

2018 Teaching and Learning International Survey (TALIS 2018) Main Study Recruitment and Field Test

OMB# 1850-0888 v.5

Appendix B

TALIS School and Teacher Questionnaires

November 2016

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**Organization for Economic Cooperation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2018**

Principal Questionnaire

Principals of schools including grades 7, 8, and/or 9

Field Trial Version
United States

The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts the Teaching and Learning International Survey (TALIS) in the United States as authorized by the Education Sciences Reform Act of 2002 (20 U.S.C., § 9543). Your responses are protected by federal statute (20 U.S.C., § 9573) and may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law.

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 survey is 1850-0888. The time required to complete this survey 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 survey. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0888, Approval Expires 09/30/2019

National Center for Education Statistics
Potomac Center Plaza
550 12th Street, SW
Washington, DC 20202

International Consortium

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

About TALIS 2018

The third Teaching and Learning International Survey (TALIS 2018) 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 40 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.

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

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C., § 9573). While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. Participation in this survey is voluntary and any individual may withdraw at any time.

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 Westat.
- 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:

TALIS Help Desk:

Phone: 1-855-545-1163

Email: TALISHelp@westat.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
Potomac Center Plaza
550 12th Street, SW
Washington, DC 20202, USA

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?

Please mark one choice.

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 I did not complete high school.

₂ High school

₃

₄ Associate's degree (2-year college program)

₅ Bachelor's degree (4-year college program)

₆ Master's degree or professional degree (MD, DDS, lawyer, minister)

₇ Doctorate (Ph.D., or Ed.D)

4 How many years of work experience do you have regardless of whether you worked part-time or full-time?

Do not include any extended periods of leave such as maternity/paternity leave.

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

Please round up to whole years.

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 in terms of working hours as a principal?

Please mark one choice.

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

6 Did the formal education and training you completed include the following and, if yes, was this before or 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?

Professional development is defined as activities that aim to develop an individual's professional skills, knowledge and expertise.

Please mark one choice in each row.

	Yes	No
a) Courses/seminars about subject matter, teaching methods or pedagogical topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Courses/seminars about leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) In-person courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Online courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Education conferences where teachers, principals and/or researchers present/discuss their research	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Formal qualification program (e.g., a degree program)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Peer and/or self-observation and coaching as part of a formal arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Participation in a network of principals formed specifically for the professional development of principals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Research on a topic of interest to me professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Reading professional literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Engaging in professional dialogue with colleagues about how to improve my leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

8 For each of the areas listed below, please indicate the extent 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 new developments in leadership research and theory	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Knowledge and understanding of current national/local policies on education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Systematically using student and school data for improving the quality of the school (e.g., attainment data, feedback from students, teachers and parents/guardians)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Designing the school curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Designing professional development for/with teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Collaborating with community organizations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Collaborating with other schools and principals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Knowledge of organizational structures and theory	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Encouraging teachers to take part in school leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Observing classroom instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Providing effective feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Promoting equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Developing collaboration among teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Human resource management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Financial management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

9 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 pre-requisites (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.	<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 responsibilities in my personal life.	<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 professional development.				
h) The professional development offered is of poor quality.				
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

10 Which best describes this school's location?

Please mark one choice.

- ₁ A village, hamlet or rural area (up to 3000 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)

11 About what percentage of this school's total funding for a typical school year comes from the following sources?

Please enter a number in each row.

Write 0 (zero) if none.

- a) Government (including departments, municipal, local, district, state, national and supranational levels)
- b) Student fees or school charges paid by parents or guardians
- c) Benefactors, donations, bequests, sponsorships, parent/guardian fundraising
- d) Other

12 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).

13 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 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, psychologists and nurses
- c) School administrative personnel
Including receptionists, secretaries, and administration assistants
- d) School management personnel
Including principals, assistant principals, and other management staff whose main activity is management
- e) Other staff

14 Please indicate the number of staff (head count) in this school for each of the categories below.

Include part-time staff and staff that began work during the year.

Count any staff member for any reason, including retirement, maternity/paternity leave, and temporary teaching.

	0	1-5	6-10	11-15	16-20	21 or more
a) Teachers who began work at this school during the last 12 months	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) Teachers who permanently left this school during the last 12 months	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) Teachers who temporarily did not work at this school during the last 12 months (e.g., teachers on extended leave, sabbatical, family leave)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) School management team members who no longer work at this school for any reason during the last 12 months (e.g., principals, vice/deputy principals)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) Teachers absent for the most recent Tuesday that school was in session	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

15 Are the following education levels and/or programs taught in this school and, if yes, are there other schools in the area that compete for students at that 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 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="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Primary education (any of grades 1-6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Lower secondary education (any of grades 7-9) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Upper secondary (any of grades 10-12) general education programs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Upper secondary (any of grades 10-12) vocational or technical education programs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

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

Please write a number.

Students

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

Students with special needs are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. 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.

A 'refugee' is one who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

*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
d) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

School Leadership

18 Does this school 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 20.**

19 Are the following currently represented on the school management team?

Please mark one choice in each row.

