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|  | [Placeholder for identification label](105 x 35 mm) |
| Organization for Economic Cooperation and Development (OECD)Teaching and Learning International Survey (TALIS) 2013 |
| Teacher QuestionnaireTeachers of Students in Grades 7, 8, and / or 9  |
| Field Trial VersionUnited StatesU.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].According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is [OMB 1850-XXXX]. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics, U.S. Department of Education, 1990 K St, NW #9020, Washington, D.C. 20006.National Center for Education Statistics U.S. Department of Education1990 K St. NWWashington DC 20006 |
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| International Project Consortium:International Association for the Evaluation of Educational Achievement (IEA), The NetherlandsIEA Data Processing and Research Center (IEA DPC), GermanyStatistics 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 recoginition of teacher’s work, as well as other school leadership, management and workplace topics. Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches.

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

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

Confidentiality

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

About the Questionnaire

* 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!**

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|  | 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.

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|  | Are you female or male? |
|  | 1 | Female |
|  | 2 | Male |

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|  | How old are you? |
|  | Please write a number. |
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 | Years |

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|  | 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) |

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|  | 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.  |

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|  | 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. |
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 | Year(s) working as a teacher in total |
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 | Year(s) working as a teacher at this school |

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|  | 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 |

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|  | 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]. |

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|  | 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. |
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 | School(s) |

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|  | 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 |

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|  | 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.  | 1 | 2 |
|  | b) | I have completed a teacher training program that formally certifies me to teach the grade(s) that I am teaching.  | 1 | 2 |
|  | c) | I have completed a teacher training program (other than above).  | 1 | 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.  | 1 | 2 |
|  | e) | I have professional or work experiences that allowed me to become a teacher.  | 1 | 2 |
|  | f) | Other (please specify below)  | 1 | 2 |
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|  | 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  | 1 | 2 |
|  | b) | Associate’s Degree  | 1 | 2 |
|  | c) | Bachelor’s Degree  | 1 | 2 |
|  | d) | Master’s Degree  | 1 | 2 |
|  | e) Doctoral Degree (PhD or EdD)  | 1 | 2 |

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

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|  | 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 | Somewhat  | Well | Very well |
|  | a) | Content of the subject(s) I teach  | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
|  | b) | Pedagogy of the subject(s) I teach  | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
|  | c) | Classroom practice (practicum, internship or student teaching) in the subject(s) I teach  | 1 | 2 | 3 | 1 | 2 | 3 | 4 |

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|  | 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, literatureMathematics: mathematics, mathematics with statistics, geometry, algebra etc.Science: science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestrySocial 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, philosophyModern foreign languages: languages other than EnglishClassical Greek and/or LatinTechnology: orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology / design technologyArts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needleworkPhysical education: physical education, gymnastics, dance, healthReligion 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, handicraftInterdisciplinary subject: integration of content and perspective of several traditional school subjects |

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|  |  |  | 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  | 1 | 1 | 1 | 1 |
|  | b) | Mathematics  | 1 | 1 | 1 | 1 |
|  | c) | Science  | 1 | 1 | 1 | 1 |
|  | d) | Social Sciences/Social studies  | 1 | 1 | 1 | 1 |
|  | e) | Modern foreign languages  | 1 | 1 | 1 | 1 |
|  | f) | Classical Greek and/or Latin  | 1 | 1 | 1 | 1 |
|  | g) | Technology  | 1 | 1 | 1 | 1 |
|  | h) | Arts  | 1 | 1 | 1 | 1 |
|  | i) | Physical education  | 1 | 1 | 1 | 1 |
|  | j) | Religion and/or ethics  | 1 | 1 | 1 | 1 |
|  | k) | Practical and vocational skills  | 1 | 1 | 1 | 1 |
|  | l) | Interdisciplinary subject  | 1 | 1 | 1 | 1 |
|  | m) | Other (please specify below)  | 1 | 1 | 1 | 1 |
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|  | During your most recent, completecalendar 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 shortend 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. |
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 | Hours |

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|  | 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  |

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|  | b) | Mathematics  |

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|  | c) | Science  |

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|  | d) | Social Science/Social studies  |

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|  | e) | Modern foreign languages  |

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|  | f) | Classical Greek and/or Latin  |

