

## Memorandum

**United States Department of Education  
Institute of Education Sciences  
National Center for Education Statistics**

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**DATE:** December 7, 2022  
**TO:** Robert Sivinski, OMB  
**THROUGH:** Carrie Clarady, NCES  
**FROM:** Mary Coleman, NCES  
**SUBJECT:** Teaching and Learning International Survey (TALIS) 2024 U.S. Field Test Questionnaire Change Request (OMB# 1850-0888 v.10)

The Teaching and Learning International Survey (TALIS) is an international survey of teachers and principals focusing on the working conditions of teachers and the teaching and learning practices in schools. The United States (U.S.) will administer TALIS for the third time in 2024, having participated in 2013 and 2018.

TALIS 2024 is sponsored by the Organization for Economic Cooperation and Development (OECD). TALIS is steered by the TALIS Governing Board (TGB), comprising representatives from the OECD member countries, and implemented internationally by organizations contracted by the OECD (referred to as the “international consortium” or “IC”). In the U.S., TALIS 2024 is conducted by the National Center for Education Statistics (NCES) of the Institute of Education Sciences, U.S. Department of Education.

Each administration of TALIS is a collaborative effort by the participating countries, guided by their governments based on shared policy driven interests. TALIS 2024 is focused on teachers’ professional environment, teaching conditions, and the impact of these on school and teacher effectiveness. TALIS 2024 will address teacher training and professional development, teacher appraisal, school climate, school leadership, instructional approaches, pedagogical practices, and teaching experience with and support for teaching diverse populations. OECD has scheduled the main study to occur in the Northern hemisphere from February through March 2024 and in the Southern hemisphere from June through August 2024. To prepare for the main study, several TALIS countries conducted pilot studies in February 2022; the U.S. did not participate in this pilot. Countries will also conduct a field test in the first quarter of 2023, primarily to evaluate newly developed questionnaire items and school recruitment materials. The U.S. will participate in the field test.

To meet the international data collection schedule for the field test, U.S. recruitment activities need to begin by August 2022 and U.S. questionnaires must be finalized by December 2022. TALIS 2024 includes the core TALIS teacher and principal questionnaires that are required for each participating country, as well as a new and optional Teacher Knowledge Survey (TKS). The purpose of the TKS is to better understand the teacher pedagogical knowledge base at the national level. The goal is to use results from the TKS to understand the extent to which teachers are prepared with the knowledge and skills for 21st century teaching (e.g., using technology in instruction, teaching in diverse classroom environments, and using modern pedagogical approaches). The U.S. will include the TKS in the upcoming TALIS 2024 field test and will evaluate these results to determine the feasibility of including TKS as part of the U.S. main study. The TKS is a new and proprietary instrument and will not be published for public comment as part of the Paperwork Reduction Act (PRA) review process.

Because TALIS is a collaborative effort among many parties, the U.S. must adhere to the international schedule set forth by the IC, including the availability of final field test and main study plans as well as draft and final

questionnaires. OMB approved recruitment and pre-survey activities for the 2023 field test sample, administration of the field test, and school recruitment activities for the 2024 main study sample in August 2022 (OMB# 1850-0888 v.8). In December 2022, OMB approved the international versions of the field test instruments (OMB#1850-0888 v.9).

This non-substantive change request is for approval of the U.S. field test instruments: Principal Survey, Teacher Survey, and Teacher Knowledge Survey. In December 2022, we completed our U.S.-specific modifications to the international TALIS 2024 Principal, Teacher, and TKS surveys. Below we describe the changes between the previously approved 2024 TALIS international instruments and the U.S. instruments for the field test.

Please note that the final 2024 U.S. field test instruments contain a few U.S.-only items and sub-items that were not included in the 2024 international versions. The IC allows each country to include a small portion of country specific items and sub-items to the instruments. These additional items and sub-items were discussed in our October submission (OMB# 1850-0888 v.9). The U.S.-only items and sub-items were included 2018 U.S. TALIS instruments and have been carried over into the 2024 instruments.

## **Revisions to TALIS Instruments Survey**

The December 2022 approved OMB submission for TALIS 2024 included the international versions of the TALIS Teacher Core Survey (TQ), Principal Survey (PQ), and Teacher Knowledge Survey (TKS). The international instruments have now been adapted for U.S. administration. Five types of adaptations were made to the instruments.

