

822 misc / 94044

✓

89N0030XPE

c. 1



## RESEARCH PROPOSAL

STAT  
CAN

SEP 18 2002

LIBRARY  
BIBLIOTHEQUE

NOT FOR LOAN  
S'EMPRUNTE PAS

## NATIONAL LONGITUDINAL SURVEY OF CHILDREN



Statistique  
Canada

Statistics  
Canada

Canada



the shortened version is currently underway. If you require a copy of the shortened test before granting your approval, please indicate this fact in your response to our research request. When a final version of the test is available, it will be circulated to those school districts which request a copy of the test.

It should be noted that due to the geographic distribution of the sample, it is likely that only a few of the sampled children (on average 10 to 20 children/district), if any at all, will be attending schools in your school district. Thus, questionnaires will be sent to only a small number of teachers and principals in a few schools in your district.

### **Objectives of the Research**

The information which will be collected will be utilized by a diverse group of analysts and researchers. As such, the data will be used to satisfy a number of different objectives.

- To examine how school, classroom, and personal characteristics combine and interact to influence future academic achievement and academic attainment.
- To examine the influence that educational experiences have on a child's physical, psychological, and social development.
- To collect information that will be useful in the development of effective future policies and programs.
- To determine the factors which protect children from or place children at risk of educational failure, low academic achievement, or dropping out of school.
- To form one part of a large national database on the characteristics and experiences of Canadian children and the important environments in which they develop. This database will allow a holistic and longitudinal approach to be used in the study of child development.

### **Research Design**

The National Longitudinal Survey of Children uses a cross-sequential quasi-experimental design in which a series of similarly aged cohorts are longitudinally followed at two year intervals. Consequently, once every two years the teachers of children who are selected for inclusion into the sample will be sent a questionnaire pertaining to a specific child's education and a standardized achievement test to be administered to this child. Similarly, once every two years the principal of the child's school will be sent a questionnaire pertaining to the school environment.

### **Methodology**

**Teacher and Principal Surveys.** A four step procedure will be used to implement the teacher and principal surveys. Initially, separate questionnaire packages will be mailed to the teachers and school principals of those children whose parents have agreed that their child's school teacher and principal may be contacted. The questionnaire package will consist of an introductory letter explaining the purpose of the study, a copy of the relevant questionnaire, and a stamped self-addressed envelope.

Approximately one week after the initial mailing a postcard will be sent to all teachers and principals. This postcard will thank those individuals who have already sent in their questionnaires for their speedy reply and will remind those who have not yet responded to do so. Roughly three weeks following the initial mailing, a second questionnaire package will be sent to those teachers and principals who have not responded. This package will consist of a new covering letter, a questionnaire, and a stamped self-addressed envelope. Approximately six weeks after the initial mailing, those teachers and principals who have not responded to the previous prompts will be contacted by telephone and the questionnaires will be completed over the telephone.

**Standardized Testing.** Included within the package of materials sent to the child's homeroom teacher will be an envelope containing the testing materials. This package will include an explanatory letter describing the purpose of the test and how it is to be administered, the appropriate version of the test, and a stamped self-addressed envelope. The explanatory letter will indicate that the standardized test is to be

conducted in a quiet place during a convenient time in the next two weeks. It will be left up to the teacher's discretion as to when during the day the test will be conducted. Once the test has been completed, the materials are to be enclosed in the supplied stamped, self-addressed return envelope and mailed to Statistics Canada.

#### **Recruitment of Teachers and Principals**

Statistics Canada through other surveys maintains an up to date list of all dwellings in all geographic areas of Canada. These geographic areas are divided into Census Metropolitan Areas to facilitate survey sampling. Each Census Metropolitan Area is further subdivided into small neighbourhoods. Survey statisticians at Statistics Canada will randomly select neighbourhoods within all Census Metropolitan Areas in Canada. From this randomly selected neighbourhood, specific dwellings will be systematically selected for inclusion in the study (e.g.; every sixth dwelling). It will be ascertained by Statistics Canada interviewers if any children regularly reside within the selected dwelling. If so, the primary caregiver of each child in the dwelling will be interviewed regarding each child. Up to four children per family unit, per dwelling will be included in the sample. It is anticipated that this strategy will generate a nationally representative and age stratified sample of approximately 25,000 children, 10,000 of whom will be of school age.

As part of an extensive parental interview, the child's primary caregiver will be asked if they will consent to Statistics Canada contacting their child's school teacher and school principal. As well, the caregiver will be asked if they will consent to Statistics Canada having their child's teacher administer a brief test of computational skills. If the caregiver provides his/her consent to contact the school teacher and principal, the Statistics Canada interviewer will collect the necessary contact information from the parents (teacher's name, principal's name, school address, school phone number, and name of school district). As well, the caregiver will be asked to read and sign an informed consent form granting their approval to contact their child's school teacher and principal. Similarly, caregivers who agree to the standardized testing will be asked to sign a separate section of the consent form indicating their permission.

A sample frame of teachers and principals will be created from the information provided by parents. The names, school addresses, school phone numbers, and school districts of these teachers and principals will be entered into a database program to facilitate the implementation of the survey. From this database a series of mailing lists will be created and used in the production of survey related materials (covering letters, address labels, etc.). Missing information on school addresses, telephone numbers, and school boards will be completed by Statistics Canada interviewers using the appropriate regional telephone books.

#### **Confidentiality and Security of Information**

Under the *Statistics Act*, the authority under which the survey will be undertaken, Statistics Canada has very strict rules to protect the confidentiality of all information we collect. Nothing that could be used to identify specific individuals, schools, or school districts will be published. Information from this study will be used for statistical purposes only, and will be published in aggregated form. The questionnaires display spaces for identification numbers. This is so that we may check the names of specific teachers and principals off of our mailing list when their questionnaires are returned. The names of specific individuals, schools, or that of the school district will never be placed on the questionnaires.

Because your school district represents a municipal or regional government established by an Act of your province's legislature, or is an institution of such a government, Federal Access to Information and Privacy legislation allows your district to state that the information Statistics Canada gathers should be held "in confidence". The term "in confidence" means that your school district does not wish the information to be disseminated further, without its knowledge and agreement. This designation is particularly relevant as it concerns the information that teachers would be providing about specific students. The Federal *Privacy Act* states that the views or opinions of one person (in this case the child's teacher) about another person (the child) become the personal information of the person about whom they are made (the child) and, therefore, could become accessible to them, unless this designation is invoked.

