2005–06 Local Systemic Change
Teacher Questionnaires
Guidelines for Administering

Overview

Projects in the Baseline Year, Year Two, and Final Year administer Teacher Questionnaires. As this is the last year of the LSC core evaluation data collection, all projects will be administering teacher questionnaires. There are four versions of the LSC Teacher Questionnaire: Mathematics (K–8), Science (K–8), Mathematics (6–12), and Science (6–12); copies of last year's Teacher Questionnaires are included for your information. Most LSC projects will administer a single version of the questionnaire to a random sample of teachers; a few projects will administer both science and mathematics or both elementary and secondary questionnaires. Given the adjusted deadline (all surveys must be administered and shipped to HRI by April 1, 2006), projects are encouraged to administer the teacher questionnaires as early as possible.

Sample Selection

The teachers to be surveyed will be randomly selected by HRI from the teacher sampling frame provided by the project. As described in the "Data Collection Sampling Frame Guidelines," this electronic file should include every teacher who is targeted to be served by the LSC project over the entire period of LSC funding. Questionnaires will be administered only to individuals designated as eligible in spring 2006. Projects will be responsible for administering questionnaires as follows:

Summary of Teacher Questionnaire
Administration Requirements for
Baseline Year, Year Two, and Final Year

Grade Level/Subject Targeted by the Project	Number of Teachers in the Project's Sampling Frame	Sample Size	Questionnaire Version
K–8 Mathematics	350 or more	300*	K–8 Mathematics
	Fewer than 350	Population	
K–8 Science	350 or more	300*	K–8 Science
	Fewer than 350	Population	
6–12 Mathematics	350 or more	300*	6–12 Mathematics
	Fewer than 350	Population	
6–12 Science	350 or more	300*	6–12 Science
	Fewer than 350	Population	

* Each project that administers questionnaires to a sample (as opposed to the entire population) of teachers will be asked to administer a small number of additional teacher questionnaires as part of the longitudinal program evaluation. The number will vary based on project size, but will not exceed 75 questionnaires.

Options for Augmenting Core Requirements

While the schedule for surveying teachers as described above will provide the information needed by NSF for the core evaluation, individual projects may also want to collect information about the attitudes and classroom practices of the teachers they are working with most intensively. Projects may apply to survey additional teachers of interest (e.g., teacher leaders and/or all treated teachers).[1] These projects will be sent an additional set of questionnaires marked "Supplemental" and identified with the first digit of the ID pre-bubbled as '9.' *It is imperative that these supplemental questionnaires be kept separate from the required core evaluation questionnaires.* Please note that, aside from the first digit, these questionnaires do not have preprinted ID numbers. For initial administration, projects will need to assign ID numbers and darken the corresponding ovals on these questionnaires, just as they will for all follow-up questionnaires. (See instructions below for "Following up with Non-Respondents.") We strongly recommend that the project's HRI LSC number be incorporated into the ID numbering scheme assigned.

Projects may also choose to append core evaluation questionnaires with additional closed-ended or open-ended questions of interest to the project. (Please clip, rather than staple, any additional pages and make sure to remove these pages prior to returning the questionnaires to HRI for processing.)

Distributing and Collecting Questionnaires

HRI provides each project with a supply of scannable questionnaires. Use *only* the forms supplied by HRI; *HRI cannot process photocopies of questionnaires*. Responsibility for distribution of the questionnaires is a matter for negotiation between the PI and the Lead Evaluator. If possible, the completed questionnaires should be returned to the Lead Evaluator or another "neutral" person to lessen teachers' concerns about confidentiality.

Step-by-Step Teacher Questionnaire Administration Procedure

For each teacher to be surveyed, HRI provides the project with a set of three removable labels that include the teacher's name, school, and district to facilitate questionnaire distribution and follow-up with non-respondents.

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[1] Projects that wish to survey teachers beyond the core samples are asked to submit applications to HRI in November. Please note that HRI will provide questionnaires and scanning as part of supplementing the core evaluation, but projects will be responsible for creating questionnaire labels, if needed; analyzing data; and preparing results tables.

