Organization for Economic Cooperation and Development (OECD)

Teaching and Learning International Survey (TALIS) 2013

Principal Questionnaire

Principals of Schools including Grades 7, 8, and/or 9

Field Trial Version

United States

About TALIS 2013

The second Teaching and Learning International Survey (TALIS 2013) is an international survey that provides teachers and principals with the opportunity to contribute to the field of education research and policy by sharing valuable insight on their work and teaching contexts. TALIS is being conducted by the Organization for Economic Cooperation and Development (OECD) and the United States. More than 30 other countries are also taking part in this survey. Through this survey school principals and teachers will have the opportunity to provide information about various issues including, professional development, teaching beliefs and practices, feedback and recoginition of teacher's work, as well as other school leadership, management and workplace topics. Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches.

The TALIS study aims to draw as detailed a picture as possible of the many similar and different educational practices in all of the participating countries. Countries as well as individuals may differ in their approaches and working contexts. We rely on your expertise to describe your work and working context to us as accurately as possible.

It is important to remember that as an international survey, some questions may not be a perfect fit within your national context; in these cases, please answer as best as you can.

Confidentiality

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (20 U.S. Code, Section 9543). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S. Code, Section 9573). Your responses will be combined with those from other participants to produce summary statistics and reports.

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- The person who completes this questionnaire should be the principal of this school. If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take approximately 45 minutes to complete.
- When questions refer to 'this school,' we are referring to the following definition of 'school:' a division of the school system consisting of students in one or more grades and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in many buildings.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.

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

Teaching and Learning International Survey
National Center for Education Statistics
1990 K Street, N.W., #9020
Washington, DC 20006

If you have any questions or concerns about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details:

email: TALIS@ed.gov

or write to us directly at the mailing address above.

Thank you very much for your participation!

Personal Background Information

These questions are about you, your education, and your position as school principal. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1 Are you female or male?

- ☐₁ Female
- ☐₂ Male

2 How old are you?

Please write a number.

| | | Years

3 What is the highest level of formal education you have completed?

Please mark one choice.

- ☐₁ High school and/or some college coursework
- ☐₂ Associate's degree
- ☐₃ Bachelor's degree
- ☐₄ Master's degree
- ☐₅ Doctoral degree (PhD, EdD, JD, MD, etc.)

4 Did the formal education you completed include the following and, if yes, was this before or after you took up the position as principal?

Please mark as many choices as appropriate in each row.

		Yes, <u>before</u> taking up the position	Yes, <u>after</u> taking up the position	No
a)	School administration or principal training program or course	☐₁	☐₁	☐₁
b)	Teacher training/education program or course	☐₁	☐₁	☐₁
c)	Instructional leadership training or course	☐₁	☐₁	☐₁

5 How many years of work experience do you have?

Please consider your total work experience.

Please write a number in each row. Write 0 (zero) if none.

Count part of a year as 1 year. If this is your first year of being a principal please round to 1.

a) | | | Year(s) working as a teacher before becoming a principal

b) | | | Year(s) working in other non-teaching school roles providing pedagogical support before becoming a principal (such as professional curriculum/instructional specialists, educational media specialists, etc.)

c) | | | Year(s) working in other school management roles before becoming a principal

d) | | | Year(s) working as a principal (include all years working as a principal)

e) | | | Year(s) working as a principal <u>at this school</u>

f) | | | Year(s) working in non-school based roles within the education sector (such as school district administrator or consultant or teacher educator)

g) | | | Year(s) of work in <u>other occupational field(s)</u>

6 What is your current employment status as a principal?

Please mark one choice.

☐₁ Full-time (more than 90% of full-time hours) <u>without</u> a teaching obligation

☐₂ Full-time (more than 90% of full-time hours) <u>with</u> a teaching obligation

☐₃ Part-time (less than 90% of full-time hours) <u>without</u> a teaching obligation

☐₄ Part-time (less than 90% of full-time hours) <u>with</u> a teaching obligation

7 **During the last <u>12 months</u>, did you participate in any professional development activities/programs designed for you as a principal?**

Professional development is defined as activities that develop an individual's professional skills and knowledge.

Please indicate 'Yes' or 'No' in part (A) for each of the activities listed below. If 'Yes' in part (A), please specify the number of days spent on the activity in part (B).