Statistics Canada asks your school district to consider the nature of the information that may be provided, and, if the school district wishes Statistics Canada to consider the information as being provided "in confidence", to notify us in writing of this fact.

Human Resources Development Canada, as the major sponsor of this study, has entered into an agreement under section 12 of the *Statistics Act* for the sharing of information from this survey. No names or other identifiers will be included in the shared information. The teachers and principals who are surveyed as a part of the NLSC will be advised at the time of data collection that information will be shared with Human Resources Development Canada and that they may refuse to share their information with Human Resources Development Canada.

All information that is collected in the project will be stored in a secure location in a restricted access building. Only appropriately authorized personnel will be granted access to the research materials and the computerized data files.

#### **Timing of the Study**

Due to the magnitude of the sample, it will be necessary to implement the surveys at two different time periods, each of which will contain one half of the survey sample. The first wave will occur in the first week of January 1995 and will end in mid-February 1995. The second wave will take place in the first week of March 1995 and will end in mid-April 1995.



**NATIONAL LONGITUDINAL SURVEY OF CHILDREN  
RESEARCH PROPOSAL ABSTRACT**

The Education Sub-Division of Statistics Canada is seeking permission from your school district to send questionnaires to the teachers and principals of children who have been selected for participation in the National Longitudinal Survey of Children. As well, we are seeking permission for teachers to administer a short standardized achievement test (10 to 15 minutes in duration) to these children.

**Background**

The National Longitudinal Survey of Children (NLSC) is a study of child development conducted by Statistics Canada on behalf of Human Resources Development Canada. This project will follow a nationally representative, age stratified cross-section of children to adulthood. The purpose of the NLSC is to determine the critical factors influencing the growth and development of Canadian children.

Teacher and principal questionnaires have been created, as a part of the overall project, to collect information on the educational development of a specific child and some of the key features of his/her classroom and school environment. The Teacher's Questionnaire gathers information on the child's academic achievement and behaviour at school, the educational practices followed in his/her classroom, several characteristics of the classroom environment, and some basic demographic information about the teacher. The Principal's Questionnaire collects information on the school's educational practices, the availability of educational resources, the social climate of the school, and basic demographic information about the principal. A shortened version of the Mathematics Computation Sub-Scale of the Canadian Achievement Test (10 to 15 minutes in duration) is included in the project to obtain objective information on the child's academic achievement.

**It should be noted that only a few of the children in the overall NLSC sample (on average 10 to 20 children per district) will be attending schools in your school district.** Thus, questionnaires will be sent to only a small number of teachers and principals in a few schools in your district.

**Methodology**

**Teacher and Principal Surveys.** A questionnaire package will be mailed to the teachers and school principals of children in the sample. The questionnaire package will consist of an introductory letter explaining the purpose of the study, a copy of the relevant questionnaire, and a stamped self-addressed envelope. Approximately one week after the initial mailing a reminder postcard will be sent to all teachers and principals. Roughly three weeks following the initial mailing, a second questionnaire package will be sent to those teachers and principals who have not responded. Approximately six weeks after the initial mailing, those teachers and principals who have not responded to the previous prompts will be contacted by telephone and the questionnaires will be completed over the telephone.

**Standardized Testing.** Included within the package of materials sent to the child's homeroom teacher will be an envelope containing the testing materials. This package will include an explanatory letter describing the purpose of the test and how it is to be administered, the appropriate version of the test, and a stamped self-addressed envelope with which to return the materials.

**Timing of the Study**

The surveys and standardized tests will be implemented at two time periods. The first implementation will occur during the first week of January 1995 and will end in mid-February 1995. The second implementation will take place in the first week of March 1995 and will end in mid-April 1995.

## NATIONAL LONGITUDINAL SURVEY OF CHILDREN RESEARCH PROPOSAL

The Education Sub-Division of Statistics Canada is seeking permission from your school district to send questionnaires to the teachers and principals of children who have been selected for participation in the National Longitudinal Survey of Children. As well, we are seeking permission for teachers to administer a short standardized achievement test (10 to 15 minutes in duration) to these children.

### Background

The National Longitudinal Survey of Children (NLSC) is the first Canada wide long-term study of various critical factors impacting child development and well-being. The NLSC will gather information every two years on a representative sample of Canadian children and on the critical environments affecting them. The survey covers such subject areas as: demographics, socio-economic background, family functioning and parenting, child health and development, behaviour, relationships, education, literacy and activities. The project stems from the "Brighter Futures" initiative undertaken by the Canadian government. Information collected by the NLSC will be used by school districts, provincial ministries of education, Human Resources Development Canada, and other governmental departments to develop effective policies and programs. As well, the information will also be used by educational and academic researchers to increase the knowledge base about the development of children in a Canadian context, and by many other individuals and organizations concerned with child development.

Because children live, play and learn in many different environments, the survey gathers information from a number of sources. In addition to the home-based interview with the children's parents(s), the NLSC uses standardized tests of social and motor development and scholastic achievement, self-completed questionnaires (10 & 11 year olds only), and questionnaires completed by the child's school teacher and principal. These latter questionnaires provide unique information about the child's education, classroom and school environments.

In an effort to construct a complete picture of the development of these children, the Education Sub-Division of Statistics Canada, in consultation with educational researchers, have developed questionnaires to be completed by the sampled children's teachers and school principals. These questionnaires are intended to collect information on the educational development of a specific child and some of the key features of his/her classroom and school environment. The Teacher's Questionnaire is designed to gather information regarding the selected child's academic achievement and behaviour at school, the educational practices followed in his/her classroom, several characteristics of the classroom environment, and some basic demographic information about the teacher. The Principal's Questionnaire attempts to collect information on the school's educational practices, the availability of educational resources, the social climate of the school, and basic demographic information about the principal. Both of these questionnaires have undergone intensive qualitative evaluations by teachers and principals to ensure their ease of completion and relevance. Further, both questionnaires have been pilot-tested in a variety of Canadian school districts.

