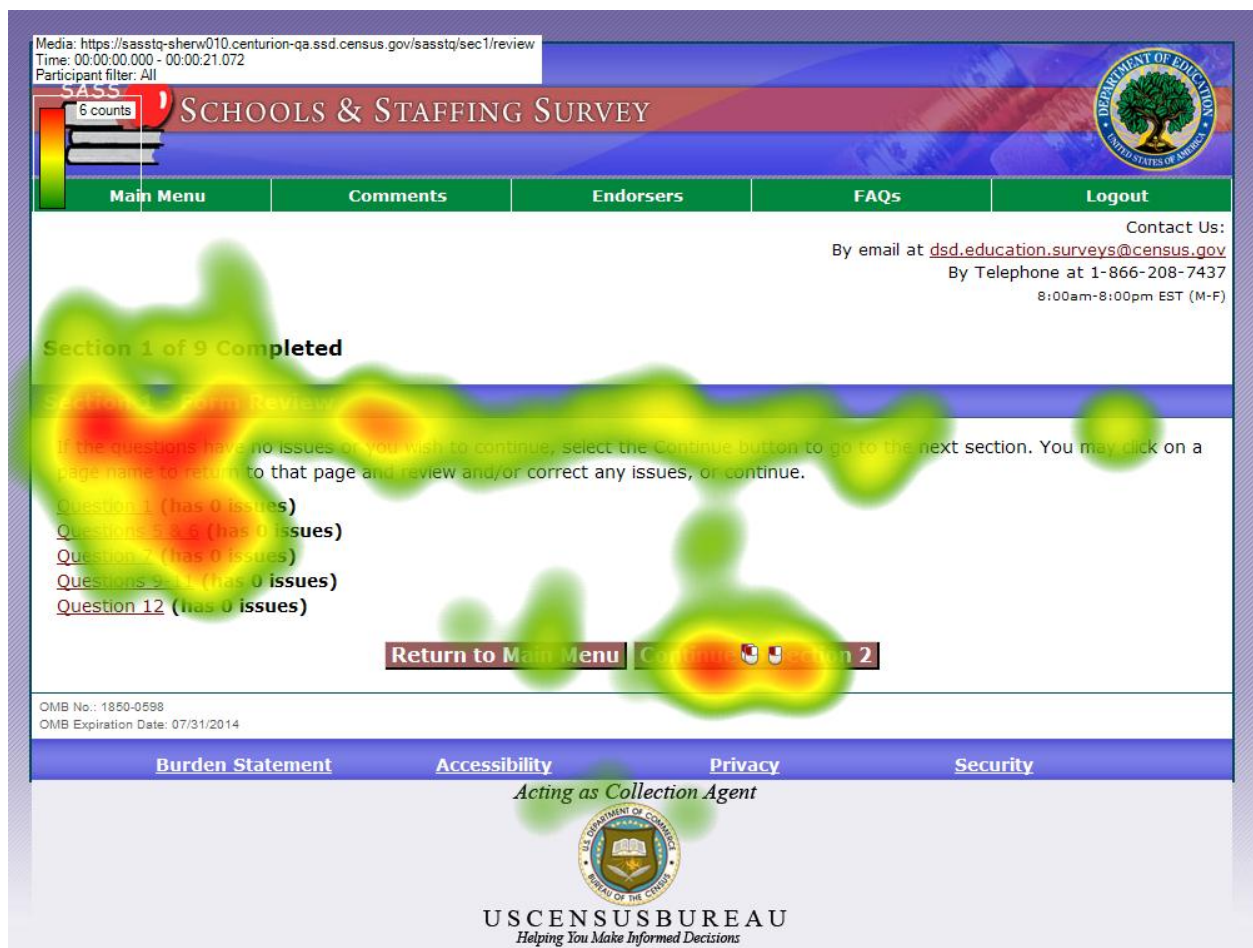


Figure 7: Section 1 Review (n=3)

Figure 8 shows the Review screen for Section 3. Although participants no longer needed to read the text that explains the section like they did the first time, they do read the summary. The mouse clicks indicate where participants clicked on the “Continue to Section 4” button at the bottom of the page. Depending on the question branching that the participant received, the list of questions to review changed in length and the exact place where participants would click shifted vertically.

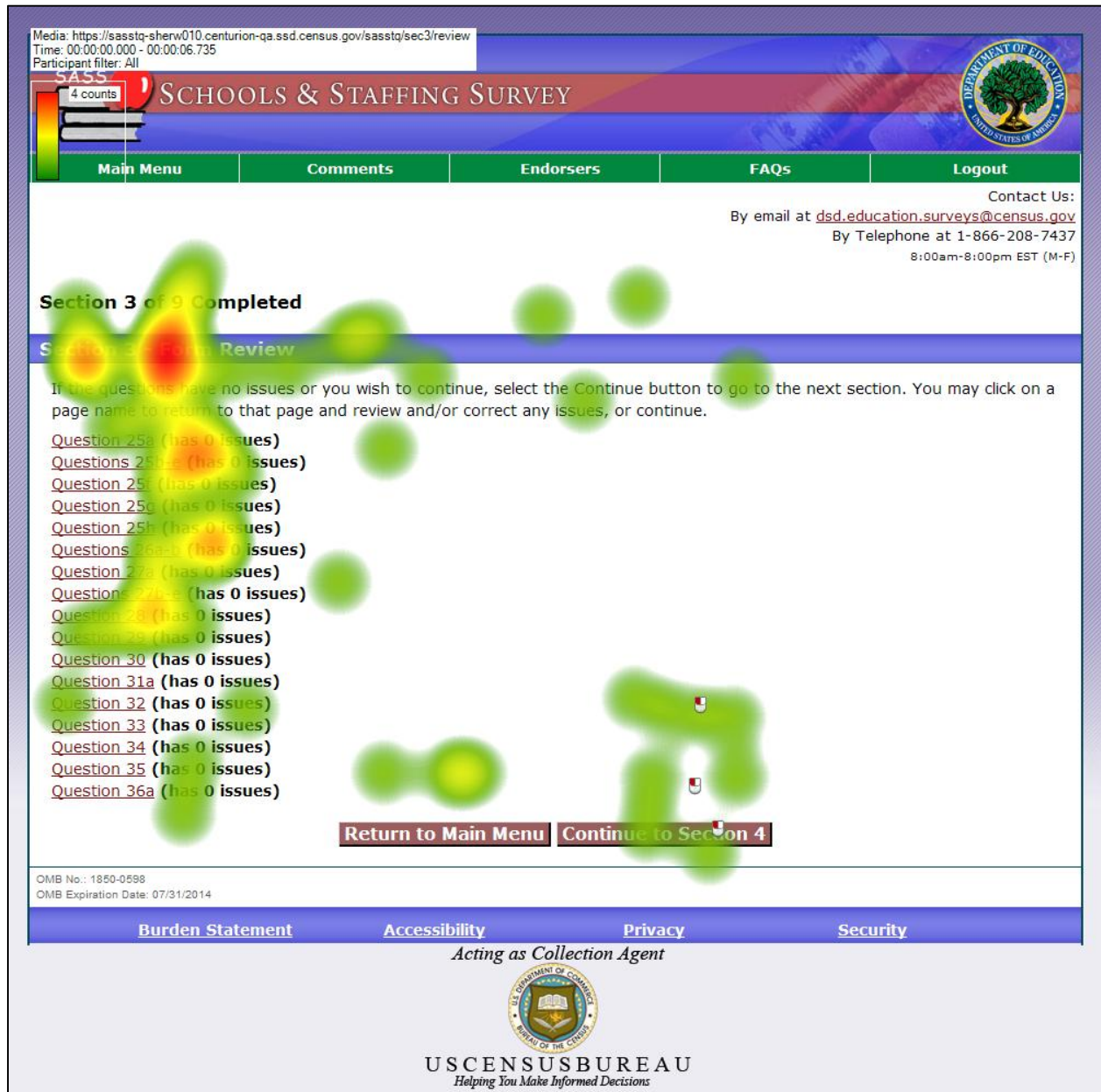


Figure 8: Section 3 Review (n=3)

Figure 9 shows the Review screen for Section 7. Again, the participants did not read the explanation of the page, but they were still reading over most of the summary before moving on to Section 8.

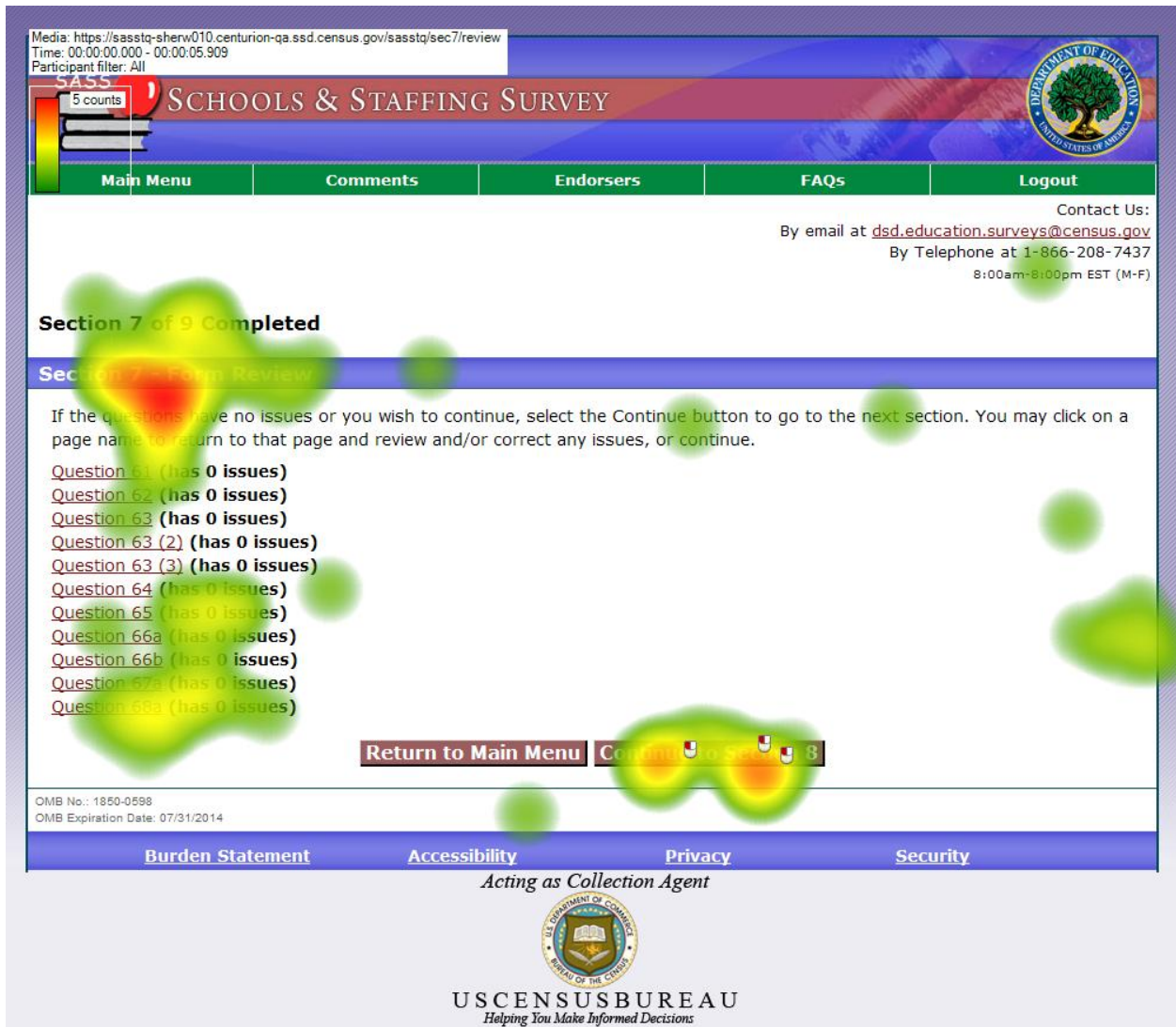


Figure 9: Section 7 Review (n=3)



Only one participant completed Section 9 (Figure 10), but a similar pattern of checking the summary for issues before moving on still emerged.