1. Front matter text edits including updated text to reflect federal regulations for the protection of human subjects and requirements of the Paperwork Reduction Act.
2. Translations from U.K. to U.S. English punctuation and spelling.
3. Term, phrase, or sentence structure edits to reflect U.S.-English language.
4. Adaptations to add U.S. only items and sub-items.
5. Adaptations to remove three international items that will not be fielded in the U.S.

Note that some items underwent more than one type of adaptation. For example, Item TQ 48/TKS C2\_12 was modified to reflect spelling edits (adaptation type 2), and also had sub-items added (adaptation type 4). To review an item holistically, please see the Teacher Questionnaire Forms and Principal Questionnaire Forms presented in Appendix B. The Teacher Knowledge Survey Forms are proprietary and therefore have been provided through secure transfer.

### **(1) Front matter edits**

Changes to the front matter include explanation of TALIS in the U.S. information on NCES and contractors working on TALIS and the required text to reflect federal regulations for the protection of human subjects and requirements of the Paperwork Reduction Act. To view front matter please see instruments in Appendix B.

### **(2) Spelling and punctuation translations**

Table 1 provides a list of international-English words that were edited in the survey to reflect U.S.-English spelling. Please note that some words included in the list appear in multiple tenses (i.e., organize, organizing,

organized) throughout the instruments. For ease of this review, we included one tense per word in the table. In addition to spelling changes, we also inserted punctuation to meet U.S. conventions, such as commas or parentheses. Specifically, we added commas after “e.g.” and added oxford commas.

Table 1. UK-English words in TALIS 2024 modified to U.S.-English

International Instrument	U.S. Instrument	International Instrument	U.S. Instrument
Acclimatise	Acclimatize	Organise	Organize
Amongst	Among	Personalised	Personalized
Analyse	Analyze	Practise	Practice
<b>Apologise</b>	Apologize	Pre-requisite	Prerequisite
Behaviour	Behavior	Prioritise	Prioritize
<b>Characterise</b>	Characterize	Programme	Program
<b>Co-operative/Co-operation</b>	Cooperative/Co-operation	Quieten	Quiet
<b>Counselling</b>	Counseling	Re-cap	Recap
<b>Criticise</b>	Criticize	Recognise	Recognize
<b>Customise</b>	Customize	Socio-economic	Socioeconomic
<b>E-mail</b>	Email	Standardised	Standardized
<b>Empathising</b>	Empathizing	Student-centred	Student-centered
<b>Favour</b>	Favor	Summarise	Summarize
<b>Individualised</b>	Individualized	Synthesise	Synthesize
<b>Internalise</b>	Internalize	Theorise	Theorize
<b>Learnt</b>	Learned	Victimise	Victimize
<b>Minimise</b>	Minimize	Well-being	Wellbeing
<b>Maximise</b>	Maximize	Work sheet	Worksheet
<b>Optimise</b>	Optimize		

### (3) Term, phrase, or sentence structure edits to reflect U.S.-English language equivalent

As needed, we have replaced international terms and phrases with a more appropriate U.S. equivalent. For these edits we added, deleted, or substituted words or terms developed by the IC with words or phrases that reflect the same meaning or concept intended by the IC. For example, where the IC used the word “marking,” we substituted “grading.” Similarly, where the IC used the phrase “National test scores,” we replaced “National” with “state” to reflect the fact that the U.S. does not have a single national assessment. All of these changes have been reviewed and verified by the IC. Table 2 provides a list of terms, phrases, and sentences that have been adjusted to reflect the equivalent meaning in the U.S.

Table 2. International words, terms and phrases in TALIS 2024 field test translated to U.S. equivalent

International Instrument	U.S. Instrument
<b>Church</b>	<b>Religious institution</b>

Table 2. International words, terms and phrases in TALIS 2024 field test translated to U.S. equivalent