To obtain an objective indicator of the sampled child's academic achievement, the Education Sub-Division would also like to administer a brief (10 to 15 minutes in duration) standardized test of achievement. This brief measure is currently being developed for Statistics Canada by the Canadian Testing Centre and is a shortened version of the Mathematics Computation Sub-Scale of the Canadian Achievement Test-2. This particular sub-test was chosen as it was thought to be the least culturally biased, and thus, hopefully will be fair to members of ethnic, racial, and linguistic minority groups. Longitudinal research in the United States with a similar measure has found that scores on such measures were the best predictors of future academic achievement and completion of high school. The Canadian Achievement Test-2 was chosen over more widely known tests due to the sampling of Canadian educational content, the availability of Canadian norms, and the relatively larger sample on which normative scores are based. Please note that a copy of the standardized measure is not included in this proposal as the work to develop





July 1994

## Informed Consent Form

### National Longitudinal Survey of Children



Statistics  
Canada

Statistique  
Canada

Canada

## **Informed Consent Form**

*I understand that this consent form is part of the National Longitudinal Survey of Children. Statistics Canada is carrying out this national study on behalf of Human Resources Development Canada.*

*I understand that this survey is voluntary and that any information that Statistics Canada collects from me, my child and my child's teacher will remain strictly confidential under the Statistics Act.*

---

**The following was explained to me:**

---

**What is The National Longitudinal Survey of Children?**

*The National Longitudinal Survey of Children has been developed jointly by Statistics Canada and Human Resources Development Canada. The purpose of this survey is to collect information that will*

*help us to understand the factors affecting the development of children in Canada. These findings will be used to help build programs that will improve the prospects and conditions for all children.*

---

**Why does my child's teacher need to be contacted?**

*Children spend much of their time at school. Your child's teacher will provide*

*us with valuable information regarding your child's school experiences.*

---

**What will my child's teacher be asked?**

*Your child's teacher will receive a questionnaire that will ask questions about your child's school achievement and behaviour, and about his/her*

*classroom. As well, your child's teacher will be asked to give a short test of your child's skills in reading, writing, and math.*

---

**What does my consent mean?**

*Your consent means that you agree that your child's teacher be contacted and*

*asked to complete a questionnaire regarding your child.*

---

**What happens to the survey information I have provided if I do not consent?**

*The information you have provided in the interview is very valuable on its own. It will still permit important*

*research to be conducted and influence future policies and programs.*

# National Longitudinal Survey of Children

## Informed Consent

### Informed Consent

What Does It Mean  
If I Sign This Form?

☐ **Yes**, I agree that my child's teacher may be contacted and asked to complete a questionnaire regarding my child.

☐ **Yes**, I agree that my child's teacher may give my child a brief test of reading, writing, and math skills.

I understand that this is a voluntary survey and that the information my child's teacher provides will be kept strictly confidential under the Statistics Act. That means that my name and my child's name will not be associated in any way with the results of the survey.

Sample ID | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_

### Consent

\_\_\_\_\_  
*Signature of Parent*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Full Name of Parent*

\_\_\_\_\_  
*Telephone Number*  
(include area code)

\_\_\_\_\_  
*Child's Full Name*

\_\_\_\_\_  
*Name of School*

\_\_\_\_\_  
*Child's Age*

\_\_\_\_\_  
*School Address (include postal code)*

\_\_\_\_\_  
*Name of Teacher*

\_\_\_\_\_  
*Name of School Board*

\_\_\_\_\_  
*Name of Principal*

## SAMPLE APPROVAL LETTER

DATE

Garth Lipps  
Statistics Canada  
Education, Culture and Tourism  
R.H. Coats Bldg., 17<sup>th</sup> Floor  
Tunney's Pasture,  
Ottawa, Ontario  
K1A 0T6

Re: National Longitudinal Survey of Children (NLSC) Approval

Dear Mr. Lipps,

Permission is given to Statistics Canada to send questionnaires to the principals and teachers of students participating in the National Longitudinal Survey of Children (NLSC). It is understood that the participation of principals and teachers in the NLSC is voluntary.

Permission is also granted for Statistics Canada to request that a teacher of each of the students participating in the NLSC, administer a shortened version (10 to 15 minutes in duration) of the Mathematics Computation sub-test of the Canadian Achievement Test to NLSC participating students.

We request that the information provided to Statistics Canada be held "in confidence" under section 13 of the *Access to Information Act* and section 19 of the *Privacy Act*.

It is understood that the students' parents have given their informed consent to Statistics Canada to contact their children's principals and teachers for voluntary participation in the NLSC. Students' parents have also given their permission for the administration of the achievement test to provide an objective, standardized assessment of students' levels of academic achievement.

Sincerely,

## Public School Teachers' Initial Letter

August 17, 1994

«Teacher»

«School»

«Address»

«City»

«Postal\_Code»

Dear «Teacher»,

Nearly everyone would agree that children are one of Canada's greatest national resources. Despite this fact, very few comprehensive, longitudinal studies have been conducted of children in Canada. Numerous questions regarding child development and education remain unanswered. Research is needed to investigate issues such as:

- The combination of teacher, school, and parent related factors which contribute to academic success.
- The extent of disciplinary problems in Canadian classrooms and the long-term effects of these problems on students' social and academic functioning.
- The reasons why some children from impoverished homes academically excel while other students from privileged homes fail.

A student in your class, «Student», is one of a small number of children in Canada who has been randomly selected to take part in the National Longitudinal Survey of Children. This project is a study of child development conducted by Statistics Canada on behalf of Human Resources Development Canada. The National Longitudinal Survey of Children will follow «Student» to adulthood gathering information about his/her health, lifestyle, and development. The parents of «Student» already have been interviewed about his/her development and the home environment, and have consented for us to contact you and the school principal about their child's education.

You are being asked to provide information about «Student»'s education and his/her classroom environment. As well, the principal of your school is providing background information on the school and its resources. This information will enable us to more completely examine the forces which shape this child's development. The results of this research will be used by Human Resources Development Canada, provincial education departments, school boards and numerous others concerned with child development and education to create child related policies and programs.

While participation in this study is voluntary, in order for the results to truly represent the characteristics of Canadian children and their education, it is important that each questionnaire be completed and returned.

The Canadian Teachers' Federation and several provincial education ministries have been consulted regarding the construction and content of this questionnaire. As well, the questionnaire has undergone extensive, in-depth pilot testing to ensure its relevance and ease of completion. Your local school district has given permission for Statistics Canada to contact you.

Statistics Canada is prohibited by law from publishing any statistics which would identify you or your school. The information collected by this questionnaire will be treated in confidence, used for statistical purposes and published in aggregate form only. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off of the mailing list when your questionnaire is returned. Your name or that of your school will never be placed on the questionnaire.

The major sponsor of this study, Human Resources Development Canada, has entered into an agreement under section 12 of the *Statistics Act* for the sharing of information from this survey. As indicated above, no names or other identifiers will be shared with them. You should note that you may refuse to share your

## Public School Teachers' Initial Letter

information with Human Resources Development Canada. If you agree to participate in the survey but do not wish to share your responses with Human Resources Development Canada, you may do so by attaching a note to the questionnaire and returning it, along with the completed questionnaire, in the enclosed return envelope.