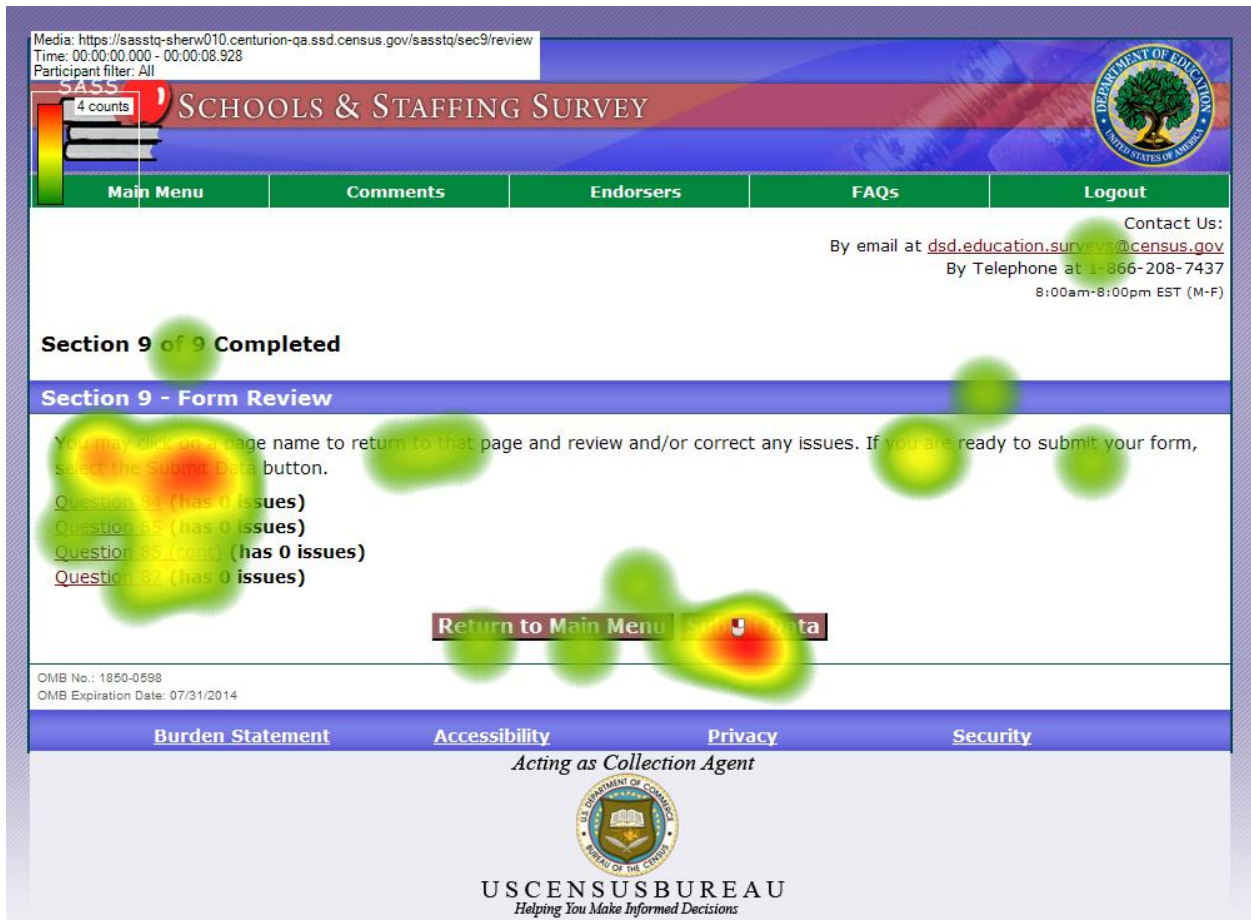


Figure 10: Section 9 Review (n=1)

### 3.4 Thank you

The Thank you screen confirms that respondents have completed the survey and that their data have been submitted to the U.S. Census Bureau. One participant saw the Thank you screen (Figure 11). Although the Office of Management and Budget (OMB) Number and expiration date had been in that location for the whole survey, which is considerably long, one participant fixated on this information (Figure 11). The participant did not comment on this OMB information, however. The other two participants were not asked to complete the contact information sections because of their length and because we did not actually need to collect that information; they did not see the Thank you screen. Their contact information, if needed, is already on file in the usability participant database. Therefore, they did not see the Thank You screen. There were no usability issues observed for this screen.

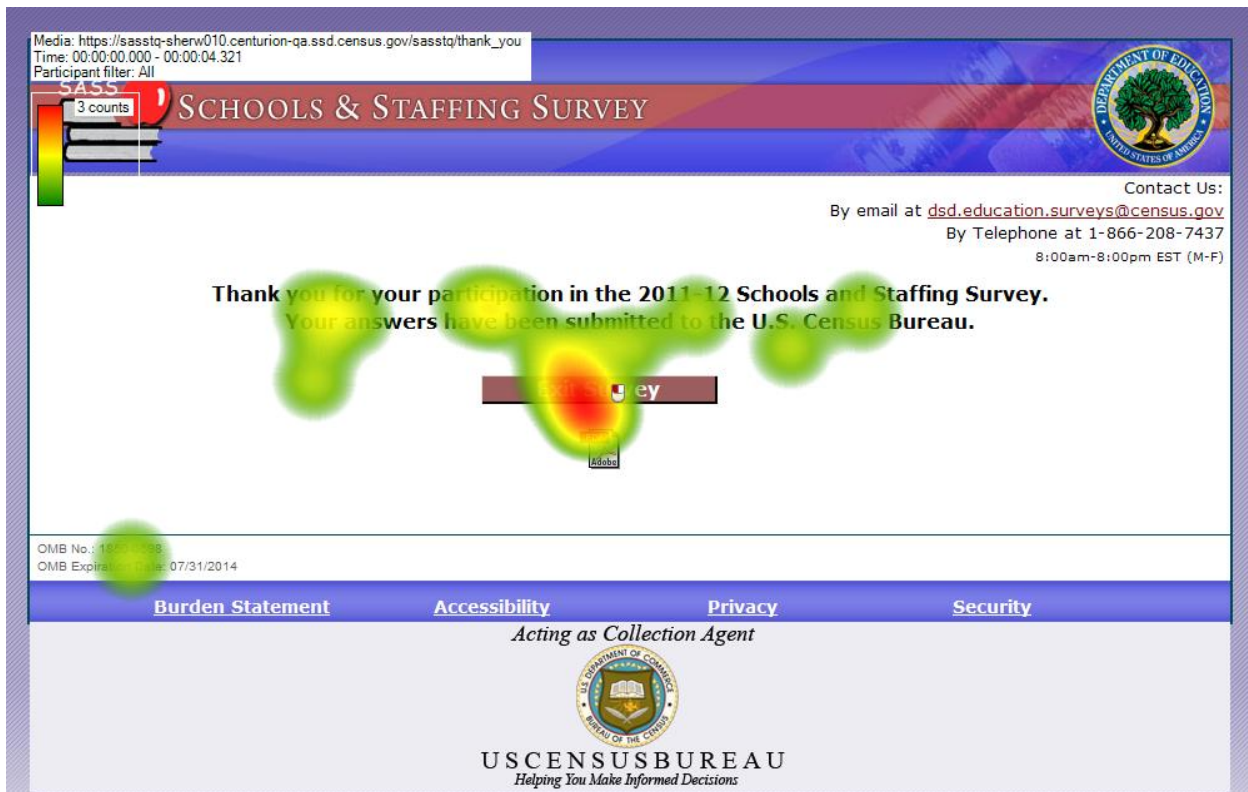


Figure 11: Thank You Screen (n=1)

### 3.5 Nonsecure Item Messages

The largest usability problem that came up for all three participants was the fact that for all screens that had a pop-up selection screen or similar feature, a “Security Information” warning box appeared, as in Figure 12, and required the participant to select “Yes” in order to continue. Since many of the screens have drop-down boxes, this message occurred frequently throughout the course of testing. Although the participants in the study did not comment much on the messages except to say “Yes” aloud when checking the “Allow the nonsecure items” option, skittish computer users in the field might not complete the survey if they thought that this warning message indicated that something was wrong with the

process. The training for Customer Support for this survey at the phone center might need to include some reassurance that clicking “Yes” is necessary and due to the way the instrument was programmed and will not lead to any computer damage or disclosure of Personally Identifiable Information.

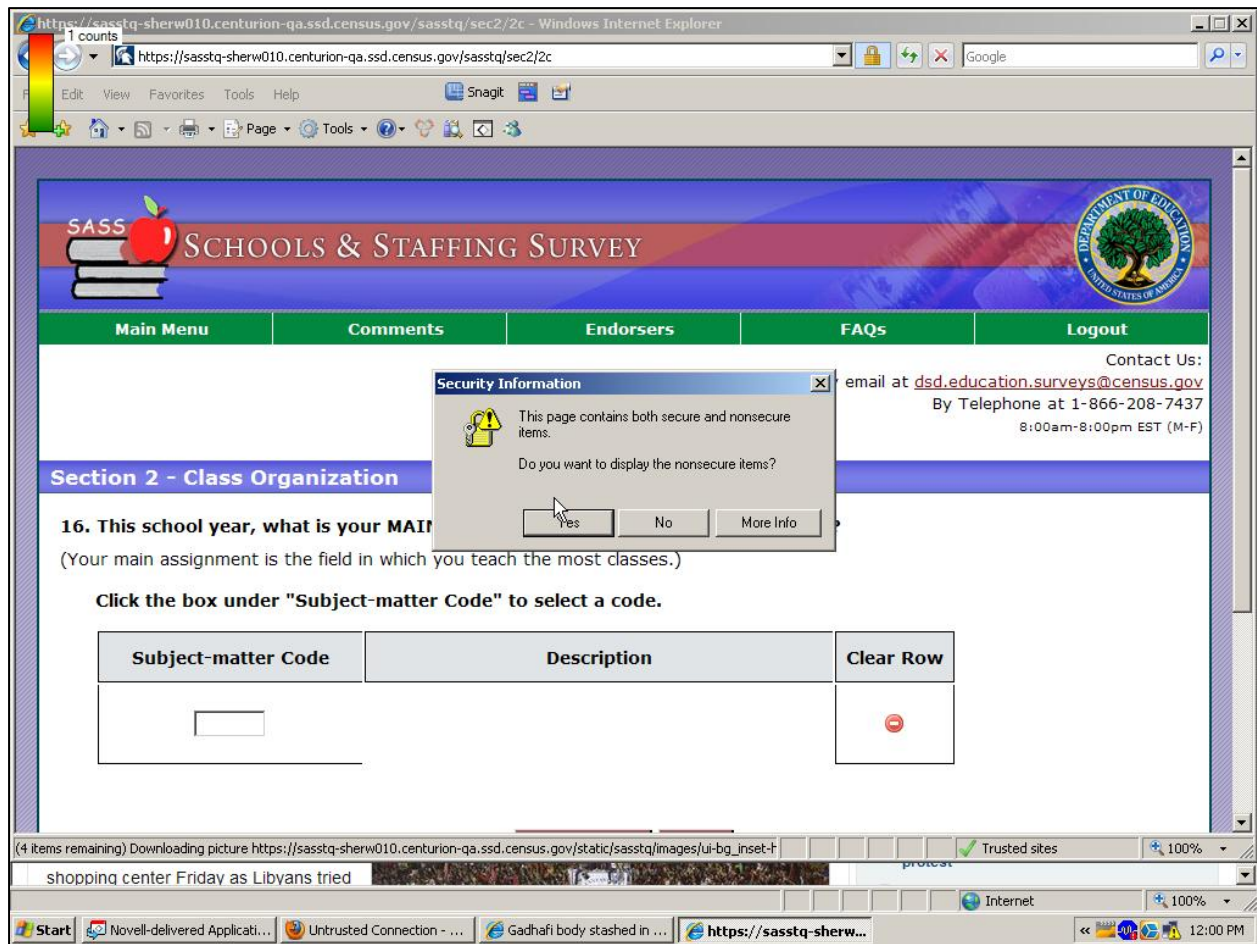


Figure 12: NonSecure Items Message

### 3.6. User Satisfaction

Table 2 displays the satisfaction scores for the three participants who completed the Teacher survey for this study as well as the dry run participant<sup>7</sup>. Item 1 asked the participant to rate their overall reaction to the survey; item 2 had participants rate the screen layouts; item 3 asked about the use of terminology throughout the Web survey; item 4 addressed information displayed on the screens; item 5 asked about the arrangement of information on the screens; item 6 asked whether tasks can be performed in a straight-forward manner; item 7 asked participants to rate the organization of information on the survey; item 8 asked participants to rate the forward navigation in the survey; item 9 asked participants to rate the backward navigation in the survey; item 10 asked about the participant’s overall experience of finding

<sup>7</sup> The average overall score for P1 was calculated using 10 as the denominator because he responded NA to item 9 (backward navigation). The average score for item 9 was calculated using 3 as the denominator for the same reason.

information; and finally, item 11 asked participants to rate the frequency of use of Census Bureau-specific terminology.