Sample Set of Teacher Questionnaire Labels

Label 1 **ID Label** *(Do Not Remove)* ⬇	**Label 2** **Follow-up** **Label** ⬇	**Label 3** **Initial Questionnaire** **Label** *(Use this first)* ⬇
Teacher Name ➜ Jane Doe **School ➜** Sanford School **District ➜** Anderson District **Questionnaire ID ➜** 10029271	Jane Doe Sanford School Anderson District	Jane Doe Sanford School Anderson District
[Match Questionnaire ID on bottom line to preprinted number on questionnaire; for follow-up, write this Questionnaire ID number and darken the appropriate ovals on the front of the questionnaire in the box marked "For office use only"]	*[Cross out this label when original questionnaire is returned; for non-respondents, affix label to follow-up questionnaire, write the Questionnaire ID number and darken appropriate ovals in the "For office use only" box on the front of the questionnaire.*	*[Affix this label to front page of teacher questionnaire which has the same preprinted ID number]*

1. *Preparation:* **Label 1** (in the left-hand column) is an ID Label and includes an eight-digit sequential ID number.[2] Questionnaires packaged with a cover sheet reading "for initial administration" have a preprinted ID number that corresponds to the eight-digit Questionnaire number found on Label 1. The preprinted ID number appears in a colored box at the bottom of the front and back pages of the questionnaire, as well as in the box marked "For office use only" in the front corner of the questionnaire. Make sure the label sheets and questionnaires are in sequential order.

2. *Match Questionnaire ID Numbers:* Match the Questionnaire ID Number on Label 1 to the correct questionnaire for that particular teacher. In the example above, Jane Doe's ID Label would be matched with the questionnaire numbered 10029271. **Do not remove Label 1 from the label sheet; keep label sheets in sequential order to facilitate logging in responses.**

3. *Affix Labels:* The front page of the questionnaire booklet has a space on the lower right marked "Place Label Here." Remove **Label 3,** the Initial Questionnaire Label (in the right-hand column), from the label sheet and affix it to the teacher questionnaire that has the corresponding preprinted ID number. In the example above, Jane Doe's Questionnaire Label would be placed on the questionnaire numbered 10029271.

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[2] The first digit of the Questionnaire ID number designates the version of the questionnaire to be administered to that individual. **1** = Science (K–8); **2** = Mathematics (K–8); **4** = Mathematics (6–12); and **6** = Science (6–12). The second, third, and fourth digits of the Questionnaire ID number designate the project's LSC ID number. The fifth digit is for internal HRI use. The last three digits of the Questionnaire ID designate an individual sequential number beginning with 001 and continuing through the total number of individuals in a project selected to complete a particular version of the questionnaire. Please note that all "supplemental" questionnaires have a "9" as their first digit.

4. *Cover Letter:* Note that the inside front cover of the teacher questionnaire includes a letter explaining the Local Systemic Change core evaluation and the confidentiality of questionnaire data. Each project should develop an additional cover letter to accompany the questionnaire. (See sample letter provided.) Please do not staple the cover letter, or any other additional pages to the questionnaires. The cover letter that the project includes with the questionnaire should include the following points:

   - The name of your LSC project and a brief description of the LSC activities;
   - The instructional materials designated for implementation in your project;
   - Specific instructions determined by the project for returning the questionnaire (e.g., mail it in the enclosed 9 x 12 postage-paid envelope, deposit it in the return box located near the school secretary's desk, deposit it in the return box at the March 18 project meeting);
   - A request for the teacher to remove the ID Label prior to returning the survey;
   - A specific response deadline (we suggest approximately two weeks after the initial distribution date); and
   - A thank you to the teacher for participating in this survey.

5. *Distribution:* Distribute the questionnaires with the cover letters to the selected teachers. Projects should use questionnaire distribution and collection procedures that best fit their situation. Some projects may distribute them to teachers by hand or through school mail. Other projects may choose to send them via U.S. Mail. Please use large envelopes for distributing and collecting questionnaires, as folded questionnaires are difficult to scan.

