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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  |
| Main Study 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 1850-0888. Approval expires 12/31/2014. The time required to complete this information collection is estimated to average 45 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, NWRoom 9010, Washington, D.C. 20006. |
| National Center for Education StatisticsU.S. Department of Education 1990 K St. NWWashington DC 20006 |
| International Project Consortium:International Association for the Evaluation of Educational Achievement (IEA), The NetherlandsIEA Data Processing and Research Center (IEA DPC), GermanyStatistics Canada, Canada |

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 Organisation for Economic Co-operation 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 school leadership, management and workplace issues.

In the TALIS study, it is our intention to draw a picture of the different educational practices in all the participating countries. Countries and individuals may differ in their educational approaches. We rely on your expertise to describe us your work and opinion as accurately as possible.

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

* 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.
* This questionnaire should take approximately 45 minutes to complete.
* 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!

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|  | Background Information |

These questions are about you, your education and the time you have spent in 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. |
|  |  | 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 | There was no possibility to work full-time |

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|  | How many years of work experience do you have? |
|  | Please round up to whole years. |
|  | a) |  | Year(s) working as a teacher at this school |
|  | b) |  | Year(s) working as a teacher in total |
|  | c) |  | Year(s) working in other education roles (do not include years working as a teacher) |
|  | d) |  | Year(s) working in other jobs |

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|  | What is your employment status as a teacher at this school? |
|  | 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 in how many other schools you currently teach 7th, 8th, and/or 9th grade students. |
|  | Please write a number. |
|  |  | School(s) |

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|  | Across all your 7th, 8th, and/or 9th grade classes at this school, how many of your students are students with special needs? |
|  | Students with special needs are those for whom a special learning need has been formally identified due to 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.Please mark one choice. |
|  | 1 | None |
|  | 2 | Some |
|  | 3 | Most |
|  | 4 | All |

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|  | 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.) |

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|  | Did you complete a teacher education or training program? |
|  | Please mark one choice. |
|  | 1 | Yes |
|  | 2 | No |

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|  | Were the following elements included in your formal education or training?  |
|  | Please mark one choice in each row. |
|  |  |  | Yes, for all subject(s) I teach | Yes, for some subject(s) I teach | No |
|  | a) | Content of the subject(s) I teach  | 1 | 2 | 3 |
|  | b) | Pedagogy of the subject(s) I teach  | 1 | 2 | 3 |
|  | c) | Classroom practice (practicum, internship or student teaching) in the subject(s) I teach  | 1 | 2 | 3 |

**If your formal education or training did not include classroom practice🡪 Go to Question 14.**

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|  | **How long did your classroom practicum, internship or student teaching last?** |
|  | *Please mark one choice.* |
|  | 1 | 4 weeks or less |
|  | 2 | 5-7 weeks |
|  | 3 | 8-11 weeks |
|  | 4 | 12 weeks or more |

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|  | In your teaching, to what extent do you feel prepared for the elements below? |
|  | Please mark one choice in each row. |
|  |  |  | Not at all | Somewhat  | Well | Very well |
|  | a) | Content of the subject(s) I teach  | 1 | 2 | 3 | 4 |
|  | b) | Pedagogy of the subject(s) I teach  | 1 | 2 | 3 | 4 |
|  | c) | Classroom practice in the subject(s) I teach  | 1 | 2 | 3 | 4 |

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|  | Were any of the subject categories listed below included in your formal education or training? |
|  | Please mark as many choices as appropriate in each row.Because this is an international survey, we had to categorize many of the actual subjects taught in schools 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 arts, public speaking, literature, composition, communications, journalismEnglish as a Second Language (ESL): ESL or bilingual education in support of students' subject matter learningSpecial Education: education of students with special needsMathematics: basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus.Science: general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth scienceSocial studies/Social science: general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociologyModern foreign languages: languages other than English (e.g., French, German, Spanish, ASL)Classical 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 and health education: physical education, gymnastics, dance, healthReligion and/or ethics: religion, history of religions, religion culture, ethicsBusiness studies: accounting, business management, business principles and ethics, marketing and distributionPractical and vocational skills: vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraftInterdisciplinary subject: integration of content and perspective of several traditional school subjects |