Satisfaction scores were well above the midpoint on the 9-point scale and both participants had generally positive feedback about the survey during participant debriefing.

**Table 2: Satisfaction Scores for the Teacher Survey**

| Item           | 1           | 2           | 3           | 4           | 5           | 6           | 7           | 8           | 9           | 10          | 11          | Average |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------|
| Dry Run        | 7           | 8           | 8           | 7           | 8           | 8           | 6           | 7           | 7           | 8           | 8           | 7.45    |
| P1             | 8           | 8           | 9           | 8           | 7           | 7           | 8           | 8           | NA          | 8           | 9           | 8.0     |
| P2             | 9           | 9           | 9           | 9           | 7           | 9           | 9           | 9           | 9           | 9           | 8           | 8.73    |
| P3             | 9           | 9           | 9           | 9           | 9           | 8           | 9           | 9           | 9           | 9           | 8           | 8.82    |
| <b>Average</b> | <b>8.25</b> | <b>8.50</b> | <b>8.75</b> | <b>8.25</b> | <b>7.75</b> | <b>8.00</b> | <b>8.00</b> | <b>8.25</b> | <b>8.33</b> | <b>8.50</b> | <b>8.25</b> |         |

All of the items had very high scores. The lowest item, item 5 with a score of 7.75, well above the midpoint (5) on the scale. This item asked the participant to rate the information displayed on the screens. These scores indicate that participants were satisfied with their experience with the instrument.

#### 4.0 Discussion

Overall, the Principal Screener and Teacher Surveys worked well for users. Satisfaction scores were high for both surveys, indicating high user satisfaction with the instruments. The largest problem found with the Control Center and Principal Screener Survey was the duplication of the principal name. Some changes in the way that the questions are asked could prevent the principal from entering his/her name multiple times and then appearing several times in the same menu.

The most serious issue with the Teacher Survey was the continual popping up of the “nonsecure content” warning message. This message popped up for the screens where a field of specialty box would be popping up and a selection would have to be made.

Participants in both tests did not tend to read the warning message at the bottom of the screen, which is consistent with past studies. Since this is important information, it should be made more prominent for future iterations of the surveys so that participants notice and read this text.

We recommend further testing of the instrument with more participants during the summer months when school staff members are out of session.



## 5.0 References

- Ashenfelter, K.T., Holland, T., Quach, V., & Nichols, E. (2011). Final Report for Rounds 1 and 2 of Usability Testing of the 2010 Census Quality Survey Online Instrument in Conjunction with the 2010 Decennial Census. *Center for Survey Measurement, Research and Methodology Directorate (Survey Methodology #2011-08)*. U.S. Census Bureau. Available online at <<http://www.census.gov/srd/papers/pdf/ssm2011-08.pdf>>.
- Ashenfelter, K.T., Quach, V., Holland, T., Nichols, E., & Lakhe, S. (2011). Report for Round 3 of Usability Testing of the 2011 American Community Survey Online Instrument: Focus on Login and Roster Features. *Under Review for the CSM Report Series*.
- Ericsson, K. A. & Simon, H. A. (1993). *Protocol analysis: Verbal reports as data*. Revised edition. Cambridge, MA: The MIT Press.

## Appendix A: Control Center Screen Shots

### Dashboard

SASSCC - Main Menu - Windows Internet Explorer

https://sasscc-butle344.centurion-qa.ssd.census.gov/sasscc/main\_menu

File Edit View Favorites Tools Help

SASSCC - Main Menu

SASS SCHOOLS & STAFFING SURVEY

DEPARTMENT OF EDUCATION  
STATE OF ARIZONA

Main Menu      FAQs      Contact Us

[Logout](#)  
[dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov)  
Help Telephone: 1-866-208-7437  
8:00am-8:00pm EST (M-F)

### SASS Control Center

**Menu**

- Complete the Screener Interview
- Upload a Teacher List
- Status of Questionnaires
- Request a Replacement Questionnaire

The Control Center is a tool for your school to:

- Provide basic school information in a short Screener Interview to determine your school's eligibility for SASS,
- Check the status of your school's questionnaires,
- Request replacement questionnaires, if needed, and
- Upload an electronic Teacher List.

**ACTION ITEMS**

Please complete the Screener Interview by **September 9, 2011**. The Screener Interview collects basic information about your school and asks for the contact information for a person that can act as a "survey coordinator" who will facilitate the distribution and return of the surveys.

Your school received a paper Teacher Listing Form in early September. Alternatively, you may provide this information electronically by using the Upload a Teacher List link located on the left-hand side of the page. Please provide the electronic teacher list or return the paper Teacher Listing Form as soon as possible. The teacher list is necessary in order to select a sample of teachers to participate in the survey.

Trusted sites      100%

## Complete the Screener Interview

information. The Schools and Staffing Survey (SASS) is designed to measure critical aspects of schools and teacher composition of the principal and teacher workforce, and conditions in schools. In past years, certain teacher information has been collected directly from the sampled schools via a paper form, prior to teacher sampling and mail-out of the Questionnaire. In order to reduce school burden we are investigating collecting the necessary teacher information either directly from the school district and/or from the sampled schools.

### SIGN IN TO SURVEY

If this is the first time to the form please enter the 'Survey Key' provided on the flyer included in your mailing package.

Survey Key:

If you have accessed this form before please enter your account information.

Username:

Password:

If you have any questions, please contact us, toll-free, at 1-800-221-1204 or by e-mail at [dsd\\_education\\_surveys@census.gov](mailto:dsd_education_surveys@census.gov). Someone will be available to take your call or answer your e-mail Monday through Friday, between 8:00 a.m. and 4:00 p.m. (Eastern Time). At any other time, please leave a message and someone will return your call as soon as possible.

**\*\* WARNING \*\***  
You have accessed a UNITED STATES GOVERNMENT computer. Use of this computer without authorization or for purposes for which authorization has not been extended is a violation of Federal law and can be punished with fines or imprisonment (PUBLIC LAW 99-474). System usage may be monitored.

Acting as Collection Agent

## Status of Questionnaires

Main Menu      FAQs      Contact Us      [Logout](#)  
[dsd\\_education\\_surveys@census.gov](mailto:dsd_education_surveys@census.gov)  
Help Telephone: 1-866-208-7437  
8:00am-8:00pm EST (M-F)

### SASS Control Center

Please record the name and contact information of the person responsible for each form.

|                                | Respondent Name      | Respondent E-mail    | Phone Number         |
|--------------------------------|----------------------|----------------------|----------------------|
| <b>Screener Interview</b>      | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Status                         | <b>Not complete</b>  |                      |                      |
| Notes                          | <input type="text"/> |                      |                      |
| <hr/>                          |                      |                      |                      |
| <b>Teacher Listing Form</b>    | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Status                         | <b>Not received</b>  |                      |                      |
| Notes                          | <input type="text"/> |                      |                      |
| <hr/>                          |                      |                      |                      |
| <b>Principal Questionnaire</b> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Status                         |                      |                      |                      |

## Request a Replacement Questionnaire

The screenshot shows a web browser window displaying the SASS Schools & Staffing Survey website. The page title is "Request a Replacement Questionnaire". The browser address bar shows the URL: [https://sasso-bulle344.centurion-qa.ssd.census.gov/sasso/request\\_replacement\\_questionnaire](https://sasso-bulle344.centurion-qa.ssd.census.gov/sasso/request_replacement_questionnaire). The website header includes the SASS logo and the text "SCHOOLS & STAFFING SURVEY". Below the header is a navigation menu with "Main Menu", "FAQs", and "Contact Us". A "Logout" link is also present with the email address [ssd.education.surveys@census.gov](mailto:ssd.education.surveys@census.gov) and the help telephone number 1-866-208-7437. The main content area is titled "SASS Control Center" and contains a "Menu" on the left with options: "Complete the Screener Interview", "Upload a Teacher List", "Status of Questionnaires", and "Request a Replacement Questionnaire". The main text instructs users to "Select the questionnaire(s) that you are requesting and click the Request Replacement Questionnaires box below." Below this is a table with two columns: "Questionnaire" and "Request Paper Questionnaire".

| Questionnaire                      | Request Paper Questionnaire |
|------------------------------------|-----------------------------|
| Teacher Listing Form               | <input type="checkbox"/>    |
| Principal Questionnaire            | <input type="checkbox"/>    |
| School Questionnaire               | <input type="checkbox"/>    |
| Library Media Center Questionnaire | <input type="checkbox"/>    |

Below the table is a button labeled "Request Replacement Questionnaires". At the bottom of the page, there is a footer with "OMB No.: 1550-0588", "OMB Expiration Date: 12/31/2013", and links for "Burden Statement", "Accessibility", "Privacy", and "Security". The text "Acting as Collection Agent" is also visible.

## Appendix B: Screen Shots for Screener Questionnaire

<http://idc4.ssd.census.gov:3316/sasstc/address> - Windows Internet Explorer

<http://idc4.ssd.census.gov:3316/sasstc/address#> Live Search

File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... <http://idc4.ssd.census.g...> Page Tgols

### Verify/Correct Physical Address

**We have the school's name and address listed as:**

School Name

Address 1

Address 2

PO

State

Zip Code  -

**Is this the correct physical address for the school?**

Yes, this is the correct address.

No, this address needs correction. (Enter corrections above.)

No physical address (e.g. home school, cyberschool, not located in U.S.)

Use this address for Mailing Address

### Verify/Correct Mailing Address

**We have the school's mailing address listed as:**

Address 1

Address 2

PO

State

Zip Code  -

**Is this the correct mailing address for the school?**

Yes, this is the correct address.

No, this address needs correction. (Enter corrections above.)

[Previous](#) [Next](#)

OMB No.: 0607-0726  
OMB Expiration Date: 09/31/2010

[Burden Statement](#) [Accessibility](#) [Privacy](#) [Security](#)

Trusted sites 100%

http://idc4.ssd.census.gov:3316/sasssc/ck2\_stype - Windows Internet Explorer


http://idc4.ssd.census.gov:3316/sasssc/d2\_stype#


File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

Live Search

Show Panel

**SASS**  **SCHOOLS & STAFFING SURVEY**



**About SASS** **FAQs** **Help**

[dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov)  
 Help Telephone: 1-800-221-1204  
 8:00am-4:30pm EST (M-F)

**Verification of Charter School**

**You have entered that your school is a charter school. Please verify that your school meets our definition of a charter school. A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school. Meets all school criteria; receives public funding as primary support; provides free public elementary and/or secondary school to eligible students.**


Yes, we are a charter school  
 No, we are not a charter school

**Next**

OMB No.: 0607-0726  
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http://idc4.ssd.census.gov:3316/sasssc/ck2\_stype#

Trusted sites 100%

http://idc4.ssd.census.gov:3316/sassrc/ck\_grdrng2 - Windows Internet Explorer

http://idc4.ssd.census.gov:3316/sassrc/ck\_grdrng2#

File Edit View Favorites Tools Help

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School and Staffing Survey

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Help Telephone: 1-800-221-1204  
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**Low Grade**

Is **lgrade** the only grade offered at this school?


Yes  
 No

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http://idc4.ssd.census.gov:3316/sassrc/ck\_grdrng3 - Windows Internet Explorer


http://idc4.ssd.census.gov:3316/sassrc/ck\_grdrng3#


File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

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 Help Telephone: 1-800-221-1204  
 8:00am-4:30pm EST (M-F)

**Highest Grade**

**Is Pre-Kindergarten the highest grade offered at this school?**


Yes  
 No

**Previous** **Next**

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http://idc4.ssd.census.gov:3316/sassrc/cont\_info - Windows Internet Explorer

http://idc4.ssd.census.gov:3316/sassrc/cont\_info#

File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

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**SASS** **SCHOOLS & STAFFING SURVEY**

School and Staffing Survey

**About SASS** **FAQs** **Help**

[dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov)  
 Help Telephone: 1-800-221-1204  
 8:00am-4:30pm EST (M-F)

**Contact Information**

Please enter name, title, and phone number below:

Name:

Title:


Phone Number:  -  -  Ext:

**Previous** **Next**

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http://idc4.ssd.census.gov:3316/sasssc/endint# - Windows Internet Explorer


http://idc4.ssd.census.gov:3316/sasssc/endint#


File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

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|                            |                      |                      |
|----------------------------|----------------------|----------------------|
| <a href="#">About SASS</a> | <a href="#">FAQs</a> | <a href="#">Help</a> |
|----------------------------|----------------------|----------------------|

[dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov)  
 Help Telephone: 1-800-221-1204  
 8:00am-4:30pm EST (M-F)

**End of Interview**


**Thank you for your time. You have been very helpful.**

[Previous](#) [Next](#)

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 OMB Expiration Date: 09/31/2010

|                                  |                               |                         |                          |
|----------------------------------|-------------------------------|-------------------------|--------------------------|
| <a href="#">Burden Statement</a> | <a href="#">Accessibility</a> | <a href="#">Privacy</a> | <a href="#">Security</a> |
|----------------------------------|-------------------------------|-------------------------|--------------------------|

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http://idc4.ssd.census.gov:3316/sasssc/endint#

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http://idc4.ssd.census.gov:3316/sassc/gatekp\_info - Windows Internet Explorer

http://idc4.ssd.census.gov:3316/sassc/gatekp\_info#

File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

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Help Telephone: 1-800-221-1204  
8:00am-4:30pm EST (M-F)

**Gatekeeper Information**

We recently sent your school a package containing the questionnaires for the Schools and Staffing Survey. Most importantly, we are requesting that you or someone at your school complete and return the Teacher Listing Form within two weeks. In addition to the Teacher Listing Form, the Schools and Staffing Survey has questionnaires that need to be completed by different staff at the school such as the principal, librarian, appropriate office staff, and a sample of teachers. We would like to work with one person to coordinate and distribute the forms, to keep track of each form's status, and return to us as soon as possible.

