

2024 Teaching and Learning International Survey (TALIS 2024) Main Study Recruitment and Field Test

OMB# 1850-0888 v.8

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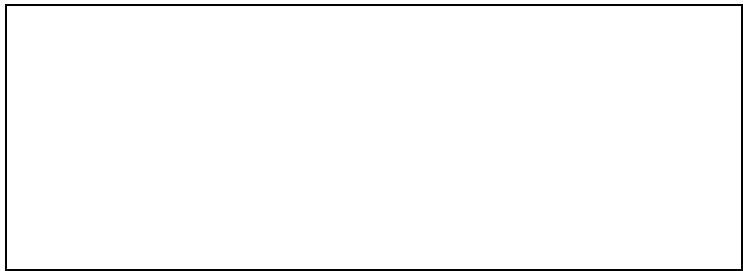
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The instruments included here are from TALIS 2018 and provide information for initial review, as the TALIS 2022 instruments are expected to be very similar but have not yet been finalized by the IC and delivered to member nations. In fall 2022, NCES will publish another package for 30D review that will contain the final international versions of the Field Test instruments.

Please note the absence of the Teacher Knowledge Survey (TKS) instruments in this package. Because the TKS is new and still being piloted, and because the TKS is a proprietary instrument, it is not included for publication or available for public comment.

TALIS 2018 Principal Questionnaire---MAIN STUDY
INSTRUMENT



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

Main Survey 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 (ESRA 2002, 20 U.S.C. §9543). All of the information you provide 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 and 6 U.S.C. §151).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0888. The time required to complete this information collection is estimated to average 45 minutes per school administrator, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or questions about the status of your individual submission of this form, write directly to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th Street, SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0888, Approval Expires xx/xx/2021

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 and 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 coordinated 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. In the United States, TALIS is being conducted by the National Center for Education Statistics (NCES), within the U.S. Department of Education. 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

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. All of the information you provide 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 and 6 U.S.C. §151). Your responses will be combined with those from other participants to produce summary statistics and reports.

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- The person who completes this questionnaire should be the principal of this school. If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take approximately 45 minutes to complete.
- When questions refer to 'this school' we mean by 'school': a division of the school system consisting of students in one or more grades and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in many buildings.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- The following applies only if you are responding to a paper questionnaire. 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. Are you of Hispanic or Latino origin?

Please mark one choice.

₁ No

₂ Yes

4. 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

5. 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 Associate's degree (2-year college program)

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

₅ Master's degree or professional degree (MD, DDS, lawyer, minister)

₆ Doctorate (Ph.D., or Ed.D)

6. 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 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

7. What is your current employment status as a principal, in terms of working hours?

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

8. Did the formal education or 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	• ₃	<input type="checkbox"/> ₄
b) Teacher training/education program or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	• ₃	<input type="checkbox"/> ₄
c) Instructional leadership training or course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	• ₃	<input type="checkbox"/> ₄

9. 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) Courses/seminars attended in person	<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 their research or discuss educational issues	<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) Reading professional literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

10. 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) Using data for improving the quality of the school.....	<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) Observing classroom instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Providing effective feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Promoting equity and diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Developing collaboration among teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Human resource management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Financial management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

11. How strongly do you agree or disagree that the following present barriers to your participation in professional development?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the prerequisites (e.g., qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional development is too expensive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There is a lack of employer support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Professional development conflicts with my work schedule.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I do not have time because of family responsibilities. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional development offered.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) There are no incentives for participating in professional development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The professional development offered is of poor quality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Professional development is not readily accessible to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Background Information

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

Please mark one choice.

- ₁ A village, hamlet or rural area (up to 3,000 people)
- ₂ Small town (3,001 to 15,000 people)
- ₃ Town (15,001 to 100,000 people)
- ₄ City (100,001 to 1,000,000 people)
- ₅ Large city (more than 1,000,000 people)

13. 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

14. 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.*

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

Staff may fall into multiple categories. Please write a number in each row. Write 0 (zero) if there are none.

- a) Teachers, irrespective of the grades/ages they teach *Those whose main professional activity at this school is the provision of instruction to students*
- b) Personnel for pedagogical support, irrespective of the grades/ages they support *Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, 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

16. 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 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
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
c) 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

17. 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

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

Please write a number.

Students

19. 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

20. 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 --> **You will be forwarded to the next applicable question.**

21. Are the following currently represented on the school management team?

Please mark one choice in each row.

	Yes	No	Not applicable
a) 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) School governing board	<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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
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

22. Regarding this school, who has a significant responsibility for the following tasks?

A 'significant responsibility' is one where an active role is played in decision making. Please mark as many choices as appropriate in each row.

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

23. 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) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | 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> |
| b) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | 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> |
| c) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Curriculum and teaching-related tasks and meetings <i>Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional development</i> |
| d) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Student interactions <i>Including counseling and conversations outside structured learning activities, discipline</i> |
| e) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Parent or guardian interactions <i>Including formal and informal interactions</i> |
| f) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Interactions with local and regional community, businesses and industries |
| g) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Extra-curricular planning and supervision |
| h) | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | % | Other |
| | <hr/> | | |
| | 100 | % | Total |

24. 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	Sometimes	Often	Very often
a) I collaborated with teachers to solve classroom discipline problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I observed instruction in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I 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

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).

25. 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) 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 --> You will be forwarded to the next applicable question.

26. Who uses the following types of information 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	Principal	Member(s) of the school management team	Assigned mentors	Other teachers (not a part of the school management 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

27. 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	Sometimes	Most of the time	Always
a) Measures to remedy any weaknesses in teaching are discussed with the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A development/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) An 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

28. 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) 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
j) 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
k) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

29. 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 or guardians support student achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Parents or guardians are involved in school activities.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students have a desire to do well in school.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The school cooperates with the local community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

30. 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

31. 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. software, computers, tablets, smart boards)	<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 library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage of support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) 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
j) Shortage or inadequacy of physical infrastructure (e.g. classroom furniture, school buildings, heating/cooling, and lighting)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage of teachers with competence in teaching students in a multicultural or multilingual setting ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage of teachers with competence in teaching students from socioeconomically disadvantaged homes.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) 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
n) Shortage or inadequacy of time for instructional leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Shortage or inadequacy of time with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. 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 of 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/guardian 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/guardian reports unwanted electronic contact among students (e.g., via texts, emails, online). .	<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.

33. 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) -->You will be forwarded to the next applicable question.

If you answered 'No' to a) and b) -->You will be forwarded to the next applicable question.

34. 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

35. Which of the following provisions are included in teacher induction at this school?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) Courses/seminars attended in person | <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 teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Supervision by principal and/or experienced teachers | <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 |

36. 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 program for teachers in this school. -->**You will be forwarded to the next applicable question.**

37. 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

38. 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 improve students' general performance	<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.

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

Please mark one choice.

₁ Yes

₂ No --> **You will be forwarded to the next applicable question.**

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

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) 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 |
| b) Organizing multicultural events (e.g., cultural diversity day) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Teaching students how to deal with ethnic and cultural discrimination | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Adopting teaching and learning practices that integrate global issues throughout the curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Teaching students to be inclusive of different socioeconomic backgrounds | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Explicit policies against gender discrimination | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Explicit policies against socioeconomic discrimination | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Additional support for students from disadvantaged backgrounds | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

42. 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) 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

43. 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

Job Satisfaction

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

Please write a number.

□□□ Years

45. 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) Being intimidated or verbally abused by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Keeping up with changing requirements from local school district or state education authorities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Addressing parent or guardian concerns	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Accommodating students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

46. 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 this 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

47. 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 am satisfied with the support that I receive from the staff in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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
e) 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

48. 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?

- 1 Building basic literacy skills (reading, math, writing, speaking)
- 2 Encouraging academic excellence
- 3 Preparing students for postsecondary education
- 4 Promoting occupational or vocational skills
- 5 Promoting good work habits and self-discipline
- 6 Promoting personal growth (self-esteem, self-knowledge, etc.)
- 7 Promoting human relations skills
- 8 Promoting specific moral values
- 9 Promoting multicultural awareness or understanding
- 10 Fostering religious or spiritual development

Most important

Second most important

Third most important

This is the end of the questionnaire. Please press the 'Finish' button to submit your answers. Thank you very much for your participation!