6. *Keeping Track of Responses:* As completed questionnaires are received, match the preprinted ID number of each incoming questionnaire to the ID number on the label sheet. Cross out **Label 2,** the Follow-up Label (label in the center column), so that no follow-up questionnaire is sent to that teacher. *Please remove any name labels still attached to returned questionnaires.*

Following up with Non-Respondents

The National Science Foundation has set 80 percent as the minimally acceptable response rate on teacher questionnaires. After your initial response deadline, follow up with non-respondents in order to achieve this minimum response rate. A supply of blank questionnaires is provided for this purpose.[3] **Prior to administering follow-up questionnaires, you must fill in the teacher's eight-digit Questionnaire ID number (from Label 1) and darken the corresponding ovals in the "For office use only" box on the questionnaire. Follow-up questionnaires are not preprinted with ID numbers. Be sure to check each follow-up questionnaire to ensure that the ID number has been filled in correctly; questionnaires returned with missing or invalid ID numbers "bubbled in" are not usable and will count as non-responses.**
Follow these steps:

1. *Find the non-responding teacher's Questionnaire ID Number.* Find the eight-digit ID number for the non-responding teacher on **Label 1** (on the left).

2. *Darken the ovals for the ID Number.* Locate the box marked "For office use only" on the front cover of a blank teacher questionnaire.[4] **Write in the non-responding teacher's ID number from the ID Label and darken the corresponding ovals.**

3. *Affix the Follow-up Label.* Affix **Label 2** (the center label) from the label sheet to the teacher questionnaire (on the front cover, over the space marked "Place Label Here").

4. *Distribute the questionnaire with a cover letter.* Distribute the follow-up questionnaire with a cover letter reminding the teacher of the importance of participating in this survey.

5. *Repeat follow-ups as necessary.* Continue to prompt non-responding teachers until you achieve at least an 80 percent response rate. Contact HRI if additional questionnaires are needed.

In some cases, teachers are reassigned or become unavailable to complete questionnaires between the time sampling frames are submitted and when questionnaires are administered. If a teacher has moved to another school *participating in the LSC project* every attempt should be made to obtain a completed questionnaire from him or her (disregarding the school listed on the administration label). If a teacher has been reassigned to a non-project school or is otherwise unavailable to complete a questionnaire (i.e., because he/she is on leave, has retired, etc.), he/she should be counted as "not eligible to complete the questionnaire" and should be reported as such on the Cover Sheet for Returning Completed Questionnaires.

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[3] If more questionnaires are needed, please contact HRI. Remember that HRI will not be able to process photocopies.

[4] If your project is administering more than one version of the teacher questionnaire, be careful to select the correct version of the questionnaire for follow-up with each individual. Refer to Footnote 2 in this document to determine the version of the questionnaire to be administered to each individual based on the first digit of his or her Questionnaire ID number.

Return Questionnaires for Processing

Before shipping questionnaires to HRI for processing:

- Remove any blank questionnaires;
- Check all follow-up questionnaire IDs to ensure that they were filled in correctly;
- Remove any name labels still attached to completed questionnaires;
- Remove open-ended or other project-specific questions;
- Remove staples added by the project;
- Do *not* remove staples binding the questionnaire booklets;
- Do *not* separate the pages of the questionnaire booklets;
- Sort the questionnaires by version (color); no need to put them in numerical order;
- Complete a cover sheet (see attached) indicating the number of completed questionnaires of each type being returned;
- If possible, package questionnaires in a single box for shipment to HRI; teacher and principal questionnaires should be shipped in the same box;
- Send all questionnaires to HRI **at the same time** (No questionnaires sent separately from the main shipment will be accepted.); and
- Ship to arrive no later than **April 1, 2006** to:

> LSC Questionnaires
> Horizon Research, Inc.
> 326 Cloister Court
> Chapel Hill, NC 27514-2296

Data Processing

HRI will process questionnaires by April 15th and provide each project with the results. The project PI and Lead Evaluator will be provided with an electronic copy of the data set for use in additional analyses as desired.