**Would you or someone in the school be able to assist us?**

Yes, it's me  
 Yes, it's someone else  
 Not sure  
 No

Please provide the following contact information for the person who will be able to assist us in coordinating the survey:

Name:

Email:

Telephone:  -  -  ext

Best days and time to contact coordinator:

[Previous](#)      [Next](#)

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http://idc4.ssd.census.gov:3316/sassrc/grdmg2 - Windows Internet Explorer


http://idc4.ssd.census.gov:3316/sassrc/grdmg2#

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**Lowest Grade**

What is the lowest grade taught at this school?


Select One

**Previous** **Next**

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http://idc4.ssd.census.gov:3316/sassc/grdmg3 - Windows Internet Explorer


http://idc4.ssd.census.gov:3316/sassc/grdmg3#

File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

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**Highest Grade**

**What is the highest grade taught at this school?**


Select One

**Previous** **Next**

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http://idc4.ssd.census.gov:3316/sassc/introscrn - Windows Internet Explorer

http://idc4.ssd.census.gov:3316/sassc/introscrn#

File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

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8:00am-4:30pm EST (M-F)

**Introduction**

If applicable: Hello this is ..... from the U.S. Census Bureau

**OUTGOING/INCOMING:**  
I would like to follow-up at a package we recently sent addressed to your Principal/School Administrator for the 2010-11 Schools and Staffing Survey. The package contained a letter and questionnaires. I just need to verify some basic information about your school. This call should take less than 10 minutes and may be monitored to evaluate my performance.


**PARTIAL:**  
We recently contacted you regarding the 2010-11 Schools and Staffing Survey. We have a few additional questions to ask.

[Next](#)

OMB No.: 0607-0725  
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http://idc4.ssd.census.gov:3316/sassr/lessgrd - Windows Internet Explorer


http://idc4.ssd.census.gov:3316/sassr/lessgrd#

File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

Show Panel

**SASS**  **SCHOOLS & STAFFING SURVEY**



**About SASS** **FAQs** **Help**

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 Help Telephone: 1-800-221-1204  
 8:00am-4:30pm EST (M-F)

**Grades Offered at Another School**

We had your school listed as having grades **LGRADE** to **HGRADE**. Are the other grades located at a separate school? By separate school, we mean that it has its own distinct organization and principal.


Yes  
 No

**Previous** **Next**

OMB No.: 0607-0726  
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**Burden Statement** **Accessibility** **Privacy** **Security**

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http://idc4.ssd.census.gov:3316/sassr/newname - Windows Internet Explorer


http://idc4.ssd.census.gov:3316/sassr/newname#


File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

Live Search

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|                                            |                      |                      |
|--------------------------------------------|----------------------|----------------------|
| <a href="#">School and Staffing Survey</a> | <a href="#">FAQs</a> | <a href="#">Help</a> |
| <a href="#">About SASS</a>                 |                      |                      |

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**New School Name**


What is the new name of the school?

[Previous](#) [Next](#)

OMB No.: 0607-0725  
 OMB Expiration Date: 08/31/2010

|                                  |                               |                         |                          |
|----------------------------------|-------------------------------|-------------------------|--------------------------|
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http://idc4.ssd.census.gov:3316/sassc/newnum - Windows Internet Explorer


http://idc4.ssd.census.gov:3316/sassc/newnum#


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|                                                 |             |                                                                                                                                                                    |
|-------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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|-------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Phone Number**

What is the phone number where *SLNAME* can be reached?


Phone Number:  -  -  Ext:

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http://idc4.ssd.census.gov:3316/sassrc/oosint1#

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**Description**


Please describe this institution or organization.

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http://idc4.ssd.census.gov:3316/sassrc/pname#

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School and Staffing Survey

DEPARTMENT OF EDUCATION  
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**Principal's Name**


What is the school head/principal's name?

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http://idc4.ssd.census.gov:3316/sassrc/pvate2#

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**PSS Information**


**Because the highest grade you offer is pre-kindergarten, you will not be included in this year's Schools and Staffing Survey.**

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http://idc4.ssd.census.gov:3316/sassr/schcheck#


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 8:00am-4:30pm EST (M-F)

**Verify This is a School**

**Is there any classroom-based instruction for any grades KG-12 or equivalent ungraded classes at the location below?**

Yes  
 No  
 Not here, but at a different location


Address 1: [Address 1 here](#)  
 Address 2: [Address 2 here](#)  
 PO: [PO here](#)  
 State: [State here](#)  
 Zip Code: [Zip-Zip4 here](#)

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**Closing Date**

What was the closing date for *SLNAME* ?


Day  Month  Year

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http://idc4.ssd.census.gov:3316/sassr/schm#

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**Verification of School**

**Is your school ?**


Yes  
 No

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http://idc4.ssd.census.gov:3316/sassr/schm\_2#

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**SASS**  **SCHOOLS & STAFFING SURVEY**

School and Staffing Survey

**About SASS** **FAQs** **Help**

[dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov)  
 Help Telephone: 1-800-221-1204  
 8:00am-4:30pm EST (M-F)

**Verification of School**

**Is the address of your location?**

Yes  
 No


School Name: [School Name here](#)  
 Address 1: [Address 1 here](#)  
 Address 2:  
 PO: [PO here](#)  
 State: [State here](#)  
 Zip Code: [Zip-Zip4 here](#)

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**Burden Statement** **Accessibility** **Privacy** **Security**

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http://idc4.ssd.census.gov:3316/sassr/schm\_3 - Windows Internet Explorer


http://idc4.ssd.census.gov:3316/sassr/schm\_3#

File Edit View Favorites Tools Help

98.7 WMZQ - Today's Count... http://idc4.ssd.census.g... x

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**SASS**  **SCHOOLS & STAFFING SURVEY**

School and Staffing Survey

**About SASS** **FAQs** **Help**

[dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov)  
 Help Telephone: 1-800-221-1204  
 8:00am-4:30pm EST (M-F)

**Incorrect School**

**Do you know the status of ?**


- School is closed
- School has been renamed
- Not a school
- School can be reached at another number
- Don't know

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http://idc4.ssd.census.gov:3316/sassr/schtp#

File Edit View Favorites Tools Help

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**School Type**

Is *school name* a school?


Yes  
 No

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http://idc4.ssd.census.gov:3316/sasssc/sepschools#


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 Help Telephone: 1-800-221-1204  
 8:00am-4:30pm EST (M-F)

**Separated School Information**

**Separated School Information Table**  
 Please complete the table for each school that has separated from *SLNAME*

| School Name and Phone Number          | Address                                                                         | Grade Range                                            | Teachers                                    |
|---------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------|
| Name:<br><input type="text"/>         | Street Address:<br><input type="text"/>                                         | Low Grade:<br><input type="text" value="Select One"/>  | Number of Teachers:<br><input type="text"/> |
| Phone Number:<br><input type="text"/> | City:<br><input type="text"/> State:<br><input type="text" value="Select One"/> | High Grade:<br><input type="text" value="Select One"/> |                                             |
| Name:<br><input type="text"/>         | Street Address:<br><input type="text"/>                                         | Low Grade:<br><input type="text" value="Select One"/>  | Number of Teachers:<br><input type="text"/> |
| Phone Number:<br><input type="text"/> | City:<br><input type="text"/> State:<br><input type="text" value="Select One"/> | High Grade:<br><input type="text" value="Select One"/> |                                             |


**Add School**

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http://idc4.ssd.census.gov:3316/sassrc/stype#


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**School Type**

What type of school is *school name* ?


- Public
- Private
- Charter
- BIA
- Home School
- Web Based instruction only

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http://idc4.ssd.census.gov:3316/sassrc/stype#

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http://idc4.ssd.census.gov:3316/sasssc/TLF\_remind#


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Live Search

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|----------------------------|----------------------|----------------------|

[dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov)  
 Help Telephone: 1-800-221-1204  
 8:00am-4:30pm EST (M-F)

**TLF Reminder**


The Teacher Listing Form collects a list of all the teachers who teach at this school as well as the subject they teach, and number of years spent teaching. From this list, the Census Bureau will randomly select approximately 15 percent of the teachers to participate in the survey. Please complete and return the Teacher Listing Form within two weeks. You can also upload a teacher list online through the Control Center.

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http://idc4.ssd.census.gov:3316/sassc/tlfcont\_info#

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**SASS** **SCHOOLS & STAFFING SURVEY**

DEPARTMENT OF EDUCATION  
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Help Telephone: 1-800-221-1204  
8:00am-4:30pm EST (M-F)

**TLF Coordinator Introduction**

The Teacher Listing Form collects a list of all the teachers who teach at this school as well as the subject they teach, and the number of years spent teaching. From this list, the Census Bureau will randomly select approximately 15 percent of the teachers to participate in the survey.

**Do you know who can act as the coordinator for the Teacher Listing Form?**

Yes, it's me  
 Yes, it's someone else  
 No

Please provide the following contact information for the person who will be able to assist us in coordinating the survey:

Name:

Email:

Telephone:  -  -  ext


Best days and time to contact coordinator:

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http://idc4.ssd.census.gov:3316/sassc/ungrd#


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**Ungraded School**

**Does this school provide instruction for any children between the ages of 6 and 18?**


- Yes
- No, day-care only
- No, school is only Pre-K
- No, school is only Kindergarten
- No, school is Pre-K and Kindergarten
- No, school is post secondary or adult education

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## Appendix C: Control Center & Principal Screener Survey Protocol

Date \_\_\_\_\_; Participant # \_\_\_\_\_; Experimenter: \_\_\_\_\_

### General Introduction: Schools and Staffing Survey Internet Instrument

Write Username and PIN on a sticky note for the Participant.

Open WTOP.com and the Survey (Just as backup) in Firefox.

Thank you for your time today. My name is XX and I work here with the Human Factors and Usability group. I will be working with you today. If you have a cell phone, please turn it off or put it in vibrate. We will be evaluating the design of the online Schools and Staffing Survey Control Center and Screening Questionnaire by having you interact with them. Your experience with the instruments is an essential part of our work. I did not create the instruments, so please share both your positive and negative reactions to them. We are not evaluating you or your skills, but rather you are helping us see how well the instruments work. The entire session should last about an hour. Your comments and feedback will be given to the developers of the instruments and may be used to improve them.

First, I would like to ask you to read and sign this consent form. It explains the purpose of today's session and informs you of your rights as a participant. It also tells you that we would like to videotape the session, with your permission. Only those of us connected with the project will review the tape and any other data collected during the session, and it will be used solely for research purposes. We may also use clips from the tape to illustrate key points about the survey to the Web design team. In addition, there may also be observers from the project team observing this session in another room.

*Hand the participant the consent form; give time to read and sign; sign own name and date if you have not already done so.*

*Start the tape.*

I would like you to tell me your impressions and thoughts about the screens as you look at them. In other words, I would like you to "think aloud" and talk to me about your impressions. If you expect to see some piece of information or expect something to happen, tell me whether or not it was met. If anything was confusing on the screen, please let me know.

*Pull up [www.wtop.com](http://www.wtop.com) in Firefox.*

Before we get started, let's practice thinking aloud, since it's not something that you would normally do while working online. Pretend that you have a minute or two to kill at your desk at work or at home and talk me through your thought process as you try to find something interesting to read.