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|  | g) | Technology  |

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|  | h) | Arts  |

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|  | i) | Physical education  |

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|  | j) | Religion and/or ethics  |

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|  | k) | Practical and vocational skills  |

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|  | l) | Interdisciplinary subject  |

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|  | m) | Other (please specify below)  |

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|  | 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  |

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|  | b) | Team work and dialogue with colleagues within this school  |

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|  | c) | Grading/correcting of student work  |

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|  | d) | Student counselling (including student supervision, virtual counselling, career guidance and/ or delinquency/ behavioral guidance)  |

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|  | e) | Participation in school management activities  |

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|  | f) | General administrative work (including paperwork and other clerical duties you undertake in your job as a teacher)  |

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|  | g) | Communication and cooperation with parents or guardians  |

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|  | h) | Engaging in extracurricular activities (e.g. sports and cultural activities after school)  |

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|  | i) | Cooperation with training companies and other labor market institutions (e.g. on training places, internships, etc.)  |

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|  | j) | Cooperation with teachers and schools outside of the school(s) in which you teach (nationally or in other countries)  |

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|  | k) | Other tasks  |

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|  | 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.

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|  | 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.  | 1 | 2 |
|  | b) | I took/take part in informal induction activities.  | 1 | 2 |
|  | c) | I took/take part in a formal induction program lasting (please specify below):  | 1 | 2 |
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 | Days |  |  |

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|  | 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.  | 1 | 2 |
|  | b) | I serve as a mentor for one or more teachers.  | 1 | 2 |

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|  | 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)  | 1 | 2 | 3 |

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|  | b) | Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)  | 1 | 2 | 3 |

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|  | c) | Observations or visits at other schools  | 1 | 2 | 3 |

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|  | d) | Observations or visits to businesses, public organizations, or non-governmental organizations  | 1 | 2 | 3 |

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|  | e) | In-service training courses taking place at a business, public organization, or non-governmental organization  | 1 | 2 | 3 |

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|  | 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)  | 1 | 2 | 3 |
|  | g) | Participation within a network or group of teachers formed specifically for teacher professional development  | 1 | 2 | 3 |
|  | h) | Individual or collaborative research on a topic of interest to you professionally  | 1 | 2 | 3 |
|  | i) | Mentoring and/or peer observation and coaching, as part of a formal school arrangement  | 1 | 2 | 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].

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|  | 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)  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | b) | Teaching pedagogy in my subject fields(s)  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | c) | Knowledge of the curriculum (curriculum training)  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | d) | Student evaluation and assessment practices  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | e) | ICT (information-communication technologies) skills for teaching  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | f) | The role of the teacher in the classroom and school, including teacher-student relationships.  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | g) | School management and administration  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | h) | Approaches to individualized learning  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | i) | Teaching students with special needs (see question 9 for the definition)  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | j) | Teaching in a multicultural or multilingual setting  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | k) | Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | l) | Approaches to developing cross-occupational competencies for future work or future studies  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | m) | New technology in the workplace  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | n) | Student career guidance and counselling  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | o) | Other (please specify below)  | 1 | 2 | 1 | 2 | 3 | 4 |
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|  | 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 |

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|  | 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.  | 1 | 2 |
|  | b) | I received a salary supplement for activities outside working hours.  | 1 | 2 |
|  | c) | I received non-monetary support for activities outside working hours (reduced teaching, off days, study leave, etc.).  | 1 | 2 |

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|  | 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  | 1 | 2 | 3 | 4 |
|  | b) | Opportunities for active learning methods (not only listening to a lecture)  | 1 | 2 | 3 | 4 |
|  | c) | Collaborative learning activities or research with other teachers  | 1 | 2 | 3 | 4 |
|  | d) | An extended time-period (several occasions spread out over several weeks or months)  | 1 | 2 | 3 | 4 |