	Yes	No	Not appli- cable
a) I, as principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Vice/deputy principal or assistant principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Financial manager	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Department heads	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Representatives from school governing boards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Students			
i) Representatives of businesses, religious institutions, or other private institutions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

20 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 management team	Teachers (not as a part of the school management team)	School governing board	Local school district or state education authority
a) Appointing or hiring teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Dismissing or suspending teachers from employment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Establishing teachers' starting salaries, including setting paycales	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Determining teachers' salary increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Establishing student disciplinary policies and procedures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Establishing student assessment policies, including state and district assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Choosing which learning materials are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Determining course content, including state and district curricula	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

21 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) | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | <p>Administrative tasks and meetings
<i>Including, regulations, reports, school budget, preparing timetables and class composition, responding to requests from district, regional, state, or national education officials</i></p> |
| | | | | | | |
| b) | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | <p>Leadership tasks and meetings
<i>Including strategic planning, leadership and management activities such as developing school improvement plans, and human resource and personnel issues such as hiring staff</i></p> |
| | | | | | | |
| c) | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | <p>Curriculum and teaching-related tasks and meetings
<i>Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development</i></p> |
| | | | | | | |
| d) | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | <p>Student interactions
<i>Including counseling and conversations outside structured learning activities, discipline</i></p> |
| | | | | | | |
| e) | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | <p>Parent or guardian interactions
<i>Including formal and informal interactions</i></p> |
| | | | | | | |
| f) | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | <p>Interactions with local and regional community, business and industry</p> |
| | | | | | | |
| g) | | <p>% Extra-curricular planning and supervision</p> | | | | |
| h) | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | <p>Other</p> |
| | | | | | | |
| | <p>100%</p> | | | | | |

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

Please mark one choice in each row.

	Never or rarely	Some- times	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 provided feedback to teachers based on my observations.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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
e) 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
f) 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
g) 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
h) I reviewed school administrative procedures and reports.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) 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
j) I collaborated with principals from other schools on challenging work tasks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) I worked on a professional development plan for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) I used student results to develop the school's educational goals. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23 Do you have a school governing board?

Please mark one choice.

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

24 Are the following currently represented on this school's governing board?

Please mark one choice in each row.

	Yes	No	Not applicable
a) Representatives of a local school district or state education authority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Members of the school management team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) School administrative personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Trade unions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Representatives of business, religious institutions, or other private institutions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

25 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/guardian association(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Meetings to allow parents or guardians to contribute to school management decisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

26 To what extent do the following limit your effectiveness as a principal in this school?

'A career-based wage system' is used when an employee's salary is determined mainly by his or her educational level and age or seniority rather than by his or her performance on the job.

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	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
j) Difficulty with recruiting qualified teachers in some subject areas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Other, please specify	<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 this 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) Me, 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)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

If you answered 'Never' to all of the above --> Please go to Question 30.

28 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 individuals or bodies	I, as principal	Mem- ber(s) of the school manage- ment team	Assigned mentors	Other teachers (not a part of the school manage- ment team)	Not used in this school
a) Observations of classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Student survey responses related to teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Assessments of teachers' content knowledge .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Students' external results (e.g., national test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) School-based and classroom-based results (e.g., performance results, project results, test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Self-assessments of teachers' work (e.g., presentation of a portfolio assessment, analysis of teaching using video)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

29 Please indicate the frequency that each of the following occurs in this school following a formal teacher appraisal.

Please mark one choice in each row.

	Never	Some- times	Most of the time	Always
a) Measures to remedy any weaknesses in teaching are discussed with the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A development/training plan is developed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Material sanctions such as reduced annual increases in pay are imposed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A mentor is appointed to help the teacher improve his/her teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) A change in a teacher's work responsibilities (e.g., increase or decrease in his/her teaching load, administrative/managerial responsibilities or mentor responsibilities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) A pay increase in a teacher's salary or a payment of a financial bonus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) A change in the likelihood of a teacher's career advancement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Dismissal or non-renewal of contract	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate

30 Thinking about the general climate in this school, how strongly do you agree or disagree with these statements?

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) This school has a culture of shared responsibility for school issues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I make the important decisions on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) 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
g) The school staff share a common set of beliefs about teaching and learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The school staff enforces rules for student behavior consistently throughout the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) This school encourages staff to lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31 Thinking about the general climate in this school, how strongly do you agree or disagree with these statements?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers and students usually get along well with each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers can rely on this school's management for professional support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) As principal, I have confidence in the expertise of my school's teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Even in difficult situations, teachers can depend upon each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students have to be closely supervised for misbehavior.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students can be counted on to do their work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) It is difficult to overcome cultural barriers between parents/guardians and teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32 To what extent do the following statements apply to this school?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers understand the school's curricular goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers succeed in implementing the school's curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers hold high expectations for student achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Parents support student achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Parents are involved in school activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students desire to do well in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students harass their peers who excel in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The school co-operates with the local community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33 Thinking about the teachers in this school, 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) Most teachers in this school strive to develop new ideas for teaching and learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Most teachers in this school are open to change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Most teachers in this school search for new ways to solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Most teachers in this school provide practical support to each other for the application of new ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

34 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) This school quickly identifies the need to do things differently.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) This school quickly responds to changes when needed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) This school readily accepts new ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) This school makes assistance readily available for the development of new ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

35 To what extent 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	To some extent	Quite a bit	A lot
a) Shortage of qualified 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 digital technology for instruction (e.g., computers, tablets, iPads)	<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 digital 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
j) Shortage or inadequacy of instructional space (e.g., classrooms) ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage or inadequacy of classroom furniture for students (e.g., desks, chairs, materials storage)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage or inadequacy of physical infrastructure (e.g., school buildings, heating/cooling, and lighting)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage of teachers with competence in teaching students in a multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Shortage of teachers with competence in teaching students with needs due to socioeconomic disadvantage challenges	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Shortage or inadequacy of necessary materials to train vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

36 In this school, how often do the following occur among students?

Please mark one choice in each row.

	Never	Less than monthly	Monthly	Weekly	Daily
a) Vandalism and theft	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Intimidation or bullying among students (or other forms of verbal abuse)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) 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
d) Intimidation or verbal abuse to teachers or staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) 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
f) A student or parent reports postings of hurtful information on the internet about students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) A student or parent reports about sharing of other students' private information on the internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) A student or parent reports unwanted electronic contact among students (via texts, emails, gaming)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Induction and Mentoring

The following section includes questions on induction and mentoring.