Ok, that's exactly what I would like for you to do throughout the session. If at any time during the session you get quiet, I may remind you to talk to me. This is not to interrupt your thought process, but simply to remind you to keep talking to me. Please focus on verbalizing what you are thinking as you complete the survey.

Do you have any questions about the think aloud technique that we just practiced?

While you are interacting with the systems, we will record the movements of your eyes with our eye-tracking monitor to get a record of where you are looking on the screen.

Now I am going to calibrate your eyes for the eye-tracking.

When the red ball appears on the screen, please follow it with your eyes. *Do Calibration*

Now that we have your eyes calibrated, we are ready to begin.

Then, please respond to the survey online as you would at home or office. Please explore the Control Center for a while and then take the Screener Survey for your school. You may answer the survey questions as they apply your school in real life, although some answers may already be filled in with a fictitious address. Please pretend that is the address of your school for the purposes of this test.

I am going to go around to the other room to do a sound check. While I am doing that, please take a moment to complete this questionnaire. [*Hand Participant questionnaire on Computer experience and demographics*]

I'm going to leave but we will still be able to communicate through a series of microphones and speakers. Do you have any questions before we begin?

*Leave room. Once in control room do a sound check .*

First, please read the introductory letter to the SASS survey and give us any feedback about the letter that you may have.

*Probe about any difficulty that the participant has with the instruments and make note if it.*

*Once they are done, instruct them to take the satisfaction questionnaire on the upper left hand side of their desk, then return to the testing station for debriefing.*

*Ask the screener survey debriefing questions.*

---

## **Debriefing Questions**

## Screener Survey

What was your overall impression of the survey?

What did you like best about the survey?

What did you like least about the survey?

Did you find any part of the survey difficult, challenging, or confusing?

Is there anything else that we haven't talked about yet that you would like to say about the survey?

**Use the back button on the browser to return to the Control Center, then ask the Control Center Debriefing Questions.**

## Control Center

1. (Regarding the display of cases)--Is it clear that each row in the display represents a questionnaire that we need someone at the school to complete?
2. Is it clear who the intended respondent is?
3. What do they think each of the columns means (i.e., what they can enter and what is the purpose)?
4. Do they think they would have info to enter, and if so, what?
5. What additional instructions, or clarifications to instructions are needed?

**HIT F10 to save eye-tracking data**

Participant#:



|                                                            |
|------------------------------------------------------------|
| <u>RACE:</u> White Black Hispanic Asian Other              |
| <u>AGE RANGE:</u> ≤ 30 31-45 46-60 61+                     |
| <u>GENDER:</u> M F                                         |
| <u>EDUCATION:</u> HS/GED Some Coll/AA Bachelor's Some grad |
| <u>DATE OF INTERVIEW:</u>                                  |
| <u>INTERVIEWER:</u>                                        |

**Appendix D: Control Center & Screener Survey Consent Form**



**Consent Form**

**Usability Study of the SASS Principal Screener Survey and Control Center**

Each year, the Census Bureau conducts many different usability evaluations. For example, the Census Bureau routinely tests the wording, layout and behavior of products, such as Web sites, online surveys, and letters sent through the mail in order to obtain the best information possible from respondents.

You have volunteered to take part in a study to improve the usability of the SASS Control Center and Screener Survey. In order to have a complete record of your comments, your usability session will be videotaped. We plan to use the tapes to improve the design of the product. Staff directly involved in the usable design research project will have access to the tapes. We also plan to perform an eye-tracking analysis of your session. Your participation is voluntary and your answers will remain strictly confidential.

This usability study is being conducted under the authority of Title 13 USC. The OMB

control number for this study is 0607-0725. This valid approval number legally certifies this information collection.

I have volunteered to participate in this Census Bureau usability study, and I give permission for my tapes to be used for the purposes stated above.

Participants Name: \_\_\_\_\_

Participants Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Name: \_\_\_\_\_

Researcher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E: Principal Letter

Dear Principal,

Your school has been selected to participate in the 2011-12 Schools and Staffing Survey (SASS), conducted by the U.S. Census Bureau for the National Center for Education Statistics (NCES), the statistical agency of the U.S. Department of Education. The SASS is the nation's most extensive sample survey of elementary and secondary schools, as well as the teachers and administrators who staff them.

Answers to questions that you may have about the history and purpose of the SASS, your school's time commitment for this survey, and the responsibilities of the survey coordinator are located on the reverse side of this letter. For more information about the SASS or to review results from prior SASS data collections, please visit our website at: <http://nces.ed.gov/surveys/sass>.

We request your assistance in:

- 1) **Establishing a survey coordinator at your school to help facilitate the completion and prompt return of several questionnaires, including a Principal Questionnaire.**

The survey coordinator will generally be someone in the school office, but can be any person who can easily be in contact with survey respondents at your school. Please designate a survey coordinator and give the enclosed envelope to him or her. If you would prefer to act as survey coordinator rather than designate a staff member, please open the enclosed envelope and follow the instructions contained within. The envelope contains the Teacher Listing Form, Principal Questionnaire, School Questionnaire, and the School Library Media Center Questionnaire (for public schools only).

- 2) **Collecting some basic information about your school to determine its eligibility for the SASS.**

Please provide some basic information about your school by completing the screener interview. This can be done either by you or the survey coordinator by following the instructions below.

- Go to {url} to access the SASS Control Center.
- Enter your Username:
- Enter your case-sensitive Password:
- Click on the "Complete Screener interview" link.

Alternatively, you or the survey coordinator can provide the basic information about your school by contacting the U.S. Census Bureau at 1-866-208-7437 between 8:00 a.m. and 8:00 p.m. (Eastern Time). Please complete the screener interview within 2 weeks; otherwise, a U.S. Census Bureau interviewer will contact you to complete the screener interview.

Thank you in advance for your participation in this important survey.

Sincerely,

Jack Buckley

Commissioner

National Center for Education Statistics

Enclosures

### **What is the Schools and Staffing Survey (SASS)?**

The SASS is an integrated set of surveys of districts, schools, principals, teachers, and library media centers sponsored by the National Center for Education Statistics (NCES), the statistical agency of the U.S. Department of Education. The SASS was first conducted during the 1987-88 school year. It was also conducted during the 1990-91, 1993-94, 1999-2000, 2003-04, and 2007-08 school years. From its inception, this survey has been designed with input from state and local education agencies, school administrators, teachers, education policymakers, and researchers.

### **What is the purpose of the SASS?**

The SASS is designed to measure critical aspects of schools and teaching, the composition of the principal and teacher workforce, and conditions in schools. It provides both national and state-representative data on public school districts, schools, principals, teachers, and library media centers. It also provides national and affiliation-representative data for private schools, principals, and teachers.

### **What is the responsibility of the SASS survey coordinator?**

The survey coordinator is responsible for distributing the SASS materials to the appropriate staff and ensuring the timely completion of the SASS questionnaires. Generally, the survey coordinator will complete the full list of teachers at your school on the Teacher Listing Form.

### **Why is my school's participation important?**

Only a small percentage of schools are selected to participate. Therefore, your school represents many other schools and is important for the success of this survey. By sharing information about your school in the questionnaires, your school will help to create representative data on schools and educators across the country. All participation is voluntary.

### **How long does it take to complete a SASS questionnaire?**

While the surveys will vary in length, each questionnaire will take approximately 30 to 60 minutes to complete.

### **Will my school's and individual staff members' data remain confidential?**

Please be assured that all aspects of this collection are strictly confidential. The U.S. Department of Education and the U.S. Census Bureau follow strict procedures to protect the privacy of study participants. Your responses 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). All survey respondents receive envelopes to

seal their completed questionnaires before returning them to the survey coordinator. Alternatively, survey respondents can send their completed questionnaires in themselves.

**Who authorizes this survey?**

The U.S. Census Bureau will conduct this survey for NCES as authorized by law (Education Sciences Reform Act of 2002, 20 U.S. Code §9541(b) and §9543(a)). The Office of Management and Budget (OMB) approved this survey. The OMB control number is 1850-0598 and the approval expiration date is MM/DD/YYYY.

**Who can answer general questions regarding this survey?**

Please contact the U.S. Census Bureau at 1-866-208-7437 if you have any questions about the survey. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). You can also contact the U.S. Census Bureau via e-mail at: [dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov).



## Appendix F: Background Questionnaire

### Questionnaire on Computer-and-Internet Experience and Demographics

1. During the last month, about how many hours did you use the Internet **during a typical week**? \_\_\_\_\_

2. Six months ago, about how many hours did you use the Internet **during a typical week**? \_\_\_\_\_

3. Five years ago, about how many hours did you use the Internet **during a typical week**? \_\_\_\_\_

4. How much experience have you had with computers **to use the Internet**? Please check one option.

G A great deal

G A lot

G A moderate amount

G A little

G None

5. How much experience have you had with computers **to do things other than use the Internet**?

Please check one option.

G A great deal

G A lot

G A moderate amount

G A little

G None

6. During the last year, how many times did you complete a survey on the Internet? \_\_\_\_\_

7. During the last month, where were you when you used the Internet? Please select all places.

G Home

G Work

G School

G Library

G Another place (specify: \_\_\_\_\_)

8. Do you have a computer with Internet at your home?

G Yes

G No

8a. What type of internet connection do you typically use? Please check all that apply.

G Cable Service

G Dial-up Service

G DSL Service

G Satellite Dish Service

G Fiber-Optic Service

G Mobile Broadband Plan for a Computer or Cell Phone

8b. Browsers are software on a computer used to surf the Internet. Last month, which Internet browser

did you typically use? Please check all that apply.

G Firefox

G Google Chrome

G Internet Explorer

G Safari

G Other: \_\_\_\_\_

8c. During the last month, what was the operating system on the computer you typically used?

Please check all that apply.

G Linux

G MAC OS (version: \_\_\_\_\_)

G Windows (version: \_\_\_\_\_)

G Other (specify: \_\_\_\_\_)

9. During the last week, what are all the things you did **on a computer**? Please check all that apply.

G Budget Expenses

G Conducted statistical analyses

G Looked at and/or edited photos

G Played video games

G Typed documents

G Used the Internet

G Other (specify \_\_\_\_\_)

G Other (specify \_\_\_\_\_)

G Other (specify \_\_\_\_\_)

G Other (specify \_\_\_\_\_)

G Other (specify \_\_\_\_\_)

G Other (specify \_\_\_\_\_)

10. During the last week, how many times did you use the Internet **to find information about:**

A hobby \_\_\_\_\_

Church \_\_\_\_\_

Finances (e.g., accounting, stocks, mutual funds) \_\_\_\_\_

Health or medicine \_\_\_\_\_

Housing \_\_\_\_\_

Legal issues \_\_\_\_\_

Local community activities (e.g., public events) \_\_\_\_\_

Movie listings \_\_\_\_\_

News \_\_\_\_\_

Organizations (e.g., political groups, American Medical Association) \_\_\_\_\_

Other people (e.g., home addresses, phone numbers, email addresses) \_\_\_\_\_

Personal social activities (e.g., friends' parties) \_\_\_\_\_

Places (e.g., museums, hotels) \_\_\_\_\_

Public transportation \_\_\_\_\_

Recipes \_\_\_\_\_

Sports \_\_\_\_\_

Stock reports \_\_\_\_\_

Television shows \_\_\_\_\_

The government \_\_\_\_\_

Travel \_\_\_\_\_

Weather \_\_\_\_\_

11. During the last week, how many times did you **use the Internet to:**

Access social networking sites (e.g., Facebook) \_\_\_\_\_

Buy things \_\_\_\_\_

Conduct personal banking \_\_\_\_\_

Contact people via email \_\_\_\_\_

Contact people via instant messaging/chat \_\_\_\_\_

Contact people via video chat \_\_\_\_\_

Download music \_\_\_\_\_

Download, look at, order, and/or edit photos \_\_\_\_\_

Gather information for work \_\_\_\_\_

- Join mailing lists \_\_\_\_\_
- Make travel reservations \_\_\_\_\_
- Pay bills \_\_\_\_\_
- Play games \_\_\_\_\_
- Read news \_\_\_\_\_
- Search library holdings or databases \_\_\_\_\_
- Sell things \_\_\_\_\_
- Visit discussion groups \_\_\_\_\_
- Watch shows or videos \_\_\_\_\_

12. How difficult is it for you to learn to use Web sites that you have not visited before?

- G Extremely difficult
- G Very difficult
- G Moderately difficult
- G Slightly difficult
- G Not difficult at all

13. Computer windows can be minimized, resized, and scrolled through. How difficult is it for you to manipulate a computer window?