We would be most happy to answer any questions you might have. Please feel free to write or call. The telephone number is 1-800-307-EDUC/1-800-307-3382. We thank you in advance for your cooperation.

Sincerely,

Garth Lipps, Ph.D.  
Research Analyst  
Education Sub-Division

## Public School Teachers' Follow-up Letter

August 17, 1994

«Teachers\_Name»  
«School\_Name»  
«School\_Address»  
«School\_City»  
«School\_Postal\_Code»

Dear «Teachers\_Name»:

About three weeks ago we wrote to you in connection with the National Longitudinal Survey of Children regarding «Childs\_Name»'s education and «HisHer» classroom environment. As of today we have not yet received your completed questionnaire.

«Childs\_Name» is one of only a small number of children in Canada who have been randomly selected to take part in the National Longitudinal Survey of Children. The National Longitudinal Survey of Children is one of the largest and most comprehensive studies of child development ever undertaken in Canada. This project, which is sponsored by Human Resources Development Canada and is being conducted by Statistics Canada, will follow «Childs\_Name» to adulthood gathering information about the factors which influence «HisHer» health, lifestyle, and development.

We are seeking your opinions about «Childs\_Name» as we believe that you can provide unique and important information about «HisHer» education, behaviour, and development. This valuable information is available only from yourself. The information you provide will complement information we have already obtained from intensive interviews with this student's parents and information about the school's environment that is being provided by your school's principal. Your opinions when combined with that of «Childs\_Name»'s parents and your school principal, will enable us to obtain a comprehensive understanding of the forces which will shape this student's future.

The results of this research will be used by Human Resources Development Canada, provincial government departments responsible for education, school boards, and many others concerned with child development and education, to create child related policies and programs.

While participation in this study is voluntary, in order for the results to truly represent the characteristics of Canadian children and their education, it is important that each questionnaire be completed and returned.

The Canadian Teachers' Federation and several provincial education ministries have been consulted regarding the construction and content of this questionnaire. As well, the questionnaire has undergone extensive, in-depth pilot testing to ensure its relevance and ease of completion. Your local school board has given permission for Statistics Canada to contact you.

Statistics Canada is prohibited by law from publishing any statistics which would identify you or your school. The information collected by this questionnaire will be treated in confidence, used for statistical purposes and published in aggregate form only. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off of the mailing list when your questionnaire is returned. Your name or that of your school will never be placed on the questionnaire.

The major sponsor of this study, Human Resources Development Canada, has entered into an agreement under section 12 of the *Statistics Act* for the sharing of information from this survey. As indicated above, no names or other identifiers will be shared with them. You should note that you may refuse to share your information with Human Resources Development Canada. If you agree to participate in the survey but do not wish to share your responses with Human Resources Development Canada, you may do so by attaching

## Public School Teachers' Follow-up Letter

a note to the questionnaire and returning it, along with the completed questionnaire, in the enclosed return envelope.

We would be most happy to answer any questions you might have. Please feel free to write or call. The telephone number is 1-800-307-EDUC/1-800-307-3382. We thank you in advance for your cooperation.

Sincerely,

Garth Lipps, Ph.D.  
Research Analyst  
Education Sub-Division



## Public School Principals' Initial Letter

August 17, 1994

<Principal's Name>  
<School Name>  
<School Address>  
<Postal Code>

Dear <Principal's Name>,

Nearly everyone would agree that children are one of Canada's greatest national resources. Despite this fact, very few comprehensive, longitudinal studies have been conducted of children in Canada. Numerous questions regarding child development and the educational system remain unanswered. Research is needed to investigate issues such as:

- The influence that various strategies of assigning students to classrooms has on future academic, social, and occupational success.
- The extent of disciplinary problems in Canadian schools and the long-term effects of these problems on students' social and academic functioning.
- The combination of school, teacher, and parent related factors which contribute to academic success

A student in your school is one of a small number of children in Canada who has been randomly selected to take part in the National Longitudinal Survey of Children. This project is a study of child development conducted by Statistics Canada on behalf of Human Resources Development Canada. The National Longitudinal Survey of Children will follow this child to adulthood gathering information about his/her health, lifestyle, and development. The parents of this child have been intensively interviewed about his/her development and the home environment, and have consented for us to contact yourself and their child's teacher to collect information about their child's education.

You are being asked to provide information about the educational environment in your school. Details of the characteristics and policies of your school will increase the information we will collect regarding the important environments which shape children's development. As well, this child's teacher is providing information about his/her academic progress and behavior, and the classroom environment. This information will enable us to more completely examine the forces which shape this child's development. The results of this research will be used by Human Resources Development Canada, provincial education departments, school boards and numerous others concerned with child development and education to develop child related policies and programs.

While participation in this study is voluntary, in order for the results to truly represent the characteristics of children in Canada and their education, it is important that each questionnaire be completed and returned.

The Canadian Association of Principals, the Canadian Association of School Administrators, several provincial ministries of education, as well as experts in educational research have been consulted regarding the construction and content of this questionnaire. Further, this questionnaire has undergone in-depth pilot testing to ensure its relevance and ease of completion. Your local school district has given permission for Statistics Canada to contact you.

Statistics Canada is prohibited by law from publishing any statistics which would identify you or your school. The information collected by this questionnaire will be treated in confidence, used for statistical purposes and published in aggregate form only. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off of the mailing list when your questionnaire is returned. Your name or that of your school will never be placed on the questionnaire.

## Public School Principals' Initial Letter

The major sponsor of this study, Human Resources Development Canada, has entered into an agreement under section 12 of the *Statistics Act* for the sharing of information from this survey. As indicated above, no names or other identifiers will be shared with them. You should note that you may refuse to share your information with Human Resources Development Canada. If you agree to participate in the survey but do not wish to share your responses with Human Resources Development Canada, you may do so by attaching a note to the questionnaire and returning it, along with the completed questionnaire, in the enclosed return envelope.

We would be most happy to answer any questions you might have. Please feel free to write or call. The telephone number is 1-800-307-EDUC/1-800-307-3382.

We thank you in advance for your cooperation.

Sincerely,

Garth Lipps, Ph.D.  
Research Analyst  
Education Sub-Division

## Public School Principals' Follow-up Letter

August 17, 1994

«Principals\_Name»  
«School\_Name»  
«School\_Address»  
«School\_City»  
«Postal\_Code»

Dear «Principals\_Name»,

About three weeks ago we wrote to you in connection with the National Longitudinal Survey of Children regarding the characteristics of your school and its resources and social climate. A student in your school is one of a small number of children who have been selected to take part in this study. As of today we have not yet received your completed questionnaire.