International Instrument	U.S. Instrument
<b>Fast-track/shorter or specialized teacher education or training program</b>	Alternative teacher education or training program
<b>Local, municipality/regional, state, national federal</b>	Local school district or state education
<b>Marked</b>	Scored or graded
<b>Municipality representatives, districts/jurisdictions office personnel</b>	Local or state education authorities
<b>National test scores</b>	State test scores
<b>Practical report</b>	Report
<b>Regular teacher education or training programme</b>	Traditional teacher education or training program
<b>Revise</b>	Review
<b>Set (homework)</b>	Assign (homework)
<b>Sit the exam</b>	Take the exam
<b>University</b>	College
<b>Year 8</b>	8 <sup>th</sup> grade
<b>Below ISCED 2011 Level 3</b> <b>ISCED 2011 Level 3</b> <b>ISCED 2011 Level 4</b> <b>ISCED 2011 Level 5</b> <b>ISCED 2011 Level 6</b> <b>ISCED 2011 Level 7</b> <b>ISCED 2011 Level 8</b>	I did not complete high school High school Associate's degree (2-year college program) Bachelor's degree (4-year college program) Master's degree or professional degree (e.g., MD, DDS, lawyer, minister) Doctorate (Ph.D. or Ed.D.)
<b>Teachers can be from diverse backgrounds. In which language(s) do you regularly read, write, or communicate?</b>	(U.S. selected languages) English Spanish Arabic Chinese Other, please specify

Table 2. International words, terms and phrases in TALIS 2024 field test translated to U.S. equivalent

International Instrument	U.S. Instrument
Students with special education needs are those for whom a special education 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.	Students with special education needs are those for whom a special learning need has been formally identified <b>due to mental, physical, or emotional characteristics</b> . 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 of life, such as adequate, housing, nutrition or medical care.	Socioeconomically disadvantaged homes refers to homes lacking the basic necessities of life, such as adequate <b>income</b> , housing, nutrition or medical care.
Students whose first language is different from the language(s) of instruction or from a dialect of this/these languages(s)	Students whose first language is <b>not English</b>
The rest of the class are becoming disengaged	The rest of the class <b>is</b> becoming disengaged
The teacher asks students to set themselves learning goals for the completion of a task	The teacher asks students to set <b>personal</b> learning goals for the completion of a task
Allowing that a teaching assistant reads the questions to the student	Allowing a teaching assistant <b>to</b> read the questions to the student
Which best describes this school's location?	Which best describes <b>the community in which your school is located?</b>
<b>Reading, writing and literature</b> <i>Includes reading and writing (and literature) in the mother tongue, in the language of, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature</i>	Reading, writing and literature <i>Includes reading and writing (and literature) in English, language arts, public speaking, composition, communications, journalism</i>
<b>Mathematics</b> <i>Includes mathematics, mathematics with statistics, geometry, algebra, etc.</i>	<b>Mathematics</b> <i>Includes basic and general mathematics, geometry, pre- algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus</i>
<b>Science</b> <i>Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry</i>	<b>Science</b> <i>Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science</i>

Table 2. International words, terms and phrases in TALIS 2024 field test translated to U.S. equivalent

International Instrument	U.S. Instrument
<b>Social studies</b> <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>	Social studies/Social science <i>Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology</i>
<b>Modern foreign languages</b> <i>Includes languages different from the language of instruction</i>	Modern foreign languages Includes languages other than English (e.g., French, German, Spanish, ASL)
<b>Ancient Greek and/or Latin</b>	Classical Greek and/or Latin
<b>Practical and vocational skills</b> <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>	Practical and vocational skills Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft

**(4) Adaptations that add U.S.-specific items and sub-items**

The IC allows each country to include a small portion of country specific items and sub-items to the instruments. The U.S.-only items and sub-items included in this request for approval were part of the TALIS in 2018 and further detailed in v.9. The U.S.-specific added items are shown in Table 3, and U.S.-specific sub-items are shown in Table 4. Complete items from Table 4 can be found in Exhibit A. Please note that specific item numbers may differ across forms.

Table 3. U.S.-specific items to be added to TALIS 2024 field test

Instrument	U.S. -Specific Items
All Forms in TQ, PQ, and TKS	Are you of Hispanic or Latino origin? Please mark one choice. o Yes o No
All Forms in TQ, PQ, and TKS	What is your race? Mark one or more races to indicate what you consider yourself to be. o White o Black or African American o Asian

	o Native Hawaiian or Other Pacific Islander o American Indian or Alaska Native
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Note: TQ=TALIS Core Teacher Survey. PQ=TALIS Principal Survey. TKS=Teacher Knowledge Survey