Please sum up activities in full days (a full day is 6-8 hours). Please include activities taking place during weekends, evenings or other off work hours.

	(A) Participation		(B) Duration in days
	Yes	No	
a) In a professional network or research activity	☐$_1$	☐$_2$	☐☐☐
b) In courses, conferences or observational visits	☐$_1$	☐$_2$	☐☐☐
c) Other (please specify below)	☐$_1$	☐$_2$	☐☐☐

---

8 **To what extent do you agree or disagree that the following may represent barriers to your further professional development?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the prerequisites (e.g. qualifications, experience, seniority).	☐$_1$	☐$_2$	☐$_3$	☐$_4$
b) Professional development is too expensive/not affordable.	☐$_1$	☐$_2$	☐$_3$	☐$_4$
c) There is a lack of employer support.	☐$_1$	☐$_3$	☐$_3$	☐$_4$
d) Professional development conflicts with my work schedule.	☐$_1$	☐$_2$	☐$_3$	☐$_4$
e) I do not have time because of family responsibilities.	☐$_1$	☐$_2$	☐$_3$	☐$_4$
f) There is no suitable professional development offered.	☐$_1$	☐$_2$	☐$_3$	☐$_4$
g) There are no incentives for participating in such activities.	☐$_1$	☐$_2$	☐$_3$	☐$_4$

School Background Information

9 **Which best describes the locality in which this school is located?**

Please mark one choice.

☐$_1$ less than 1,000 people

☐$_2$ 1,001 to 3,000 people

☐₃ 3,001 up to 15,000 people

☐₄ 15,001 to 100,000 people

☐₅ 100,001 to 1,000,000 people

☐₆ more than 1,000,000 people

10. Is this school publicly- or privately-managed?

Please mark one choice.

☐₁ Publicly-managed
   (This is a school <u>managed</u> by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)

☐₂ Privately-managed
   (This is a school <u>managed</u> by a non-government organization; e.g. a religious institution, trade union, business or other private institution.)

11. Thinking about the funding of this school in a typical year, which of the following applies?

Please mark one choice in each row.

	Yes	No
a) 50% or more of the school's funding comes from the government. *(Includes local, state, and national governments)*	☐₁	☐₂
b) Teaching personnel are funded by the government. *(Includes local, state, and national governments)*.	☐₁	☐₂

12. **For each type of position listed below, please indicate the number of staff currently working in this school.**

Please indicate the number of full-time staff (those that work more than 90% of full-time hours) in part (A) and the number of part-time staff in part (B).

If an individual has more than one position in this school (e.g. teacher and member of the school management personnel), count the individual in each appropriate category as "part-time".

	(A) Full-time	(B) Part-time
a) Teachers, irrespective of the grades/ages they teach *(Those whose main professional activity at this school is student instruction)*	⎵⎵⎵	⎵⎵⎵
b) Personnel for pedagogical support, irrespective of the grades/ages they support *(Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, and educational media specialists)*	⎵⎵⎵	⎵⎵⎵
c) School administrative personnel *(Including receptionists, secretaries, and administrative assistants)*	⎵⎵⎵	⎵⎵⎵
d) School management personnel *(Including principals, assistant principals, and other management staff whose main activity is management)*	⎵⎵⎵	⎵⎵⎵
e) Other staff	⎵⎵⎵	⎵⎵⎵

13. **Are the following education levels and/or programs taught in this school (part A) and, if yes, are there other schools in your area that compete for students at that education level and/or program (part B)?**

Please indicate 'Yes' or 'No' in part (A) for each education level and/or program listed below.

If 'Yes' in part (A), please indicate the number of other schools in your area that compete for your students.

	(A) Education level/program offered		(B) Competition		
	Yes	No	Two or more other schools	One other school	No
a) Preprimary education (Pre-K and/or K)	☐₁	☐₂	☐₁	☐₂	☐₃
b) Primary education (any of grades 1-6)	☐₁	☐₂	☐₁	☐₂	☐₃
c) Lower secondary education (any of grades 7-9)	☐₁	☐₂	☐₁	☐₂	☐₃
d) Upper secondary general education programs (any of grades 10-12)	☐₁	☐₂	☐₁	☐₂	☐₃
e) Upper secondary vocational or technical education programs (grades 10-12)	☐₁	☐₂	☐₁	☐₂	☐₃

14 **What is the <u>current</u> school enrollment, i.e. the number of students of all grades/ages in this school?**

Please write a number.

| | | | | | Students

15 **Please estimate the percentage of 7th, 8th, and/or 9th grade students in this school who have the following characteristics.**

Students with special needs are defined as those for whom a special learning need has been formally identified due to mental, physical, and/or emotional disadvantages. Often additional public or private resources (personnel, material or financial) are provided to support their education.