'Induction activities' are designed to support new teachers' introduction into the teaching profession and to support experienced teachers who are new to a school, and they are either organized in formal structured programs or informally arranged as separate activities.

'Mentoring' is defined as a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.

37 Do new teachers at this school have access to induction activities?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) There is a <u>formal</u> induction program for new teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) There are <u>informal</u> induction activities for new teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to a) --> Please go to Question 40.

38 Which teachers at this school are offered a formal induction program?

Please mark one choice.

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

39 Which of the following provisions are included in this formal induction program?

Please mark one choice in each row.

	Yes	No
a) In-person courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Online courses/seminars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Online activities (e.g., virtual communities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Planned meetings with principal and/or experienced colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Supervision by principal and/or experienced colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Networking/collaboration with other new teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Team teaching with experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Portfolios/diaries/journals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Reduced teaching load	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) General/administrative introduction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

40 Do teachers at this school have access to a mentoring program?

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.
--> **Please go to Question 44.**

41 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.

42 How are teachers selected as mentors in this school?

Please mark one choice in each row.

	Yes	No
a) They are identified through the formal school appraisal system.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) They are nominated by the principal or other members of the school management team (not as part of the formal appraisal system).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) They are nominated by their colleagues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) They are self-nominated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Other, please specify.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

43 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 importance	Of moderate importance	Of high importance
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 assist teachers to learn about the local school context ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) To improve students' general performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Job Satisfaction

44 For how many years do you want to continue to be a principal?

Please write a number.

□□□ Years

45 What is the most likely reason for you to leave the principal role?

Please mark one choice.

- ₁ Become a teacher
- ₂ Work as a teacher educator
- ₃ Work in an education job not in a school
- ₄ Work in a different job not in the education sector
- ₅ Attend to family responsibilities
- ₆ Volunteer for unpaid community work (e.g., projects, activities, programs)
- ₇ Retire from work
- ₈ Other, please specify

46 In your experience as a principal at this school, to what extent do the following occur?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) My school governing board treats me fairly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I experience stress in my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) My job leaves me time for my personal life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) My job negatively impacts my mental health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My job negatively impacts my physical health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) My school provides opportunities to enhance my well-being.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47 Thinking about your job at this school, to what extent are the following sources of stress in your work?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Having too much teacher appraisal and feedback work to do	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Having too much administrative work to do (e.g., filling out forms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Having extra duties due to absent school staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Being held responsible for students' achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Maintaining school discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Dealing with students' misbehavior outside of the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Having poor relationships with staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Being intimidated or verbally abused by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Keeping up with changing requirements from local, municipality/regional, state, or national/federal authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Accommodating students with special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Adapting for the multicultural needs of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

48 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 wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I think that the teaching profession is valued in society.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

49 Thinking about your job at this school, 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) I am satisfied with the salary I receive from my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Apart from my salary, I am satisfied with the terms of my principal contract/employment (e.g., benefits, work schedule).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I can apply my own ideas as a leader of this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I am satisfied with the support that I receive from parents or guardians in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I am satisfied with the support that I receive from the staff in my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I need more support from municipal, local, regional, state, or national authorities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I cannot influence decisions that are important for my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

50 In your role as principal, 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) Motivate staff to improve their performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Manage and resolve conflicts between staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Develop a positive school climate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Develop collaboration between the school and stakeholders (e.g., ministry, community, parents/guardians)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Influence teaching quality	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Encourage staff to actively participate in decision making	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Manage the school effectively and efficiently	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Provide effective feedback to teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Develop school improvement plans	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Monitor implementation of tasks delegated to staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Effectively manage my own working day	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Schooling in Diverse Environments

The following section includes questions about school policies and practices concerned with diversity, with an emphasis on cultural diversity.

'Diversity' refers to the recognition of and appreciation for differences in the backgrounds of students and staff. In the case of cultural diversity it refers most notably to cultural or ethnic backgrounds.

'Equity' refers to the equal treatment of students and staff regardless of differences in background.

51 Does this school include students of more than one cultural or ethnic background?

Please mark one choice.

- ₁ Yes
- ₂ No --> **Please go to Question 53.**

52 In this school, are the following policies and practices in relation to diversity implemented?

Please mark one choice in each row.

	Yes	No
a) Students learn about the histories of diverse ethnic and cultural groups that live in the United States	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Students learn about the cultures (e.g., beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in the United States	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Supporting activities or organizations that encourage students' expression of diverse ethnic and cultural identities (e.g., artistic groups)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Organizing multicultural events (e.g., multicultural diversity day)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Teaching students how to deal with ethnic and cultural discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Adopting teaching and learning practices that integrate global themes throughout the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Adopting a range of approaches to multicultural education (e.g., teamwork, peer to peer learning, simulations, problem-based learning, music, art)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

53 In this school, are the following policies and practices implemented?

Please mark one choice in each row.

	Yes	No
a) Teaching about citizenship	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Teaching about human rights	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Teaching students how to respond to gender differences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Teaching students to be inclusive of different socioeconomic backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Explicit policies on gender discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Explicit policies on socioeconomic discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Additional support for students from disadvantaged backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

54 In your view, approximately how many teachers in this school would agree with the following statements?

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all
a) It is important to be responsive to differences in students' cultural backgrounds.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) It is important for students to learn that people from other cultures can have different values.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Respecting other cultures is something that children and young people should learn as early as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) When there are conflicts between students from different cultures, they should be resolved by finding common ground.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Children and young people should learn that people of different cultures have a lot in common.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

55 In your view, approximately how many teachers in this school would agree with the following statements?

Please mark one choice in each row.

