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Organization for Economic Cooperation and Development (OECD)

Teaching and Learning International Survey (TALIS) 2013

Teacher Questionnaire

Teachers of Students in Grades 7, 8, and / or 9

Field Trial Version

United States

U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. All information you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

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National Center for Education Statistics
U.S. Department of Education
1990 K St. NW
Washington DC 20006

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands
IEA Data Processing and Research Center (IEA DPC), Germany
Statistics Canada, Canada

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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 recognition 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

- 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.
- This questionnaire should take approximately 60 minutes to complete. For research purposes, the teacher questionnaire for this field trial is somewhat longer than the main data collection version will be (target: 45 minutes). By answering this questionnaire, you are helping colleagues who will receive a shorter and better instrument for the main data collection.
- 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!

Background Information

These questions are about you, your education, and the time you have spent teaching. 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 your current employment status as a teacher?

Please consider your employment status for all of your current teaching jobs combined.

Please mark one choice.

₁ Full-time (more than 90% of full-time hours) → **Please go to Question 5.**

₂ Part-time (71-90% of full-time hours)

₃ Part-time (50-70% of full-time hours)

₄ Part-time (less than 50% of full-time hours)

4. Why do you work part-time?

Please mark one choice.

₁ I chose to work part-time.

₂ A full time position was not available and/or possible.

5. How many years of teaching experience do you have?

Where possible exclude extended periods of absence (e.g. career breaks, maternity/parental leave, longer periods of absence due to illness).

Please round up to whole years; if this is your first year of teaching please round to 1.

Year(s) working as a teacher in total

Year(s) working as a teacher at this school

6. What is your employment status as a teacher at this school?

*Please do not consider any probationary period in your contract as a separate contract.
Please mark one choice.*

- ₁ Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
- ₂ Fixed-term contract for a period of more than 1 school year
- ₃ Fixed-term contract for a period of 1 school year or less

7. Do you currently work as a teacher of 7th, 8th, and/or 9th grade students at another school?

Please mark one choice.

- ₁ Yes
- ₂ No → **Please go to Question [9].**

8. If 'Yes' in the previous question, please indicate how many other schools in which you currently teach 7th, 8th, and/ or 9th grade students.

Please write a number.

School(s)

9. On average, how many students with special needs are in your 7th, 8th, and/ or 9th grade classes at this school?

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.

Please mark one choice.

- ₁ None
- ₂ Some
- ₃ Most
- ₄ All

10. Please describe your educational and professional background as a teacher.

Please mark once choice in each row.

- | | Yes | No |
|--|---|---------------------------------------|
| a) I have completed a teacher training program that formally certifies me to teach the subject(s) that I am teaching. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I have completed a teacher training program that formally certifies me to teach the grade(s) that I am teaching. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I have completed a teacher training program (other than above). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) I have completed a university or higher degree(s) that did not lead to a teaching certification but that allowed me to become a teacher. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) I have professional or work experiences that allowed me to become a teacher. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Other (please specify below) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
-

11. Have you completed any of the following levels of formal education in the field of Education?

This includes any pre-service or in-service teacher education and training programs of different durations including, vocational teacher training, certification programs, and pedagogical training (sometimes completed after other subject studies at the university level).

Please mark one choice in each row.

- | | Yes | No |
|--|---|---------------------------------------|
| a) High School and/or some college coursework..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Associate’s Degree | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Bachelor’s Degree..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Master’s Degree | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Doctoral Degree (PhD or EdD)..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered ‘No’ to each of the above → Please go to Question [13].

12. Were the following elements included in your formal education in the field of Education? If so, to what extent do you feel that these elements prepared you for your work in the teaching profession?

If 'Yes, for all subject(s) I teach' in part (A), please indicate in part (B) the extent to which these elements prepared you for teaching.

If 'Yes, for some subject(s) I teach' in part (A), please indicate in part (B) the extent to which these elements prepared you for teaching in those subjects only.

		(A) Inclusion			(B) Preparedness			
		Yes, for all subject(s) I teach	Yes, for some subject(s) I teach	No	Not at all	Somewh at	Well	Very well
a)	Content of the subject(s) I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b)	Pedagogy of the subject(s) I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c)	Classroom practice (practicum, internship or student teaching) in the subject(s) I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

13. Have you completed any formal training in any of the subject categories listed below? This training may have been, or may currently be, a part of your teacher education or it may be entirely separate from this training (e.g. subject specialization in Spanish, or a Bachelor's degree in Spanish).

Please mark as many choices as appropriate in each row.

Because this is an international survey, we had to categorize many subjects into broad categories. Please refer to the subject examples below. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.