- G Extremely difficult
- G Very difficult
- G Moderately difficult

G Slightly difficult

G Not difficult at all

14. How difficult is it for you to use the Internet?

G Extremely difficult

G Very difficult

G Moderately difficult

G Slightly difficult

G Not difficult at all

15. Not including email, how *uncomfortable* are you with providing personal information on Internet forms and

surveys?

G Extremely uncomfortable

G Very uncomfortable

G Moderately uncomfortable

G Slightly uncomfortable

G Not uncomfortable at all

16. During last month, how many times did you do complex analyses of data (e.g., using SAS, SPSS, Excel)

using a computer? \_\_\_\_\_



17. How *familiar* are you with the Census Bureau Web site, [www.census.gov](http://www.census.gov) (e.g., location, tools, terms, data)?

G Extremely Familiar

G Very Familiar

G Moderately Familiar

G Slightly Familiar

G Not Familiar At All

## Appendix G: Satisfaction Questionnaire

Please circle the numbers that most appropriately reflect your impressions about using this Web-based instrument.

- |                                                         |              |   |   |   |   |   |   |   |   |                |  |
|---------------------------------------------------------|--------------|---|---|---|---|---|---|---|---|----------------|--|
| 1. Overall reaction to the Web instrument:              | terrible     |   |   |   |   |   |   |   |   | wonderful      |  |
|                                                         | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | not applicable |  |
| 2. Screen layouts:                                      | confusing    |   |   |   |   |   |   |   |   | clear          |  |
|                                                         | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | not applicable |  |
| 3. Use of terminology throughout the Web instrument:    | inconsistent |   |   |   |   |   |   |   |   | consistent     |  |
|                                                         | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | not applicable |  |
| 4. Information displayed on the screens:                | inadequate   |   |   |   |   |   |   |   |   | adequate       |  |
|                                                         | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | not applicable |  |
| 5. Arrangement of information on the screen:            | illogical    |   |   |   |   |   |   |   |   | logical        |  |
|                                                         | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | not applicable |  |
| 6. Tasks can be performed in a straight-forward manner: | never        |   |   |   |   |   |   |   |   | always         |  |
|                                                         | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | not applicable |  |
| 7. Organization of information on the instrument:       | confusing    |   |   |   |   |   |   |   |   | clear          |  |
|                                                         | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | not applicable |  |
| 8. Forward navigation:                                  | impossible   |   |   |   |   |   |   |   |   | easy           |  |
|                                                         | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | not applicable |  |
| 9. Backward navigation:                                 | impossible   |   |   |   |   |   |   |   |   | easy           |  |
|                                                         | 1            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | not applicable |  |
| 10. Overall experience of finding information:          | difficult    |   |   |   |   |   |   |   |   | easy           |  |

1 2 3 4 5 6 7 8 9 not applicable

too frequent                      appropriate

11. Census Bureau-specific terminology:

1 2 3 4 5 6 7 8 9 not applicable

12. Overall reaction to the Web instrument:

Terrible                                      Wonderful

1 2 3 4 5 6 7

Frustrating                                      Satisfying

1 2 3 4 5 6 7

Difficult                                      Easy

1 2 3 4 5 6 7

13. Additional Comments (use the back of this paper if necessary):

# Appendix H: Teacher Survey Screen Shots

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**Main Menu**

**Contact Information (EDIT)**

**Teacher's Name:** FRED  
**Mailing Address:** CALIFORNIA MIDDLE SCHOOL 3  
119 FRONT DRIVE  
SOUTH CITY, CA 99997-  
**Telephone:**

**Forms:**

| Action                | Status        | Section | Description              |
|-----------------------|---------------|---------|--------------------------|
| <a href="#">Start</a> | Not Attempted | 1       | General Information      |
| <a href="#">Start</a> | Not Attempted | 2       | Class Organization       |
| <a href="#">Start</a> | Not Attempted | 3       | Education and Training   |
| <a href="#">Start</a> | Not Attempted | 4       | Certification            |
| <a href="#">Start</a> | Not Attempted | 5       | Professional Development |
| <a href="#">Start</a> | Not Attempted | 6       | Working Conditions       |

## Section 1- General Information

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**Section 1 - General Information**

**1. How do you classify your position at THIS school, that is, the activity at which you spend most of your time during this school year?**

- Regular full-time teacher (in any of grades Kindergarten-12 or comparable ungraded levels)
- Regular part-time teacher (in any of grades Kindergarten-12 or comparable ungraded levels)
- Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
- Short-term substitute
- Student teacher
- Teacher aide
- Administrator (e.g., principal, assistant principal, director, school head)
- Library media specialist or Librarian
- Other professional staff (e.g., counselor, curriculum coordinator, social worker)
- Support staff (e.g., secretary)

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**Section 1 - General Information**

**5. How many days are covered by your contract, per contract year?**  
*Include professional development, student contact days, and any other days covered by your contract.*

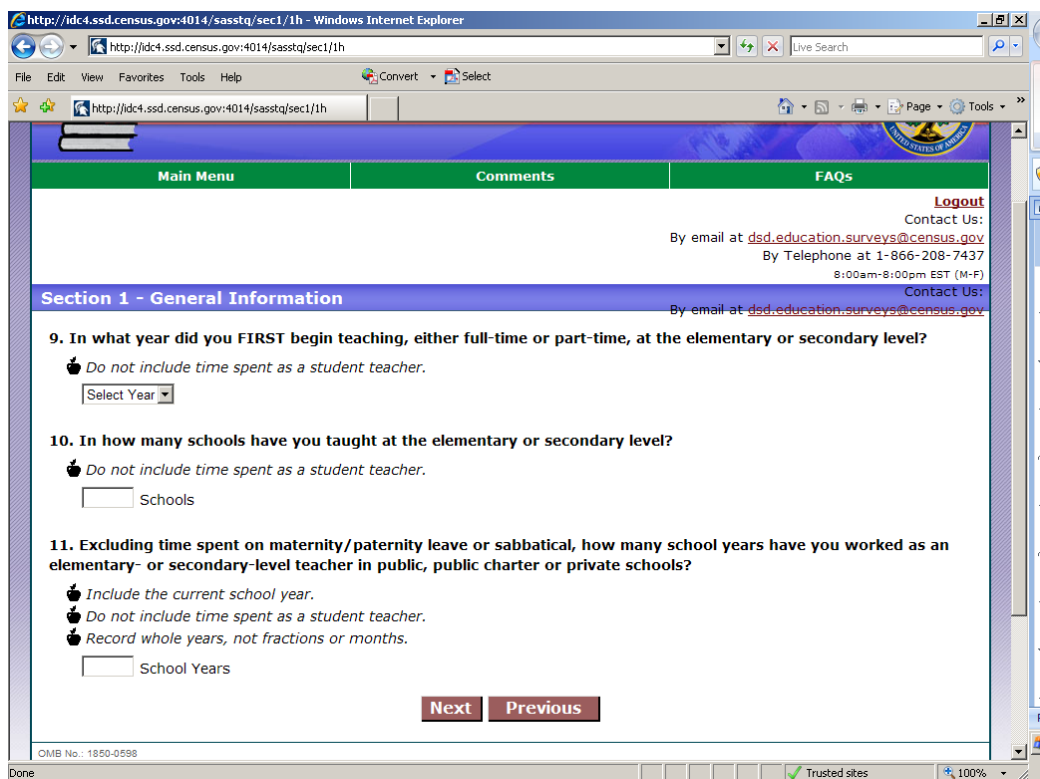
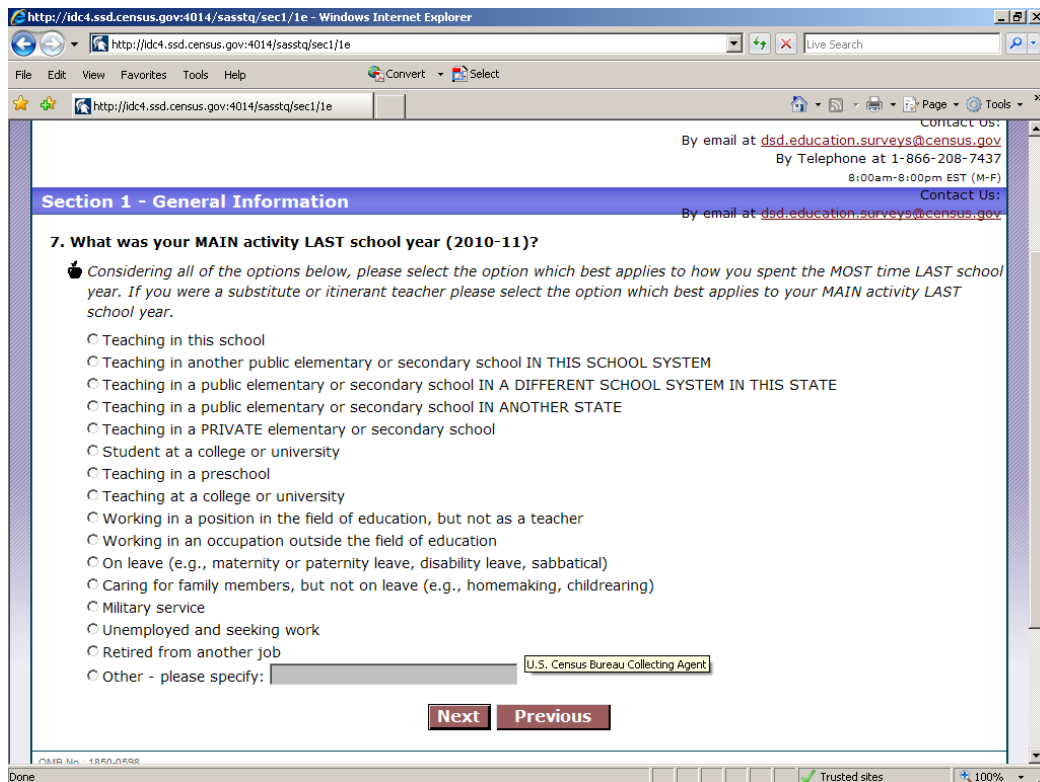
Days per contract year

**6. In what school year did you begin teaching at THIS school?**  
*Do not include time spent as a student teacher.*

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**Section 1 - General Information**

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**12. Of the school years you have worked as an elementary- or secondary-level teacher in public, public charter or private schools, how many were -**

- 🍎 Include the current school year.
- 🍎 Do not include time spent as a student teacher.
- 🍎 Record whole years, not fractions or months.

**a. In public and private schools during the SAME school year?**

None or  School Years

**b. In public schools only?**

None or  School Years ⇒ **(1) How many years were FULL-TIME?**

None or  School Years

**(2) How many years were PART-TIME?**

None or  School Years

**c. In private schools only?**

None or  School Years ⇒ **(1) How many years were FULL-TIME?**

None or  School Years

**(2) How many years were PART-TIME?**

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**13. Do you currently teach students in any of these grades at THIS school?**

 Please select Yes or No for each grade level.

|                 | Yes                   | No                    |
|-----------------|-----------------------|-----------------------|
| Prekindergarten | <input type="radio"/> | <input type="radio"/> |
| Kindergarten    | <input type="radio"/> | <input type="radio"/> |
| 1st             | <input type="radio"/> | <input type="radio"/> |
| 2nd             | <input type="radio"/> | <input type="radio"/> |
| 3rd             | <input type="radio"/> | <input type="radio"/> |
| 4th             | <input type="radio"/> | <input type="radio"/> |
| 5th             | <input type="radio"/> | <input type="radio"/> |
| 6th             | <input type="radio"/> | <input type="radio"/> |
| 7th             | <input type="radio"/> | <input type="radio"/> |
| 8th             | <input type="radio"/> | <input type="radio"/> |
| 9th             | <input type="radio"/> | <input type="radio"/> |
| 10th            | <input type="radio"/> | <input type="radio"/> |
| 11th            | <input type="radio"/> | <input type="radio"/> |
| 12th            | <input type="radio"/> | <input type="radio"/> |
| Ungraded        | <input type="radio"/> | <input type="radio"/> |

Done Trusted sites 100%


## Section 2- Class Organization

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**Section 2 - Class Organization**

**14. Of all the students you teach at this school, how many have an Individualized Education Program (IEP) because they have disabilities or are special education students?**

None or  Students

**15. Of all the students you teach at this school, how many are of limited-English proficiency?**  
(Students of limited-English proficiency [LEP] are those whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

None or  Students

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**16. 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.)

| Subject-matter Code  | Description |
|----------------------|-------------|
| <input type="text"/> |             |

Please enter a Teaching Assignment and Subject-matter Code from [Table 1](#).