TALIS 2018 Core Teacher Questionnaire---MAIN STUDY
INSTRUMENT



[Placeholder for identification label]
(105 x 35 mm)

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

Main Survey 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 (ESRA 2002, 20 U.S.C. §9543). All of the information you provide 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 and 6 U.S.C. §151).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0888. The time required to complete this information collection is estimated to average 60 minutes per teacher, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or questions about the status of your individual submission of this form, write directly to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th Street, SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0888, Approval Expires xx/xx/2021

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 and 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 coordinated 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. In the United States, TALIS is being conducted by the National Center for Education Statistics (NCES), within the U.S. Department of Education. 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

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. All of the information you provide 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 and 6 U.S.C. §151). Your responses will be combined with those from other participants to produce summary statistics and reports.

About the Questionnaire

- This questionnaire should take approximately 60 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.
- The following applies only if you are responding to a paper questionnaire. 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 mark one choice.

₁ No

₂ Yes

4. 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

5. 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 Associate's degree (2-year college program)

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

₅ Master's degree or professional degree (MD, DDS, lawyer, minister)

₆ Doctorate (Ph.D., or Ed.D.)

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

Please mark one choice in both, part (A) and part (B), in each row.

	(A) Inclusion in education or training		(B) Preparedness			
	Yes	No	Not at all	Somewhat	Well	Very well
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) 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

7. 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 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
f) Teaching allowed me to benefit the socially disadvantaged.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) 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

8. 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

9. What is your employment status as a teacher at this school?

Please mark one choice.

- ₁ Permanent employment (an ongoing 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

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

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

11 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, not as a teacher (e.g., as a university lecturer, nurse)
- d) Year(s) working in other non-education roles

12 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 --> **You will be forwarded to the next applicable question.**

13 If 'Yes' in the previous question, please indicate at how many other schools you currently teach 7th, 8th, and/or 9th grade students.

Please write a number.

School(s)

14 Across all your 7th, 8th, and/or 9th grade classes at this school, how many of your students are students with special needs?

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

- ₁ None
- ₂ Some
- ₃ Most
- ₄ All

15 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, and/or 9th grade students this year
a) Reading, writing and literature <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 or bilingual education in support of students' subject matter learning</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Mathematics <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
d) Science <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
e) Social studies/Social science <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>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Classical Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Technology <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
i) Arts <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>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Religion and/or ethics <i>Includes religion, history of religions, religion culture, ethics</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) Business studies <i>Includes accounting, business management, business principles and ethics, marketing and distribution</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
m) 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>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
n) Special Education <i>Includes education of students with special needs</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
o) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

16 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, grading, 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 out of class 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

17 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

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

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

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 undertaken after your initial education or training.

19 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 as many choices as appropriate in each row.

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

If you did not answer 'Yes, at this school' to either a) or b) you will be forwarded to the next applicable question.

20 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) Courses/seminars attended in person | <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 |

21 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 |

22 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, principals 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-government 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) Reading professional literature | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Other | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you answered 'No' to all of the above -->You will be forwarded to the next applicable question.

23 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 behavior 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) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Teacher-parent/guardian cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Communicating with people from different cultures or countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Implementation of national/state curriculum standards or Common Core standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

24 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 -->**You will be forwarded to the next applicable question.**

25 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 opportunity to practice/apply new ideas and knowledge in my own classroom. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) It provided follow-up activities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) It took place at my school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) It involved most colleagues from my school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| k) It took place over an extended period of time (e.g., several weeks or longer). .. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| l) It focused on innovation in my teaching. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

26 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 behavior 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) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teacher-parent/guardian cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Communicating with people from different cultures or countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) 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

27 How strongly do you agree or disagree that the following present barriers to your participation in professional development?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the prerequisites (e.g., qualifications, experience, seniority).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Professional development is too expensive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There is a lack of employer support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Professional development conflicts with my work schedule.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I do not have time because of family responsibilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) There is no relevant professional development offered. .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) There are no incentives for participating in professional development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The professional development offered is of poor quality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Professional development is not readily accessible to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

28 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

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.

29 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 member(s) of the school management team	Other colleagues within the school (not a part of the school management 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) External results of students I teach (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 -->You will be forwarded to the next applicable question.

30 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 -->You will be forwarded to the next applicable question.

31 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 teaching?

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 |

Teaching in General

32 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

33 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 this 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 meetings	<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

34 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 students value learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Craft good questions for 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 school work ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Make 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) 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

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 grade 7, 8, or 9 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.

35 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 (see Question 14 for the definition)	<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

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

Please mark one choice.

- ₁ Yes --> **You will be forwarded to the next applicable question.**
- ₂ No

37 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, literature, composition, communications, journalism
- ₂ English as a Second Language (ESL)
Includes ESL or bilingual education in support of students' subject matter learning
- ₃ Mathematics
Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus
- ₄ Science
Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science
- ₅ Social studies/Social science
Includes general social studies, anthropology, economics, geography, government or civics, history, philosophy, psychology, sociology
- ₆ Modern foreign languages
Includes languages other than English (e.g., French, German, Spanish, ASL)
- ₇ Classical Greek and/or Latin
- ₈ Technology
Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
- ₉ Arts
Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework
- ₁₀ Physical and health education
Includes physical education, gymnastics, dance, health
- ₁₁₁ Religion and/or ethics
Includes religion, history of religions, religion culture, ethics
- ₁₁₂ Business studies
Includes accounting, business management, business principles and ethics, marketing and distribution
- ₁₃ Practical and vocational skills
Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft
- ₁₁₄ Special Education
Includes education of students with special needs
- ₁₅ Other

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

Please write a number.

Students

39 For this target class, what percentage of class time is typically spent on each of the following activities?

Write a percentage for each activity. Write 0 (zero) if none. Please ensure that responses add up to 100%.

- a) % Administrative tasks (e.g. recording attendance, handing out school information/forms)
- b) % Keeping order in the classroom (maintaining discipline)
- c) % Actual teaching and learning
-
- 100 % Total**

40 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) Determining course content | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Selecting teaching methods | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Assessing students' learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) Disciplining students | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| e) Determining the amount of homework to be assigned | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

41 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

42 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	Occasionally	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 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
f) 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
g) 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
h) I ask 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
i) I tell students to follow classroom rules.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) 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
k) I calm students who are disruptive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) 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
m) 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
n) 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
o) 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
p) 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

43 How often do you use the following methods to assess student learning in the target class?

Please mark one choice in each row.

	Never or almost never	Occasionall y	Frequently	Always
a) I administer my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) 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
c) I let students evaluate their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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

Teaching 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.

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

Please mark one choice.

- ₁ Yes
- ₂ No -->**You will be forwarded to the next applicable question.**

45 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) Ensure that students with and without migrant backgrounds work together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Raise awareness of cultural differences among students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Reduce ethnic stereotyping among students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice.

- ₁ Yes
- ₂ No -->**You will be forwarded to the next applicable question.**

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

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) 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 |
| b) Organizing multicultural events (e.g., cultural diversity day) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Teaching students how to deal with ethnic and cultural discrimination | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Adopting teaching and learning practices that integrate global themes throughout the curriculum | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

School Climate and Job Satisfaction

48 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

49 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 each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please write a number.

Years

51 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) I experience stress in my work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) 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
c) My job negatively impacts my mental health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) My job negatively impacts my physical health.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

52 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) 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, district, state or national 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) Modifying lessons for students with special needs ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

53 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

54 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) 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
d) 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
e) Teachers are valued by the media in this country/region.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

55 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 mark one choice in each row.

	Of low importance	Of moderate importance	Of high importance
a) Investing in ICT	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Investing in instructional materials (e.g., textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Supporting students from disadvantaged or migrant 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) Improving teacher salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i) Reducing teachers' administration load by recruiting more support staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

This is the end of the questionnaire. Please press the 'Finish' button to submit your answers. Thank you very much for your participation!