The National Longitudinal Survey of Children is one of the largest and most comprehensive studies of child development ever undertaken in Canada. This project, which is sponsored by Human Resources Development Canada and is being conducted by Statistics Canada, will follow a student attending your school to adulthood gathering information about the factors which influence his/her health, lifestyle, and development.

We are seeking your opinions about the characteristics, resources and social climate of your school as we believe that you are the best source of information on these variables. This valuable information is available only from yourself. The information you provide will complement information we have already obtained from intensive interviews with this student's parents and information about the student that is being provided by his/her regular teacher. Your opinions when combined with that of this student's parents and his/her teacher, will enable us to obtain a comprehensive understanding of the forces which will shape this student's future.

The results of this research will be used by Human Resources Development Canada, provincial government departments responsible for education, school boards, and numerous others concerned with child development and education, to create child related policies and programs.

While participation in this study is voluntary, in order for the results to truly represent the characteristics of Canadian children and their education, it is important that each questionnaire be completed and returned.

The Canadian Association of Principals, the Canadian Association of School Administrators, several provincial ministries of education, as well as experts in educational research have been consulted regarding the construction and content of this questionnaire. Further, this questionnaire has undergone in-depth pilot testing to ensure its relevance and ease of completion. Your local school district has given permission for Statistics Canada to contact you.

Statistics Canada is prohibited by law from publishing any statistics which would identify you or your school. The information collected by this questionnaire will be treated in confidence, used for statistical purposes and published in aggregate form only. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off of the mailing list when your questionnaire is returned. Your name or that of your school will never be placed on the questionnaire.

The major sponsor of this study, Human Resources Development Canada, has entered into an agreement under section 12 of the *Statistics Act* for the sharing of information from this survey. As indicated above, no names or other identifiers will be shared with them. You should note that you may refuse to share your information with Human Resources Development Canada. If you agree to participate in the survey but do not wish to share your responses with Human Resources Development Canada, you may do so by attaching

## Public School Principals' Follow-up Letter

a note to the questionnaire and returning it, along with the completed questionnaire, in the enclosed return envelope.

We would be most happy to answer any questions you might have. Please feel free to write or call. The telephone number is **1-800-307-EDUC/1-800-307-3382**.

We thank you in advance for your cooperation.

Sincerely,

Garth Lipps, Ph.D.  
Research Analyst  
Education Sub-Division

# **MANUAL FOR THE EDUCATION QUESTIONNAIRES**

**DRAFT VERSION**

Garth Lipps  
June 27, 1994

## Background

Human Resources Development Canada and an expert advisory committee identified a need to collect important information regarding the educational progress and development of children selected for inclusion in the National Longitudinal Survey of Children (NLSC). As a result, the Education Sub-Division of Statistics Canada was consulted regarding the types of information which should be gathered. To aid this process, the Education Sub-Division contracted with Leslie Bellamy (formerly of the Faculty of Education, University of British Columbia) to prepare a paper reviewing and identifying the risk factors for poor educational development and progress. This paper served as a foundation for the initial development of Teacher and Principal Questionnaires by staff of the Education Sub-Division.

It was decided that separate questionnaires were needed for teachers and principals. Two reasons underlay this decision. First, gathering all of the necessary information from a single respondent would have required a very long questionnaire. Second, it was thought that teachers and principals would be differentially able to provide some of the desired information. That is to say that it may be easier for teachers to provide information on students' academic performance than it would be for principals. Similarly, it may be easier for principals than for teachers to provide information on schoolwide variables such as average absenteeism rates or levels of professional staffing.

Draft versions of the questionnaires were sent to a group of key stakeholders for comments and suggested revisions. This group, which was made up of representatives from provincial ministries of education, university researchers, principals, and teachers, suggested that the materials be redrafted following a more cohesive conceptual model. Staff of the Education Sub-Division then developed a loose conceptual model to guide revisions to the questionnaires.

Meetings with Human Resources Development Canada and the Education Sub-Division staff were held in Vancouver with Dr. Frank Echols and Dr. Doug Willms, both of the University of British Columbia's Faculty of Education, to discuss the further development of the two questionnaires. The result of these meetings were substantially new versions of the Teacher's and Principal's Questionnaires.

The new questionnaires were subjected to two complementary sets of pilot-tests. The first of these pilot-tests, which involved think-aloud interviews, were conducted to obtain qualitative information on the respondent-friendliness of the questionnaires and to refine the instruments. Adjustments were made to the questionnaires based on the information received from the think-aloud interviews.

The second set of pilot-tests involved the self-completion of the questionnaires by teachers and principals in several school districts in Manitoba, Ontario, and Quebec. A package of materials identical to that which is planned for the actual survey was mailed to

respondents. This mail-survey pilot-test was conducted following the procedures outlined in Dillman's (1978; 1991) Total Design Method. The questionnaires were again modified, based on information gained from the pilot-testing, to produce the current instruments.