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**17. Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)?**

Yes  
 No

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**Section 2 - Class Organization**

**18. Which statement best describes the way YOUR classes at THIS school are organized?**

- You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).
- You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist).
- You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class).
- 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).
- You instruct a small number or selected students 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).

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**Section 2 - Class Organization**

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

Students

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### Section 2 - Class Organization

**22. 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, select the "None" box.

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

None or  Hours per week ⇒ **(1) Of these hours, how many were designated for reading instruction?**

None or  Hours per week

**b. Arithmetic or mathematics**

None or  Hours per week

**c. Social studies or history**

None or  Hours per week

**d. Science**

None or  Hours per week

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## Section 3- Education and Training

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**Section 3 - Education and Training**

**25a. Do you have a bachelor's degree?**

 *If you have more than one bachelor's degree, information about additional degrees will be asked in item 28.*


Yes  
 No

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**25b. In what year did you receive your bachelor's degree?**

Select Year

**25c. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?**


Yes  
 No

**25d. What was your major field of study?**

| Subject-matter Code  | Description |
|----------------------|-------------|
| <input type="text"/> |             |

Please enter a Teaching Assignment and Subject-matter Code from [Table 2](#).

**25e. Did you have a second major field of study?**

 Do NOT report academic minors or concentrations.

Yes  
 No

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**Section 3 - Education and Training**

**26a. What is the name of the college or university where you earned this degree?**

Name of college or university:

**b. In what city and state is it located?**

City:  State:

Located outside the United States

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27a. Do you have a master's degree?

If you have more than one master's degree, information about additional degrees will be asked in item 28.

Yes  
 No

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27b. Was at least a portion of the cost of your master's degree paid for by a STATE, SCHOOL, or SCHOOL DISTRICT in which you taught?

Yes  
 No

27c. In what year did you receive your master's degree?

Select One

27d. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

Yes  
 No

27e. What was your major field of study?

| Subject-matter Code  | Description |
|----------------------|-------------|
| <input type="text"/> |             |

Please enter a Teaching Assignment and Subject-matter Code from [Table 2](#).

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**28. Have you earned any of the degrees or certificates listed below?**

Select all that apply.

- Vocational certificate
- Associate's degree
- SECOND Bachelor's degree
- SECOND Master's degree
- Educational specialist or professional diploma (at least one year beyond a master's level)
- Certificate of Advanced Graduate Studies
- Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)
- No, have not earned any of the degrees or certificates listed

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**(7) Doctorate or first professional degree (Ph.D, Ed.D, M.D., J.D., D.D.S.)**

What was your major field of study for this degree?

| Subject-matter Code              | Description                       |
|----------------------------------|-----------------------------------|
| <input type="text" value="101"/> | Early childhood or pre-K, general |

Please enter a Teaching Assignment and Subject-matter Code from [Table 2](#).

Was this degree awarded by a Department, College or School of Education?

Yes, awarded by a Department, College, or School of Education  
 No

In what year was this degree awarded?

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**29. Did any of your coursework result in a concentration or specialization in READING?**


Yes  
 No

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**30. Have you ever taken any graduate or undergraduate courses that focused solely on teaching methods or teaching strategies?**

 Include courses you have taken to earn a degree and courses taken outside a degree program.  
 Do NOT include practice or student teaching.

Yes ⇒ **How many courses?**  
 No


1 or 2 courses  
 3 or 4 courses  
 5 to 9 courses  
 10 or more courses

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**Section 3 - Education and Training**

**31a. Did you have any practice or student teaching?**


Yes  
 No

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**Section 3 - Education and Training**

**32. Was your FIRST year of teaching before the 2007-08 school year?**


Yes  
 No

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**33. In your FIRST year of teaching, how well prepared were you to -**  
 🍏 *If you are in your first year of teaching, please answer for THIS school year.*

|                                                                     | Not at all prepared   | Somewhat prepared     | Well prepared         | Very well prepared    |
|---------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Handle a range of classroom management or discipline situations? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Use a variety of instructional methods?                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teach your subject matter?                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Use computers in classroom instruction?                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Assess students?                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Differentiate instruction in the classroom?                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Use data from student assessments to inform instruction?         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Meet state content standards?                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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**Section 3 - Education and Training**

**34. In your FIRST year of teaching, did you participate in a teacher induction program?**  
 (A teacher induction program is a program for beginning teachers that may include teacher orientation, mentoring, coaching, demonstrations, and/or assessments aimed at enhancing teachers' effectiveness.)

🍏 *If you are in your first year of teaching, please answer for THIS school year.*

Yes  
 No

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**35. Did you receive the following kinds of support during your FIRST year of teaching?**

*If you are in your first year of teaching, please answer for THIS school year.*

**a. Reduced teaching schedule or number of preparations**

Yes  
 No

**b. Common planning time with teachers in your subject**

Yes  
 No

**c. Seminars or classes for beginning teachers**

Yes  
 No

**d. Extra classroom assistance (e.g., teacher aides)**

Yes  
 No

**e. Regular supportive communication with your principal, other administrators, or department chair**

Yes  
 No

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**Section 3 - Education and Training**

**36a. In your FIRST year of teaching, did you work closely with a master or mentor teacher who was assigned by your school or district?**

*If you are in your first year of teaching, please answer for THIS school year.*

Yes  
 No

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## Section 4- Certification

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**Section 4 - Certification**

The next series of questions is about state certification. Please read the questions carefully. This section allows teachers to report UP TO TWO current teaching certificates in the state where they are teaching, plus several content areas per certificate, if applicable. Those who have only one certificate that applies to only one content area DO NOT have to fill out the entire section and will automatically skip the necessary questions.

**37a. Which of the following describes the teaching certificate you currently hold that certifies you to teach in THIS state?**

If you currently hold more than one of the following, a second certification may be listed in item 38.

- Regular or standard state certificate or advanced professional certificate
- Certificate issued after satisfying all requirements except the completion of a probationary period
- Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
- Certificate issued to persons who must complete a certification program in order to continue teaching
- I do not hold any of the above certifications in THIS state

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**Section 4 - Certification**

**37b. In what content area(s) and grade range(s) does the teaching certificate 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.
- 🍏 If your certificate does not restrict you to a specific grade range(s), select all three grade range.

| Content Area (Code)  | Content Area (Description) | Grade Range of Certificate (Select all that apply)                                                                                                                                                |
|----------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="text"/> |                            | <input type="checkbox"/> Early childhood, preschool, or at least one of grades K-5<br><input type="checkbox"/> At least one of grades 6-8<br><input type="checkbox"/> At least one of grades 9-12 |

Please enter a Teaching Assignment and Subject-matter Code from [Table 3](#).

**37c. Does this certificate allow you to teach in additional content areas?**

Yes  
 No

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**Section 4 - Certification**

**38a. Do you have another current teaching certificate that certifies you to teach in THIS state?**


Yes  
 No

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**39a. Are you certified by the National Board for Professional Teaching Standards in at least one content area?**  
(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

Yes, fully certified  
 No

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**39c. Are you working towards certification from the National Board for Professional Teaching Standards?**

Yes  
 No

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40. Have you taken the following tests?

The Praxis was formerly called the National Teachers Exam (NTE).

|                                                                                                                          | Taken and passed      | Taken and have not yet passed | Have not taken        |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|-----------------------|
| (1) The Praxis I Pre-Professional Skills Test (PPST): Reading                                                            | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| (2) The Praxis I Pre-Professional Skills Test (PPST): Mathematics                                                        | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| (3) The Praxis I Pre-Professional Skills Test (PPST): Writing                                                            | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| (4) The Praxis II: Subject Assessment in a specific content area                                                         | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| (5) The Praxis III: Teacher Performance Assessment in a specific content area                                            | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |
| (6) Another test of basic skills or subject knowledge, other than those listed above, required by your state or district | <input type="radio"/> | <input type="radio"/>         | <input type="radio"/> |

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Section 4 - Certification

41. Did you enter teaching through an alternative certification program?  
(An alternative program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.)

Yes  
 No

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**Section 4 - Certification**

**42. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?**  
 (Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrated competency in the subject area(s) taught. The HQT requirement is a provision under No Child Left Behind (NCLB).)

- HQT in all subjects taught
- HQT in at least one subject taught
- Not HQT in any subject taught
- I don't know my HQT status

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## Section 5- Professional Development

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**43. In the past 12 months, did you participate in any of the following professional development activities?**

**a. University course(s) related to teaching?**

Yes ⇒ How many?

No

**b. Observational visits to other schools?**

Yes ⇒ How many?

No

**c. Workshops, conferences, or training sessions in which you were a presenter?**

Yes ⇒ How many?

No

**d. Other workshops, conferences, or training sessions in which you were NOT a presenter?**

Yes ⇒ How many?



No

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**Section 5 - Professional Development**

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**44a. In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?**

Yes


No

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**Section 5 - Professional Development**

**45a. In the past 12 months, have you participated in any professional development activities that focused on the uses of computers for instruction?**


Yes  
 No

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**46a. In the past 12 months, have you participated in any professional development activities that focused on reading instruction?**

Yes  
 No

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**47a. In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?**


Yes  
 No

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**Section 5 - Professional Development**

**48a. In the past 12 months, have you participated in any professional development on how to teach students with disabilities?**


Yes  
 No

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**Section 5 - Professional Development**

**49a. In the past 12 months, have you participated in any professional development activities on how to teach limited-English proficient students?**


Yes  
 No

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**Section 5 - Professional Development**

**50. In the past 12 months, have you participated in any professional development activities that focused on other topics not included in items 43-49?**

Yes - please specify:


No

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**Section 5 - Professional Development**

**51. As a result of completing these professional development activities, did you receive credits toward re-certification or advanced certification in your main teaching assignment or other teaching field(s)?**


Yes  
 No

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52. For the professional development in which you participated in the past 12 months, did you receive the following types of support?

a. Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else)

Yes  
 No

b. Scheduled time in the contract year for professional development

Yes  
 No

c. Stipend for professional development activities that took place outside regular work hours

Yes  
 No

d. Full or partial reimbursement of college tuition

Yes  
 No

e. Reimbursement for conference or workshop fees

Yes  
 No

f. Reimbursement for travel and/or daily expenses

Yes  
 No

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### Section 5 - Professional Development

53. In the past 12 months, did you do any of the following?

a. Engage in individual or collaborative research on a topic of interest to you professionally

Yes  
 No

b. Participate in regularly scheduled collaboration with other teachers on issues of instruction

Exclude administrative meetings

Yes  
 No

c. Observe, or be observed by, other teachers in your classroom (for at least 10 minutes)

Yes  
 No

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**For questions 54-56 please report to the nearest whole hour; do not record fractions of an hour or minutes.**

**54. 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, with 30 of those hours for delivering instruction and 10 hours for planning, monitoring students outside of class time, etc., you would report 30 hours.)

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

Total WEEKLY hours spent delivering instruction

**55. 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.)

Total WEEKLY hours required for BASE PAY

**56. 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?**

Total WEEKLY hours spent on all teaching and school-related activities

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57. During this school year, do you or will you -

a. Coach a sport?

Yes  
 No

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

Yes  
 No

c. Serve as a department lead or chair?

Yes  
 No

d. Serve as a lead curriculum specialist?

Yes  
 No

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

Yes  
 No

f. Serve as a formal mentor or mentor coordinator in your school or district?

Yes  
 No

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58. In the LAST SCHOOL YEAR (2010-11), how much of your own money did you spend on classroom supplies, without reimbursement?

 Please use your best estimate for costs incurred, in whole dollars.

None or \$  .00

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**59a. How often are you INFORMALLY evaluated?**

 Consider only *INFORMAL* evaluations in your answer to this question, not formal evaluations or observations.

- Two or more times per year
- Once a year
- Once every 2 years
- Once every 3 years
- Once every 4 years
- Once every 5 or more years
- No informal evaluations are required

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Section 6 - Working Conditions

59b. How often are you FORMALLY evaluated?

Consider only FORMAL evaluations in your answer to this question, not informal evaluations or observations.

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

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Section 6 - Working Conditions

60a. Were you, or are you going to be, rated in a FORMAL evaluation this school year?