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|  |  |  | Included in high school, vocational certificate, or Associate's degree | Included in Bachelor's degree or above | Included in subject specialization as part of teacher education | Included at the in-service or professional development stage |
|  | a) | Reading, writing and literature  | 1 | 1 | 1 | 1 |
|  | b) | English as a Second Language  | 1 | 1 | 1 | 1 |
|  | c) | Mathematics  | 1 | 1 | 1 | 1 |
|  | d) | Science  | 1 | 1 | 1 | 1 |
|  | e) | Social studies/Social science  | 1 | 1 | 1 | 1 |
|  | f) | Modern foreign languages  | 1 | 1 | 1 | 1 |
|  | g) | Classical Greek and/or Latin  | 1 | 1 | 1 | 1 |
|  | h) | Technology  | 1 | 1 | 1 | 1 |
|  | i) | Arts  | 1 | 1 | 1 | 1 |
|  | j) | Physical and health education  | 1 | 1 | 1 | 1 |
|  | k) | Religion and/or ethics  | 1 | 1 | 1 | 1 |
|  | l) | Business studies  | 1 | 1 | 1 | 1 |
|  | m) | Practical and vocational skills  | 1 | 1 | 1 | 1 |
|  | m) | Interdisciplinary subject  | 1 | 1 | 1 | 1 |
|  | o) | Special education | 1 | 1 | 1 | 1 |
|  | p) | Other (please specify below)  | 1 | 1 | 1 | 1 |
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|  | During this current school year, do you teach the subjects below to any 7th, 8th, and/or 9th grade students in this school? |
|  | Please mark one choice in each row. |
|  |  | Yes | No |
|  | a) | Reading, writing and literature  | 1 | 2 |
|  | b) | English as a Second Language  | 1 | 2 |
|  | c) | Mathematics  | 1 | 2 |
|  | d) | Science  | 1 | 2 |
|  | e) | Social studies/Social science  | 1 | 2 |
|  | f) | Modern foreign languages  | 1 | 2 |
|  | g) | Classical Greek and/or Latin  | 1 | 2 |
|  | h) | Technology  | 1 | 2 |
|  | i) | Arts  | 1 | 2 |
|  | j) | Physical and health education  | 1 | 2 |
|  | k) | Religion and/or ethics  | 1 | 2 |
|  | l) | Business studies  | 1 | 2 |
|  | m) | Practical and vocational skills  | 1 | 2 |
|  | o) | Special education  | 1 | 2 |
|  | p) | Other  | 1 | 2 |

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|  | During your most recent complete calendar week, approximately how many 60-minute hours did you spend in total on teaching, planning lessons, grading, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school? |
|  | A ‘complete’ calendar week is one that was not shortened by breaks, public holidays, sick leave, etc.Also include tasks that took place during weekends, evenings or other off-classroom hours.Round to the nearest whole hour. |
|  |  | Hours |

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|  | Of this total, how many 60-minute hours did you spend on teaching during your most recent complete calendar week? |
|  | Please only count actual teaching time.Time spent on preparation, grading, etc. will be recorded in Question 19. |
|  |  | Hours |

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|  | As a teacher of 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. Please exclude all time spent teaching as this was recorded in the previous question.Rough estimates are sufficient.If you did not perform the task during the most recent complete calendar week, write 0 (zero). |
|  | a) |  | Individual planning or preparation of lessons either at school or out of school |
|  | b) |  | Teamwork and dialogue with colleagues within this school |
|  | c) |  | Grading/correcting of student work |
|  | d) |  | Student counseling (including student supervision, virtual counseling, career guidance and delinquency guidance) |
|  | e) |  | Participation in school management |
|  | f) |  | General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher) |
|  | g) |  | Communication and cooperation with parents or guardians |
|  | h) |  | Engaging in extracurricular activities (e.g. sports and cultural activities after school) |
|  | i) |  | Developing students’ test-taking skills to improve performance on mandated assessments |
|  | j) |  | Administering, proctoring, and scoring mandated assessments |
|  | k) |  | Reviewing and analyzing results of mandated assessments to improve instruction |
|  | l) |  | Other tasks |

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|  | Teacher Professional Development |

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

Please only consider professional development you have taken after your initial teacher training/education.