TALIS 2018 Principal Questionnaire---U.S. ADAPTATIONS

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
†	***USA-only question	†	PQ-Q03	Are you of Hispanic or Latino origin? <i>Please mark one choice.</i> 1 = Yes 2 = No	RACEETHP_C (PUF); RACEETHP (RUF).	†
†	***USA-only question	†	PQ-Q04	What is your race? <i>Mark one or more races to indicate what you consider yourself to be.</i>	RACEETHP_C (PUF); RACEETHP (RUF)	†
†		†	PQ-Q04A	White	RACEETHP_C (PUF); RACEETHP (RUF)	†
†		†	PQ-Q04B	Black or African American	RACEETHP_C (PUF); RACEETHP (RUF)	†
†		†	PQ-Q04C	Asian	RACEETHP_C (PUF); RACEETHP (RUF)	†
†		†	PQ-Q04D	Native Hawaiian or Other Pacific Islander	RACEETHP_C (PUF); RACEETHP (RUF)	†
†		†	PQ-Q04E	American Indian or Alaska Native	RACEETHP_C (PUF); RACEETHP (RUF)	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q03	<p>What is the highest level of formal education you have completed? <i>Please mark one choice.</i> 1 = Below <ISCED 2011 Level 3> 2 = <ISCED 2011 Level 3> 3 = <ISCED 2011 Level 4> 4 = <ISCED 2011 Level 5> 5 = <ISCED 2011 Level 6> 6 = <ISCED 2011 Level 7> 7 = <ISCED 2011 Level 8></p>	TC3G03	PQ- Q05	1 = I did not complete high school 2 = High school 3 = Associate’s degree (2-year college program) 4 = Bachelor’s degree (4-year college program) 5 = Master’s degree or professional degree (MD, DDS, lawyer, minister) 6 = Doctorate (Ph.D., or Ed.D .)	TC3G03_USA2	National -> International 1 -> 1 2 -> 2 3 -> 4 4 -> 5 5 -> 6 6 -> 7 International Category 4 (ISCED Level 4) is not administered
PQ- Q06	<p>Did the formal <education or training> you completed include the following and, if yes, was this before or after you took up a position as principal? <i>Please mark one choice in each row.</i> 1 = Before 2 = After 3 = Before and after 4 = Never</p>	†	PQ- Q08	<p>Did the formal education or training you completed include the following and, if yes, was this before or after you took up a position as principal? <i>Please mark one choice in each row.</i> 1 = Before 2 = After 3 = Before and after 4 = Never</p>	†	†
PQ- Q06A	School administration or principal training programme or course	TC3G06A	PQ- Q08A	School administration or principal training program or course	†	†
PQ- Q06B	Teacher training/education programme or course	TC3G06B	PQ- Q08B	Teacher training/education program or course	†	†
PQ- Q07F	Formal qualification programme (e.g. a degree programme)	TC3G07F	PQ- Q09F	Formal qualification program (e.g., a degree program)	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ-09	How strongly do you agree or disagree that the following present barriers to your participation in professional development?	TC3G09A	PQ-Q11	How strongly do you agree or disagree that the following present barriers to your participation in professional development?	†	†
PQ- Q09A	I do not have the pre-requisites (e.g. qualifications, experience, seniority).		PQ- Q11A	I do not have the prerequisites (e.g. qualifications, experience, seniority).		
†	***USA-only question	†	PQ-Q11H	h) The professional development offered is of poor quality.	TC3G09H_USAX2	†
†	***USA-only question	†	PQ-Q11I	i) Professional development is not readily accessible to me.	TC3G09I_USAX2	†
PQ- Q10	Which best describes this school's location? <i>Please mark one choice.</i> 1 = <A village, hamlet or rural area> (up to 3,000 people) 2 = <Small town> (3,001 to 15,000 people) 3 = <Town> (15,001 to 100,000 people) 4 = <City> (100,001 to 1,000,000 people) 5 = <Large city> (more than 1,000,000 people)	TC3G10	PQ- Q12	Which best describes the community in which your school is located? <i>Please mark one choice.</i> 1 = A village, hamlet or rural area (up to 3,000 people) 2 = Small town (3,001 to 15,000 people) 3 = Town (15,001 to 100,000 people) 4 = City (100,001 to 1,000,000 people) 5 = Large city (more than 1,000,000 people)	†	†
PQ- Q11A	<Government> (including departments, municipal, local, regional, state, national and supranational levels)	TC3G11A	PQ- Q13A	Government (including departments, municipal, local, district, state, national and supranational levels)	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q12	<p>Is this school publicly- or privately-managed? Please mark one choice.</p> <p>1 = Publicly-managed <i>This is a school <u>managed</u> by a public education authority, government agency, municipality, or governing board appointed by government or elected by public franchise.</i></p> <p>2 = Privately-managed <i>This is a school <u>managed</u> by a non-government organisation; e.g. a <church,> trade union, business or other private institution.</i></p>	TC3G12	PQ- Q14	<p>1 = Publicly-managed <i>This is a school <u>managed</u> by a public education authority, government agency, or governing board appointed by government or elected by public franchise.</i></p> <p>2 = Privately-managed <i>This is a school <u>managed</u> by a non-government organization e.g., a religious institution, trade union, business or other private institution.</i></p>	†	†
PQ- Q13	<p>For each type of position listed below, please indicate the number of staff (head count) currently working in this school. <i>Staff may fall into multiple categories.</i> <i>Please write a number in each row.</i> <i>Write 0 (zero) if none.</i></p>	†	PQ- Q15	<p>For each type of position listed below, please indicate the number of staff (head count) currently working in this school. <i>Staff may fall into multiple categories.</i> <i>Please write a number in each row.</i> <i>Write 0 (zero) if there are none.</i></p>	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q13B	____ Personnel for pedagogical support, irrespective of the grades/ages they support <i>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></i>	TC3G13B	PQ- Q15B	____ Personnel for pedagogical support, irrespective of the grades/ages they support <i>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</i>	†	†
PQ- Q13C	____ School administrative personnel <i>Including receptionists, secretaries, and administration assistants</i>	TC3G13C	PQ- Q15C	and administrative assistants <i>Including receptionists, secretaries, and administration assistants</i>	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q15	<p>Are the following <ISCED 2011 levels> and/or programmes taught in this school and, if yes, are there other schools in the area that compete for students at that level and/or programme?</p> <p><i>Please indicate ‘Yes’ or ‘No’ in part (A) for each of the levels and/or programmes listed below. If ‘Yes’ in part (A), please indicate in part (B) the number of other schools in this area that compete for students.</i></p> <p>(A) Level/programme taught 1 = Yes 2 = No</p> <p>(B) Competition 1 = Two or more other schools 2 = One other school 3 = No other schools</p>	†	PQ- Q17	<p>Are the following education levels and/or programs taught in this school and, if yes, are there other schools in your area that compete for students at that education level and/or program?</p> <p>Please indicate ‘Yes’ or ‘No’ in part (A) for each of the levels and/or programs listed below. If ‘Yes’ in part (A), please indicate in part (B) the number of other schools in this area that compete for your students.</p> <p>(A) Level/program taught 1 = Yes 2 = No</p> <p>(B) Competition 1 = Two or more other schools 2 = One other school 3 = No other schools</p>	†	†
PQ- Q15A	<ISCED 2011 Level 0>	TC3G15A1-A2	PQ- Q17A	Pre-primary education (pre-kindergarten, preschool, or kindergarten)	†	†
PQ- Q15B	<ISCED 2011 Level 1>	TC3G15B1-B2	PQ- Q17B	Primary education (any of grades 1–6)	†	†
PQ- Q15C	<ISCED 2011 Level 2>	TC3G15C1-C2	PQ- Q17C	Lower secondary education (any of grades 7–9)	†	†
PQ- Q15D	<ISCED 2011 Level 3> general education programmes	TC3G15D1-D2	PQ- Q17D	Upper secondary (any of grades 10–12) general education programs	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q15E	<ISCED 2011 Level 3> vocational or technical education programmes	TC3G15E1-E2	PQ- Q17E	Upper secondary (any of grades 10–12) vocational or technical education programs	†	†
PQ- Q16	What is the <u>current</u> school enrolment, i.e. the number of students of all grades/ages in this school? <i>Please write a number.</i> _____ Students	TC3G16	PQ- Q18	What is the <u>current</u> school enrollment, i.e. the number of students of all grades/ages in this school? <i>Please write a number.</i> _____ Students	†	†
PQ- Q17	Please <u>estimate</u> the broad percentage of <<ISCED level x> or 15-year-old> students in this school who have the following characteristics. < ‘Special needs’ students are those for whom a special learning need has been <u>formally identified</u> 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.>> < ‘Socio-economically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.>	†	PQ- Q19	Please <u>estimate</u> the broad percentage of students in grades 7, 8, and/or 9 in this school who have the following characteristics. <i>Students with special needs are those for whom a special learning need has been <u>formally identified</u> due to mental, physical, or emotional characteristics.</i> <i>‘Socioeconomically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate income, housing, nutrition or medical care.</i>	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
	<p><i>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.</i></p> <p><i>An 'immigrant student' is one who was born outside the country. A 'student with migrant background' has parents who were both born outside the country.</i></p> <p><i>Students may fall into multiple categories.</i></p> <p><i>Please mark one choice in each row.</i></p> <p>1 = None 2 = 1% to 10% 3 = 11% to 30% 4 = 31 to 60% 5 = More than 60%</p>			<p><i>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.</i></p> <p><i>Students may fall into multiple categories.</i></p> <p><i>Please mark one choice in each row.</i></p> <p>1 = None 2 = 1% to 10% 3 = 11% to 30% 4 = 31 to 60% 5 = More than 60%</p>		
PQ- Q17A	Students whose <first language> is different from the language(s) of instruction or from a dialect of this/these languages(s)	TC3G17A	PQ- Q19A	Students whose first language is not English	†	†
PQ- Q17C	Students from <socio-economically disadvantaged homes>	TC3G17C	PQ- Q19C	Students from socioeconomically disadvantaged homes	†	†
PQ- Q17D	Students who are immigrants or with migrant background	TC3G17D	†	Not Administered	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q18	Does this school have a <school management team>? <i>'<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.</i> <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question <20>.	TC3G18	PQ- Q20	Does this school have a school management team? <i>'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.</i> <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question 22.	†	†
PQ- Q19	Are the following currently represented on the <school management team>? <i>Please mark one choice in each row.</i> 1 = Yes 2 = No 3 = Not applicable	†	PQ- Q21	Are the following currently represented on the school management team? <i>Please mark one choice in each row.</i> 1 = Yes 2 = No 3 = Not applicable	†	†
PQ- Q19B	<Vice/deputy principal or assistant principal>	TC3G19B	PQ- Q21B	Vice/deputy principal or assistant principal	†	†
PQ- Q19F	<School governing board> ***USA-only question	TC3G19F †	PQ- Q21F PQ- Q21I	School governing board Representatives of businesses, religious institutions, or other private institutions	† TC3G19I1_USA2	† Maps to 'other' TC3G19I
PQ- Q19I	Other	TC3G19I	PQ- Q21J	†	TC3G19I2_USA2	Maps to 'other' TC3G19I