|  |  |
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|  | 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)  | 1 | 2 | 3 | 4 |
|  | b) | Teaching pedagogy in my subject field(s)  | 1 | 2 | 3 | 4 |
|  | c) | Knowledge of the curriculum (curriculum training)  | 1 | 2 | 3 | 4 |
|  | d) | Student evaluation and assessment practice  | 1 | 2 | 3 | 4 |
|  | e) | ICT (information-communication technologies) skills for teaching  | 1 | 2 | 3 | 4 |
|  | f) | The role of the teacher in the classroom and school, including teacher-student relationships.  | 1 | 2 | 3 | 4 |
|  | g) | School management and administration  | 1 | 2 | 3 | 4 |
|  | h) | Approaches to individualized learning  | 1 | 2 | 3 | 4 |
|  | i) | Teaching students with special needs (see question 9 for the definition)  | 1 | 2 | 3 | 4 |
|  | j) | Teaching in a multicultural or multilingual setting  | 1 | 2 | 3 | 4 |
|  | k) | Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)  | 1 | 2 | 3 | 4 |
|  | l) | Approaches to developing cross-occupational competencies for future work or future studies  | 1 | 2 | 3 | 4 |
|  | m) | New technologies in the workplace  | 1 | 2 | 3 | 4 |
|  | n) | Student career guidance and counselling  | 1 | 2 | 3 | 4 |
|  | o) | Other (please specify below)  | 1 | 2 | 3 | 4 |
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|  | To what extent do you agree or disagree that the following may represent barriers to your further professional development? |
|  | Please mark one choice in each row. |
|  |  | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | I do not have the prerequisites (e.g. qualifications, experience, seniority).  | 1 | 2 | 3 | 4 |
|  | b) | Professional development is too expensive/ not affordable.  | 1 | 2 | 3 | 4 |
|  | c) | There is a lack of employer support.  | 1 | 2 | 3 | 4 |
|  | d) | Professional development conflicts with my work schedule.  | 1 | 2 | 3 | 4 |
|  | e) | I do not have time because of family responsibilities.  | 1 | 2 | 3 | 4 |
|  | f) | There is no suitable professional development offered.  | 1 | 2 | 3 | 4 |
|  | g) | There are no incentives for participating in such activities.  | 1 | 2 | 3 | 4 |

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|  | 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.

|  |  |
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|  | 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 individuals or bodies  | School principal  | Member(s) of school manage­ment 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  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | b) | Feedback following direct observation of your classroom teaching  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | c) | Feedback from student surveys about your teaching  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | d) | Feedback following an assessment of your content knowledge  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | e) | Feedback following a review of your students’ test scores  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | f) | Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment)  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | g) | Feedback following surveys or discussions with parents or guardians  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | h) | Other (please specify below)  | 1 | 1 | 1 | 1 | 1 | 1 |
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If you answered ‘I have never received this type of feedback in this school’ to each of the above 🡪 Please go to Question 29.

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|  | 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  | 1 | 2 | 3 | 4 |
|  | b) | Knowledge and understanding of my subject field(s)  | 1 | 2 | 3 | 4 |
|  | c) | Pedagogical competency in teaching my subject field(s)  | 1 | 2 | 3 | 4 |
|  | d) | Student assessment practices  | 1 | 2 | 3 | 4 |
|  | e) | Your role as a teacher (in the classroom and school), including teacher-student relationships.  | 1 | 2 | 3 | 4 |
|  | f) | Your teaching of students with special needs  | 1 | 2 | 3 | 4 |
|  | g) | Teaching in a multicultural or multilingual setting  | 1 | 2 | 3 | 4 |
|  | h) | The feedback I provide to other teachers to improve their teaching  | 1 | 2 | 3 | 4 |
|  | i) | Feedback from parents or guardians  | 1 | 2 | 3 | 4 |
|  | j) | Student feedback  | 1 | 2 | 3 | 4 |
|  | k) | Collaboration or working with other teachers  | 1 | 2 | 3 | 4 |
|  | l) | Other (please specify below)  | 1 | 2 | 3 | 4 |
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|  | 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  | 1 | 2 | 3 | 4 |
|  | b) | Your role in school development initiatives (e.g. curriculum development group, development of school objectives)  | 1 | 2 | 3 | 4 |
|  | c) | The likelihood of your career advancement (e.g. promotion)  | 1 | 2 | 3 | 4 |
|  | d) | The amount of professional development you undertake  | 1 | 2 | 3 | 4 |
|  | e) | Your job responsibilities at this school  | 1 | 2 | 3 | 4 |
|  | f) | Your confidence as a teacher  | 1 | 2 | 3 | 4 |
|  | g) | Your salary and/or financial bonus  | 1 | 2 | 3 | 4 |
|  | h) | Improvement in your classroom management practices  | 1 | 2 | 3 | 4 |
|  | i) | Your knowledge and understanding of your main subject field(s)  | 1 | 2 | 3 | 4 |
|  | j) | Improvement in your teaching practices  | 1 | 2 | 3 | 4 |
|  | k) | Improvement in your methods for teaching students with special needs  | 1 | 2 | 3 | 4 |
|  | l) | Your use of student assessments to improve student learning  | 1 | 2 | 3 | 4 |
|  | m) | Your job satisfaction  | 1 | 2 | 3 | 4 |
|  | n) | Your motivation  | 1 | 2 | 3 | 4 |
|  | o) | The development of your work as a teacher  | 1 | 2 | 3 | 4 |