For Assistance

E-mail Kristen Malzahn (lsc@horizon-research.com) at HRI if you have any questions about administering the teacher questionnaires (or any other aspects of the core evaluation).

2005–06 Local Systemic Change
Sample Cover Letter to Accompany
Teacher Questionnaires

[Name of] district is [or x, y, and z districts are] participating in a Local Systemic Change (LSC) Initiative. You may know our project as [local name]. It began in [date] and focuses on [mathematics and/or science] and has included such activities as:

- [example]
- [example]
- [example]

The National Science Foundation is accountable to Congress for the programs it funds, and the purpose of the LSC core evaluation is to provide the leadership at NSF, and ultimately Congress, with information about the quality and impact of the Local Systemic Change program. This national evaluation is a system for collecting comparable information from all LSC projects through various means, including teacher and principal questionnaires.

Your participation in this survey is extremely important to the continuation of [name of project] in [district]. We would greatly appreciate it if you would complete the enclosed questionnaire, remove the name label, and return it to [e.g., the school secretary] by [specific date]. **Please note:** When the questionnaire asks about "LSC Professional Development," please answer about the [local name].

Also, for our project, the "LSC-designated instructional materials" mentioned in the questionnaire refer to:

- **[example]**
- **[example]**
- **[example]**

Your responses will be kept strictly confidential; they will be combined with the responses of the other teachers in our project and used only for the LSC evaluation. The name label and numbering on this questionnaire are used to help us deliver questionnaires to the proper teachers and follow up with teachers that have not responded. After you complete the questionnaire, you should remove the name label and return the questionnaire to [e.g., school secretary]. Thank you very much for your cooperation. If you have any questions, please call [name, phone number].

Sincerely,

Project PI

Hints for High Questionnaire Response Rates

The following list of suggestions comes out of conversations with projects that achieved high response rates in earlier years. These hints may not work for every project, but are meant as ideas to help you find strategies that will work in your own districts.

Refine your data collection sampling frame

Be sure to distinguish among those teachers actually responsible for teaching your project's targeted subject or subjects (mathematics/science) in the spring of 2005 ("E" for eligible); teachers on leave or teachers not responsible for teaching the targeted subject this spring ("I" for ineligible); and those who have left the targeted schools ("G" for gone).

Begin early

Allow plenty of time to prepare and deliver questionnaires to teachers. Depending on the delivery method used by your project (U.S. Mail, inter-school mail, personal delivery) this can take a week or more.

Follow up with non-respondents

Leave time to follow up with non-responding teachers and principals; most projects that achieved high response rates followed up at least twice with non-respondents. Some projects found it effective to give teachers only one week to respond to the initial questionnaire; follow-up (by calling teachers or principals, or by mailing a second questionnaire) began immediately after the initial response deadline.

Try personal contact

Projects found that teachers were more likely to respond when questionnaires were personally delivered rather than sent through the mail. A phone call can make a big difference. For most projects, this is more feasible for follow-up with non-respondents than for initial questionnaire administration.

Involve people at the school level

Some projects felt school-level participation was essential, and asked principals or school secretaries to be responsible for collecting questionnaires. School secretaries can be given a checklist of sampled teachers at their school so that they can personally follow up with teachers that haven't responded.

Involve teacher leaders

Some projects found it effective to have teacher leaders involved in distributing and collecting questionnaires. Teacher leaders can explain the purpose and importance of the surveys, and teachers seem more willing to participate when the information comes from a colleague.

Offer incentives

If it's within your project's budget, you might consider offering teachers some kind of small incentive for completing their questionnaire. You might enter their names in a drawing, or give respondents a small gift. In the past, a project offered respondents a $5 gift certificate for a local educational supply store; another offered coupons for free cappuccino!