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|  | In your first regular employment as a teacher, did/do you take part in any 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. |
|  |  | Yes | No |
|  | a) | I took/take part in an induction program.  | 1 | 2 |
|  | b) | I took/take part in informal induction activities not part of an induction program.  | 1 | 2 |
|  | c) | I took/take part in a general and/or administrative introduction to the school.  | 1 | 2 |

**If you do/did not take part in an induction program or in informal induction activities🡪 Please go to Question 22.**

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|  | In your first, regular employment as a teacher, how often did/do you take part in the induction program or informal induction activities? |
|  | Please mark one choice. |
|  | 1 | A few occasions  |
|  | 2 | Multiple occasions across several months of my first year of teaching  |
|  | 3 | Consistently throughout my first year of teaching |

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|  | Are you currently involved in any mentoring activities? |
|  | 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 teachers practicing at your school.Please mark one choice in each row. |
|  |  | Yes | No |
|  | a) | I presently have an assigned mentor to support me.  | 1 | 2 |
|  | b) | I serve as an assigned mentor for one or more teachers.  | 1 | 2 |

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|  | I. During the last 12 months, did you participate in any of the following professional development activities, and if yes, for how many days did they last? |
|  | 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 the 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) | Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)  | 1 | 2 |  |
|  | b) | Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)  | 1 | 2 |  |
|  | c) | Observation visits to other schools  | 1 | 2 |  |
|  | d) | Observation visits to business premises, public organizations, non-government organizations  | 1 | 2 |  |
|  | e) | In-service training courses in business premises, public organizations, non-government organizations  | 1 | 2 |  |

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|  | II. During the last 12 months, did you participate in any of these activities?*Please indicate ‘Yes’ or ‘No’ for each of the activities listed below.* |
|  |  | Yes | No |
|  | f) | Degree program)  | 1 | 2 |
|  | g) | Participation in a network of teachers formed specifically for the professional development of teachers  | 1 | 2 |
|  | h) | Individual or collaborative research on a topic of interest to you professionally  | 1 | 2 |
|  | i) | Mentoring and/or peer observation and coaching, as part of a formal school arrangement  | 1 | 2 |

If you did not participate in any professional development activities during the last 12months 🡪 Please go to Question 28.

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|  | Did the professional development activities you participated in during the last 12 months cover the following topics? If so, what positive 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 positive impact in part (B). |
|  |  | (A)Topic | (B)Positive impact |
|  |  | Yes | No | No | Small | Moderate | Large |
|  | a) | Knowledge and understanding of my subject field(s)  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | b) | Pedagogical competencies in teaching my subject field(s)  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | c) | Knowledge of the curriculum  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | d) | Student evaluation and assessment practices  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | e) | ICT (information and communication technology) skills for teaching  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | f) | Student behavior and classroom management  | 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 technologies in the workplace  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | n) | Student career guidance and counseling  | 1 | 2 | 1 | 2 | 3 | 4 |
|  | o) | Implementation of national/state curriculum standards or Common Core standards  | 1 | 2 | 1 | 2 | 3 | 4 |

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|  | For the professional development in which you participated in the last 12 months, 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, days off, 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 currently 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) | Pedagogical competencies in teaching my subject field(s)  | 1 | 2 | 3 | 4 |
|  | c) | Knowledge of the curriculum  | 1 | 2 | 3 | 4 |
|  | d) | Student evaluation and assessment practice  | 1 | 2 | 3 | 4 |
|  | e) | ICT (information and communication technology) skills for teaching  | 1 | 2 | 3 | 4 |
|  | f) | Student behavior and classroom management  | 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 counseling  | 1 | 2 | 3 | 4 |
|  | o) | Implementation of national/state curriculum standards or Common Core standards  | 1 | 2 | 3 | 4 |

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|  | 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).  | 1 | 2 | 3 | 4 |
|  | b) | Professional development is too expensive/unaffordable.  | 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 relevant professional development offered.  | 1 | 2 | 3 | 4 |
|  | g) | There are no incentives for participating in such activities.  | 1 | 2 | 3 | 4 |
|  | h) | The professional development offered is of poor quality.  | 1 | 2 | 3 | 4 |
|  | i) | Professional development is not readily accessible to me.  | 1 | 2 | 3 | 4 |

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|  | Teacher Feedback |

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

‘Feedback’ is defined broadly as including any communication 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, local or state education authorities, or other persons from outside the school.Please mark as many choices as appropriate in each row. |
|  |  | External individuals or bodies  | School principal | Member(s) of the 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 direct observation of your classroom teaching  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | b) | Feedback from student surveys about your teaching  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | c) | Feedback following an assessment of your content knowledge  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | d) | Feedback following an analysis of your students’ test scores  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | e) | Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment)  | 1 | 1 | 1 | 1 | 1 | 1 |
|  | f) | Feedback following surveys or discussions with parents or guardians  | 1 | 1 | 1 | 1 | 1 | 1 |

