

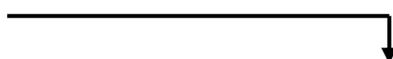
Note: complete this application only if this research project ***only*** involves the collection or study of **existing data**. Once complete, upload this form as a Word document to the IRB Protocol Management System: <https://secure.research.vt.edu/irb>

1. DO ANY OF THE INVESTIGATORS OF THIS PROJECT HAVE A REPORTABLE CONFLICT OF INTEREST? (<http://www.irb.vt.edu/pages/researchers.htm#conflict>)

- No**
 Yes, explain:

2. IS THIS RESEARCH SPONSORED OR SEEKING SPONSORED FUNDS?

- No, go to question 3**
 Yes, answer questions within table



IF YES
Provide the name of the sponsor [if NIH, specify department]:
<p>Is this project receiving or seeking federal funds?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If yes,</p> <p style="padding-left: 40px;">Does the grant application, OSP proposal, or “statement of work” related to this project include activities involving human subjects that are <u>not</u> covered within this IRB application?</p> <p style="padding-left: 80px;"><input type="checkbox"/> No, all human subject activities are covered in this IRB application <input type="checkbox"/> Yes, however these activities will be covered in future VT IRB applications, these activities include: <input type="checkbox"/> Yes, however these activities have been covered in past VT IRB applications, the IRB number(s) are as follows: <input type="checkbox"/> Yes, however these activities have been or will be reviewed by another institution’s IRB, the name of this institution is as follows: <input type="checkbox"/> Other, explain:</p> <p style="padding-left: 40px;">Is Virginia Tech the primary awardee or the coordinating center of this grant?</p> <p style="padding-left: 80px;"><input type="checkbox"/> No, provide the name of the primary institution: <input type="checkbox"/> Yes</p>

3. DESCRIBE THE BACKGROUND, PURPOSE, AND ANTICIPATED FINDINGS OF THIS STUDY:

Background: Teachers are facing evolving classroom situations. Student population composition is becoming more inclusive and increasingly challenging to classroom teachers than ever before. Students with disabilities and Limited English Proficiency (LEP), who are conventionally underrepresented in high poverty locales, thus these deserve equitable educational experience. The students in these two specified subgroups may have different learning needs from the general student population and special education programs, and usually require customized teaching strategies. Highly Quality Special Education teachers are needed in the field to provide services to meet student’s individual educational needs and prepare these students for the growing opportunities in real word work force careers and in the increasingly infused

workplace in the United States. However, there is limited research focusing on the potential influence on K-12 Highly Qualified Special Education Teacher satisfaction and retention specifically associated with teaching students with disabilities and LEP, and poverty locales.

Purpose: This study addresses Highly Qualified to Non-Highly Qualified Special Education Teachers job placement and retention concerning in-service K-12 teachers in the United States public school system. The study will examine the existence of potential relationship among high and low poverty nationally development cstudents with disabilities and LEP, and their satisfaction and intent to remain in the field.

Anticipated Findings: A secondary analysis on 2011-12 SASS-TQ dataset will be employed. Relationships between teacher satisfaction/ retention and the influencors (teacher service load and professional development accociated with teaching students with disabilities and LEP) might be identified or denied.

4. EXPLAIN WHAT THE RESEARCH TEAM PLANS TO DO WITH THE STUDY RESULTS:

For example - publish or use for dissertation

Use for dissertation.

5. WILL PERSONALLY IDENTIFYING STUDY RESULTS OR DATA BE RELEASED TO ANYONE OUTSIDE OF THE RESEARCH TEAM?

For example – to the funding agency or outside data analyst, or participants identified in publications with individual consent

- No
- Yes, to whom will identifying data be released?

6. WILL THE RESEARCH TEAM COLLECT AND/OR BE PROVIDED PARTICIPANT IDENTIFYING INFORMATION (E.G., NAME, CONTACT INFORMATION, VIDEO/AUDIO RECORDINGS)?

- No, go to question 7
- Yes, answer questions within table 

IF YES
Describe if/how the study will utilize study codes:
If applicable, where will the key [i.e., linked code and identifying information document (for instance, John Doe = study ID 001)] be stored and who will have access?
<i>Note: the key should be stored separately from subjects' completed data documents and accessibility should be limited.</i>

7. HOW WILL DATA BE STORED TO ENSURE SECURITY (E.G., PASSWORD PROTECTED COMPUTERS, ENCRYPTION) AND LIMITED ACCESS?

The data will be stored in an already identified and agreed upon office in War Memorial, in a locked metal cabinet, and on a computer in that office. The office is accessible by permission only. The computer is accessible by a protected password only available to the licensees, The computer's hard-drive will be destroyed when the data has been run and analyzed. See attached security plan for details.

8. WHO WILL HAVE ACCESS TO STUDY DATA?

The data will be accessible to those who are on the contract/license. See attached for contract/license.

9. DESCRIBE THE PLANS FOR RETAINING OR DESTROYING STUDY DATA:

The disc that holds the data will be mailed back to the Institute of Educational Sciences (IES). The hard drive on the computer used will be destroyed. No data will not be allowed to be copied in any form or manner as bound by the contract.