'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition or medical care.

It is acceptable to base your replies on rough estimates. Students may fall into multiple categories. Therefore, your answers do not need to add up to 100%.

Please mark one choice in each row.

	Less than 10%	10% to 30%	31% to 60%	More than 60%
a) Students whose first language is not English	☐$_1$	☐$_2$	☐$_3$	☐$_4$
b) Students who are not fluent in English	☐$_1$	☐$_2$	☐$_3$	☐$_4$
c) Students with special needs	☐$_1$	☐$_2$	☐$_3$	☐$_4$
d) Students from socioeconomically disadvantaged homes	☐$_1$	☐$_2$	☐$_3$	☐$_4$

10 **On average throughout the school year, what percentage of time in your role as a principal do you spend on the following tasks in this school?**

Rough estimates are sufficient. Please write a number in each row. Write 0 (zero) if none.

Please ensure that responses add up to 100%.

a) |___|___|___| Administrative and leadership tasks and meetings
(*Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from district, state, or national education officials*)

b) |___|___|___| Curriculum and teaching-related tasks and meetings
(*Including developing curriculum, classroom observations, student evaluation, mentoring teachers, teacher professional development*)

c) |___|___|___| Student interactions (i.e. discipline, counselling and conversations outside structured learning activities)

d) |___|___|___| Parent or guardian interactions
(*Including formal and informal interactions*)

e) |___|___|___| Interactions with the local and regional community, businesses and industries

f) |___|___|___| Other (please specify below)

100%

---

11 **Below are statements about your management of this school. Please indicate if you engaged in the following activities and behaviors in this school during the last 12 months.**

'Self-evaluation' is a process in which an individual rates the quality of his or her own work.

If you have not been a principal in this school for at least 12 months, please indicate if you engaged in these activities and behaviors since you started working as a principal in this school.

Please mark one choice in each row.

		Yes	No
a)	I take concrete steps to ensure that the classroom priorities of teachers are consistent with the goals and direction of the school.	$\square_1$	$\square_2$
b)	I use student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programs.	$\square_1$	$\square_2$
c)	I establish a professional development plan for this school.	$\square_1$	$\square_2$
d)	I actively encourage a climate of self-evaluation in this school.	$\square_1$	$\square_2$

1 Below are statements about your management of this school. Please indicate how frequently you engaged in the following activities and behaviors in this school during the last 12 months.

Please mark one choice in each row.

		Never or rarely	Sometimes	Often	Very often
a)	I collaborate with teachers to solve classroom discipline problems.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	I observe instruction in the classroom.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	I take actions to support cooperation among teachers to develop new teaching practices.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	I take concrete steps to ensure that teachers take responsibility for improving their teaching skills.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	I take concrete steps to ensure that teachers feel responsible for their students' learning outcomes.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	I provide parents or guardians with information on school and student performance.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	I check for mistakes and errors in school administrative procedures and reports.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	I resolve scheduling problems in this school.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	I collaborate with principals from other schools.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

19. Do you have a school management team?

'School management team' refers to a group of professionals that have responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.

Please mark one choice.

☐₁ Yes

☐₂ No → **Please go to Question 21.**

20. Are the following currently represented on your school management team?

Please mark one choice in each row.