	None or almost none	Some	Many	All or almost all
a) Schools should encourage students from different socioeconomic backgrounds to work together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students should learn how to avoid gender discrimination.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) It is important to treat female and male students equally.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It is important to treat students from all socioeconomic backgrounds in the same manner.	<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 Westat.

U.S. Additional Questions for TALIS 2018 FT

Location: After question 2

USP01 Are you of Hispanic or Latino origin?

Yes ₁

No ₂

USP02 What is your race?

(Mark one or more races to indicate what you consider yourself to be.)

White ₁

Black or African American ₁

Asian ₁

Native Hawaiian or Other Pacific Islander ₁

American Indian or Alaska Native ₁

Location: After 22:

USP03 We are interested in the importance you place on various educational goals. From the following ten goals, which do you consider the most important, the second most important, and the third most important?

	Most important	Second most important	Third most important
a) Building basic literacy skills (reading, math, writing, speaking)l	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Encouraging academic excellence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Preparing students for postsecondary education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Promoting occupational or vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Promoting good work habits and self-discipline.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Promoting personal growth (self-esteem, self-knowledge, etc.).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Promoting human relations skills.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Promoting specific moral values.....			
i) Promoting multicultural awareness or understanding	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j) Fostering religious or spiritual development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃



**Organization for Economic Cooperation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2018**

Teacher Questionnaire

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

Field Trial Version
United States

The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts the Teaching and Learning International Survey (TALIS) in the United States as authorized by the Education Sciences Reform Act of 2002 (20 U.S.C., § 9543). Your responses are protected by federal statute (20 U.S.C., § 9573) and may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law.

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 survey is 1850-0888. The time required to complete this survey is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0888, Approval Expires 09/30/2019

National Center for Education Statistics
Potomac Center Plaza
550 12th Street SW
Washington, DC 20202

International Project Consortium

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

About TALIS 2018

The third Teaching and Learning International Survey (TALIS 2018) 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) and the United States, along with more than 40 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 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

Your responses may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C., § 9573). While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. Participation in this survey is voluntary and any individual may withdraw at any time.

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 60 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 Westat.
- 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:

TALIS Help Desk:

Phone: 1-855-545-1163

Email: TALISHelp@westat.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
Potomac Center Plaza
550 12th Street, SW
Washington, DC 20202, USA

Thank you very much for your participation!

Background and Qualification

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.

1 Are you female or male?

Please mark one choice.

- ₁ Female
- ₂ Male

2 How old are you?

Please write a number.

____ Years

3 Are you of Hispanic or Latino origin?

(Please select only one response.)

- Yes ₁
- No ₂

4 What is your race?

(Mark one or more races to indicate what you consider yourself to be.)

- a) White..... ₁
- b) Black or African American ₁
- c) Asian ₁
- d) Native Hawaiian or Other Pacific Islander ₁
- e) Native American or Alaskan Native ₁

5 In what country were you born?

Please mark one choice.

- ₁ United States
- ₆ Other, please specify

6 What is the highest level of formal education you have completed?

Please mark one choice.

- ₁ I did not complete high school
- ₂ High school
- ₄ Associate’s degree (2-year college program)
- ₅ Bachelor’s degree (4-year college program)
- ₆ Master’s degree or professional degree (MD, DDS, lawyer, minister)
- ₇ Doctorate (Ph.D., or Ed.D.)

7 Which grade or education levels are you qualified to teach?

Please mark one choice in each row.

	Yes	No
a) Pre-primary education (pre-kindergarten, preschool, or kindergarten).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Primary education (any of grades 1-6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Lower secondary education (any of grades 7-9)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Upper secondary education (any of grades 10-12) general education programs.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Upper secondary (any of grades 10-12) vocational or technical education programs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

8 Were the following elements included in your formal education or training and, if yes, to what extent do you feel prepared for each element in your teaching?

For each element, please indicate 'Yes' or 'No' in part (A).

If 'Yes' in part (A), please indicate your preparedness in part (B).

	(A) Inclusion in education or training		(B) Preparedness			
	Yes	No	Not at all	Some- what	Well	Very w
a) Content of some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogy of some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) General pedagogy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Classroom practice in some or all subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching in a mixed ability setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching in a multicultural or multilingual setting ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching cross-curricular skills (e.g., creativity, critical thinking, problem solving)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Use of ICT (information and communication technology) for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Student behavior and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Student career guidance and counseling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching about equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Monitoring students' development and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teaching entrepreneurship and innovation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Content related to child-adolescent socio- emotional and motor development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Content related to child-adolescent cognitive and self-regulation development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Learning theories (e.g., behavioral, cognitive, constructivist)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Teaching with a children's rights perspective	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Facilitating students' transitions from pre- primary education (pre-kindergarten, preschool, kindergarten) to primary education (any of grades 1-6)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Facilitating free play	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

9 How important were the following for you to become a teacher?

Please mark one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) Teaching offered a steady career path.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teaching provided a reliable income.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teaching was a secure job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The teaching schedule (e.g., hours, holidays, part-time positions) fit with responsibilities in my personal life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching and learning was something I was interested in.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching allowed me to influence the development of children and young people.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching allowed me to benefit the socially disadvantaged.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teaching allowed me to provide a contribution to society.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teaching allowed me to share my interest in subject matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

10 Was teaching your first choice as a career?

A 'career' is having a paid job that you regarded as likely to form your life's work.

Please mark one choice.