Reading, writing and literature: reading and writing (and literature) in English; language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra etc.

Science: science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry

Social Sciences/Social Studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

Modern foreign languages: languages other than English

Classical Greek and/or Latin

Technology: orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology / design technology

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Practical and vocational skills: vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft

Interdisciplinary subject: integration of content and perspective of several traditional school subjects

	Some college or Associate's Degree	Bachelor's Degree or above	Subject specialization as part of your teacher training	At the in- service or professional development stage
a) Reading, writing and literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Social Sciences/Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Modern foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Classical Greek and/or Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Religion and/or ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Practical and vocational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Interdisciplinary subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. During your most recent, complete calendar week, approximately how many hours did you spend in total on teaching, planning lessons, grading, collaborating with other teachers, participating in staff meetings and on any other tasks required by your employment at this school?

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave etc.

Also include tasks that took place during weekends, evenings or other off classroom hours.

Round to the nearest whole hour.

		Hours
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15. During your most recent, complete calendar week, approximately how many hours did you spend teaching the subjects listed below to any 7th, 8th, and/or 9th grade students in this school?

Please only consider the subjects you taught to 7th, 8th, and/or 9th grade students and only count classroom time. Time spent on preparation, grading etc. will be recorded in Question 16.

Please report class time of at least 45 minutes as a full hour.

If you taught two or more subjects at the same time, please apportion the time to each subject the best you can.

If you did not teach this subject during the most recent complete calendar week, write 0.

	Hours per week	
a) Reading, writing and literature		
b) Mathematics		
c) Science		
d) Social Science/Social studies		
e) Modern foreign languages		
f) Classical Greek and/or Latin		
g) Technology		
h) Arts		
i) Physical education		
j) Religion and/or ethics		
k) Practical and vocational skills		
l) Interdisciplinary subject		
m) Other (please specify below)		

16. As a teacher in this school, during your most recent complete calendar week, how many 60-minute hours did you spend on the following tasks?

Also include tasks that took place during weekends, evenings or other off-classroom hours.

Rough estimates are sufficient.

	Hours per week	
a) Individual planning or preparation of lessons either at school or out of school		
b) Team work and dialogue with colleagues within this school		
c) Grading/correcting of student work		
d) Student counselling (including student supervision, virtual counselling, career guidance and/ or delinquency/ behavioral guidance)		
e) Participation in school management activities		
f) General administrative work (including paperwork and other clerical duties you undertake in your job as a teacher)		
g) Communication and cooperation with parents or guardians		
h) Engaging in extracurricular activities (e.g. sports and cultural activities after school)		
i) Cooperation with training companies and other labor market institutions (e.g. on training places, internships, etc.)		
j) Cooperation with teachers and schools outside of the school(s) in which you teach (nationally or in other countries)		
k) Other tasks		

Teacher Professional Development

In this section, 'professional development' is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Please only consider professional development you have taken not as a part of your initial teacher training/education.

17. In your first, regular employment as a teacher, did/do you take part in an induction program?

An 'induction program' is defined as a range of structured activities to support your introduction into the teaching profession, for example peer work with other new teachers, mentoring by experienced teachers, etc.

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) I took/take part in a general administrative introduction to the school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I took/take part in <u>informal</u> induction activities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I took/take part in a <u>formal</u> induction program lasting (please specify below): | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Days | | |

18. Are you currently involved in any mentoring activities as part of a formal school arrangement?

This question refers to mentoring by or for teachers at your school. It does not refer to students in teacher education programs who are student teaching or practicing.

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) I presently have a designated mentor to support me. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I serve as a mentor for one or more teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

19. We would like to ask you about your professional development activities during the last 18 months.

Please indicate if these activities started during the last 12 months or earlier, up to 18 months ago.

Please also include activities taking place during weekends, evenings or other off work hours.

Please mark one choice in each row.

I. During the last 18 months, did you participate in courses, conferences or observation visits?

Please indicate 'Yes' or 'No' in part (A) for each of the activities listed below. If 'Yes' to any in part (A), please specify the total number of days spent on the activity during the last 18 months in part (B).

Please sum up the activities in full days (a full day is 6-8 hours).

	(A) Participation			(B) Duration in days		
	Yes, during the last 12 months	Yes, from 13 to 18 months ago	No, not during the last 18 months			
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
c) Observations or visits at other schools	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
d) Observations or visits to businesses, public organizations, or non-governmental organizations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
e) In-service training courses taking place at a business, public organization, or non-governmental organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="text"/>	<input type="text"/>	<input type="text"/>

II. During the last 18 months, did you participate in a certification program, professional network, research or mentoring activity?