	Yes	No
a) Principal	☐₁	☐₂
b) Vice/deputy principal or assistant principal	☐₁	☐₂
c) Financial manager	☐₁	☐₂
d) Department heads	☐₁	☐₂
e) Teachers	☐₁	☐₂
f) Representative(s) from school governing boards	☐₁	☐₂
g) Parents or guardians	☐₁	☐₂
h) Students	☐₁	☐₂
i) Other (please specify below)	☐₁	☐₂

---

21. **How strongly do you agree or disagree with these statements as applied to this school?**

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) This school provides staff with opportunities to actively participate in school decisions.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b) This school provides parents or guardians with opportunities to actively participate in school decisions.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c) This school provides students with opportunities to actively participate in school decisions.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d) I make the important decisions on my own.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e) This school has a culture of shared responsibility for school issues.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f) There is a collaborative culture which is characterized by mutual support.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g) Parents or guardians rarely take part in school decisions.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

22. **Regarding this school, who has a significant responsibility for the following tasks?**

A 'significant responsibility' is one where an active role is played in decision making.

Please mark as many choices as appropriate in each row.

	Principal	Other members of the school management team	Teachers (not as a part of the school management team)	School governing board	Local school district or state education authority
a) Appointing or hiring teachers	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
b) Dismissing teachers from employment	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
c) Establishing teachers' starting salaries	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
d) Determining teachers' salary increases	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
e) Deciding on budget allocations within the school	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
f) Establishing student disciplinary policies and procedures	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
g) Establishing student assessment policies	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
h) Approving students for admission to the school	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$

i) Choosing which learning materials are used .... □₁ .... □₁ .... □₁ .... □₁ .... □₁

j) Determining course content .... □₁ .... □₁ .... □₁ .... □₁ .... □₁

k) Deciding which courses are offered .... □₁ .... □₁ .... □₁ .... □₁ .... □₁

23. Do you have a school governing board?

Please mark one choice.

□₁ Yes

□₂ No → **Please go to Question [25].**

24. Are the following currently represented on the school governing board?

Please mark one choice in each row.

		Yes	No
a)	Representatives of the local school district or state education authority	□₁	□₂
b)	Members of the school management team	□₁	□₂
c)	School administrative personnel	□₁	□₂
d)	Teachers	□₁	□₂
e)	Parents or guardians	□₁	□₂
f)	Students	□₁	□₂
g)	Trade unions	□₁	□₂
h)	Representatives of business, labor market institutions, religious institutions, or other private institutions	□₁	□₂
i)	Others (please specify below)	□₁	□₂

_____

25. During this school year, does this school provide any of the following to parents or guardians?

Please mark one choice in each row.

		Yes	No
a)	Staff member(s) facilitate parents' or guardians' participation in school life.	□₁	□₂
b)	Workshops or courses for parents or guardians	□₁	□₂
c)	Services to support parents' or guardians' participation, such as providing child care	□₁	□₂
d)	Support for parental association(s)	□₁	□₂
e)	Parental meeting(s)	□₁	□₂

25 To what extent do the following limit your effectiveness as a principal in this school?

'A career-based wage system' is used when an employee's salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job.

Please mark one choice in each row.

		Not at all	Very little	To some extent	A lot
a)	Inadequate school budget and resources	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Government regulation and policy	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Teachers' absences	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Lack of parent or guardian involvement and support	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Ineffective relationship with trade union(s)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	Teachers' career-based wage system	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	Inadequate support from authorities (i.e. budget and resources)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	Lack of opportunities and support for my own professional development	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	Lack of opportunities and support for teachers' professional development	$\square_1$	$\square_2$	$\square_3$	$\square_4$
j)	High workload and level of responsibilities in my job	$\square_1$	$\square_2$	$\square_3$	$\square_4$
k)	Lack of shared leadership with other school staff members	$\square_1$	$\square_2$	$\square_3$	$\square_4$

Teacher Formal Appraisal

In this section, 'appraisal' is defined as when a teacher's work is reviewed by the principal, an external inspector, local or state education authorities, or by his or her colleagues. Here, it is defined as a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) rather than a more informal approach (e.g. through informal discussions).

20 **On average, how often is each teacher formally appraised in this school by the following people?**

Please mark one choice in each row.

If none of the response choices reflect your school's situation, please choose the one that is closest to it.

		Never	Less than once every two years	Once every two years	Once per year	Twice or more per year
a)	You (the principal)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b)	Other members of the school management team	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c)	Teacher colleagues (who are not part of the school management team)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d)	External individuals or bodies (e.g. inspectors, local or state education authorities, or other persons from outside the school)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

If you answered 'Never' to each of the above → Please go to Question 30 in the section on 'School Climate'.