₁ Yes

₂ No

Current Work

11 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

12 What is your current employment status in terms of working hours as a teacher?

*Please consider your employment status at this school and for all of your teaching employments together.
Please mark one choice in each row.*

- | | Full-time
(more than 90%
of full-time
hours) | Part-time
(71-90%
of full-time
hours) | Part-time
(50-70%
of full-time
hours) | Part-time
(less than
50% of
full-time
hours) |
|---|---|--|--|--|
| a) My employment status at this school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) All my teaching employments together | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

13 How many years of work experience do you have regardless of whether you worked full-time or part-time?

*Do not include any extended periods of leave such as maternity/paternity leave.
Please write a number in each row. Write 0 (zero) if none.
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 (e.g., as a university lecturer, nurse) (do not include years working as a teacher)
- d) Year(s) working in other non-education roles

14 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 16.**

15 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)

16 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 because they are mentally, physically, or emotionally disadvantaged. 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

17 Were the following subject categories included in your formal education or training, and do you teach them during the current school year to any 7th, 8th, and/or 9th grade students in this school?

Please mark as many choices as appropriate in each row.

	Included in my formal education or training	I teach it to 7th, 8th, or 9th grade students this year
Reading, writing and literature		
a) <i>Includes reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) English as a second language (ESL) <i>Includes ESL of bilingual education in support of students' subject matter</i>		
Mathematics		
c) <i>Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus..</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Science		
d) <i>Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science.....</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Social studies/Social science		
e) <i>Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology.....</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Modern foreign languages <i>Includes languages other than English (e.g., French, German, Spanish, ASL).....</i>		
g) Classical Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Technology		
h) <i>Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Arts		
i) <i>Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Physical and health education <i>Includes physical education, gymnastics, dance, health</i>		
k) Religion and/or ethics <i>Includes religion, history of religions, religion culture, ethics</i>		
Business studies		
l) <i>Includes accounting, business management, business principles and ethics, marketing and distribution</i>	<input type="checkbox"/>	<input type="checkbox"/>
Practical and vocational skills <i>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</i>		
n) Special Education <i>Includes education of students with special needs</i>	<input type="checkbox"/>	<input type="checkbox"/>
l) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

18 During your most recent complete calendar week, approximately how many 60-minute hours did you spend in total on tasks related to your job at this school?

Include time spent on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings, participating in professional development and other work tasks. Also include tasks that took place during evenings, weekends or other off classroom hours.

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Round to the nearest whole hour.

Hours in total

19 Of this total, how many 60-minute hours did you spend on teaching at this school during your most recent complete calendar week?

Please only count actual teaching time.

Time spent on preparation, grading, professional development, etc. will be recorded in the next question. Round to the nearest whole hour.

Hours teaching

20 Approximately how many 60-minute hours did you spend on the following tasks during your most recent complete calendar week at this school?

Include tasks that took place during weekends, evenings or other off classroom hours. 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). Round to the nearest whole hour.

- a) Individual planning or preparation of lessons either at school or out of school
- b) Team work and dialogue with colleagues within this school
- c) Grading/correcting student work
- d) Student counseling (including student supervision, mentoring, virtual counseling, career guidance and behavior guidance)
- e) Participation in school management
- f) General administrative work (including communication, paperwork and other clerical duties)
- g) Professional development activities
- h) Communication and cooperation with parents or guardians
- i) Engaging in extracurricular activities (e.g., sports and cultural activities after school)
- j) Developing students' test taking skills to improve performance on mandated assessments.
- k) Administering, proctoring, and scoring mandated assessments
- l) Reviewing and analyzing results of mandated assessments to improve instruction
- m) Other tasks, please specify

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.

24 Did you take part in any induction activities?

'Induction activities' are designed to support new teachers' introduction into the teaching profession and to support experienced teachers who are new to a school, and they are either organized in formal structured programs or informally arranged as separate activities.

Please mark one choice in each row.

- | | Yes,
during
my first
employ-
ment | Yes, at
this
school | No |
|--|---|---------------------------------------|---------------------------------------|
| a) I took part in a <u>formal</u> induction program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) I took part in <u>informal</u> induction activities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

If you answered 'No' to all of the above --> Please go to Question 26.

25 When you began work at this school, were the following provisions part of your induction?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) In-person courses/seminars | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Online courses/seminars | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Online activities (e.g., virtual communities) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Planned meetings with the principal and/or experienced colleagues | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Supervision by the principal and/or experienced colleagues | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Networking/collaboration with other new teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Team teaching with experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Portfolios/diaries/journals | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Reduced teaching load | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) General/administrative introduction | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| k) Other, please specify | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

26 Are you currently involved in any mentoring activities as part of a formal arrangement at this school?

'Mentoring' is defined as a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers.

It does not include mentoring of student teachers doing teaching practice at this school.

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) I currently have an assigned mentor to support me. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I am currently an assigned mentor for one or more teachers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

27 During the last 12 months, did you participate in any of the following professional development activities?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) In-person courses/seminars | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Online courses/seminars | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Education conferences where teachers and/or researchers present/discuss their research | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Formal qualification program (e.g., a degree program) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Observation visits to other schools | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Observation visits to business premises, public organizations, non-governmental organizations | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Peer and/or self-observation and coaching as part of a formal school arrangement | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Participation in a network of teachers formed specifically for the professional development of teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Research on a topic of interest to me professionally | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Reading professional literature | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| k) Engaging in professional dialogue with colleagues about how to improve my teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| l) Other, please specify | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to all of the above --> Please go to Question 32.

28 Were any of the topics listed below included in your professional development activities during the last 12 months?

Please mark one choice in each row.

	Yes	No
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Student behaviors and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Approaches to individualized learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Teaching cross-curricular skills (e.g., creativity, critical thinking, problem solving)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Student career guidance and counseling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Internal evaluation or self-evaluation of schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Teacher-parent cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) Communicating with people from different cultures or countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q) Teaching about equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
r) Implementation of national/state curriculum standards or Common Core standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
s) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

29 For the professional development in which you participated during the last 12 months, did you receive any of the following?

Please mark one choice in each row.