	Yes, during the last 12 months	Yes, from 13 to 18 months ago	No, not during the last 18 months
f) Certification program (e.g. a degree program, including a degree in education)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
g) Participation within a network or group of teachers formed specifically for teacher professional development.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h) Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

If you did not participate in any of the professional development activities listed in parts I or II of Question 18 during the last 18 months → Please go to Question [24].

20. Did the professional development activities you participated in during the last 12 months cover the following topics? If so, what impact did these have on your teaching?

For each specified alternative please indicate 'Yes' or 'No' in part (A). If 'Yes' in part (A) please estimate the impact in part (B).

	(A) Topic		(B) Impact			
	Yes	No	No	Small	Moderate	Large
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Teaching pedagogy in my subject fields(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Knowledge of the curriculum (curriculum training).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Student evaluation and assessment practices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) ICT (information-communication technologies) skills for teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) The role of the teacher in the classroom and school, including teacher-student relationships.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) School management and administration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Approaches to individualized learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Teaching students with special needs (see question 9 for the definition)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Approaches to developing cross-occupational competencies for future work or future studies.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) New technology in the workplace	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n) Student career guidance and counselling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o) Other (please specify below)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

21. For the professional development in which you participated in the last 12 months, on average, how much did you personally have to pay for?

Please mark one choice.

- ₁ None
- ₂ Some
- ₃ All

22. For the professional development in which you participated in the last 12 months, did you receive any of the following support?

Please mark one choice in each row.

- | | Yes | No |
|---|---|---------------------------------------|
| a) I received scheduled time off for activities that took place during regular working hours at this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I received a salary supplement for activities outside working hours. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I received non-monetary support for activities outside working hours (reduced teaching, off days, study leave, etc.). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

23. Considering the professional development activities you took part in during the last 12 months, to what extent have they included the following?

Please mark one choice in each row.

- | | Not in any activities | Yes, in some activities | Yes, in most activities | Yes, in all activities |
|--|---|---|---|---------------------------------------|
| a) A group of colleagues from my school or subject group | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Opportunities for active learning methods (not only listening to a lecture) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Collaborative learning activities or research with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) An extended time-period (several occasions spread out over several weeks or months) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

24. For each of the areas listed below, please indicate the degree to which you feel you need professional development.

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Teaching pedagogy in my subject field(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Knowledge of the curriculum (curriculum training)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Student evaluation and assessment practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) ICT (information-communication technologies) skills for teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) The role of the teacher in the classroom and school, including teacher-student relationships.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) School management and administration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Approaches to individualized learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Teaching students with special needs (see question 9 for the definition)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Approaches to developing cross-occupational competencies for future work or future studies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) New technologies in the workplace	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n) Student career guidance and counselling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o) Other (please specify below)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

25. 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Professional development is too expensive/ not affordable.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) There is a lack of employer support.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Professional development conflicts with my work schedule.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I do not have time because of family responsibilities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) There is no suitable professional development offered.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) There are no incentives for participating in such activities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Teacher Feedback

We would like to ask you about the feedback (defined below) you receive about your work in this school.

'Feedback' is defined broadly as including any feedback you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students' performance). Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.

26. In this school, who uses the following methods to provide feedback to you?

'External individuals or bodies' as used below refer to, for example, inspectors, district or state education specialists or representatives, or other people from outside the school.

Please mark as many choices as appropriate in each row.

	External individual s or bodies	School principal	Member(s) of school manage- ment team	Assigned mentors	Other teachers (not a part of the manage- ment team)	I have never received this type of feedback in this school.
a) Feedback following an assessment of your classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Feedback following direct observation of your classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Feedback from student surveys about your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Feedback following an assessment of your content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Feedback following a review of your students' test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Feedback following surveys or discussions with parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered 'I have never received this type of feedback in this school' to each of the above → Please go to Question 29.

27. In your opinion, when you receive feedback, what is the emphasis placed on the following areas?

Please mark one choice in each row.

	Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
a) Student performance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Pedagogical competency in teaching my subject field(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Student assessment practices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Your role as a teacher (in the classroom and school), including teacher-student relationships.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Your teaching of students with special needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) The feedback I provide to other teachers to improve their teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Feedback from parents or guardians	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Student feedback	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Collaboration or working with other teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Other (please specify below)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

28. Concerning the feedback you have received at this school, to what extent has it directly led to a change in any of the following?

Please mark one choice in each row.