20. In the past <u>two years</u>, who has performed the following tasks as part of the formal appraisal of teachers' work in this school?

Please mark as many choices as appropriate in each row.

	External individuals or education authorities	You (the principal)	Member(s) of the school management team	Assigned mentors	Teacher colleagues (not a part of the management team)	Not used in this school
a) Assessments of teachers' classroom teaching	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
b) Direct observation of classroom teaching	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
c) Student surveys about teaching	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
d) Assessments of teachers' content knowledge	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
e) Review of students' test scores	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
f) Discussion of teachers' self-assessments of their work (e.g. presentation of a portfolio assessment)	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
g) Discussion about feedback received by parents or guardians	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
h) Other (please specify below)	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$

20. **Please indicate the frequency that each of the following occurs in this school following a teacher appraisal.**

Please mark one choice in each row.

	Never	Sometimes	Most of the time	Always
a) Measures to remedy any weaknesses in teaching are discussed with the teacher.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b) A development or training plan is developed for the teacher.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c) If a teacher is found to be a poor performer, material sanctions such as reduced annual increases in pay are imposed on the teacher.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d) A mentor is appointed to help the teacher improve his/her teaching.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e) A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f) A change in a teacher's salary or a payment of a financial bonus	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g) A change in the likelihood of a teacher's career advancement	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h) Other (please specify below)	$\square_1$	$\square_2$	$\square_3$	$\square_4$

_____

School Climate

38. **How strongly do you agree or disagree with these statements as applied to this school?**

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
a)	The school staff share a common set of beliefs about schooling/learning.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	We have a vision of what we want to achieve in the long run.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	The school vision influences decision making.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	There is a strong focus on core educational values.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	There is a high level of cooperation with students' families.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	There is a high level of cooperation between the school and the local community.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	School staff has an open discussion about difficulties.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	There is mutual respect for colleagues' ideas.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	There is a culture of sharing success.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
j)	Teachers have a caring attitude towards students.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
k)	Teachers are fair to all students.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
l)	The relationships between teachers and students are good.	$\square_1$	$\square_2$	$\square_3$	$\square_4$

31. Is this school's capacity to provide quality instruction currently hindered by any of the following issues?

Please mark one choice in each row.

		Not at all	Very little	To some extent	A lot
a)	Shortage of qualified and/or well performing teachers	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b)	Shortage of teachers with competence in teaching students with special needs	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c)	Shortage of vocational teachers	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d)	Shortage or inadequacy of instructional materials (e.g. textbooks)	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e)	Shortage or inadequacy of computers for instruction	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f)	Insufficient Internet access	$\square_1$	$\square_2$	$\square_3$	$\square_4$
g)	Shortage or inadequacy of computer software for instruction	$\square_1$	$\square_2$	$\square_3$	$\square_4$
h)	Shortage or inadequacy of library materials	$\square_1$	$\square_2$	$\square_3$	$\square_4$
i)	Shortage of support personnel	$\square_1$	$\square_2$	$\square_3$	$\square_4$

30.In this school, how often do the following behaviors occur?

Please mark one choice in each row.

By students in this school:	Never	Rarely	Monthly	Weekly	Daily
a) Arriving late at school and absenteeism (i.e. unexcused absences)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
b) Cheating	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
c) Vandalism and theft	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
d) Intimidation or verbal abuse among students (or other forms of non-physical bullying)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
e) Physical injury caused by violence among students	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
f) Intimidation or verbal abuse of teachers or staff	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
g) Use/possession of drugs and/or alcohol	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

By teachers in this school:	Never	Rarely	Monthly	Weekly	Daily
h) Arriving late at school and absenteeism (i.e. unexcused absences)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
i) Intimidation or verbal abuse of students, teachers, or staff	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
j) Discrimination (e.g. based on gender, ethnicity, religion, or disability)	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

By individuals from outside this school:	Never	Rarely	Monthly	Weekly	Daily
k) Vandalism and theft	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
l) Physical injury caused by violence towards students of this school	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
m) Intimidation or verbal abuse of students, teachers, or staff	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$
n) Distribution of drugs and/or alcohol	$\square_1$	$\square_2$	$\square_3$	$\square_4$	$\square_5$

Teacher Induction and Mentoring

The following section includes questions on induction and mentoring.