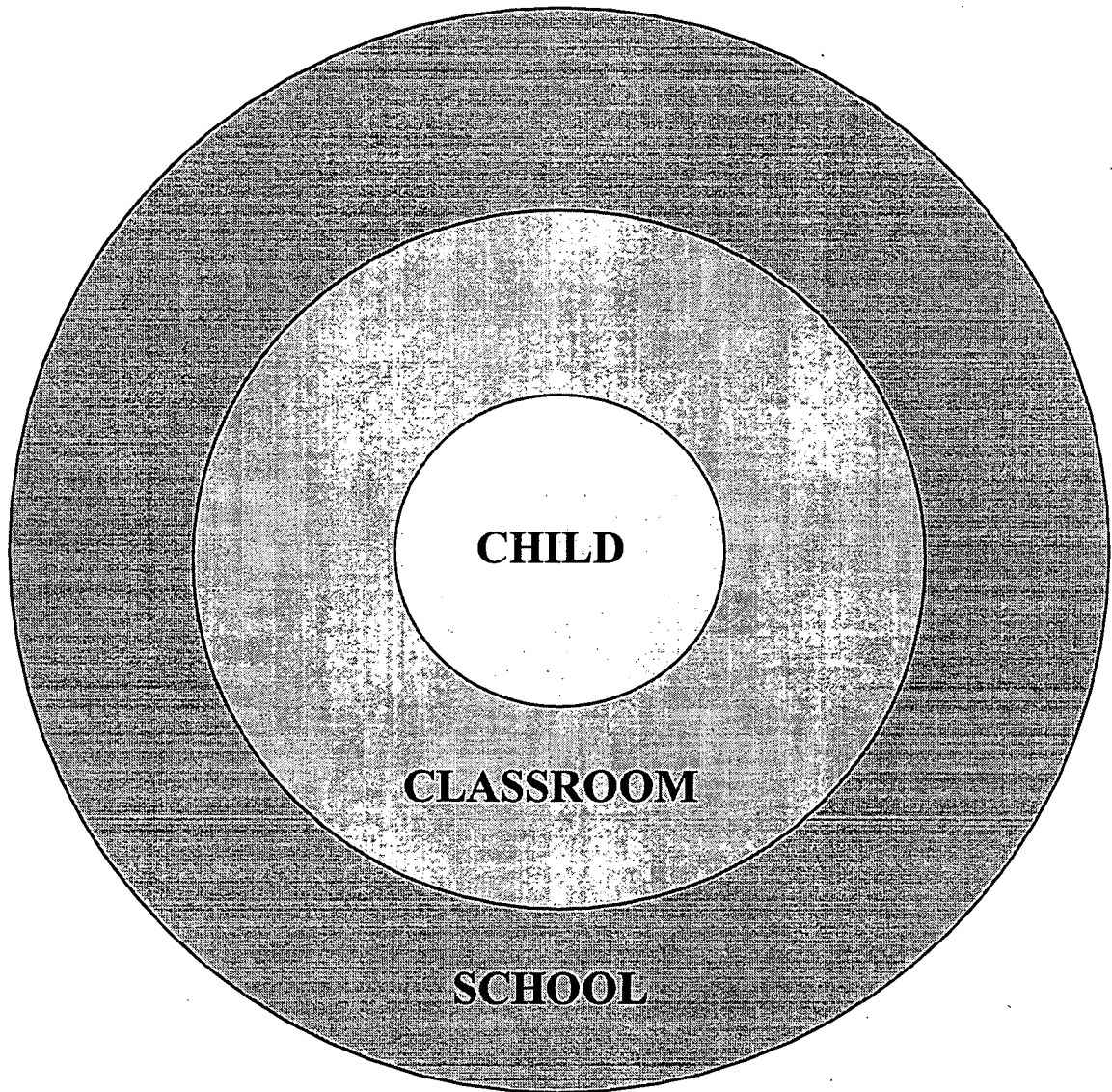
### **The Conceptual Model**

The conceptual model used to guide questionnaire development borrows heavily from the thinking of Bernice Neugarten and Kurt Lewin. Under this model, development is said to occur along three fundamental dimensions: Biological, psychological, and sociological. Any observable outcome or measurable change in the child is thought to be the product of a dynamic interaction of the three dimensions occurring within an environmental context. The questionnaires draw on this model and attempt to operationalize particular segments of it. Figure One represents our conceptualization. From this figure it is clear that we conceptualize the developing child growing within a classroom environment and a school environment. Also, it is apparent that we consider the three components to be nested such that the child is nested within his/her classroom which in turn is nested within his/her school.

Table One indicates how the constructs in Figure One are operationalized by the items in the Teacher's and the Principal's Questionnaires. An inspection of the constructs in Table One indicates that an emphasis has been placed on variables relating to psychological and sociological development. The biological dimension has been well captured by questions in the Parental Interview component of the NLSC.

### **Organization of the Report**

The format of the report will follow the presentation of questions within the two surveys. A brief description of the content of each section is first given. Following this, the individual questions are listed and the construct they attempt to measure is specified. Whenever a cluster of items are intended to form a scale or index a series of prefatory comments regarding the index are made.



**Figure 1: Diagram of the Conceptual Model**



**Table 1: Map of the Constructs Contained within the Education Questionnaires**

	Teacher's Questionnaire	Principal's Questionnaire
<b>CHILD LEVEL VARIABLES</b>		
Academic Achievement		
Chronology	1, 2, 4, 5a, 5b	
Academic Achievement	6 - 9	
Academic Press (Student)		
<i>Importance of Education</i>	26	
<i>Teacher's Expectations</i>	10	
<i>Instructional Time</i>	11	
Immersion/Language of Instruction	12	
Special Education		
<i>Need for gifted education</i>	16b	
<i>Receipt of gifted education</i>	16a	
<i>Mode of delivery of gifted education</i>	17	
<i>Receipt of remedial education</i>	18	
<i>Reason for remedial education</i>	19	
<i>Mode of delivery of remedial education</i>	20	
Attendance	19	
Preparedness	23	
Parental Involvement	25 - 28	
Psychological, Personal, & Behavioural Factors		
Engagement with School	14 a - f	
Exceptional Abilities	15 a - f	
Prosocial Behaviours		
<i>Social Skills</i>	13 a - j	
<i>General prosocial behaviours</i>	24 a, d, h, m, u, bb, gg, oo, uu	
Maladaptive Behaviours		
<i>Delinquency</i>	22	
<i>Conduct disorder</i>	24 c, e, g, l, o, t, aa, dd, ff, jj, pp	
<i>Hyperactivity</i>	24 b, i, n, p, s, w, hh	
<i>Emotional disorder</i>	24 f, v, k, q, cc, mm, rr	

	Teacher's Questionnaire	Principal's Questionnaire
Maladaptive Behaviours (Con't)		
<i>Anxiety</i>	24 y, ii, f, v, q, cc	
<i>Indirect aggression</i>	24 j, r, z, ll, tt	
<i>Physical aggression</i>	24 g, x, nn	
<i>Inattention</i>	24 p, cc, kk, qq	
<b>CLASSROOM LEVEL VARIABLES</b>		
Class Size	29	
Class Type		
Split Grade	3a	
Grade Level	2b, 3b	
Class Composition		
Second Language Students	31a	
Handicapped Students	30a	
Emotionally or Behaviourally Impaired Students	30b	
Learning Impaired Students	30c	
New Canadians (Immigrants)	31b	
Achievement Level of Class	32	
Ability Grouping		
Screen for Reading Grouping	33	
Ability Grouping for Reading	34 a - f	
Screen for Mathematics Grouping	35	
Ability Grouping for Mathematics	36 a - f	
Academic Press (Classroom)		
Teacher Expectations	41 a, b, f, g	
Homework	38 - 40 a - d	
Teacher's Feelings of Efficacy	41 c, d, e	
Non-Instructional Time	37 a - c	
Classroom Discipline	42 a - d	
Classroom Resources	43 a - k	