	Yes	No
a) Release from teaching duties for activities during regular working hours	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Non-monetary support for activities outside working hours (e.g., reduced teaching time, days off, study leave)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Costs associated with the activities were paid for or reimbursed to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Materials needed for the activities were provided to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Monetary supplements for activities outside working hours	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Non-monetary rewards (e.g., classroom resources/materials, book vouchers, trial software/apps)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Non-monetary professional benefits (e.g., fulfilling professional development requirements, improving my promotion opportunities)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Increased salary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

30 Thinking of all of your professional development activities during the last 12 months, did any of these have a positive impact on your teaching practice?

Please mark one choice.

- ₁ Yes
- ₂ No --> **Please go to Question 32.**

31 Thinking of the professional development activity that had the greatest positive impact on your teaching during the last 12 months, did it have any of the following characteristics?

Please mark one choice in each row.

	Yes	No
a) It built on my prior knowledge.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) It adapted to my personal development needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) It had a coherent structure.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) It appropriately focused on content needed to teach my subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) It provided opportunities for active learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) It provided opportunities for collaborative learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) It provided sufficient time to digest information.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) It involved case-based learning with practical examples.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) It provided opportunity to practice/apply new ideas and knowledge in my own classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) It provided materials for my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) It provided structured follow-up activities (e.g., further meetings after a course).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) It provided informal follow-up opportunities (e.g., a newsgroup after a course).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) It took place at my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) It involved most colleagues from my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) It took place over an extended period of time (e.g., several weeks or longer).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) It focused on innovation in my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

32 For each of the areas listed below, please indicate the extent 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)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Student behaviors and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Approaches to individualized learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching cross-curricular skills (e.g., creativity, critical thinking, problem solving)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Student career guidance and counseling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Internal evaluation or self-evaluation of schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Teacher-parent cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Communicating with people from different cultures or countries ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Teaching about equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Implementation of national/state curriculum standards or Common Core standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33 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 pre-requisites (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.	<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 my 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 professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The professional development offered is of poor quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

34 How would you characterize your participation in the professional development activities available to you?

Please mark one choice in each row.

	Yes	No
a) I have to participate because of official requirements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) I choose to participate for career reasons.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) I choose to participate for my own professional improvement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Teaching in General

35 Thinking about the teachers in this school, 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) Most teachers in this school strive to develop new ideas for teaching and learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Most teachers in this school are open to change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Most teachers in this school search for a new way to solve problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Most teachers in this school provide practical support to each other for the application of new ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

36 We would like to ask about your beliefs on the following statements. 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.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Effective teachers demonstrate a way to solve a problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students learn best by finding solutions to problems on their own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Instruction should be built around problems with clear, correct answers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My role as a teacher is to select an appropriate teaching practice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) How much students learn depends on how much background knowledge they have – that is why teaching facts is so necessary.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Thinking and reasoning processes are more important than specific curriculum content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) A quiet classroom is generally needed for effective learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Providing students with problems to investigate in small groups is an effective way to teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

37 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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) Observe other teachers' classes and provide feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) Engage in joint activities across different classes and age groups (e.g., projects)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) Exchange teaching materials with colleagues .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) Engage in discussions about the learning development of specific students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g) Attend team conferences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
h) Take part in collaborative professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

38 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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Help my students value learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Craft good questions for my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Control disruptive behavior in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Motivate students who show low interest in schoolwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Make my expectations about student behavior clear	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Help students think critically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Get students to follow classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Calm a student who is disruptive or noisy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Provide an alternative explanation (e.g., when students are confused)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Vary instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Help students develop cross-curricular skills (e.g., creativity, critical thinking, problem solving)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Support student learning through the use of digital technology (e.g., computers, tablets, smart boards)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Support student collaborative learning through the use of digital technology (e.g., computers, tablets, smart boards)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

39 Suppose that you have a heterogeneous class where students' competence varies from very weak to very strong. You have just taught a new topic and you are about to give students hands-on activities/tasks.

What would you do?

For each suggestion, mark the option that best applies to your teaching.

	I would definitely not do this	I would probably not do this	I would probably do this	I would definitely do this
a) Give the same tasks to different students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Give tasks that are slightly more difficult than what I taught and ask students to collaborate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Give tasks that require students to apply what they have learned to new contexts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Give tasks with different solutions and ask students to explain their answers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

40 Suppose you have a class with discipline and order issues. You arrive in the morning and there is much disorder. You ask them to sit down, but they do not listen to you.

What would you do?

For each suggestion, mark the option that best applies to you.

	I would definitely not do this	I would probably not do this	I would probably do this	I would definitely do this
a) Raise my voice, and continue speaking to students with a raised voice until they listen to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Sit down and wait for students to quiet down	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Quiet students down and then remind them of the classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Start teaching, and students usually listen after some time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

41 Suppose you are about to teach your students a new topic. You have to choose an approach. What would you do?

For each suggestion, mark the option that best applies to you.

	I would definitely not do this	I would probably not do this	I would probably do this	I would definitely do this
a) Ask students what they already know about the topic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Connect this new topic to an old topic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Ask questions to check if the students have understood what I taught about this topic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Communicate what students are expected to learn about this topic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

42 Suppose your students are working on tasks and most of them have finished the tasks. Some students are struggling yet you need to move on to teach a new topic. What would you do?

For each suggestion, mark the option that best applies to you.

	I would definitely not do this	I would probably not do this	I would probably do this	I would definitely do this
a) Provide extra help for students who need it, even if it takes some time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Ask students who have not finished to complete the task as homework and move on to teach the new topic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Give new and harder tasks to students as they complete the current task	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Ask students who have finished the task to help the students who are struggling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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 class.