- Yes
- No

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## Section 7- School Climate and Teacher Attitudes

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**Section 7 - School Climate and Teacher Attitudes**

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**61. How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?**

|                                                                            | No influence          | Minor influence       | Moderate influence    | A great deal of influence |
|----------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| a. Setting performance standards for students at this school               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     |
| b. Establishing curriculum                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     |
| c. Determining the content of in-service professional development programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     |
| d. Evaluating teachers                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     |
| e. Hiring new full-time teachers                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     |
| f. Setting discipline policy                                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     |
| g. Deciding how the school budget will be spent                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>     |

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**Section 7 - School Climate and Teacher Attitudes**

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**62. How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?**

|                                                          | No control            | Minor control         | Moderate control      | A great deal of control |
|----------------------------------------------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| a. Selecting textbooks and other instructional materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| b. Selecting content, topics, and skills to be taught    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| c. Selecting teaching techniques                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| d. Evaluating and grading students                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| e. Disciplining students                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |
| f. Determining the amount of homework to be assigned     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |

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**Section 7 - School Climate and Teacher Attitudes**

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**63. To what extent do you agree or disagree with each of the following statements?**

|                                                                                                                                                                   | Strongly agree        | Somewhat agree        | Somewhat disagree     | Strongly disagree     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. The school administration's behavior toward the staff is supportive and encouraging.                                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I am satisfied with my teaching salary.                                                                                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I receive a great deal of support from parents for the work I do.                                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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|                                                                                                                                     |                       |                       |                       |                       |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| supplies, and copy machines are available as needed by the staff.                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Routine duties and paperwork interfere with my job of teaching.                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. My principal enforces school rules for student conduct and backs me up when I need it.                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Most of my colleagues share my beliefs and values about what the central mission of the school should be.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. The principal knows what kind of school he or she wants and has communicated it to the staff.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. There is a great deal of cooperative effort among the staff members.                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. In this school, staff members are recognized for a job well done.                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. I worry about the security of my job because of the performance of my students or my school on state and/or local tests.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. State or district content standards have had a positive influence on my satisfaction                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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|                                                                                                                             |                       |                       |                       |                       |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| staff.                                                                                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. There is a great deal of cooperative effort among the staff members.                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. In this school, staff members are recognized for a job well done.                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. I worry about the security of my job because of the performance of my students or my school on state and/or local tests. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. State or district content standards have had a positive influence on my satisfaction with teaching.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. I am given the support I need to teach students with special needs.                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. The amount of student tardiness and class cutting in this school interferes with my teaching.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. I am generally satisfied with being a teacher at this school.                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. I make a conscious effort to coordinate the content of my courses with that of other teachers.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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**64. To what extent is each of the following a problem in this school?**

|                                                | Serious problem       | Moderate problem      | Minor problem         | Not a problem         |
|------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Student tardiness                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Student absenteeism                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Student class cutting                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teacher absenteeism                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Students dropping out                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Student apathy                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Lack of parental involvement                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Poverty                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Students come to school unprepared to learn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Poor student health                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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**65. To what extent do you agree or disagree with each of the following statements?**

|                                                                                               | Strongly agree        | Somewhat agree        | Somewhat disagree     | Strongly disagree     |
|-----------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. The stress and disappointments involved in teaching at this school aren't really worth it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. The teachers at this school like being here; I would describe us as a satisfied group.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I like the way things are run at this school.                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. If I could get a higher paying job I'd leave teaching as soon as possible.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I think about transferring to another school.                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I don't seem to have as much enthusiasm now as I did when I began teaching.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I think about staying home from school because I'm just too tired to go.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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**66a. If you could go back to your college days and start over again, would you become a teacher or not?**

- Certainly would become a teacher
- Probably would become a teacher
- Chances about even for and against
- Probably would not become a teacher
- Certainly would not become a teacher

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**66b. How long do you plan to remain in teaching?**

- 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., parenthood, marriage)
- Until a more desirable job opportunity comes along
- Definitely plan to leave as soon as I can
- Undecided at this time

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**67a. Has a student FROM THIS SCHOOL ever threatened to injure you?**

Yes  
 No

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**68a. Has a student FROM THIS SCHOOL ever physically attacked you?**

Yes  
 No

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The following questions refer to your BEFORE-TAX earnings from teaching and other employment. By Telephone at 1-866-208-7437  
69. DURING THE SUMMER OF 2011, did you have any earnings from -  
Report amounts in whole dollars.  
a. Teaching summer school in this or any other school?  
Yes ⇒ How much? \$ [ ] .00  
No  
(1) Did all of these earnings come from your current school?  
Yes  
No  
b. Working in a non-teaching job in this or any other school?  
Yes ⇒ How much? \$ [ ] .00  
No  
(1) Did all of these earnings come from your current school?  
Yes  
No  
c. Working in any NONSCHOOL job?  
Yes ⇒ How much? \$ [ ] .00  
No  
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Section 8 - General Employment and Background Information

70. DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year?  
Report amounts in whole dollars.

\$ .00

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Section 8 - General Employment and Background Information

71. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes?  
Report amounts in whole dollars.

Yes ⇒ How much? \$ .00  
 No

72. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system based on your students' performance (e.g., through a merit pay or pay-for-performance agreement)?  
Report amounts in whole dollars.

Yes ⇒ How much? \$ .00  
 No

73. DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school system, suchy as a state supplements, etc.?  
Do NOT report any earnings already reported.  
Report amounts in whole dollars.

Yes ⇒ How much? \$ .00  
 No





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**74a. DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?**

 Report amounts in whole dollars.


Yes ⇒ How much? \$  .00  
 No

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**75. During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system?**

Yes ⇒ How many? \$  .00  
 No


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**Section 8 - General Employment and Background Information**

**76. Are you a member of a teachers' union or an employee association similar to a union?**

Yes

No

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**77a. Does your school, district, or school system offer tenure?**


Yes  
 No

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**78. Are you male or female?**


Male  
 Female

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**79. What is your current marital status?**

- Married
- Widowed
- Separated
- Divorced
- Never married
- Living with a partner in a marriage-like relationship

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**80. Are you of Hispanic or Latino origin?**

- Yes
- No

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**Section 8 - General Employment and Background Information**

**81. What is your race?**

Select one or more races to indicate what you consider yourself to be.

White  
 Black or African  
 Asian  
 Native Hawaiian or Other Pacific Islander  
 American Indian or Alaska Native

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**Section 8 - General Employment and Background Information**

**83. What is your year of birth?**

1940

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## Section 9- Contact Information

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**Section 9 - Contact Information**

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**84. The survey you have completed may involve a brief follow-up next school year in order to gain information on teachers' 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., Section 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.**

**Please enter your name, your spouse's name (if applicable), your home address, your telephone number, the most convenient time to reach you, and your work and home e-mail addresses.**

a. First name:   
Middle name:   
Last name:  Suffix:

b. Spouse's First name:   
Spouse's Middle name:   
Spouse's Last name:

c. Street address:

d. City:

e. State:

f. ZIP Code:  -

g. Home telephone:  -  -

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Spouse's Last name:

c. Street address:

d. City:

e. State:

f. ZIP Code:  -

g. Home telephone:  -  -

h. In whose name is the telephone number listed?  
 My name  
 Other - please specify:

i. Best day(s) to reach you:  
 Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday  
 Sunday

j. Best time of the day to reach you:  
 a.m.  
 p.m.

k. Work e-mail address:

l. Home e-mail address:

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SASS SCHOOLS & STAFFING SURVEY

**Thank you for your participation in the 2011-12 Schools and Staffing Survey.  
Your answers have been submitted to the U.S. Census Bureau.**


[Exit Survey](#)

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## Appendix I: Teacher Protocol

Date \_\_\_\_\_; Participant # \_\_\_\_\_; Experimenter: \_\_\_\_\_

### General Introduction: Teacher Survey Internet Instrument

Thank you for your time today. My name is XX and I work here with the Human Factors and Usability group. I will be working with you today. If you have a cell phone, please turn it off or put it in vibrate. We will be evaluating the design of the online Schools and Staffing Survey's Teacher Survey by having you complete it. Your experience with the survey is an essential part of our work. I did not create the survey, so please share both your positive and negative reactions to it. We are not evaluating you or your skills, but rather you are helping us see how well the survey works. The entire session should last about an hour. Your comments and feedback will be given to the developers of the survey and may be used to improve it.

First, I would like to ask you to read and sign this consent form. It explains the purpose of today's session and informs you of your rights as a participant. It also tells you that we would like to videotape the session, with your permission. Only those of us connected with the project will review the tape and any other data collected during the session, and it will be used solely for research purposes. We may also use clips from the tape to illustrate key points about the survey to the Web design team. In addition, there may also be observers from the project team observing this session in another room.

*Hand the participant the consent form; give time to read and sign; sign own name and date if you have not already done so.*

*Start the tape.*

While you are completing the survey, we will record the movements of your eyes with our eye-tracking monitor to get a record of where you are looking on the screen.

Now I am going to calibrate your eyes for the eye-tracking.

*Do Calibration*

Now that we have your eyes calibrated, we are ready to begin.

Please respond to the survey online as you would at home or office. You may answer the survey questions as they apply your school in real life.

I am going to go around to the other room to do a sound check. While I am doing that, please take a moment to complete this questionnaire. [*Hand Participant questionnaire on Computer experience and demographics*]

I'm going to leave but we will still be able to communicate through a series of microphones and speakers. Do you have any questions before we begin?

*Leave room. Once in control room do a sound check and Start the eye-tracking software: Tobii Studio.*

*Probe about any difficulty that the participant has with the instruments and make note if it.*

---

### **Debriefing Questions**

What was your overall impression of the survey?

What did you like best about the survey?

What did you like least about the survey?

Did you find any part of the survey difficult, challenging, or confusing?

Is there anything else that we haven't talked about yet that you would like to say about the survey?

Participant#:



|                                                            |
|------------------------------------------------------------|
|                                                            |
| <u>RACE:</u> White Black Hispanic Asian Other              |
| <u>AGE RANGE:</u> ≤ 30 31-45 46-60 61+                     |
| <u>GENDER:</u> M F                                         |
| <u>EDUCATION:</u> HS/GED Some Coll/AA Bachelor's Some grad |
| <u>DATE OF INTERVIEW:</u>                                  |
| <u>INTERVIEWER:</u>                                        |

**Appendix J: Teacher Survey Consent Form**



**Consent Form**

**Usability Study of the SASS Teacher Survey**

Each year, the Census Bureau conducts many different usability evaluations. For example, the Census Bureau routinely tests the wording, layout and behavior of products, such as Web sites, online surveys, and letters sent through the mail in order to obtain the best information possible from respondents.

You have volunteered to take part in a study to improve the usability of the Schools and Staffing Survey (SASS) Teacher Survey. In order to have a complete record of your comments, your usability session will be videotaped. We plan to use the tapes to improve the design of the product. Staff directly involved in the usable design research project will have access to the tapes. We also plan to perform an eye-tracking analysis of your session. Your participation is voluntary and your answers will remain strictly confidential.

This usability study is being conducted under the authority of Title 13 USC. The OMB

control number for this study is 0607-0725. This valid approval number legally certifies this information collection.

I have volunteered to participate in this Census Bureau usability study, and I give permission for my tapes to be used for the purposes stated above.

Participants Name: \_\_\_\_\_

Participants Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Name: \_\_\_\_\_

Researcher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix K: Teacher Letter

Dear Teacher,

The U.S. Census Bureau is conducting the 2011-12 Schools and Staffing Survey (SASS) on behalf of the National Center for Education Statistics (NCES), the statistical agency of the U.S. Department of Education. The SASS is the nation's largest survey of the characteristics and conditions of American schools and the teachers and principals who staff them.

**NCES requests your participation in the 2011-12 SASS.** Only a small percentage of teachers in your area are selected to participate. Consequently, you represent many other teachers and your participation is important to obtain an accurate view of the professional background, teaching field, workload, and working conditions of teachers in this country. Your cooperation in this important effort is greatly appreciated.

**Please complete the SASS Teacher Questionnaire over the Internet by going to [{url}](#). Type your username and case-sensitive password (provided in the box below) on the Login page, and press "Sign on" to begin the questionnaire. The interview will take approximately 60 minutes to complete. Please complete the questionnaire within 2 weeks.**

If you would prefer to complete a paper Teacher Questionnaire, or if you have any questions about the survey, please contact 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). You can also contact the U.S. Census Bureau via e-mail at: [dse.education.surveys@census.gov](mailto:dse.education.surveys@census.gov).

Please be assured that both the U.S. Department of Education and the U.S. Census Bureau follow strict procedures to protect the privacy of survey participants and that your answers 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). Your participation is voluntary, but your responses *are necessary* to make the results of this survey accurate and timely. You can find additional information about the SASS and results from prior SASS administrations at <http://nces.ed.gov/surveys/sass>.

Thank you, in advance, for your participation in this important survey.

Sincerely,

Jack Buckley

Commissioner

National Center for Education Statistics

Go to: {url}

Your Username: 400004

Your Password: Fys8qn%N