Table 4. U.S.-specific sub-items to be added to TALIS 2024 field test

Instrument and Item Number	Item Wording	U.S.-Specific Sub-Items
TQ_16	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?	j) Developing students' test-taking skills to improve performance on mandated assessments k) Administering, proctoring, and scoring mandated assessments
TQ_21	Were any of the topics listed below included in your professional learning/professional development activities during the last 12 months?	p) Implementation of national/state curriculum standards or Common Core standards
TQ_24	For each of the areas listed below, please indicate the extent to which you currently need professional learning/professional development) activities.	p) Implementation of national/state curriculum standards or Common Core standards
TQ_25	How strongly do you agree or disagree that the following present barriers to your participation in professional learning/professional development)?	j) The professional learning offered is of poor quality.
TQ 48/ TKS C2_12	Into which subject category does this target class primarily fall?	English as a Second Language (ESL) <i>Includes ESL or bilingual education in support of students' subject matter learning</i>  Business studies <i>Includes accounting, business management, business principles and ethics, marketing and distribution</i>  Special education <i>Includes education of students with special needs</i>
TKS_08	Were the following subject categories included in your formal education or training, and do you teach them during the current school year to any students?	English as a Second Language (ESL) <i>Includes ESL or bilingual education in support of students' subject matter learning</i>  Business studies <i>Includes accounting, business management, business principles and ethics, marketing and distribution</i>  Special education

Table 4. U.S.-specific sub-items to be added to TALIS 2024 field test

Instrument and Item Number	Item Wording	U.S.-Specific Sub-Items
		<i>Includes education of students with special needs</i>
PQ_11	How strongly do you agree or disagree that the following present barriers to your participation in professional learning?	h) The professional learning offered is of poor quality. i) Professional learning is not readily accessible to me.
PQ_26	On average throughout the school year, how often do you spend your time as a principal on the following tasks in this school?	i) Extra-curricular planning and supervision

Note: TQ=TALIS Core Teacher Survey. PQ=TALIS Principal Survey. TKS=Teacher Knowledge Survey

### (5) Adaptations to remove international items that will not be fielded in the U.S.

We have removed a small number of items about teacher mobility that will not be fielded in the U.S. These deleted items are shown in table 6.

Table 6. TALIS 2024 field test Teacher Core Survey items removed from U.S. instruments

U.S. -Specific Items removed from Teacher Core Survey		
49:	<b>Have you ever been abroad for professional purposes in your career as a teacher or during your teacher education or training?</b> <i>Please mark one choice in each row.</i>	
		Ye s
		No
a)	<del>As a student, as part of my teacher education or training</del>	<del>O<sub>1</sub></del> <del>O<sub>2</sub></del>
b)	<del>As a teacher in an EU programme (e.g. Erasmus+ programme/Comenius)</del>	<del>O<sub>1</sub></del> <del>O<sub>2</sub></del>
c)	<del>As a teacher in a regional or national programme</del>	<del>O<sub>1</sub></del> <del>O<sub>2</sub></del>
d)	<del>As a teacher, as arranged by a school or school district</del>	<del>O<sub>1</sub></del> <del>O<sub>2</sub></del>
e)	<del>As a teacher, by my own initiative</del>	<del>O<sub>1</sub></del> <del>O<sub>2</sub></del>
50:	<b>Were the following activities professional purposes of your visits abroad?</b> <i>Please mark one choice in each row.</i>	
		Ye s
		No
a)	<del>Studying, as part of my teacher education</del>	<del>O<sub>1</sub></del> <del>O<sub>2</sub></del>



b) Language learning	O <sub>1</sub>	O <sub>2</sub>
e) Learning of other subject areas	O <sub>1</sub>	O <sub>2</sub>
d) Accompanying visiting students	O <sub>1</sub>	O <sub>2</sub>
e) Establishing contact with schools abroad	O <sub>1</sub>	O <sub>2</sub>
f) Teaching	O <sub>1</sub>	O <sub>2</sub>
g) Other	O <sub>1</sub>	O <sub>2</sub>

**51. In total, how long have you stayed abroad for professional purposes?**

*Please mark one choice.*

- o<sub>1</sub> Less than one month
- o<sub>2</sub> One to two months
- o<sub>3</sub> Three to twelve months
- o<sub>4</sub> More than a year