	No change	A small change	A moderate change	A large change
a) Your public recognition from the principal and/or your colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Your role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) The likelihood of your career advancement (e.g. promotion)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The amount of professional development you undertake	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Your job responsibilities at this school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Your confidence as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Your salary and/or financial bonus	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Improvement in your classroom management practices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Your knowledge and understanding of your main subject field(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Improvement in your teaching practices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Improvement in your methods for teaching students with special needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Your use of student assessments to improve student learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) Your job satisfaction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n) Your motivation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o) The development of your work as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

29. We would now like to ask you about teacher appraisal and feedback in this school more generally. To what extent do you agree or disagree with the following statements about this school?

Here, 'appraisal' is defined as review of teachers' work. This appraisal can be conducted in a range of ways from a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal approach (e.g. through informal discussions).

Please report 'Strongly disagree', if a statement does not apply in your context.

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) If a teacher is consistently under-performing, steps are taken to alter his/her monetary rewards.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) If a teacher is consistently under-performing, he/she would be dismissed.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Feedback is provided to teachers based on a thorough assessment of their teaching.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) A development or training plan is established for teachers to improve their work as a teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) The best performing teachers in this school receive the greatest monetary or non-monetary rewards (e.g. recognition, additional training or responsibilities).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Teacher appraisal and feedback are largely done to fulfil administrative requirements.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Teacher appraisal and feedback has little impact on the way teachers teach in the classroom.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Your Teaching in General

30. We would like to ask about your personal teaching and learning beliefs. Please indicate how much you disagree or agree with each of the following statements.

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) My role as a teacher is to facilitate students' own inquiry.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Students learn best by finding solutions to problems on their own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Thinking and reasoning processes are more important than specific curriculum content.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

31. On average, how often do you participate in the following activities in this school?

Please mark one choice in each row.

	Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more
a) Teach jointly as a team in the same class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b) Observe other teachers' classes and provide feedback	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c) Engage in joint activities across different classes and age groups (e.g. projects)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d) Discuss and decide on the selection of instructional media (e.g. textbooks, exercise books)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e) Exchange teaching materials with colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
f) Engage in discussions about the learning development of specific students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
g) Work with other teachers in my school to ensure common standards in evaluations assessing student progress	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
h) Attend team conferences.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
i) Take part in professional learning activities (e.g. group professional development with colleagues from this school)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

32. In your teaching, to what extent can you do the following?

Please mark one choice in each row.

	Not at all	Some	Quite a bit	A great deal
a) Get students to believe they can do well in school work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Help my students value learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Craft good questions for my students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Control disruptive behavior in the classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Motivate students who show low interest in school work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Make my expectations about student behavior clear	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Help students think critically	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Get students to follow classroom rules	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Calm a student who is disruptive or noisy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Use a variety of assessment strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Foster student creativity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Establish a classroom management system with each group of students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m) Provide an alternative explanation for example when students are confused	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n) Assist families in helping their children to do well in school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o) Establish routines to keep activities running smoothly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
p) Implement alternative instructional strategies in your classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
q) Respond to difficult students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Your Teaching in the Target Class

In the following, we want to gather more detail about your teaching practices. However, we cannot cover the whole scope of your teaching within this questionnaire. Therefore, we will focus on your teaching of one specific class.

The following questions ask about a particular class that you teach. Think about the class you were teaching at 11am last Tuesday. If this was a 7th, 8th, and/or 9th grade class, this is the target class for use in questions 33 through 44. If this was not a 7th, 8th, and/or 9th grade class, please think about the very next grade 7, 8, and/or 9th grade class you taught anytime after 11am last Tuesday.

In the questions below, this class will be referred to as the target class.

33. What is the actual name of the subject you teach in the target class?

Please write the name of the subject as it is used within this school.

34. In which subject category does the target class fall?

For more details on these subject categories, please see Question 13.

Please mark one choice.

- ₁ Reading, writing and literature
- ₂ Mathematics
- ₃ Science
- ₄ Social studies/Social Sciences
- ₅ Modern foreign languages
- ₆ Classical Greek and/or Latin
- ₇ Technology
- ₈ Arts
- ₉ Physical education
- ₁₀ Religion and/or ethics
- ₁₁ Practical and vocational skills
- ₁₂ Interdisciplinary subject
- ₁₃ Other

35. What is the official grade level of the target class?

Please write a number.

Grade:

If the target class includes students from more than one grade, or the target class is designed for more than one grade, please write the lowest and highest grade levels below.

Lowest grade:

Highest grade:

36. How many students are enrolled in the target class?

Please write a number.

students

37. We would like to understand the composition of the target class. Please estimate the percentage of students who have the following characteristics.

It is acceptable to base your estimates on personal perception of student characteristics. Students may fall into multiple categories, so 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Students who are not fluent in English.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Low academic achievers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Poorly motivated students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Students with special needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Students with behavioral problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Academically gifted students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

38. What percentage of the target class time is typically spent on each of the following activities?

Write a percentage for each activity. Write 0 (zero) if none.