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q20	<p>Regarding this school, who has a significant responsibility for the following tasks?</p> <p><i>A 'significant responsibility' is one where an active role is played in decision making.</i></p> <p><i>Please mark as many choices as appropriate in each row.</i></p> <p>A(1)-K(1) = Principal</p> <p>A(2)-K(2) = Other members of the <school management team></p> <p>A(3)-K(3) = Teachers (not as a part of the <school management team>)</p> <p>A(4)-K(4) = <School governing board></p> <p>A(5)-K(5) = <Local, municipality/regional, state, or national/federal> authority</p>	†	PQ- Q22	<p>Regarding this school, who has a significant responsibility for the following tasks?</p> <p><i>A 'significant responsibility' is one where an active role is played in decision making.</i></p> <p><i>Please mark as many choices as appropriate in each row.</i></p> <p>A(1)-K(1) = Principal</p> <p>A(2)-K(2) = Other members of the school management team</p> <p>A(3)-K(3) = Teachers (not as a part of the school management team)</p> <p>A(4)-K(4) = School governing board</p> <p>A(5)-K(5) = Local school district or state education authority</p>	†	†
PQ- Q20G	Establishing student assessment policies, including <national/regional> assessments	TC3G20G1-G5	PQ- Q22G	Establishing student assessment policies, including state and district assessments	†	†
PQ- Q20J	Determining course content, including <national/regional> curricula	TC3G20J1-J5	PQ- Q22J	Determining course content, including state and district curricula	†	†
PQ- Q21D	_____ % Student interactions <i>Including counselling and conversations outside structured learning activities, discipline</i>	TC3G21D	PQ- Q23D	_____ % Student interactions <i>Including counseling and conversations outside structured learning activities, discipline</i>	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q21F	_____ % Interactions with local and regional community, business and industry	TC3G21F	PQ- Q23F	_____ % Interaction with local and regional community, businesses and industries	†	†
†	***USA-only question	†	PQ-Q23G	g) % Extra-curricular planning and supervision	TC3G21G1_USA2	Maps to 'other' - TC3G21G
PQ- Q21G	_____ % Other	TC3G21G	PQ-Q23H	_____ % Other	TC3G21G2_USA2	Maps to 'other' - TC3G21G
PQ- Q22D	I took actions to support co-operation among teachers to develop new teaching practices.	TC3G22D	PQ- Q24D	I took actions to support cooperation among teachers to develop new teaching practices.	†	†
PQ- Q23B	Other members of the <school management team>	TC3G23B	PQ- Q25B	Other members of the school management team	†	†
PQ- Q23D	Teachers (who are not part of the <school management team>)	TC3G23D	PQ- Q25D	Teachers (who are not part of the school management team)	†	†
PQ- Q23E	External individuals or bodies (e.g. inspectors, municipality representatives, districts/jurisdictions office personnel, or other persons from outside the school)	TC3G23E	PQ- Q25E	External individuals or bodies (e.g., inspectors, local or state education authorities, or other persons from outside the school)	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q24	<p>Who uses the following types of information as part of the formal appraisal of teachers' work in this school?</p> <p><i>Please mark as many choices as appropriate in each row.</i></p> <p>1 = External individuals or bodies 2 = Principal 3 = Member(s) of the <school management team> 4 = Assigned mentors 5 = Other teachers (not a part of the <school management team>) 6 = Not used in this school</p>	†	PQ- Q26	<p>Who uses the following types of information as part of the formal appraisal of teachers' work in this school?</p> <p><i>Please mark as many choices as appropriate in each row.</i></p> <p>1 = External individuals or bodies 2 = Principal 3 = Member(s) of the school management team 4 = Assigned mentors 5 = Other teachers (not a part of the school management team) 6 = Not used in this school</p>	†	†
PQ- Q26F	There is a collaborative school culture which is characterised by mutual support.	TC3G26F	PQ- Q28F	There is a collaborative school culture which is characterized by mutual support.	†	†
PQ- Q26H	The school staff enforces rules for student behaviour consistently throughout the school.	TC3G26H	PQ- Q28H	The school staff enforces rules for student behavior consistently throughout the school.	†	†
PQ- Q26J	Teachers and students usually get on well with each other.	TC3G26J	PQ- Q28J	Teachers and students usually get along well with each other.	†	†
PQ- Q27G	The school co-operates with the local community.	TC3G27G	PQ- Q29G	The school cooperates with the local community.	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q29	To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues? <i>Please mark one choice in each row.</i> 1 = Not at all 2 = To some extent 3 = Quite a bit 4 = A lot	†	PQ- Q31	To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues? <i>Please mark one choice in each row.</i> 1 = Not at all 2 = To some extent 3 = Quite a bit 4 = A lot	†	†
PQ- Q29F	Insufficient Internet access	TC3G29F	PQ- Q31F	Insufficient internet access	†	†
PQ- Q29L	Shortage of teachers with competence in teaching students from <socio-economically disadvantaged homes>	TC3G29L	PQ- Q31L	Shortage of teachers with competence in teaching students from socioeconomically disadvantaged homes	†	†
PQ- Q30	In this school, how often do the following occur amongst students? <i>Please mark one choice in each row.</i> 1 = Never 2 = Less than monthly 3 = Monthly 4 = Weekly 5 = Daily	†	PQ- Q32	In this school, how often do the following occur among students? <i>Please mark one choice in each row.</i> 1 = Never 2 = Less than monthly 3 = Monthly 4 = Weekly 5 = Daily	†	†
PQ- Q30F	A student or parent/guardian reports postings of hurtful information on the Internet about students.	TC3G30F	PQ- Q32F	A student or parent/guardian reports postings of hurtful information on the internet about students.	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q30G	A student or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, online).	TC3G30G	PQ- Q32G	A student or parent/guardian reports unwanted electronic contact among students (e.g. via texts, e-mails, online).	†	†
†	<i>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 organised in formal, structured programmes 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.</i>	†	†	<i>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.</i>	†	†
PQ- Q31A	There is a <u>formal</u> induction programme for new teachers.	TC3G31A	PQ- Q33A	There is a <u>formal</u> induction program for new teachers.	†	†
PQ- Q32	Which teachers at this school are offered a formal induction programme? <i>Please mark one choice.</i> 1 = All teachers who are new to this school 2 = Only teachers new to teaching	TC3G32	PQ- Q34	Which teachers at this school are offered a formal induction program? <i>Please mark one choice.</i> 1 = All teachers who are new to this school 2 = Only teachers new to teaching	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q34	Do teachers at this school have access to a mentoring programme? <i>Please mark one choice.</i> 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 programme for teachers in this school. -> Please go to Question <37>.	TC3G34	PQ- Q36	Do teachers at this school have access to a mentoring program? <i>Please mark one choice.</i> 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 program for teachers in this school. -> Please go to Question 39.	†	†
PQ- Q37	Does this school include students of more than one cultural or ethnic background? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question <39>.	TC3G37	PQ- Q39	Does this school include students of more than one cultural or ethnic background? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question 41.	†	†
PQ- Q38A	Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups)	TC3G38A	PQ- Q40A	Supporting activities or organizations that encourage students' expression of diverse ethnic and cultural identities (e.g., artistic groups)	†	†
PQ- Q38B	Organising multicultural events (e.g. cultural diversity day)	TC3G38B	PQ- Q40B	Organizing multicultural events (e.g., cultural diversity day)	†	†
PQ- Q39A	Teaching students to be inclusive of different socio-economic backgrounds	TC3G39A	PQ- Q41A	Teaching students to be inclusive of different socioeconomic backgrounds	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
PQ- Q39C	Explicit policies against socio-economic discrimination	TC3G39C	PQ- Q41C	Explicit policies against socioeconomic discrimination	†	†
PQ- Q41A	Schools should encourage students from different socio-economic backgrounds to work together.	TC3G41A	PQ- Q43A	Schools should encourage students from different socioeconomic backgrounds to work together.	†	†
PQ- Q41D	It is important to treat students from all socio-economic backgrounds in the same manner.	TC3G41D	PQ- Q43D	It is important to treat students from all socioeconomic backgrounds in the same manner.	†	†
PQ- Q43G	Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities	TC3G43G	PQ- Q45G	Keeping up with changing requirements from local school district or state education authorities	†	†
PQ- Q45B	Apart from my salary, I am satisfied with the terms of my principal <contract/employment> (e.g. benefits, work schedule).	TC3G45B	PQ- Q47B	Apart from my salary, I am satisfied with the terms of my principal contract/employment (e.g., benefits, work schedule).	†	†
PQ- Q45D	I need more support from <municipal, local, regional, state, or national> authorities.	TC3G45D	PQ- Q47D	I need more support from municipal, local, regional, state, or national authorities.	†	†