	Teacher's Questionnaire	Principal's Questionnaire
Quality of Teaching		
Teacher's Experience	48 a - c	
Teacher's Education	49, 50, 51	
Teacher Demographics	46, 47	

## **SCHOOL LEVEL VARIABLES**

Structural Characteristics		
School Size		4
Grade Span		16
Composition of School Population		
Second Language Students		6a
Handicapped Students		5a
Emotionally or Behaviourally Impaired Students		5b
Learning Impaired Students		5c
New Canadians		6b
Rural Settings		6c
SES Mix		3
Ability Grouping Across Classrooms		1, 2
Principal's Leadership		
Clarity of Goals	44 c, d, g	
Participatory Decision Making	44 a, b, f, e	
Support of Staff	44 h, i	
Visibility	44 j, k	
Positive Working Environment	44 l, m	
School Discipline		
Behaviour Problems		10, 11 a - k
Disciplinary Climate	45 a - c	
Stability of School Population		7, 8

	Teacher's Questionnaire	Principal's Questionnaire
Attendance Levels at School		9
School Resources		
Human Resources		
<i>Within school</i>		17, 18 - 21
<i>Outside of school</i>		23 a - n
Material Resources		24 a - r
Parental Involvement		12 - 15
Composition of Faculty		
Teachers Speaking Non-Dominant Language		22a
Handicapped Teachers		22b
Principal's Psychological State		
Morale		25 a - c
Personal Efficacy		25 d - f
Academic Press (School)		25 g - j
Principal's Characteristics		
Demographics		26 - 27
Principal's Experience		28 a - f
Principal's Education		29

Q-45 Teacher's perception of the disciplinary climate of the student's school

## **Section 6 Personal Information**

This section of the questionnaire gathers basic demographic information about the teacher. It is thought that the experience and education of the teacher will impact the classroom environment. Questions pertaining to age and sex were included to increase the utility of the information to other potential users of the questionnaire data.

Q-46 Teacher's gender  
Q-47 Teacher's age  
Q-48 a to c Teacher's experience  
Q-49 Teacher's level of education  
Q-50 Qualifications in special education  
Q-51 Qualifications in second language education

## **PRINCIPAL'S QUESTIONNAIRE**

The Principal's Questionnaire is primarily intended to collect information on the school environment.

### **Section 1 The Students in Your School**

Questions in this section of the Principal's Questionnaire are intended to assess various attributes of the population of students. Questions 1, 2 and 11 however, represent departures from this theme.

Questions 1 and 2 are intended to assess the methods used to stream or group students into classrooms.

Q-1 Strategies used to group students into classrooms at the primary level  
Q-2 Strategies used to group students into classrooms at the later elementary grades

Questions 3 to 6c are designed to gather basic information on the size of the school and various sub-populations within the school.

Q-3 The distribution of family/economic backgrounds of students attending the school  
Q-4 Enrollment of the school  
Q-5 a to c The number of students with physical, emotional, or learning problems  
Q-6 a to c The number of students from the non-dominant culture

The next 2 questions are intended to assess the mobility of the student population. Two questions are used as cognitive testing found that principals could most easily access the information in this manner. The question may be used to create two separate indicators of mobility (percentage of new students in the student body, and percentage of students in the student body who have left the school for reasons other than graduation).

Alternatively, response to Q-7 and Q-8 may be summed and divided by Q-4 to obtain an estimate of the size of the school's stable population.

Q-7            Number of new students attending the school

Q-8            Number of students who have left the school

Questions 9 to 11 k) all pertain to disciplinary problems in the school. Q-11 may be used as an index of the level of disciplinary problems in the school. However, the psychometric properties of this index are not known. Evaluation of these properties, via factor analysis and item analysis, will be conducted once a sufficient number of responses have been obtained.

Q-9            Average absenteeism of the school

Q-10          Average rate of tardiness for the school

Q-11 a to k    Disciplinary problems in the school

## **Section 2      Parental Involvement in Your School**

The questions in this section of the questionnaire are intended to measure the degree of involvement of parents in the activities and management of the school.

Q-12 a to f    Levels of parental involvement via volunteering for school activities

Q-13           Strength of parental support for school staff

Q-14           Level of activity of the parental advisory body/association

Q-15           Level of influence of the parental advisory body/association

## **Section 3      Characteristics of Your School**

This section of the questionnaire collects information on the characteristics of the school such as the grades taught and the human and material resources available to the school.

Q-16           Grades taught in the school

Q-17 a to f    Positions staffed in the school

Q-18           Total number of teachers in the school

Q-19           Number of teachers not assigned to a homeroom class

Q-20           Number of paid, non-teachers working directly with students

Q-21           Number of volunteers working directly with students

Q-22 a to b    Number of teachers who belong to minority groups

Q-23 a to n    Availability of specialized human resources to the school

Q-24 a to r    Adequacy of material resources

## THE TEACHER'S QUESTIONNAIRE

The Teacher's Questionnaire is primarily designed to gather information on the student and his/her classroom environment. However, one section of the questionnaire does collect information on the school environment.

### Section 1 This Student's Education

The purpose of this section of the questionnaire is to gather information about the academic achievement of the student, his/her academic strengths and weaknesses, social skills and engagement (effort) with school.

The first 5 questions of this section pertain to the student's educational history and progress.

- Q-1 Screen item to have children in kindergarten skip over achievement questions
- Q-2a Screen item for the grade of student
- Q-2b The student's current gradeQ-3a Screen item for split grade classrooms
- Q-3b The grades taught in the student's classroom
- Q-4 Skipping grades/Academic progress
- Q-5a Repeating grades/Academic progress
- Q-5b Repeating the current grade/Academic progress

Questions 6 to 10 relate to the student's academic achievement and the teacher's expectations of the student's eventual academic attainment.

- Q-6 Academic achievement in reading
- Q-7 Academic achievement in mathematics
- Q-8 Academic achievement in written work
- Q-9 Overall academic achievement
- Q-10 Teacher's expectations of student's final academic attainment

Questions 11 and 12 both deal with the instruction the child receives.

- Q-11 Instructional time in several subjects (Academic Press)
- Q-12 Attendance in an immersion class

The items which make up Q-13 and Q-14 assess the student's social skills and work habits. Both questions are derived from Kareweit's (1992) list of commonly mentioned statements on student's report cards. Q-13 a) to j) may be used to form social skills index. Q-14 a) to f) may be used as an index of engagement with school as they parallel qualities which are assessed in Finn's (1991) measure of engagement with school. The psychometric properties of these indices are currently unknown but will be evaluated

using factor analysis and item analysis when a sufficiently large sample of respondents can be obtained.