An 'induction program' is defined as a structured range of activities to support new teachers' introduction into the teaching profession/school. Student teachers still within a teacher education program are not included. An induction program may include peer work with other new teachers, mentoring by experienced teachers, etc. The formal arrangement may be defined by your school, or in relation to other schools, or by educational authorities/external agencies.

'Mentoring' is defined as a support structure at schools where more experienced teachers support less experienced teachers. This structure may involve all teachers in the school or only new teachers.

33. Do new teachers at this school have access to an induction program?

Please mark one choice in each row and, when appropriate, sum up the activity in full days (a full day is 6-8 hours).

		Yes	No
a)	There is a general administrative induction to the school for new teachers.	☐₁	☐₂
b)	There are <u>informal</u> induction activities for new teachers.	☐₁	☐₂
c)	There is a <u>formal</u> induction program for new teachers lasting (please specify below):	☐₁	☐₂

|___|___|___| Days.

If you answered 'No' to c) → Please go to Question 36.

34. Which teachers at this school are offered the <u>formal</u> induction program?

Please mark one choice.

☐₁　All teachers who are new to this school

☐₂　Only teachers new to this school who are also new to teaching, i.e. in their first job as teachers

35. **What structures and activities are included in the <u>formal</u> induction program?**

Please mark as many choices as appropriate.

- ☐₁ Experienced teachers as mentors
- ☐₁ Courses/seminars
- ☐₁ Scheduled meetings with the principal and/or teacher colleagues
- ☐₁ A system of peer review
- ☐₁ Networking/virtual communities
- ☐₁ Collaboration with other schools
- ☐₁ Team teaching (together with more experienced teachers)
- ☐₁ A system of diaries/journals, portfolios, etc. to facilitate learning and reflection
- ☐₁ Others (please specify below)

---

36. **Do teachers at your school have access to a formal mentoring system?**

Please mark one choice.

- ☐₁ Yes, but only teachers who are new to teaching, i.e. in their first job as teachers, have access.
- ☐₂ Yes, all teachers who are new to this school have access.
- ☐₃ Yes, all teachers in this school have access.
- ☐₄ No, at present there is no access to a formal mentoring system for teachers in this school.
  → If No, please go to Question 38.

37. **Is the mentor's main subject field(s) the same as that of the teacher being mentored?**

Please mark one choice.

- ☐₁ Yes, most of the time
- ☐₂ Yes, sometimes
- ☐₃ No, rarely or never

38. **How would you generally rate the importance of mentoring for teachers and schools?**

Please mark one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) To improve teachers' pedagogical competence	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b) To strengthen teachers' professional identity	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c) To improve teachers' collaboration with colleagues	$\square_1$	$\square_2$	$\square_3$	$\square_4$
d) To support less experienced teachers' in their teaching	$\square_1$	$\square_2$	$\square_3$	$\square_4$
e) To expand teachers' main subject(s) knowledge	$\square_1$	$\square_2$	$\square_3$	$\square_4$
f) To improve students' general performance	$\square_1$	$\square_2$	$\square_3$	$\square_4$

39. **We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?**

Please mark one choice in each row.

		Strongly disagree	Disagree	Agree	Strongly agree
a)	The advantages of this profession clearly outweigh the disadvantages.	□₁	□₂	□₃	□₄
b)	If I could decide again, I would still choose this job/position.	□₁	□₂	□₃	□₄
c)	I would like to change to another school if that was possible.	□₁	□₂	□₃	□₄
d)	I regret that I decided to become a principal.	□₁	□₂	□₃	□₄
e)	I enjoy working at this school.	□₁	□₂	□₃	□₄
f)	I would recommend my school as a good place to work.	□₁	□₂	□₃	□₄
g)	I think that the teaching profession is valued in society.	□₁	□₂	□₃	□₄
h)	I am satisfied with my performance in this school.	□₁	□₂	□₃	□₄
i)	All in all, I am satisfied with my job.	□₁	□₂	□₃	□₄

40. **Finally, please indicate how much time it took you to complete this survey, not counting interruptions.**
Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

__|__|__ Minutes

This is the end of the questionnaire.

Thank you very much for your participation!

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

Teaching and Learning International Survey
National Center for Education Statistics
1990 K Street, N.W., #9020
Washington, DC 20006