If you answered ‘I have never received this type of feedback in this school’ to each of the above 🡪 Please go to Question 33.

|  |  |
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|  | In your opinion, when you receive this 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 competencies in teaching my subject field(s)  | 1 | 2 | 3 | 4 |
|  | d) | Student assessment practices  | 1 | 2 | 3 | 4 |
|  | e) | Student behavior and classroom management  | 1 | 2 | 3 | 4 |
|  | f) | 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 |

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|  | Concerning the feedback you have received at this school, to what extent has it directly led to a positive change in any of the following? |
|  | Please mark one choice in each row. |
|  |  | No positive 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) | Your classroom management practices  | 1 | 2 | 3 | 4 |
|  | i) | Your knowledge and understanding of your main subject field(s)  | 1 | 2 | 3 | 4 |
|  | j) | Your teaching practices  | 1 | 2 | 3 | 4 |
|  | k) | 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 |

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|  | We would now like to ask you about teacher appraisal and feedback in this school more generally. How strongly 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 a more informal approach (e.g. through informal discussions).When a statement does not apply in your context, please skip the item.Please mark one choice in each row. |
|  |  | Strongly disagree | Disagree | Agree | Strongly agree |
|  | a) | The best performing teachers in this school receive the greatest recognition (e.g. rewards, additional training or responsibilities).  | 1 | 2 | 3 | 4 |
|  | b) | Teacher appraisal and feedback have little impact on the way teachers teach in the classroom.  | 1 | 2 | 3 | 4 |
|  | c) | Teacher appraisal and feedback are largely done to fulfill administrative requirements.  | 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) | Feedback is provided to teachers based on a thorough assessment of their teaching.  | 1 | 2 | 3 | 4 |
|  | f) | If a teacher is consistently under-performing, he/she would be dismissed.  | 1 | 2 | 3 | 4 |
|  | g) | Measures to remedy any weaknesses in teaching are discussed with the teacher.  | 1 | 2 | 3 | 4 |
|  | h) | A mentor is appointed to help the teacher improve his/her teaching.  | 1 | 2 | 3 | 4 |
|  | i) | High performing teachers are promoted to positions of greater influence and authority.  | 1 | 2 | 3 | 4 |
|  | j) | Struggling teachers are provided with additional support to improve their performance.  | 1 | 2 | 3 | 4 |

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|  | Your Teaching in General |

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|  | We would like to ask about your personal beliefs on teaching and learning. Please indicate how strongly you agree or disagree 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 do the following 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) | Exchange teaching materials with colleagues  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | e) | Engage in discussions about the learning development of specific students  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | f) | Work with other teachers in my school to ensure the use of common standards in evaluations assessing student progress  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | g) | Attend team conferences  | 1 | 2 | 3 | 4 | 5 | 6 |
|  | h) | Take part in collaborative professional learning  | 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 | To some extent | Quite a bit | A lot |
|  | 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) | Provide an alternative explanation (e.g., when students are confused)  | 1 | 2 | 3 | 4 |
|  | l) | Implement alternative instructional strategies in the classroom  | 1 | 2 | 3 | 4 |

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|  | Your Teaching in the Target Class |

*In the following, we want to get into more detail about your teaching practices. Within this questionnaire, we cannot cover the whole scope of your teaching. Therefore, we use an exemplary approach and focus on the teaching of one specific class.*

*The following questions ask you about a particular class that you teach. The class that we would like you to answer questions about is the first 7th, 8th, or 9th grade class that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a 7th, 8th, or 9th grade class on Tuesday, you can answer the following questions about a class taught on a day following the Tuesday of last week.*

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

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|  | We would like to understand the composition of the target class. Please estimate the broad percentage of students who have the following characteristics. |
|  | ‘Socioeconomically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition or medical care.This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates.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  | 1 | 2 | 3 | 4 | 5 |
|  | b) | Low academic achievers  | 1 | 2 | 3 | 4 | 5 |
|  | c) | Students with special needs (see Question 9 for the definition)  | 1 | 2 | 3 | 4 | 5 |
|  | d) | Students with behavioral problems  | 1 | 2 | 3 | 4 | 5 |
|  | e) | Students from socioeconomically disadvantaged homes  | 1 | 2 | 3 | 4 | 5 |
|  | f) | Academically gifted students  | 1 | 2 | 3 | 4 | 5 |

