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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

Main Study Version
United States

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

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

About TALIS 2013

The second Teaching and Learning International Survey (TALIS 2013) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organization for Economic Cooperation and Development (OECD). The United States, along with more than 30 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other workplace issues such as school leadership and school climate.

Being an international survey, it is possible that some questions do not fit very well 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 (Public Law 107-279, Section 153). 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 (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). 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 mean by '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.
- When you have completed this questionnaire, please put the questionnaire in the pre-paid, pre-addressed business reply envelope and mail to Strategic Research Group.
- When in doubt 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:

Strategic Research Group
Phone Number: 1-800-341-3660
Email: TALIS@websrg.com

Or write to us directly at the following mailing address:

Teaching and Learning International Survey
National Center for Education Statistics
Institute of Education Sciences, U.S. Department of Education
1990 K St, NW, Room 9010
Washington, DC 20006

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 courses
₂ Associate's degree
₃ Bachelor's degree
₄ Master's degree
₅ Doctoral degree or equivalent (Ph.D., Ed.D., J.D., M.D.)

4 How many years of work experience do you have?

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

Count part of a year as 1 year.

- a) Year(s) working as a principal at this school
b) Year(s) working as a principal in total
c) Year(s) working in other school management roles (do not include years working as a principal)
d) Year(s) working as a teacher in total (include any years of teaching)
e) Year(s) working in other jobs

5 What is your current employment status as a principal?

Please mark one choice.

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

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

Please mark one choice in each row.

	Before	After	Before and after	Never
a) School administration or principal training program or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teacher training/education program or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Instructional leadership training or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

7 During the last 12 months, did you participate in any of the following professional development activities aimed at you as a principal, and if yes, for how many days?

Professional development is defined as activities that aim to 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, mentoring or research activity.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	
b) In courses, conferences or observational visits.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	
c) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	

8 How strongly do you agree or disagree that the following present barriers to your participation in 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/unaffordable.....	<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 relevant 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
h) The professional development offered is of poor quality.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Professional development is not readily accessible to me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

School Background Information

9 Which best describes the community in which your school is located?

Please mark one choice.

- 1 Rural area (1,000 people or fewer)
- 2 Village (1,001 to 3,000 people)
- 2 Small town (3,001 to 15,000 people)
- 3 Town (15,001 to 100,000 people)
- 4 City (100,001 to 1,000,000 people)
- 5 Large city (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.

1Thinking 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.
<i>Includes local, state and national</i> | <input type="checkbox"/> _1..... | <input type="checkbox"/> _2 |
| b) Teaching personnel are funded by the government.
<i>Includes local, state and national</i> | <input type="checkbox"/> _1..... | <input type="checkbox"/> _2 |

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

Staff may fall into multiple categories.

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

- a) Teachers, irrespective of the grades/ages they teach
Those whose main professional activity at this school is the provision of instruction to students
- 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, educational media specialists, and school psychologists
- c) School administrative personnel
Including receptionists, secretaries, and administrative assistants
- d) School management personnel
Including principals, assistant principals, and other management staff whose main activity is management
- e) Other staff

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

Please indicate 'Yes' or 'No' in part (A) for each of the levels and/or programs listed below.

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

	(A) Level/program taught		(B) Competition		
	Yes	No	Two or more other schools	One other school	No other schools
a) Pre-primary education (pre-kindergarten, preschool, or kindergarten).....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3
b) Primary education (any of grades 1-6).....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3
c) Lower secondary education (any of grades 7-9).....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3
d) Upper secondary (any of grades 10-12) general education programs.....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3
e) Upper secondary (any of grades 10-12) vocational or technical education programs.....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2.....	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3	<input type="text"/> 1..... <input type="text"/> 2..... <input type="text"/> 3

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

Please write a number.

Students

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

Students with special needs are those for whom a special learning need has been formally identified due to specific mental, physical, or emotional characteristics. Often they will be those for whom additional public or private resources (personnel, material or financial) have been 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.

Students may fall into multiple categories. Please mark one choice in each row.

	None	1% to 10%	11% 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	<input type="checkbox"/> 5
b) Students with special needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

School Leadership

16 Do you have a school management team?

'School management team' refers to a group within the school that has 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 18.**

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

Please mark one choice in each row.

	Yes	No
a) You, as 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) Representatives of business, religious institutions, or other private institutions.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Other.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

1) 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.

	You, as principal	Other members of the school manage- ment team	Teachers (not as a part of the school manage- ment team)	School governing board	Local school district or state education authority
a) Appointing or hiring teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Dismissing or suspending teachers from employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Establishing teachers' starting salaries, including setting payscales.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Determining teachers' salary increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Deciding on budget allocations within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Establishing student disciplinary policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Establishing student assessment policies, including state and district assessments.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Approving students for admission to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Choosing which learning materials are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Determining course content, including state and district curricula.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Deciding which courses are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Rough estimates are sufficient. Please write a number in each row. Write 0 (zero) if none. Please ensure that responses add up to 100%.