See note at end of table.

Exhibit C-1. Principal Questionnaire: Questions that required national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
	***USA-only question		PQ48	<p>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?</p> <p>a. Most important</p> <p>b. Second most important</p> <p>c. Third most important</p> <ol style="list-style-type: none"> 1. Building basic literacy skills (reading, math, writing, speaking) 2. Encouraging academic excellence 3. Preparing students for postsecondary education 4. Promoting occupational or vocational skills 5. Promoting good work habits and self-discipline 6. Promoting personal growth (self-esteem, self-knowledge, etc.) 7. Promoting human relations skills 8. Promoting specific moral values 9. Promoting multicultural awareness or understanding 10. Fostering religious or spiritual development 	TC3N48A_USAX2, TC3N48B_USAX2, TC3N48C_USAX2	†

† Not applicable.

TALIS 2018 Core Teacher Questionnaire---U.S. ADAPTATIONS

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
†	***USA-only question	†	TQ-Q03	Are you of Hispanic or Latino origin? <i>Please mark one choice.</i> 1 = Yes 2 = No	RACEETHT_C (PUF); RACEETHT (RUF).	†
†	***USA-only question	†	TQ-Q04	What is your race? <i>Mark one or more races to indicate what you consider yourself to be.</i>	RACEETHT_C (PUF); RACEETHT (RUF).	†
†	†	†	TQ-Q04A	White	RACEETHT_C (PUF); RACEETHT (RUF).	†
†	†	†	TQ-Q04B	Black or African American	RACEETHT_C (PUF); RACEETHT (RUF).	†
†	†	†	TQ-Q04C	Asian	RACEETH_C (PUF); RACEETHT (RUF).	†
†	†	†	TQ-Q04D	Native Hawaiian or Other Pacific Islander	RACEETHT_C (PUF); RACEETHT (RUF).	†
†	†	†	TQ-Q04E	American Indian or Alaska Native	RACEETHT_C (PUF); RACEETHT (RUF).	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q03	<p>What is the highest level of formal education you have completed? <i>Please mark one choice.</i> 1 = Below <ISCED 2011 Level 3> 2 = <ISCED 2011 Level 3> 3 = <ISCED 2011 Level 4> 4 = <ISCED 2011 Level 5> 5 = <ISCED 2011 Level 6> 6 = <ISCED 2011 Level 7> 7 = <ISCED 2011 Level 8></p>	TT3G03	TQ-Q05	<p>What is the highest level of formal education you have completed? <i>Please mark one choice.</i> 1 = I did not complete high school 2 = High school 3 = Associate’s degree (2-year college program) 4 = Bachelor’s degree (4-year college program) 5 = Master’s degree or professional degree (MD, DDS, lawyer, minister) 6 = Doctorate (Ph.D., or Ed.D.)</p>	TT3G03_USA2	<p>National -> International 1 -> 1 2 -> 2 3 -> 4 4 -> 5 5 -> 6 6 -> 7 International Category 4 (ISCED Level 4) is not administered</p>
TQ- Q04 (CNO)	<p>How did you receive your first teaching qualification? <i>A ‘<regular concurrent teacher education or training programme>’ grants future teachers a single credential for studies in subject-matter content, pedagogy, and other courses in education during the first period of post-secondary education.</i></p>	TT3G04	†	Not administered	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
	<p><i>A '<regular consecutive teacher education or training programme>' requires future teachers to complete two phases of post-secondary education: university education with the focus on subject-matter and a second phase with the focus on pedagogy and practicum.</i></p> <p><i>Please mark one choice.</i></p> <p>1 = A <regular concurrent teacher education or training programme></p> <p>2 = A <regular consecutive teacher education or training programme></p> <p>3 = A <fast-track or specialised teacher education or training programme></p> <p>4 = <Education or training> in another pedagogical profession</p> <p>5 = Subject-specific <education or training> only</p> <p>6 = I have no formal qualification related to the subject I am teaching or to any type of pedagogical education.</p> <p>-> Please go to Question <7>.</p> <p>7 = Other</p>					

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q05 (CNO)	When did you complete the formal <education or training> that qualified you to teach? <i>An approximate year is sufficient. Please write in a number.</i>	TT3G05	†	Not administered	†	†
TQ- Q06	Were the following elements included in your formal <education or training>, and to what extent did you feel prepared for each element in your teaching? <i>Please mark one choice in both part (A) and part (B) in each row.</i> (A) Inclusion in <education or training> 1 = Yes 2 = No (B) Preparedness 1 = Not at all 2 =Somewhat 3 = Well 4 = Very well	†	†	Were the following elements included in your formal education or training, and to what extent did you feel prepared for each element in your teaching? <i>Please mark one choice in both part (A) and part (B) in each row.</i> (A) Inclusion in education or training 1 = Yes 2 = No (B) Preparedness 1 = Not at all 2 =Somewhat 3 = Well 4 = Very well	†	†
TQ- Q06I	Student behaviour and classroom management	TT3G06I1-I2	†	Student behavior and classroom management	†	†
TQ- Q06K	Facilitating students' transitions from <ISCED 2011 level 0> to <ISCED 2011 level 1>	TT3G06K1-K2	†	Not administered	†	†
TQ- Q06L	Facilitating play	TT3G06L1-L2	†	Not administered	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q09	<p>What is your employment status as a teacher <u>at this school</u>? <i>Please mark one choice.</i></p> <p>1 = Permanent employment (an on-going contract with no fixed end-point before the age of retirement)</p> <p>2 = Fixed-term contract for a period of more than 1 school year</p> <p>3 = Fixed-term contract for a period of 1 school year or less</p>	TT3G09	†	<p>What is your employment status as a teacher <u>at this school</u>? <i>Please mark one choice.</i></p> <p>1= Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)</p> <p>2 = Fixed-term contract for a period of more than 1 school year</p> <p>3 = Fixed-term contract for a period of 1 school year or less</p>		
TQ- Q12	<p>Do you currently work as a teacher of <<ISCED 2011 level x>/15-year-olds> <u>at another school</u>? <i>Please mark one choice.</i></p> <p>1 = Yes</p> <p>2 = No -> Please go to Question <14>.</p>	TT3G12	†	<p>Do you currently work as a teacher of 7th, 8th, and/or 9th grade students <u>at another school</u>? <i>Please mark one choice.</i></p> <p>1 = Yes</p> <p>2 = No -> Please go to Question 14.</p>		
TQ- Q13	<p>If ‘Yes’ in the previous question, please indicate at how many <u>other</u> schools you currently <work as a <ISCED 2011 level x> teacher/teach to 15-year-old students>. <i>Please write a number.</i></p> <p>_____ School(s)</p>	TT3G13	†	<p>If ‘Yes’ in the previous question, please indicate at how many <u>other</u> schools you currently teach 7th, 8th, and/or 9th grade students. <i>Please write a number.</i></p> <p>_____ School(s)</p>		