**Exhibit A. Items with added U.S. specific sub-items (All items from Table 4)**

**TQ\_ Approximately how many 60-minute hours did you spend on the following tasks 16 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, enter 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 Counseling students (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 learning activities
- h)    Hours Communication and co-operation 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 Other work tasks

**TQ\_21** **Were any of the topics listed below included in your professional learning activities during the last 12 months?**

*'Students with special education needs' are those for whom a special education 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.*

*'Sustainability' means meeting the essential needs of the present without compromising the ability of future generations to meet their own needs. It is a way of thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life.*

Please select 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) The pedagogy of the subject matter(s) I teach.....	<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) Pedagogical skills for incorporating digital resources and tools into teaching.....	<input type="checkbox"/> _1_	<input type="checkbox"/> _2_
f) Technical skills for the use of digital resources and tools.....	<input type="checkbox"/> _1_	<input type="checkbox"/> _2_
g) Student behavior and classroom management.....	<input type="checkbox"/> _1_	<input type="checkbox"/> _2_
h) School management and administration .....	<input type="checkbox"/> _1_	<input type="checkbox"/> _2_
i) Approaches to individualized learning.....	<input type="checkbox"/> _1_	<input type="checkbox"/> _2_
j) Teaching students with special education needs.....	<input type="checkbox"/> _1_	<input type="checkbox"/> _2_
k) Teaching in a multicultural or multilingual setting.....	<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) Methods for supporting students' social and emotional learning.....	<input type="checkbox"/> _1_	<input type="checkbox"/> _2_
o) Knowledge and understanding of sustainability .....	<input type="checkbox"/> _1_	<input type="checkbox"/> _2_
p) <u>Implementation of national/state curriculum standards or Common Core standards</u> .....	<input type="checkbox"/> _1_	<input type="checkbox"/> _2_

q) Other, please specify.....\_1.....\_2

**TQ\_ 21 For each of the areas listed below, please indicate the extent to which you currently need professional learning activities.**

Please select 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) The pedagogy of the subject matter(s) I teach .....	<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) Pedagogical skills for incorporating digital resources and tools into teaching .....	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4
f) Technical skills for the use of digital resources and tools .....	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4
g) Student behavior and classroom management .....	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4
h) School management and administration .....	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4
i) Approaches to individualized learning .....	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4
j) Teaching students with special education needs .....	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4
k) Teaching in a multicultural or multilingual setting .....	<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) Methods for supporting students' social and emotional learning .....	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4
o) Knowledge and understanding of sustainability .....	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4
<b>p) <u>Implementation of national/state curriculum standards or Common Core standards</u> .....</b>	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4
q) Other, please specify .....	<input type="checkbox"/> _1.....	<input type="checkbox"/> _2.....	<input type="checkbox"/> _3.....	<input type="checkbox"/> _4

**TQ\_ 25** How strongly do you agree or disagree that the following present barriers to your participation in professional learning?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I do not have the prerequisites needed to attend (e.g., qualifications, experience, seniority). .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Professional learning 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 learning 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 due to other commitments or responsibilities. ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) There is no relevant professional learning 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 learning. ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Professional learning is not accessible due to distance. ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Professional learning is not accessible due to inadequate digital resources. ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) <u>The professional learning offered is of poor quality.</u> .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**TQ\_48 Into which subject category does this target class primarily fall?**

Please select one choice.

**O<sub>1</sub>** Reading, writing and literature

*Includes reading and writing (and literature) in English, language arts, public speaking, composition, communications, journalism ~~the mother tongue, in the language of, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature~~*

**O<sub>2</sub>** English as a Second Language (ESL)

*Includes ESL or bilingual education in support of students' subject matter learning*

**O<sub>3</sub>** Mathematics

*Includes basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus ~~Includes mathematics, mathematics with statistics, geometry, algebra, etc.~~*

**O<sub>4</sub>** Science

*Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science ~~agriculture/horticulture/forestry~~*

**O<sub>5</sub>** Social studies/Social science

*Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology ~~community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy~~*

**O<sub>6</sub>** Modern foreign languages

*Includes languages other than English (e.g., French, German, Spanish, ASL) ~~different from the language of instruction~~*