10. FROM WHERE DOES THE EXISTING DATA ORIGINATE?

The Institute of Education Sciences (IES)

11. PROVIDE A DETAILED DESCRIPTION OF THE EXISTING DATA:

DATA DESCRIPTION: In the mid-1980's, the National Center for Education Statistics (NCES) conducted a number of separate surveys concerning schools and school personnel. In 1985, NCES undertook a critical review of its elementary and secondary school data system, identifying gaps in content and in design. As a result of this review, NCES redesigned the SASS survey system to emphasize teacher demand and shortage, teacher and administrator characteristics, school programs, and general conditions in schools. SASS also collects data on many other topics, including principals' and teachers' perceptions of school climate and problems in their schools; teacher compensation; district hiring practices and basic characteristics of the student population.

From its inception, SASS has had four core components: the School Questionnaire, the Teacher Questionnaire, the Principal Questionnaire, and the School District Questionnaire, which was known as the Teacher Demand and Shortage Questionnaire until the 1999–2000 SASS administration. These questionnaires are sent to respondents in public, private, and Bureau of Indian Education/tribal schools. In 1999-2000, public charter schools were also included in the sample. For the 2011 - 2012 SASS, a sample of public schools are included in the sample as part of the public school questionnaire. Many of the same survey questions have been used in each cross-sectional cycle of the survey, allowing researchers to investigate trends over time.

Sample Selection

To make sure that the samples contain sufficient numbers for estimates, SASS uses a stratified probability sample design. Public and private schools are oversampled into groups based on certain characteristics. After schools are stratified and sampled, teachers within the schools are also stratified and sampled based on their characteristics.

Types of Schools in SASS

SASS is the nation's largest sample survey of America's elementary and secondary schools. Below, is a list of school types with the questionnaires administered for each type. The levels at which estimates are reliable for each school type are also listed. Public Schools: SASS surveys traditional public schools and public charter schools, including school districts, schools, principals, teachers and, library media centers. The public school data are reliable at the national and state levels.

Teacher Questionnaires

The SASS Teacher Questionnaires collect data from teachers about their positions in the school (i.e., regular full-time teacher, student teacher, support staff, etc.), hours spent per week for all teaching duties, number of students taught, educational background, certification, professional development, working conditions, school climate and attitudes about teaching, and general employment and background information. Examples of new or revised topics in 2011-2012 include: grade range of teaching certification, use of electronic communications with parents, and out-of-pocket expenses for school supplies.

Data Processing and Privacy Protection

Once the Census Bureau receives the completed survey forms, staff enter responses from the surveys into electronic data files, which are checked against the survey forms for accuracy. Names, addresses, and other

identifying information for schools, principals, teachers, library staff, and districts are removed from the files to protect respondents' confidentiality.

When the respondents' identifying information is removed from the data files, a school identification number is used to connect principal and teacher data to data from the schools in which they work. Only users who have official clearance from NCES may have access to data files that include data from Bureau of Indian Affairs schools or data that allow analysts to connect sampled schools, teachers, or principals to the school districts with which they are associated.

Three federal laws protect the confidentiality of all individually identifiable information collected by NCES–authorized surveys, of which SASS is one: the National Education Statistics Act of 1994, as amended, the Privacy Act of 1974, and the Computer Security Act of 1987. In particular, the Education Sciences Reform Act of 2002, as amended, prohibits any of these activities:

- Producing any publication in which data furnished by any particular individual can be identified; or
- Permitting any person not authorized by the NCES Commissioner to examine any individual data or reports.

12. IS THE SOURCE OF THE DATA PUBLIC?

- No, go to question 13
 Yes, you are finished with this application

13. WILL ANY INDIVIDUAL ASSOCIATED WITH THIS PROJECT (INTERNAL OR EXTERNAL) HAVE ACCESS TO OR BE PROVIDED WITH EXISTING DATA CONTAINING INFORMATION WHICH WOULD ENABLE THE IDENTIFICATION OF SUBJECTS:

- **Directly** (e.g., by name, phone number, address, email address, social security number, student ID number), or
 - **Indirectly through study codes** even if the researcher or research team does not have access to the master list linking study codes to identifiable information such as name, student ID number, etc
- or
- **Indirectly through the use of information that could reasonably be used in combination to identify an individual** (e.g., demographics)

- No, collected/analyzed data will be completely de-identified
 Yes,

If yes,

Research will not qualify for exempt review; therefore, if feasible, written consent must be obtained from individuals whose data will be collected / analyzed, unless this requirement is waived by the IRB.

Will written/signed or verbal consent be obtained from participants prior to the analysis of collected data?
Yes, signed consent will be obtained

This research protocol represents a contract between all research personnel associated with the project, the University, and federal government; therefore, must be followed accordingly and kept current.

Proposed modifications must be approved by the IRB prior to implementation except where necessary to eliminate apparent immediate hazards to the human subjects.

Do not begin human subjects activities until you receive an IRB approval letter via email.

It is the Principal Investigator's responsibility to ensure all members of the research team who collect or handle human subjects data have completed human subjects protection training prior to handling or collecting the data.

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