- Q-13 a to j Social skills (Social Development)  
Q-14 a to f Work habits (Engagement with School)

Questions 15 to 20 concern the need for and receipt of special education. As well, information is gathered concerning why the student requires specialized education.

- Q-15 a to f Special talents and abilities of the student from the NLSC parental interviews  
Q-16a Student receipt of special education for exceptional academic or artistic abilities  
Q-16b Student's need for special education for exceptional academic or artistic abilities  
Q-17 Mode of delivery of special education for exceptional academic or artistic abilities  
Q-18 Receipt of special education for physical, emotional, intellectual, or learning problem(s)  
Q-19 Type(s) of physical, emotional, intellectual, or learning problem(s) necessitating special education  
Q-20 Mode of delivery of special education for physical, emotional, intellectual, or learning problem(s)

## Section 2 This Student's Behaviour

The purpose of this section of the Teacher's Questionnaire is to obtain information about the student's level of preparedness for school, absenteeism, and maladaptive behaviours. Questions 22 and 24 directly parallel items in the NLSC parental interviews thereby facilitating comparisons between the child's behaviour at home and at school.

- Q-20 The number of days absent from school for any reason  
Q-21 The number of days of school the student has been absent with out parental permission  
Q-23 a to h The student's preparedness for school  
Q24 a to uu Maladaptive and prosocial behaviour scales from the NLSC parental interviews
- |                            |  |
|----------------------------|--|
| <i>Conduct Disorder</i>    | c, e, g, l, o, t, aa, dd, ff, jj, & pp |
| <i>Hyperactivity</i>       | b, i, n, p, s, w, & hh                 |
| <i>Emotional Disorder</i>  | f, v, k, q, cc, mm, & rr               |
| <i>Anxiety</i>             | y, ii, f, v, q, & cc                   |
| <i>Indirect Aggression</i> | j, r, z, ll, & tt                      |
| <i>Physical Aggression</i> | g, x, & nn                             |
| <i>Inattention</i>         | p, cc, kk, & qq                        |



### **Section 3      Parental Involvement in this Student's Education**

The purpose of the questions contained in this section is to obtain the teacher's impressions of the degree to which this student's parents are involved in his/her education.

- Q-25 a to c      Contact with parents regarding this student's academic progress and school behaviour
- Q-26              Teacher's global rating of parent's involvement
- Q-27              Teacher's impressions of the value this student's parents place on education
- Q-28              Teacher's opinion of the degree of support this student's parents have for his/her teaching efforts

### **Section 4      Your Class and Teaching Practices**

This section gathers information on the environment of the student's classroom. Amongst the information collected are data on the size and the composition of the class, ability grouping practices, the amount of time which is spent on non-instructional activities, the teacher's academic press (pressure for high levels of student achievement) and morale, classroom discipline, and the adequacy of the material resources available to classroom.

The first 3 questions of this section relate to the size and composition of the student's classroom.

- Q-29              The size of the student's homeroom class
- Q-30 a to c      The number of children in the class who have handicapping conditions which may slow the class
- Q-31 a to b      The number of students who have linguistic or cultural needs which may slow the class

The next 5 questions obtain information on the relative ranking of the student's class and the strategies used by the teacher to teach reading and mathematics to the students.

- Q-32              The relative ranking of the student's classroom
- Q-33              Screening item for strategies used to teaching reading
- Q-34              The strategies used by the teacher to provide reading instruction
- Q-35              Screening item for strategies used to teach mathematics
- Q-36              The strategies used by the teacher to provide mathematics instruction

Question 37 is intended to assess the amount of time that the teacher spends in non-instructional activities. It is thought that such work will interfere with the quality and quantity of instruction provided by the teacher to the class.

Q-37 Time spent on non-instructional activities

The next 4 questions relate to the teacher's academic press as assessed by the assignment and monitoring of homework.

Q-38 Assignment of homework

Q-39 Amount of homework assigned in minutes per week

Q-40 a to d Strategies used to monitor the completion of homework

Q-41 a, b, f, & g Teacher's expectancies for the class (Academic Press)

Question 41 also assesses the teacher's feelings of efficacy

Q-41 c, d, & e The teacher's feelings of efficacy

Question 42 may be used as an index of disciplinary problems in the student's classroom. No psychometric properties of this index are currently available, however these properties will be assessed via factor analysis and item analysis when a sufficient number of respondents have been obtained.

Q-42 a to d Disciplinary problems in the student's classroom

Question 43 gathers information on the availability of a number of material resources to the teacher's classroom.

Q-43 a to k Availability of several material resources to the teacher's classroom

## Section 5 Perceptions of Your School

Section 5 of the questionnaire gathers information on the principal's leadership style and the disciplinary climate of the school. This is the only section of the Teacher's Questionnaire which assesses variables at the level of the school environment.

Question 44 is comprised of a series of 2 to 3 item indices that assess various components of educational leadership. Responses to this question will be factor analyzed to determine if the items comprising Q-44 naturally fall into the hypothesized groupings.

Q-44 Principal's leadership style

<i>Clarity of Goals</i>	c, d, g
<i>Participatory</i>	
<i>Decision Making</i>	a, b, f, e
<i>Support of Staff</i>	h, i
<i>Visibility</i>	j, k
<i>Positive Working</i>	
<i>Environment</i>	l, m

#### **Section 4      Perceptions of Your School**

The purpose of this section of the questionnaire is to collect information on the principal's academic press, feelings of efficacy, and occupational satisfaction. The items in Q-25 may be used to form indices of occupational satisfaction (a to c), personal efficacy (d to f), and academic press (g to i). The psychometric properties of these indices will be determined when a sufficient number of responses have been obtained.

- Q-25 a to c    Principal's level of occupational satisfaction
- Q-25 d to f    Principal's feelings of personal efficacy
- Q-25 g to j    Principal's academic press

#### **Section 5      Personal Information**

This section of the questionnaire gathers basic demographic information about the principal. It is thought that the experience and education of the principal will impact the school environment. Questions pertaining to age and sex were included to increase the utility of the information to other potential users of the questionnaire data.

- Q-26            Principal's gender
- Q-27            Principal's age
- Q-28 a to f    Experience as a principal and a teacher
- Q-29            Principal's level of education



STATISTICS CANADA LIBRARY  
BIBLIOTHÈQUE STATISTIQUE CANADA



1010353629

GA 622

C.1

111530