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q14	<p>Across all your <<ISCED 2011 level x> classes/classes where most students are 15 years old> at this school, how many are special needs students?</p> <p><i>< ‘Special needs’ students are those for whom a special learning need has been <u>formally identified</u> 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.>></i></p> <p><i>Please mark one choice.</i></p> <p>1 = None 2 = Some 3 = Most 4 = All</p>	TT3G14	†	<p>Across all your 7th, 8th, and/or 9th grade classes at this school, how many of your students are students with special needs?</p> <p><i>Students with special needs are those for whom a special learning need has been <u>formally identified</u> 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.</i></p> <p><i>Please mark one choice.</i></p> <p>1 = None 2 = Some 3 = Most 4 = All</p>	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q15	<p>Were the following subject categories included in your formal <education or training>, and do you teach them during the current school year to any <<ISCED 2011 Level X> / 15-year-old> students <u>in this school</u>?</p> <p><i>Please mark as many choices as appropriate in each row.</i></p> <p>A(1)-L(1) = Included in my formal <education or training></p> <p>A(2)-L(2) = I teach it to <<ISCED 2011 Level X> / 15-year-old> students this year</p>	†	†	<p>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 <u>in this school</u>? <i>Please mark as many choices as appropriate in each row.</i></p> <p>A(1)-L(1) = Included in my formal education or training</p> <p>A(2)-L(2) = I teach it to 7th, 8th, and/or 9th grade students this year</p>	†	†
TQ- Q15A	<p>Reading, writing and literature</p> <p><i>Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature</i></p> <p>***USA-only question</p>	TT3G15A1-A2	†	Not administered	†	†
†	***USA-only question	†	Q15A	<p>Reading, writing and literature</p> <p><i>Includes reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism</i></p>	TT3G15A11-A12_USA2	Maps to TT3G15A1-A2

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
†	***USA-only question	†	Q15B	2 English as a Second Language (ESL) <i>Includes ESL or bilingual education in support of students' subject matter learning.</i>	TT3G15A21-A22_USA2	Maps to TT3G15A1-A2
TQ- Q15B	Mathematics <i>Includes mathematics, mathematics with statistics, geometry, algebra, etc.</i>	TT3G15B1-B2	Q15C	Mathematics <i>Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus</i>	†	†
TQ- Q15C	Science <i>Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry</i>	TT3G15C1-C2	Q15D	Science <i>Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science</i>	†	†
TQ- Q15D	Social studies <i>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy</i>	TT3G15D1-D2	Q15E	Social studies/Social science <i>Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology</i>	†	†
TQ- Q15E	Modern foreign languages <i>Includes languages different from the language of instruction</i>	TT3G15E1-E2	Q15F	Modern foreign languages <i>Includes languages other than English (e.g., French, German, Spanish, ASL)</i>	†	†
TQ- Q15F	Ancient Greek and/or Latin	TT3G15F1-F2	Q15G	Classical Greek and/or Latin	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q15I	Physical education <i>Includes physical education, gymnastics, dance, health</i>	TT3G15I1-I2	Q15J	Physical and health education <i>Includes physical education, gymnastics, dance, health</i>	†	†
†	***USA-only question	†	Q15L	Business studies <i>Includes accounting, business management, business principles and ethics, marketing and distribution</i>	TT3G15K11-K12_USA2	Maps to TT3G15K1-K2
†	***USA-only question	†	Q15M	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>	TT3G15K21-K22_USA2	Maps to TT3G15K1-K2
TQ- Q15K	Practical and vocational skills <i>Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</i>	TT3G15K1-K2	†	Not administered	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
†	***USA-only question	†	Q15N	Special Education <i>Includes education of students with special needs</i>	TT3G15L1-L12_USA2	maps to TT3G15L1-L2
TQ- Q15L	Other	TT3G15L1-L2	Q15O	†	TT3G15L21-L22_USA2	Maps to TT3G15L1-L2
TQ- Q16	<p>During your <u>most recent complete calendar week</u>, approximately how many 60-minute hours did you spend <u>in total</u> on tasks related to your job <u>at this school</u>?</p> <p><i>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 out of class hours.</i></p> <p><i>A ‘complete’ calendar week is one that <u>was not shortened by breaks, public holidays, sick leave, etc.</u></i></p> <p><i>Round to the nearest whole hour.</i></p> <p>_____Hours in total</p>	TT3G16	†	<p>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? <i>Include time spent on teaching, planning lessons, grading, 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 out of class hours.</i></p> <p><i>A ‘complete’ calendar week is one that <u>was not shortened by breaks, public holidays, sick leave, etc.</u></i></p> <p><i>Round to the nearest whole hour.</i></p> <p>_____Hours in total</p>	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q17	Of this total, how many 60-minute hours did you spend on teaching at this school during your most recent complete calendar week? <i>Please only count actual teaching time. Time spent on preparation, marking, professional development, etc. will be recorded in the next question. Round to the nearest whole hour.</i> ____ Hours teaching	TT3G17	†	Of this total, how many 60-minute hours did you spend on teaching at this school during your most recent complete calendar week? <i>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.</i> ____ Hours teaching	†	†
TQ- Q18B	____ Hours. Team work and dialogue with colleagues within this school	TT3G18B	†	____ Hours. Teamwork and dialogue with colleagues within this school	†	†
TQ- Q18C	____ Hours. Marking/correcting of student work	TT3G18C	†	____ Hours. Grading/correcting of student work	†	†
TQ- Q18D	____ Hours. Counselling students (including student supervision, mentoring, virtual counselling, career guidance and behaviour guidance)	TT3G18D	†	____ Hours. Student counseling (including student supervision, mentoring, virtual counseling, career guidance and behavior guidance)	†	†
TQ- Q18H	____ Hours. Communication and co-operation with parents or guardians	TT3G18H		____ Hours. Communication and cooperation with parents or guardians	†	†
†	***USA-only question	†	TQ- Q18J	____ Hours. Developing students' test-taking skills to improve performance on mandated assessments	TT3G18J1_USA2	maps to 'other' TT3G18J