**O<sub>7</sub>** Ancient-Classical Greek and/or Latin

**O<sub>8</sub>** Technology

*Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills,*

*word processing, workshop technology/design technology*

O<sub>8</sub> Arts

*Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework*

O<sub>9</sub> Physical and health education

*Includes physical education, gymnastics, dance, health*

O<sub>10</sub> Religion and/or ethics

*Includes religion, history of religions, religion culture, ethics*

O<sub>10</sub> Business Studies

*Includes accounting, business management, business principles and ethics, marketing and distribution*

O<sub>11</sub> Practical and vocational skills

*Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft techniques, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft*

O<sub>11</sub> Special Education

*Includes education of students with special needs*

O<sub>12</sub> Other

**TKS  
\_8** **Were the following subject categories included in your formal education or training, and do you teach them during the current school year to any students?**

*Please select as many choices as appropriate in each row. If you did not undertake any formal education or training as a teacher, please ignore the first column.*

Included    I teach it

		in my formal education or training	to students this year
a)	Reading, writing, and literature <i>Includes reading and writing (and literature) in English, language arts, public speaking, composition, communications, journalism.....</i>	□ <sub>1</sub> .....	□ <sub>2</sub>
b)	<b>English as a Second Language (ESL)</b> <i>Includes ESL or bilingual education in support of students' subject matter learning.....</i>	□ <sub>1</sub>	□ <sub>2</sub>
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>	□ <sub>1</sub> .....	□ <sub>2</sub>
d)	Science <i>Includes general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science .....</i>	□ <sub>1</sub> .....	□ <sub>2</sub>
e)	Social studies/Social science <i>Includes general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology .....</i>	□ <sub>1</sub> .....	□ <sub>2</sub>
f)	Modern foreign languages <i>Includes languages other than English (e.g., French, German, Spanish, ASL) .....</i>	□ <sub>1</sub> .....	□ <sub>2</sub>
g)	Classical Greek and/or Latin .....	□ <sub>1</sub> .....	□ <sub>2</sub>
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>	□ <sub>1</sub> .....	□ <sub>2</sub>
i)	Arts <i>Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework .....</i>	□ <sub>1</sub> .....	□ <sub>2</sub>
j)	Physical and health education <i>Includes physical education, gymnastics, dance, health .....</i>	□ <sub>1</sub> .....	□ <sub>2</sub>
k)	Religion and/or ethics <i>Includes religion, history of religions, religion culture, ethics .....</i>	□ <sub>1</sub> .....	□ <sub>2</sub>
l)	<b>Business studies</b>	□ <sub>1</sub>	□ <sub>2</sub>



*Includes accounting, business management, business principles and ethics, marketing and distribution.....*

- m) Practical and vocational skills  
*Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft .....* <sub>1</sub>..... <sub>2</sub>
- n) **Special Education**  
*Includes education of students with special needs .....* <sub>1</sub>..... <sub>2</sub>
- o) Other .....

**PQ\_ 11 How strongly do you agree or disagree that the following present barriers to your participation in professional learning?**

*Please select one choice in each row.*

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



**PQ\_26** On average throughout the school year, how often do you spend your time as a principal on the following tasks in this school?

Please select one choice in each row.

	Never or almost never	A few times a year	Less than monthly	Monthly	Weekly	Daily	Multiple times a day
a) 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> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>
b) Curriculum and teaching-related tasks and meetings <i>Including developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers, teacher professional learning</i> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>
c) Teacher and staff interactions <i>Including advice-giving, feedback and evaluation, non-teaching school activities</i>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>
d) Student interactions <i>Including counseling and conversations outside structured learning activities, discipline</i> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>
e) Parent or guardian interactions <i>Including formal and informal interactions</i> .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>
f) Interactions with local and regional community, business, and industry .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>
g) Emergency tasks <i>Including attending to school infrastructure damage, community, or national crisis</i>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>
h) Administrative tasks and meetings	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>	<input type="checkbox"/> <sub>7</sub>

*Including regulations, reports,  
school budget, preparing  
timetables and class  
composition, responding to  
requests from district, regional,  
state, or national education  
officials* .....

i) Extra-curricular planning and supervision ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub> ..... <sub>6</sub> ..... <sub>7</sub>

j) Other, please specify ..... <sub>1</sub> ..... <sub>2</sub> ..... <sub>3</sub> ..... <sub>4</sub> ..... <sub>5</sub> ..... <sub>6</sub> ..... <sub>7</sub>