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

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|  | Your Teaching in General |

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|  | 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.  | 1 | 2 | 3 | 4 |
|  | b) | Students learn best by finding solutions to problems on their own.  | 1 | 2 | 3 | 4 |
|  | c) | Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.  | 1 | 2 | 3 | 4 |
|  | d) | Thinking and reasoning processes are more important than specific curriculum content.  | 1 | 2 | 3 | 4 |

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|  | 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  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | b) | Observe other teachers’ classes and provide feedback  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | c) | Engage in joint activities across different classes and age groups (e.g. projects)  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | d) | Discuss and decide on the selection of instructional media (e.g. textbooks, exercise books)  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | e) | Exchange teaching materials with colleagues  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | f) | Engage in discussions about the learning development of specific students  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | g) | Work with other teachers in my school to ensure common standards in evaluations assessing student progress  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | h) | Attend team conferences  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | i) | Take part in professional learning activities (e.g. group professional development with colleagues from this school)  | 1 | 2 | 3 | 4 | 5 | 6 |

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|  | 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  | 1 | 2 | 3 | 4 |
|  | b) | Help my students value learning  | 1 | 2 | 3 | 4 |
|  | c) | Craft good questions for my students  | 1 | 2 | 3 | 4 |
|  | d) | Control disruptive behavior in the classroom  | 1 | 2 | 3 | 4 |
|  | e) | Motivate students who show low interest in school work  | 1 | 2 | 3 | 4 |
|  | f) | Make my expectations about student behavior clear  | 1 | 2 | 3 | 4 |
|  | g) | Help students think critically  | 1 | 2 | 3 | 4 |
|  | h) | Get students to follow classroom rules  | 1 | 2 | 3 | 4 |
|  | i) | Calm a student who is disruptive or noisy  | 1 | 2 | 3 | 4 |
|  | j) | Use a variety of assessment strategies  | 1 | 2 | 3 | 4 |
|  | k) | Foster student creativity  | 1 | 2 | 3 | 4 |
|  | l) | Establish a classroom management system with each group of students  | 1 | 2 | 3 | 4 |
|  | m) | Provide an alternative explanation for example when students are confused  | 1 | 2 | 3 | 4 |
|  | n) | Assist families in helping their children to do well in school  | 1 | 2 | 3 | 4 |
|  | o) | Establish routines to keep activities running smoothly  | 1 | 2 | 3 | 4 |
|  | p) | Implement alternative instructional strategies in your classroom  | 1 | 2 | 3 | 4 |
|  | q) | Respond to difficult students  | 1 | 2 | 3 | 4 |

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|  | 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 gradeclass you taught anytime after 11am last Tuesday.*

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

|  |  |
| --- | --- |
|  | 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. |
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|  | 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 |

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|  | What is the official grade level of the target class? |
|  |  Please write a number. |
|  | Grade: |

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|  | 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: |

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| --- | --- |
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 |  |
|  | Highest grade: |

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| --- | --- |
|  | How many students are enrolled in the target class? |
|  | Please write a number. |
|  |