- a) % Administrative and leadership tasks and meetings
Including human resource/personnel issues, regulations, reports, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, responding to requests from district, regional, state, or national education officials
- b) % Curriculum and teaching-related tasks and meetings
Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development
- c) % Student interactions
Including counseling and conversations outside structured learning activities, discipline
- d) % Parent or guardian interactions
Including formal and informal interactions
- e) % Interactions with local and regional community, businesses and industries
- f) % Extra-curricular planning and supervision
- g) % Other
-
- 100** % **Total**

20 Please indicate if you engaged in the following in this school during the last 12 months.

If you have not been a principal in this school for 12 months, please indicate if you engaged in the following since you started working as a principal in this school. Please mark one choice in each row.

- | | Yes | No |
|---|---|---------------------------------------|
| a) I used student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programs..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I worked on a professional development plan for this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

2 Please indicate how frequently you engaged in the following in this school during the last 12 months.

Please mark one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) I collaborated 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 observed instruction in the classroom.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I took 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 took actions 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 took actions 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 provided parents or guardians with information on the school and student performance.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I checked 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 resolved problems with the lesson timetable in this school.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I collaborated with principals from other schools.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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) There is a collaborative school culture which is characterized by mutual support.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

2 Do you have a school governing board?

Please mark one choice.

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

2 Are the following currently represented on this school’s governing board?

Please mark one choice in each row.

	Yes	No
a) Representatives of a 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"/> ₁	<input type="checkbox"/> ₂
c) School administrative personnel.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Teachers.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Parents or guardians.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Students.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Trade unions.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Representatives of business, religious institutions, or other private institutions.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Please mark one choice in each row.

	Yes	No
a) Workshops or courses for parents or guardians.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Services to support parents’ or guardians’ participation, such as providing child care.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Support for parental association(s).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Parental meeting(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

26 **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) Teachers' career-based wage system.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) 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
g) 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
h) 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
i) 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 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).

27 **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, as 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) Assigned mentors	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) Teachers (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

e) External individuals or bodies (e.g. inspectors, local or state education authorities, or other persons from outside the school)..... 1..... 2..... 3..... 4..... 5

If you answered 'Never' to each of the above → Please go to Question 30.

20 Who performs 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 bodies	You, as principal	Member(s) of school manage- ment team	Assigned mentors	Other teachers (not a part of the manage- ment team)	Not used in this school
a) Direct observation of classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Student surveys about teaching.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Assessments of teachers' content knowledge.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Analysis of students' test scores.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) 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"/>
f) 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"/>

21 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	Sometime s	Most of the time	Always
a) Measures to remedy any weaknesses in teaching are discussed with the teacher.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A development or training plan is developed for each teacher.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) A mentor is appointed to help the teacher improve his/her teaching.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) A change in a teacher's salary or a payment of a financial bonus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) A change in the likelihood of a teacher's career advancement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Dismissal or non-renewal of contract.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Climate

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The school staff share a common set of beliefs about schooling/learning.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) 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
c) School staff have an open discussion about difficulties.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) There is mutual respect for colleagues' ideas.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) There is a culture of sharing success.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) The relationships between teachers and students are good.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) Shortage of qualified and/or high-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

3 In this school, how often do the following occur?

Please mark one choice in each row.

By students in this school:

	Never	Rarely	Monthly	Weekly	Daily
a) Arriving late at school.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b) Absenteeism (i.e. unjustified absences).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c) Cheating.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d) Vandalism and theft.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e) 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
f) 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
g) 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
h) 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
i) Arriving late at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j) Absenteeism (i.e. unjustified absences).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k) Discrimination (e.g. based on gender, ethnicity, religion, or disability, etc.).....	<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 at school to support new teachers' introduction into the teaching profession/school. Student teachers still within the 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 maybe defined by your school, 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.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) There is an induction program for new teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) There are <u>informal</u> induction activities for new teachers not part of an induction program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) There is a general and/or administrative introduction to the school for new teachers..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

3WWhich teachers at this school are offered an induction program?

Please mark one choice.

- ₁ All teachers who are new to this school
- ₂ Only teachers new to teaching

3VWhat structures and activities are included in this induction program?

Please mark as many choices as appropriate.

- ₁ Mentoring by experienced teachers
- ₁ Courses/seminars
- ₁ Scheduled meetings with principal and/or colleague teachers
- 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 None of the above

30 Do teachers at your school have access to a 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 at this school have access
- ₄ No, at present there is no access to a 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

32 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

Finally, 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 were 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

This is the end of the questionnaire.

Thank you very much for your participation!

Please put the questionnaire in the pre-paid, pre-addressed business reply envelope and mail to Strategic Research Group.