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
†	***USA-only question	†	TQ- Q18K	_____ Hours. Administering, proctoring, and scoring mandated assessments	TT3G18J2_USA2	maps to 'other' TT3G18J
†	***USA-only question	†	TQ- Q18L	_____ Hours. Reviewing and analyzing results of mandated assessments to improve instruction	TT3G18J3_USA2	maps to 'other' TT3G18J
TQ- Q18J	_____ Hours. Other work tasks	TT3G18J	TQ- Q18M		TT3G18J4_USA2	maps to 'other' TT3G18J
†	<i>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 undertaken <u>after</u> your initial <education or training>.</i>	†	†	<i>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 undertaken after your initial education or training</i>	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q19	<p>Did you take part in any induction activities? <i>‘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 organised in formal, structured programmes or informally arranged as separate activities. Please mark as many choices as appropriate in each row.</i> A(1)-B(1) = Yes, during my first employment A(2)-B(2) = Yes, at this school A(3)-B(3) = No</p>	†	†	<p>Did you take part in any induction activities? <i>‘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 as many choices as appropriate in each row.</i> A(1)-B(1) = Yes, during my first employment A(2)-B(2) = Yes, at this school A(3)-B(3) = No</p>	†	†
TQ- Q19A	<p>I took part in a <u>formal</u> induction programme. If you did <u>not</u> answer ‘Yes, at this school’ to either a) or b) -> Please go to Question <21>.</p>	TT3G19A1-A3	†	<p>I took part in a <u>formal</u> induction program. If you did <u>not</u> answer ‘Yes, at this school’ to either a) or b) -> Please go to Question 21.</p>	†	†
TQ- Q20D	Planned meetings with principal and/or experienced teachers	TT3G20D	†	Planned meetings with the principal and/or experienced teachers	†	†
TQ- Q20E	Supervision by principal and/or experienced teachers	TT3G20E	†	Supervision by the principal and/or experienced teachers	†	†
TQ- Q22D	Formal qualification programme (e.g. a degree programme)	TT3G22D	†	Formal qualification program (e.g. a degree program)	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q22F	Observation visits to business premises, public organisations, or non-governmental organisations If you answered ‘No’ to all of the above -> Please go to Question <27>.	TT3G22F	†	Observation visits to business premises, public organizations, or non-governmental organizations If you answered ‘No’ to all of the above -> Please go to Question 26.	†	†
TQ- Q23F	Student behaviour and classroom management	TT3G23F	†	Student behavior and classroom management	†	†
TQ- Q23H	Approaches to individualised learning	TT3G23H	†	Approaches to individualized learning	†	†
TQ- Q23M	Teacher-parent/guardian co-operation	TT3G23M	†	Teacher-parent/guardian cooperation	†	†
†	***USA-only question	†	Q23O	Implementation of national/state curriculum standards or Common Core standards	TT3G23O1_USA2	Maps to TT3G23O
TQ- Q23O	Other	TT3G23O	Q23P		TT3G23O2_USA2	Maps to TT3G23O
TQ- Q24 (CNO)	For the professional development in which you participated during the last <u>12 months</u>, did you receive any of the following? <i>Please mark one choice in each row.</i> 1 = Yes 2 = No	†	†	Not Administered	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q25	Thinking of all of your professional development activities during the last <u>12 months</u>, did any of these have a positive impact on your teaching practice? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question <27>.	TT3G25	TQ-Q24	Thinking of all of your professional development activities during the last <u>12 months</u>, did any of these have a positive impact on your teaching practice? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question 26.	†	†
TQ- Q26G	It provided opportunities to practise/apply new ideas and knowledge in my own classroom.	TT3G26G	TQ- Q25G	It provided opportunities to practice/apply new ideas and knowledge in my own classroom.	†	†
TQ- Q27	For each of the areas listed below, please indicate the extent to which you currently need professional development. <i>Please mark one choice in each row.</i> 1 = No need at present 2 = Low level of need 3 = Moderate level of need 4 = High level of need	†	TQ- Q26	For each of the areas listed below, please indicate the extent to which <u>you</u> currently need professional development. <i>Please mark one choice in each row.</i> 1 = No need at present 2 = Low level of need 3 = Moderate level of need 4 = High level of need	†	†
TQ- Q27F	Student behaviour and classroom management	TT3G27F	TQ- Q26F	Student behavior and classroom management	†	†
TQ- Q27H	Approaches to individualised learning	TT3G27H	TQ- Q26H	Approaches to individualized learning	†	†
TQ- Q27M	Teacher-parent/guardian co-operation	TT3G27M	TQ- Q26M	Teacher-parent/guardian cooperation	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
†	***USA-only question		TQ- Q26O	Implementation of national/state curriculum standards or Common Core standards	TT3G27O_USAX2	†
TQ- Q28A	I do not have the pre-requisites (e.g. qualifications, experience, seniority).	TT3G28A	TQ- Q27A	I do not have the prerequisites (e.g. qualifications, experience, seniority).	†	†
†	***USA-only question	†	TQ- Q27H	The professional development offered is of poor quality.	TT3G28H_USAX2	†
†	***USA-only question	†	TQ- Q27I	Professional development is not readily accessible to me.	TT3G28I_USAX2	†
†	***USA-only question	†	TQ-Q28	In the past 12 months, professional development was available to teachers at THIS school: <i>(Please mark one or more responses.)</i> 1 = not selected 2 = selected	†	†
†	***USA-only question	†	TQ-Q28A	Before or after school days	TT3N28A_USAX2	†
†	***USA-only question	†	TQ-Q28B	During in-service days (teacher planning or work days) when students are NOT in school	TT3N28B_USAX2	†
†	***USA-only question	†	TQ-Q28C	During regular school days when students are in school	TT3N28C_USAX2	†
†	***USA-only question	†	TQ-Q28D	During summer and other extended school breaks	TT3N28D_USAX2	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q29	<p>In this school, who uses the following types of information to provide feedback to you?</p> <p><i>'External individuals or bodies' as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.</i></p> <p><i>Please mark as many choices as appropriate in each row.</i></p> <p>A(1)-F(1) = External individuals or bodies</p> <p>A(2)-F(2) = School principal or member(s) of the <school management team></p> <p>A(3)-F(3) = Other colleagues within the school (not a part of the <school management team>)</p> <p>A(4)-F(4) = I have never received this feedback in this school.</p> <p>If you answered 'I have never received this feedback in this school' to all of the above -> Please go to Question <32>.</p>	†	†	<p>In this school, who uses the following types of information to provide feedback to you?</p> <p><i>'External individuals or bodies' as used below refer to, for example, inspectors, municipality representatives, or other persons from outside the school.</i></p> <p><i>Please mark as many choices as appropriate in each row.</i></p> <p>A(1)-F(1) = External individuals or bodies</p> <p>A(2)-F(2) = School principal or member(s) of the school management team</p> <p>A(3)-F(3) = Other colleagues within the school (not a part of the school management team)</p> <p>A(4)-F(4) = I have never received this feedback in this school.</p> <p>If you answered 'I have never received this feedback in this school' to all of the above -> Please go to Question 32.</p>	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q30	Thinking of all of the feedback that you have received during the last <u>12 months</u>, did any of these have a positive impact on your teaching practice? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question <32>.	TT3G30	†	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? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question 32	†	†
TQ- Q33B	Provide feedback to other teachers about their practice	TT3G33B	†	b) Observe other teachers' classes and provide feedback	†	†
TQ- Q33D	Exchange or develop teaching materials with colleagues	TT3G33D	†	d) Exchange teaching materials with colleagues	†	†
TQ- Q33E	Discuss the learning development of specific students	TT3G33E	†	e) Engage in discussions about the learning development of specific students	†	†
TQ- Q33H	Participate in collaborative professional learning	TT3G33H	†	h) Take part in collaborative professional learning	†	†
TQ- Q34D	Control disruptive behaviour in the classroom	TT3G34D	†	Make my expectations about student behavior clear	†	†
TQ- Q34F	Make my expectations about student behaviour clear	TT3G34F	†	Make my expectations about student behavior clear	†	†
TQ- Q34K	Provide an alternative explanation, for example when students are confused	TT3G34K	†	Provide an alternative explanation (e.g., when students are confused)	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
†	<p>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 <i><class></i>.</p> <p><i>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 <<ISCED 2011 Level x>> <class> <attended by 15-year-old students> that you taught in this school after 11 a.m. last Tuesday. Please note that if you do not teach a <class> <at <ISCED 2011 Level x>> / <attended by 15-year-old students> on Tuesday, this can be a class taught on a day following the last Tuesday.</i></p> <p><i>In the questions below, this <class> will be referred to as the <target class>.</i></p>		†	<p>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.</p> <p><i>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.</i></p> <p><i>In the questions below, this class will be referred to as the <u>target class</u>.</i></p>	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q35	<p>We would like to understand the composition of the <target class>. Please estimate the broad percentage of students who have the following characteristics.</p> <p><i>< ‘Socio-economically disadvantaged homes’ refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.></i></p> <p><i>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.</i></p> <p><i>An ‘immigrant student’ is one who was born outside the country.</i></p> <p><i>A ‘student with migrant background’ has parents who were both born outside the country.</i></p> <p><i>This question asks about your <u>personal</u> perception of student background. It is acceptable to base your replies on rough estimates.</i></p> <p><i>Students may fall into multiple categories.</i></p>	†	†	<p>We would like to understand the composition of the <u>target class</u>. Please estimate the broad percentage of students who have the following characteristics.</p> <p><i>‘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 <u>estimates</u>.</i></p> <p><i>Students may fall into multiple categories.</i></p> <p><i>Please mark one choice in each row.</i></p>	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
	<i>Please mark one choice in each row.</i>					
	1 = None					
	2 = 1% to 10%					
	3 = 11% to 30%					
	4 = 31% to 60%					
	5 = More than 60%					
TQ- Q35A	Students whose <first language> is different from the language(s) of instruction or from a dialect of this/these language(s)	TT3G35A	†	Students whose first language is not English	†	†
TQ- Q35D	Students with behavioural problems	TT3G35D	†	Students with behavioral problems	†	†
TQ- Q35E	Students from <socio-economically disadvantaged homes>	TT3G35E	†	Students from socioeconomically disadvantaged homes	†	†
TQ- Q35G	Students who are immigrants or with migrant background	TT3G35G	†	Not Administered	†	†
TQ- Q36	Is your teaching in the <target class> directed entirely or mainly to <special needs> students? <i>Please mark one choice.</i> 1 = Yes -> Please go to Question <44>. 2 = No	TT3G36	†	Is your teaching in the <target class> directed entirely or mainly to special needs students? <i>Please mark one choice.</i> 1 = Yes -> Please go to Question 44. 2 = No	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q37	<p>Into which subject category does this <target class> primarily fall? Please mark one choice.</p> <p>1 = Reading, writing and literature <i>Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature</i></p> <p>2 = Mathematics <i>Includes mathematics, mathematics with statistics, geometry, algebra, etc.</i></p> <p>3 = Science <i>Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry</i></p> <p>4 = Social studies <i>Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy</i></p> <p>5 = Modern foreign languages <i>Includes languages different from the language of instruction</i></p> <p>6 = Ancient Greek and/or Latin</p> <p>7 = Technology</p>	TT3G37	†	<p>Into which subject category does this target class primarily fall? Please mark one choice.</p> <p>1 Reading, writing and literature <i>Includes reading and writing (and literature) in English, language arts, public speaking, composition, communications, journalism 2</i> English as a Second Language (ESL) <i>Includes ESL or bilingual education in support of students' subject matter learning.</i></p> <p>3 Mathematics <i>Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus</i></p> <p>4 Science <i>Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science</i></p>	TT3G37_USA2	USA--> International
						1-->1 2-->1 3-->2 4-->3 5-->4 6-->5 7-->6 8-->7 9-->8 10-->9 11 -->10 12-->11 13-->11 14-->12 15-->12