The following questions ask you about a particular 'class' that you teach. The 'class' that we would like you to respond to 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, this can be a class taught on a day following the last Tuesday.

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

44 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.

A 'refugee' is one who, regardless of legal status, fled to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster.

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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Low academic achievers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Students with behavioral problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) 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
f) Academically gifted students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

44 Is your teaching in the target class directed entirely or mainly to special needs students?

Please mark one choice.

₁ Yes --> **Please go to Question 58.**

₂ No

45 Into which subject category does this target class primarily fall?

Please mark one choice.

- ₁ Reading, writing and literature
Includes reading and writing (and literature) in English, language arts, public speaking, composition, communications, journalism
- ₁ English as a Second Language (ESL)
Includes ESL or bilingual education in support of students' subject matter learning.
- ₂ Mathematics
Includes mathematics, basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus
- ₃ Science
Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science
- ₄ Social studies/Social science
Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology
- ₅ Modern foreign languages
Includes languages other than English (e.g., French, German, Spanish, ASL)
- ₆ Classical Greek and/or Latin
- ₇ Technology
Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
- ₈ Arts
Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework
- ₉ Physical and health education
Includes physical education, gymnastics, dance, health
- ₁₀ Religion and/or ethics
Includes religion, history of religions, religion culture, ethics
- ₁₁ Business studies
Includes accounting, business management, business principles and ethics, marketing and distribution
- 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
- ₁₂ Special Education
Includes education of students with special needs
- Other, please specify
-

46 How many students are currently enrolled in this target class?

Please write a number.

Students

47 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%

48 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

49 How strongly do you agree or disagree that you have control over the following areas of your planning and teaching in this target class?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Choosing which learning materials are used (e.g., textbooks, software and supplemental materials)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Determining course content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Selecting teaching methods	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Assessing students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Disciplining students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Determining the amount of homework to be assigned	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

50 Thinking about the general climate in the target class, 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) When the lesson begins, I have to wait quite a long time for students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students in this class take care to create a pleasant learning atmosphere.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I lose quite a lot of time because of students interrupting the lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There is much disruptive noise in this classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students can work well during class time.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students listen to what I say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

51 Thinking about your teaching in the target class, how often do you do the following?

Please mark one choice in each row.

	Never or almost never	Occasion- ally	Frequently	Always
a) I present a summary of recently learned content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I set goals at the beginning of instruction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I explain what I expect the students to learn.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I explain how new and old topics are related.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I ask questions to check if the students have understood what I taught.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I present tasks for which there is no obvious solution.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I present tasks that require students to apply what they have learned to new contexts.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I give tasks that require students to think critically.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I have students work in small groups to come up with a joint solution to a problem or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I ask my students to decide on their own procedures for solving complex tasks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) I tell students to follow classroom rules.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) I tell students to listen to what I say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) I calm students who are disruptive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) When the lesson begins, I tell students to quiet down quickly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) I clarify consequences if students do not follow the classroom rules.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) I refer to a problem from everyday life or work to demonstrate why new knowledge is useful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) I let students practice similar tasks until I know that every student has understood the subject matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) I check my students' exercise books or homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) I give students projects that require at least one week to complete.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
t) I let students use ICT (information and communication technology) for projects or class work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

52 Thinking about your teaching in the target class, 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) I give different work to students of different ability levels.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I give extra help when students need it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I continue teaching until the students understand.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I adapt my teaching to differences in students' cultural background.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I help students with their learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I help students to learn from their mistakes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

53 How often do you use the following methods of assessing student learning in the target class?

Please mark one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) I develop and administer my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I administer a standardized test that has been developed by someone else.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I have individual students answer questions in front of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I provide written feedback on student work in addition to a letter grade or numeric score.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I let students evaluate their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

54 To what extent is your capacity to provide quality instruction in the target class currently hindered by any of the following issues?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) 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
b) Shortage or inadequacy of digital technology for instruction (e.g., computers, tablets, smart boards)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Insufficient Internet access	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Shortage or inadequacy of digital software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Shortage or inadequacy of instructional space (e.g., classrooms) ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of classroom furniture for students (e.g., desks, chairs, materials storage)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage or inadequacy of physical infrastructure (e.g., school buildings, heating/cooling, and lighting)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage or inadequacy of necessary materials to train vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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' results).

Feedback can be provided through informal discussions with you or as part of a more formal and structured arrangement.

55 In this school, who uses the following types of information to provide feedback to you?

'External individuals or bodies' as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.

Please mark as many choices as appropriate in each row.

	External individuals or bodies	School principal or mem- ber(s) of the school manage- ment team	Other colleagues within the school (not a part of the school manage- ment team)	I have never received this feedback in this school.
a) Observation of my classroom teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Student survey responses related to my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Assessment of my content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) My students' external results (e.g., national test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) School-based and classroom-based results (e.g., performance results, project results, test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Self-assessment of my work (e.g., presentation of a portfolio assessment, analysis of my teaching using video)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

If you answered 'I have never received this feedback in this school' to all of the above --> Please go to Question 38.

56 Thinking of all of the feedback that you have received during the last 12 months, did any of these have a positive impact on your teaching practice?

Please mark one choice.

₁ Yes

₂ No --> **Please go to Question 38.**

57 Thinking about the feedback you have received during the last 12 months, did it lead to a positive change in any of the following aspects of your work as a teacher?

Please mark one choice in each row.