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|  | Is your teaching in the target class directed entirely or mainly to students with special needs? |
|  | See Question 9 for the definition of students with special needs.Please mark one choice. |
|  | 1 | Yes **🡪 Please go to Question 46.** |
|  | 2 | No  |

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|  | Into which subject category does this target class fall? |
|  | Please mark one choice. |
|  | 1 | Reading, writing and literature*Includes reading and writing (and literature) in English language arts, public speaking, literature, composition, communications, journalism* |
|  | 2 | English as a Second Language (ESL)*Includes ESL or bilingual education in support of students' subject matter learning* |
|  | 3 | Mathematics*Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus* |
|  | 4 | Science*Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science* |
|  | 5 | Social studies/Social science*Includes general social studies, anthropology, economics, geography, government or civics, history, philosophy, psychology, sociology* |
|  | 6 | Modern foreign languages*Includes languages other than English (e.g., French, German, Spanish, ASL)* |
|  | 7 | Classical Greek and/or Latin |
|  | 8 | Technology*Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology* |
|  | 9 | Arts*Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework* |
|  | 10 | Physical and health education*Includes physical education, gymnastics, dance, health* |
|  | 11 | Religion and/or ethics*Includes religion, history of religions, religion culture, ethics* |
|  | 12 | Business studies*Includes accounting, business management, business principles and ethics, marketing and distribution* |
|  | 13 | Practical and vocational skills*Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft* |
|  | 14 | Special Education*Includes education of students with special needs* |
|  | 15 | Other |

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|  | How many students are currently enrolled in this target class? |
|  | Please write a number. |
|  |  | Students |

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|  | For this target class, what percentage of class time is typically spent on each of the following activities?  |
|  | Write a percentage for each activity. Write 0 (zero) if none.Please ensure that responses add up to 100%. |
|  | a) |  | % | Administrative tasks (e.g. recording attendance, handing out school information/forms) |
|  | b) |  | % | Keeping order in the classroom (maintaining discipline) |
|  | c) |  | % | Actual teaching and learning |
|  |  | **100** | **%** | **Total** |

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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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|  | How strongly do you agree or disagree with the following statements about this 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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|  | How often does each of the following happen in the target class throughout the school year? |
|  | Please mark one choice in each row. |
|  |  | Never or almost never | Occasion­ally | Frequently | In all or nearly all lessons |
|  | a) | I present a summary of recently learned content.  | 1 | 2 | 3 | 4 |
|  | b) | Students work in small groups to come up with a joint solution to a problem or task.  | 1 | 2 | 3 | 4 |
|  | c) | I give different work to the students who have difficulties learning and/or to those who can advance faster.  | 1 | 2 | 3 | 4 |
|  | d) | I refer to a problem from everyday life or work to demonstrate why new knowledge is useful.  | 1 | 2 | 3 | 4 |
|  | e) | I let students practice similar tasks until I know that every student understands the subject matter.  | 1 | 2 | 3 | 4 |
|  | f) | I check my students’ exercise books or homework.  | 1 | 2 | 3 | 4 |
|  | g) | Students work on projects that require at least one week to complete.  | 1 | 2 | 3 | 4 |
|  | h) | Students use ICT (information and communication technology) for projects or class work.  | 1 | 2 | 3 | 4 |

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|  | How often do you use the following methods to assess student learning in the target class? |
|  | Please mark one choice in each row. |
|  |  | Never or almost never | Occasion­ally | Frequently | In all or nearly all lessons |
|  | a) | I develop and administer my own assessment.  | 1 | 2 | 3 | 4 |
|  | b) | I administer a standardized test.  | 1 | 2 | 3 | 4 |
|  | c) | I have individual students answer questions in front of the class.  | 1 | 2 | 3 | 4 |
|  | d) | I provide written feedback on student work in addition to a letter grade or numeric score.  | 1 | 2 | 3 | 4 |
|  | e) | I let students evaluate their own progress.  | 1 | 2 | 3 | 4 |
|  | f) | I observe students when working on particular tasks and provide immediate feedback.  | 1 | 2 | 3 | 4 |

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|  | School Climate and Job Satisfaction |

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|  | 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 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 |
|  | f) | Teachers get along well with the school leadership.  | 1 | 2 | 3 | 4 |

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|  | 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 |

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|  | 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 were 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 |

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|  | Finally, 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 |

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.