Please ensure that responses add up to 100%.

- a) % Administrative tasks (e.g. recording attendance, handing out school information/forms)
- b) % Keeping order in the classroom (maintaining discipline)
- c) % Actual teaching and learning
- 100 % Total**

39. Please indicate how representative you feel the target class is of all the classes you teach.

Please mark one choice

- ₁ Very representative
- ₂ Representative
- ₃ Not representative

40. Imagine you are about to start a lesson in the target class. How likely are you to do each of the following as an initial lesson activity?

Please mark one choice in each row.

- | | Very unlikely | Somewhat unlikely | Somewhat likely | Very likely |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) I present an overview of the lesson. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) I ask students how they feel today. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) I check my students' exercise books or homework. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) I ask my students to summarize the previous lesson. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

41. How strongly do you agree or disagree with the following statements about the target class?

Please mark one choice in each row.

- | | Strongly disagree | Disagree | Agree | Strongly agree |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) When the lesson begins, I have to wait quite a long time for students to quiet down. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Students in this class take care to create a pleasant learning atmosphere. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) I lose quite a lot of time because of students interrupting the lesson. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) There is much disruptive noise in this classroom. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Teaching a 'Unit' in the Target Class

Now, we will present different strategies involved in three different situations: 1) Introducing a new unit (defined below), 2) Practicing, and 3) Assessing student learning.

A 'unit' refers to a sequence of several lessons that cover a specific topic.

Please report to what extent you use each of the stated strategies. Not all strategies may apply to all subjects and all grades. Please report 'Very unlikely' when a strategy does not apply to the target class.

42. When you **introduce a new unit**, how likely are you to use each of the following strategies in the target class?

Please mark one choice in each row.

- | | Very unlikely | Somewh at unlikely | Somewh at likely | Very likely |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a) I explicitly state learning goals for the unit. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b) I ask students what they already know about the topic. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) I start with a situation or problem from everyday life or work that helps to introduce the topic. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) I give a lecture-style presentation. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

43. Imagine you are **well advanced in the unit** and most students in the target class appear to have learned the most important facts and strategies. You want to let students **practice** what they have learned. How likely are you to let students do each of the following to practice their knowledge and competencies?

Please mark one choice in each row.

- | | Very unlikely | Somewh at unlikely | Somewh at likely | Very likely |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a) Students work in small groups to come up with a joint solution to a problem or task. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b) I give different work to the students who have difficulties learning and/or to those who can advance faster. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c) I assign tasks that demonstrate why the new knowledge or competencies are useful for everyday life or work. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d) I let students practice similar tasks until I know that every student has understood the subject matter. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

44. How do you assess student learning in the target class?

Please mark one choice in each row.

	Very unlikely	Somewh at unlikely	Somewh at likely	Very likely
a) I develop and administer my own assessment.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I administer a standardized test.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Individual students answer questions in front of the class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I let students evaluate their own progress.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I observe students when working on particular tasks and provide feedback.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

School Climate and Job Satisfaction

45. 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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) This school provides parents or guardians with opportunities to actively participate in school decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) This school provides students with regular opportunities to actively participate in school decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) This school has a culture of shared responsibility for school issues.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) There is a collaborative school culture which is characterized by mutual support.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

46. How strongly do you agree or disagree with the following statements about what happens in this school?

Please mark one choice in each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) In this school, teachers and students usually get along well with each other.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Most teachers in this school believe that the students' well-being is important.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Most teachers in this school are interested in what students have to say.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) If a student from this school needs extra assistance, the school provides it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

47. 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 being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I would like to change to another school if that was possible.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I regret that I decided to become a teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I enjoy working at this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I would recommend my school as a good place to work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I think that the teaching profession is valued in society.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I am satisfied with my performance in this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) All in all, I am satisfied with my job.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

48. How strongly do you agree or disagree with the following statements concerning your personal attitudes?

Please mark one choice in each row.

	Totally disagre e	Neutral	Totally agree
a) I always listen carefully to students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
b) I am confident about my judgments about students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
c) I have doubts about my ability to succeed as a teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
d) I have always been honest with myself about my teaching qualities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
e) I feel threatened by teachers who are very successful.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
f) I have said things that hurt colleagues' or students' feelings.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
g) I feel angry when colleagues express ideas different from my own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
h) I help students and colleagues in trouble.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
i) I admit when I do not know something if a student asks a question in class.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
j) I am irritated by students who ask for favors.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

49. 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

__|__|__ 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