	Yes	No
a) Knowledge and understanding of my main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Pedagogical competencies in teaching my subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Use of student assessments to improve student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Methods for teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Methods for teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Feedback to other teachers about their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Collaboration or working with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Confidence as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Motivation as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Job satisfaction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Participation in professional development activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

School Climate and Job Satisfaction

58 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) This school has a culture of shared responsibility for school issues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There is a collaborative school culture which is characterized by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The school staff share a common set of beliefs about teaching and learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The school staff enforces rules for student behavior consistently throughout the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) This school encourages staff to lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

59 Thinking about the general climate in this school, 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) Teachers and students usually get along well with each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Most teachers believe that the students' well-being is important. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Most teachers are interested in what students have to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) If a student needs extra assistance, the school provides it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers can rely on the school's management for professional support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The principal has confidence in the expertise of the teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Even in difficult situations, teachers can depend upon each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Students have to be closely supervised for misbehavior.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Students can be counted on to do their work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) It is difficult to overcome cultural barriers between parents/guardians and teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

60 Thinking about the principal in this school, 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 principal has a clear vision for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The principal encourages cooperation among teachers to develop new teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The principal ensures 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
d) The principal ensures 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
e) The principal encourages all staff to have a say on important decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The principal has good professional relationships with staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The principal has good professional relationships with parents or guardians.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The principal has good professional relationships with students. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The principal ensures that teachers' performance is managed effectively.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The principal encourages staff to be innovative in teachers' pedagogical practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) When teachers do something innovative they receive recognition and rewards for doing so.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) The principal provides useful feedback to staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teachers get along well with the school leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

61 For how many years do you want to continue to be a teacher?

Please write a number.

Years

62 What is the most likely reason for you to leave teaching?

Please mark one choice.

- ₁ Become a school leader/manager
 - ₂ Work as a teacher educator
 - ₃ Work in an education job not in a school
 - ₄ Work in a different job not in the education sector
 - ₅ Attend to family responsibilities
 - ₆ Volunteer for unpaid community work (e.g., projects, activities, programs)
 - ₇ Retire from work
 - ₈ Return as a student to an education program
 - ₉ Other, please specify
-

63 In your experience as a teacher at this school, to what extent do the following occur?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) My principal treats me fairly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I experience stress in my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) My job leaves me time for my personal life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) My job negatively impacts my mental health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My job negatively impacts my physical health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) My school provides opportunities to enhance my well-being.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

64 Thinking about your job at this school, to what extent are the following sources of stress in your work?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Having too much lesson preparation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Having too many lessons to teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Having too much grading	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Having too much administrative work to do (e.g., filling out forms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Having extra duties due to absent teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Being held responsible for students' achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Maintaining classroom discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Dealing with students' misbehavior outside of the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Having poor relationships with staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Being intimidated or verbally abused by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Keeping up with changing requirements from local, district, state or national authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Modifying lessons for students with special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Adapting lessons for multicultural classrooms of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

65 We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

Please mark one choice in each row.

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

66 Thinking about your job at this school, 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) I am satisfied with the salary I receive for my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Apart from my salary, I am satisfied with the terms of my teaching contract/employment (e.g., benefits, work schedule).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I can apply my own ideas in my classroom teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I am satisfied with the support that I receive from parents or guardians in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I need more support from my school management team.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I cannot influence decisions that are important for my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

67 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) My students value me as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Parents or guardians value me as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) My local community values me as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) My principal values me as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers' views are valued by policymakers in this country/region.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teachers can influence educational policy in this country/region. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

68 Thinking about education in grades 7, 8, and 9 as a whole, if the budget were to be increased by 5 %, what would you prefer it to be spent on?

*Please select your first, second and third priority for each of the following.
Please mark one choice in each row.*

	First priority	Second priority	Third priority
a) Investing in ICT	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Improving teacher salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Supporting students from disadvantaged or migration backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Reducing class sizes by recruiting more staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Improving school buildings and facilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Supporting students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Offering high quality professional development for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Providing free lunch for all students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Providing a salary increase to high-performing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j) Reducing teacher's administration load by recruiting more support staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
k) Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Teaching in Diverse Environments

69 Have you ever taught a classroom with students from different cultures?

Please mark one choice.

- ₁ Yes
₂ No --> **Please go to Question 51.**

70 In teaching a culturally diverse class, 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) Cope with the challenges of a multicultural classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Adapt my teaching to the cultural diversity of students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Respond to the needs of students with different cultural backgrounds.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Improve the relationship between students with and without migration background.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Ensure that students with and without migration background work together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Raise awareness for cultural differences among students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Contribute to greater mutual understanding between students from different cultural groups.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Deal with problems which result from cultural differences.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Reduce ethnic stereotyping among students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

71 Does this school include students of more than one cultural or ethnic background?

Please mark one choice.

- ₁ Yes
₂ No --> **Please go to Question 53.**

72 In this school, are the following practices in relation to diversity implemented?

Please mark one choice in each row.

	Yes	No
a) Students learn about the histories of diverse ethnic and cultural groups that live in the United States.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Students learn about the cultures (e.g., beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in the United States.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Supporting activities or organizations that encourage students' expression of diverse ethnic and cultural identities (e.g., artistic groups)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Organizing multicultural events (e.g., multicultural diversity day)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Teaching students how to deal with ethnic and cultural discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Adopting teaching and learning practices that integrate global themes throughout the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Adopting a range of approaches to multicultural education (e.g., teamwork, peer to peer learning, simulations, problem-based learning, music, art)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

73 In this school, are the following policies and practices implemented?

Please mark one choice in each row.

	Yes	No
a) Teaching about citizenship	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Teaching about human rights	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Teaching students how to respond to gender differences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Teaching students to be inclusive of different socioeconomic backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Explicit policies on gender discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Explicit policies on socioeconomic discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Additional support for students from disadvantaged backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

In the past 12 months, professional development was available to teachers at THIS school:

(Please mark one or more responses.)

Before or after school days ₁

During in-service days (teacher planning or work days) when students are NOT in school ₁

During regular school days when students are in school ₁

During summer and other extended school breaks ₁

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 Westat.