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
	<p><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></p> <p>8 = Arts <i>Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework</i></p> <p>9 = Physical education <i>Includes physical education, gymnastics, dance, health</i></p> <p>10 = Religion and/or ethics <i>Includes religion, history of religions, religion culture, ethics</i></p> <p>11 = Practical and vocational skills <i>Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft</i></p> <p>12 = Other</p>			<p>5 Social studies/Social science <i>Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology</i></p> <p>6 Modern foreign languages <i>Includes languages other than English (e.g., French, German, Spanish, ASL)</i></p> <p>7 Classical Greek and/or Latin</p> <p>8 Technology <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></p> <p>9 Arts <i>Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework</i></p>		

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
				10 Physical and health education <i>Includes physical education, gymnastics, dance, health</i>		
				11 Religion and/or ethics <i>Includes religion, history of religions, religion culture, ethics</i>		
				12 Business studies <i>Includes accounting, business management, business principles and ethics, marketing and distribution</i>		
				13 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>		

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
				14 Special Education <i>Includes education of students with special needs</i>		
TQ- Q38	How many students are currently enrolled in this <target class>? <i>Please write a number.</i> _____ Students	TT3G38	†	15 Other How many students are currently enrolled in this <u>target class</u>? <i>Please write a number.</i> _____ Students	†	†
TQ- Q39	For this <target class>, what percentage of <class> time is typically spent on each of the following activities? <i>Write a percentage for each activity. Write 0 (zero) if none. Please ensure that responses add up to 100%</i>	†	†	For this <u>target class</u>, what percentage of class time is typically spent on each of the following activities? <i>Write a percentage for each activity. Write 0 (zero) if none. Please ensure that responses add up to 100%</i>	†	†
TQ- Q40	How strongly do you agree or disagree that you have control over the following areas of your planning and teaching in this <target class>? <i>Please mark one choice in each row.</i> 1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree	†	†	How strongly do you agree or disagree that you have control over the following areas of your planning and teaching in this <u>target class</u>? <i>Please mark one choice in each row.</i> 1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q41	How strongly do you agree or disagree with the following statements about this <target class>? <i>Please mark one choice in each row.</i> 1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree	†	†	How strongly do you agree or disagree with the following statements about this target class? <i>Please mark one choice in each row.</i> 1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree	†	†
TQ- Q41A	When the lesson begins, I have to wait quite a long time for students to quieten down.	TT3G41A	†	When the lesson begins, I have to wait quite a long time for students to quiet down.	†	†
TQ- Q42	Thinking about your teaching in the <target class>, how often do you do the following? <i>Please mark one choice in each row.</i> 1 = Never or almost never 2 = Occasionally 3 = Frequently 4 = Always	†	†	Thinking about your teaching in the target class, how often do you do the following? <i>Please mark one choice in each row.</i> 1 = Never or almost never 2 = Occasionally 3 = Frequently 4 = Always	†	†
TQ- Q42L	When the lesson begins, I tell students to quieten down quickly.	TT3G42L	†	When the lesson begins, I tell students to quiet down quickly.	†	†
TQ- Q42N	I let students practice similar tasks until I know that every student has understood the subject matter.	TT3G42N	†	I let students practice similar tasks until I know that every student has understood the subject matter.	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q43	How often do you use the following methods of <u>assessing student learning in the <target class>?</u> <i>Please mark one choice in each row.</i> 1 = Never or almost never 2 = Occasionally 3 = Frequently 4 = Always	†	†	How often do you use the following methods to assess student learning in the <u>target class?</u> <i>Please mark one choice in each row.</i> 1 = Never or almost never 2 = Occasionally 3 = Frequently 4 = Always	†	†
TQ- Q43B	I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	TT3G43B	†	I provide written feedback on student work in addition to a letter grade or numeric score.	†	†
TQ- Q44	Have you ever taught a classroom with students from different cultures? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question <46>.	TT3G44	†	Have you ever taught a classroom with students from different cultures? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question 46.	†	†
TQ- Q45C	Ensure that students with and without a migrant background work together	TT3G445C	†	Ensure that students with and without migrant backgrounds work together	†	†
TQ- Q45D	Raise awareness for cultural differences amongst students	TT3G45D	†	Raise awareness of cultural differences among students.	†	†
TQ- Q45E	Reduce ethnic stereotyping amongst students	TT3G45E	†	Reduce ethnic stereotyping among students.	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q46	Does this school include students of more than one cultural or ethnic background? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question <48>.	TT3G46	†	Does this school include students of more than one cultural or ethnic background? <i>Please mark one choice.</i> 1 = Yes 2 = No -> Please go to Question 48.	†	†
TQ- Q47A	Supporting activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups)	TT3G47A	†	Supporting activities or organizations that encourage students' expression of diverse ethnic and cultural identities (e.g., artistic groups)	†	†
TQ- Q47B	Organising multicultural events (e.g. cultural diversity day)	TT3G47B	†	Organizing multicultural events (e.g. cultural diversity day)	†	†
TQ- Q48E	There is a collaborative school culture which is characterised by mutual support.	TT3G48E	†	There is a collaborative school culture which is characterized by mutual support	†	†
TQ- Q48G	The school staff enforces rules for student behaviour consistently throughout the school.	TT3G48G	†	The school staff enforces rules for student behavior consistently throughout the school.	†	†
TQ- Q49A	Teachers and students usually get on well with each other.	TT3G49A	†	Teachers and students usually get along well with each other.	†	†
TQ- Q52C	Having too much marking	TT3G52C	†	Having too much grading	†	†
TQ- Q52I	Keeping up with changing requirements from <local, municipality/regional, state, or national/federal> authorities	TT3G52I	†	Keeping up with changing requirements from local school district or state education authorities	†	†
TQ- Q54B	Apart from my salary, I am satisfied with the terms of my teaching <contract/employment> (e.g. benefits, work schedule).	TT3G54B	†	Apart from my salary, I am satisfied with the terms of my teaching contract/employment (e.g. benefits, work schedule).	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q55	Thinking about education <at ISCED level x / for 15-year-olds> as a whole, if the budget were to be increased by 5 %, how would you rate the importance of the following spending priorities? <i>Please mark one choice in each row.</i> 1 = Of low importance 2 = Of moderate importance 3 = Of high importance	†	†	Thinking about education in grades 7, 8, and 9 as a whole, if the budget were to be increased by 5 %, how would you rate the importance of the following spending priorities? <i>Please mark one choice in each row.</i> 1 = Of low importance 2 = Of moderate importance 3 = Of high importance	†	†
TQ- Q56 (CNO)	Have you ever been abroad for professional purposes in your career as a teacher or during your teacher <education or training>? <i>Please mark one choice in each row.</i> 1 = Yes 2 = No	†	†	Not Administered	†	†
TQ- Q56A	As a student, as part of my teacher <education or training> If you answered ‘No’ to all of the above -> Please go to <the end of the Questionnaire>.	TT3G56A	†	Not Administered	†	†
TQ- Q57 (CNO)	Were the following activities professional purposes of your visits abroad? <i>Please mark one choice in each row.</i> 1 = Yes 2 = No	†	†	Not Administered	†	†

See note at end of table.

Exhibit C-2. Teacher Questionnaire: Questions that require national adaptations—Continued

2018 International question number	2018 International version	2018 International variable name	2018 USA question number	2018 USA adaptation in English	2018 USA variable name	Recoding instructions
TQ- Q57A	Studying, as part of my teacher education	TT3G57A	†	†	†	†
TQ- Q57B	Language learning	TT3G57B	†	†	†	†
TQ- Q57C	Learning of other subject areas	TT3G57C	†	†	†	†
TQ- Q57D	Accompanying visiting students	TT3G57D	†	†	†	†
TQ- Q57E	Establishing contact with schools abroad	TT3G57E	†	†	†	†
TQ- Q57F	Teaching	TT3G57F	†	†	†	†
TQ- Q57G	Other	TT3G57G	†	†	†	†
TQ- Q58 (CNO)	In total, how long have you stayed abroad for professional purposes? <i>Please mark one choice.</i> 1 = For less than three months 2 = For three to twelve months 3 = For more than a year	TT3G58	†	Not Administered	†	†

† Not applicable.