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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

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

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

- 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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Teacher training/education program or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Instructional leadership training or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> 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 at this school
- 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 other occupational field(s)

6 What is your current employment status as a principal?

Please mark one choice.

- ₁ Full-time (more than 90% of full-time hours) without a teaching obligation
- ₂ Full-time (more than 90% of full-time hours) with a teaching obligation
- ₃ Part-time (less than 90% of full-time hours) without a teaching obligation
- ₄ Part-time (less than 90% of full-time hours) with a teaching obligation

7 During the last 12 months, 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	<input type="checkbox"/> 1..... <input type="checkbox"/> 2.....	<input type="checkbox"/> 1..... <input type="checkbox"/> 2.....
b) In courses, conferences or observational visits	<input type="checkbox"/> 1..... <input type="checkbox"/> 2.....	<input type="checkbox"/> 1..... <input type="checkbox"/> 2.....
c) Other (please specify below)	<input type="checkbox"/> 1..... <input type="checkbox"/> 2.....	<input type="checkbox"/> 1..... <input type="checkbox"/> 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)	<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

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 managed 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 managed 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) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Teaching personnel are funded by the government.
(Includes local, state, and national governments) | <input type="checkbox"/> ₁ | <input type="checkbox"/> 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 <u>main professional activity</u> at this school is student instruction)	<input type="text"/>	<input type="text"/>
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)	<input type="text"/>	<input type="text"/>
c) School administrative personnel (Including receptionists, secretaries, and administrative assistants).....	<input type="text"/>	<input type="text"/>
d) School management personnel (Including principals, assistant principals, and other management staff whose main activity is management)	<input type="text"/>	<input type="text"/>
e) Other staff	<input type="text"/>	<input type="text"/>

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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Primary education (any of grades 1-6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Lower secondary education (any of grades 7-9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Upper secondary general education programs (any of grades 10-12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Upper secondary vocational or technical education programs (grades 10-12).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 What is the current school enrollment, i.e. the number of students of all grades/ages in this school?

Please write a number.

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Students

11 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	<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) Students with special needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

School Management

16 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%

17 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. | <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> | <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> |
| b) I use student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programs. | <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> | <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> |
| c) I establish a professional development plan for this school. | <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> | <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> |
| d) I actively encourage a climate of self-evaluation in this school. | <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> | <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> |

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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I observe instruction in the classroom.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I take actions to support cooperation among teachers to develop new teaching practices.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I take concrete steps to ensure that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I take concrete steps to ensure that teachers feel responsible for their students' learning outcomes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I provide parents or guardians with information on school and student performance.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I check for mistakes and errors in school administrative procedures and reports.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I resolve scheduling problems in this school.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I collaborate with principals from other schools.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

1 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.**

2 Are the following currently represented on your school management team?

Please mark one choice in each row.

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

2 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 opportunities to actively participate in school decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I make the important decisions on my own.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) 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
f) There is a collaborative culture which is characterized by mutual support.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Parents or guardians rarely take part in school decisions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

2 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) Dismissing teachers from employment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) Establishing teachers' starting salaries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) Determining teachers' salary increases	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) Deciding on budget allocations within the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f) Establishing student disciplinary policies and procedures	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g) Establishing student assessment policies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h) Approving students for admission to the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

- i) Choosing which learning materials are used ₁ ₃ ₁ ₁ ₁
- j) Determining course content ₁ ₂ ₁ ₁ ₁
- k) Deciding which courses are offered ₂ ₁ ₂ ₂ ₁

2Do you have a school governing board?

Please mark one choice.

- ₁ Yes
- ₂ No → **Please go to Question [25].**

2Are 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 | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Members of the school management team | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| c) School administrative personnel | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| d) Teachers | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| e) Parents or guardians | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| f) Students | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| g) Trade unions | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| h) Representatives of business, labor market institutions, religious institutions, or other private institutions | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| i) Others (please specify below) | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |

2During 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. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Workshops or courses for parents or guardians | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| c) Services to support parents' or guardians' participation, such as providing child care | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Support for parental association(s) | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |
| e) Parental meeting(s) | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₂ |

26 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Government regulation and policy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Teachers' absences	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Lack of parent or guardian involvement and support	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Ineffective relationship with trade union(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Teachers' career-based wage system	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Inadequate support from authorities (i.e. budget and resources)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Lack of opportunities and support for my own professional development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Lack of opportunities and support for teachers' professional development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) High workload and level of responsibilities in my job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Lack of shared leadership with other school staff members	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) Other members of the school management team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) Teacher colleagues (who are not part of the school management team)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) External individuals or bodies (e.g. inspectors, local or state education authorities, or other persons from outside the school)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

2b) In the past two years, 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 individual s or education authoritie s	You (the principal)	Member(s) of the school manage- ment team	Assigned mentors	Teacher colleague s (not a part of the manage- ment team)	Not used in this school
a) Assessments of teachers' classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Direct observation of classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Student surveys about teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Assessments of teachers' content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Review of students' test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Discussion of teachers' self-assessments of their 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) Discussion about feedback received by 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"/>

2) 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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) A development or training plan is developed for the teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) A mentor is appointed to help the teacher improve his/her teaching.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) A change in a teacher's salary or a payment of a financial bonus	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) A change in the likelihood of a teacher's career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Other (please specify below)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

School Climate

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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) We have a vision of what we want to achieve in the long run.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) The school vision influences decision making.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) There is a strong focus on core educational values.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) There is a high level of cooperation with students' families.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) There is a high level of cooperation between the school and the local community.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) School staff has an open discussion about difficulties.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) There is mutual respect for colleagues' ideas.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) There is a culture of sharing success.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Teachers have a caring attitude towards students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Teachers are fair to all students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) The relationships between teachers and students are good.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

31. 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Shortage of teachers with competence in teaching students with special needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Shortage of vocational teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Insufficient Internet access	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Shortage or inadequacy of library materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Shortage of support personnel	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

3b 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) Cheating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) Vandalism and theft	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) Intimidation or verbal abuse among students (or other forms of non-physical bullying)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) Physical injury caused by violence among students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f) Intimidation or verbal abuse of teachers or staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g) Use/possession of drugs and/or alcohol	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
By teachers in this school:	Never	Rarely	Monthly	Weekly	Daily
h) Arriving late at school and absenteeism (i.e. unexcused absences)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i) Intimidation or verbal abuse of students, teachers, or staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j) Discrimination (e.g. based on gender, ethnicity, religion, or disability)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
By individuals from outside this school:	Never	Rarely	Monthly	Weekly	Daily
k) Vandalism and theft	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
l) Physical injury caused by violence towards students of this school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
m) Intimidation or verbal abuse of students, teachers, or staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
n) Distribution of drugs and/or alcohol	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 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.

3Bo 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. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) There are <u>informal</u> induction activities for new teachers. | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₂ |
| c) There is a <u>formal</u> induction program for new teachers lasting (please specify below): | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| <input type="text"/> <input type="text"/> <input type="text"/> Days. | | |

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

3W Which teachers at this school are offered the formal 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

39 What structures and activities are included in the formal 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)
-

30 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.

31 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

3 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 importanc e	Of moderate importanc e	Of high importanc e
a) To improve teachers' pedagogical competence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) To strengthen teachers' professional identity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) To improve teachers' collaboration with colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) To support less experienced teachers' in their teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) To expand teachers' main subject(s) knowledge	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) To improve students' general performance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Job Satisfaction

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.	<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 this job/position.	<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 principal.	<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 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
g) 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
h) 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
i) 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

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