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| --- | --- | --- |
|  |  |  |

 | students |

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| --- | --- |
|  | 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  | 1 | 2 | 3 | 4 |
|  | b) | Students who are not fluent in English  | 1 | 2 | 3 | 4 |
|  | c) | Low academic achievers  | 1 | 2 | 3 | 4 |
|  | d) | Poorly motivated students  | 1 | 2 | 3 | 4 |
|  | e) | Students with special needs  | 1 | 2 | 3 | 4 |
|  | f) | Students with behavioral problems  | 1 | 2 | 3 | 4 |
|  | g) | Students from socioeconomically disadvantaged homes  | 1 | 2 | 3 | 4 |
|  | h) | Academically gifted students  | 1 | 2 | 3 | 4 |

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|  | 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) |

|  |  |  |
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 | % | Administrative tasks (e.g. recording attendance, handing out school information/forms) |
|  | b) |

|  |  |  |
| --- | --- | --- |
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 | % | Keeping order in the classroom (maintaining discipline) |
|  | c) |

|  |  |  |
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 | % | Actual teaching and learning |
|  |  | **100** | **%** | **Total** |

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| --- | --- |
|  | 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 |

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|  | 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.  | 1 | 2 | 3 | 4 |
|  | b) | I ask students how they feel today.  | 1 | 2 | 3 | 4 |
|  | c) | I check my students’ exercise books or homework.  | 1 | 2 | 3 | 4 |
|  | d) | I ask my students to summarize the previous lesson.  | 1 | 2 | 3 | 4 |

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|  | 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.  | 1 | 2 | 3 | 4 |
|  | b) | Students in this class take care to create a pleasant learning atmosphere.  | 1 | 2 | 3 | 4 |
|  | c) | I lose quite a lot of time because of students interrupting the lesson.  | 1 | 2 | 3 | 4 |
|  | d) | There is much disruptive noise in this classroom.  | 1 | 2 | 3 | 4 |

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|  | 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.

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

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

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|  | How do you assess student learning in the target class?  |
|  | Please mark one choice in each row. |
|  |  | Very unlikely | Somewhat unlikely | Somewhat likely | Very likely |
|  | a) | I develop and administer my own assessment.  | 1 | 2 | 3 | 4 |
|  | b) | I administer a standardized test.  | 1 | 2 | 3 | 4 |
|  | c) | Individual students answer questions in front of the class.  | 1 | 2 | 3 | 4 |
|  | d) | I let students evaluate their own progress.  | 1 | 2 | 3 | 4 |
|  | e) | I observe students when working on particular tasks and provide feedback.  | 1 | 2 | 3 | 4 |

|  |  |
| --- | --- |
|  | School Climate and Job Satisfaction |

|  |  |
| --- | --- |
|  | 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.  | 1 | 2 | 3 | 4 |
|  | b) | This school provides parents or guardians with opportunities to actively participate in school decisions.  | 1 | 2 | 3 | 4 |
|  | c) | This school provides students with regular opportunities to actively participate in school decisions.  | 1 | 2 | 3 | 4 |
|  | d) | This school has a culture of shared responsibility for school issues.  | 1 | 2 | 3 | 4 |
|  | e) | There is a collaborative school culture which is characterized by mutual support.  | 1 | 2 | 3 | 4 |

|  |  |
| --- | --- |
|  | 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.  | 1 | 2 | 3 | 4 |
|  | b) | Most teachers in this school believe that the students’ well-being is important.  | 1 | 2 | 3 | 4 |
|  | c) | Most teachers in this school are interested in what students have to say.  | 1 | 2 | 3 | 4 |
|  | d) | If a student from this school needs extra assistance, the school provides it.  | 1 | 2 | 3 | 4 |

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

|  |  |
| --- | --- |
|  | How strongly do you agree or disagree with the following statements concerning your personal attitudes? |
|  | Please mark one choice in each row. |
|  |  | Totally disagree | … | … | Neutral | … | … | Totally agree |
|  | a) | I always listen carefully to students.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | b) | I am confident about my judgments about students.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | c) | I have doubts about my ability to succeed as a teacher.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | d) | I have always been honest with myself about my teaching qualities.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | e) | I feel threatened by teachers who are very successful.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | f) | I have said things that hurt colleagues’ or students’ feelings.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | g) | I feel angry when colleagues express ideas different from my own.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | h) | I help students and colleagues in trouble.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | i) | I admit when I do not know something if a student asks a question in class.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | j) | I am irritated by students who ask for favors.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1. 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

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