

2024 Teaching and Learning International Survey (TALIS 2024) Main Study Data Collection

Appendix B - Questionnaires

OMB# 1850-0888 v.12

October 2023

Contents

Principal Questionnaire	1
Teacher Questionnaire – Form A	39
Teacher Questionnaire – Form B.....	73
Teacher Questionnaire – Form C.....	114

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.

The instruments shown here mirror the instruments as programmed in StudyExpert, the online survey administration platform currently being finalized for the field test. Item numbers may vary across questionnaire forms, and item numbers in skip instructions are subject to revision. Skip patterns will be verified prior to administration.



Organization for Economic Cooperation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2024

Principal Questionnaire

Principals of Schools Including Grades 7, 8, and/or 9

Main Survey Version

United States

The National Center for Education Statistics (NCES) is authorized to conduct the Teaching and Learning International Survey (TALIS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. 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.

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National Center for Education Statistics
Potomac Center Plaza
550 12th Street, SW, 4th floor
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

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organization for Economic Cooperation and Development (OECD). The United States, along with more than 50 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.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

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 between 45 and 60 minutes on average 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 selecting the one most appropriate answer.
- 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 Study

National Center for Education Statistics, U.S. Department of Education

Potomac Center Plaza

550 12th Street, SW, 4th floor

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 select the appropriate choice(s) or provide figures where necessary.

1. What is your gender?

Please select one choice.

- ₁ Female
₂ Male
₃ Nonbinary or another gender

2. How old are you?

Please enter a number.

Years

X. Are you of Hispanic or Latino origin?

Please select one choice.

- ₁ Yes
₂ No

X. What is your race?

Select one or more races to indicate what you consider yourself to be.

- ₁ White
₂ Black or African American
₃ Asian
₄ Native Hawaiian or other Pacific Islander
₅ American Indian or Alaska Native

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

Please select one choice.

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

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

Do not include any extended periods of leave such as parental leave.

Work experience may fall into multiple categories.

Please enter a number in each row. Enter 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 any other jobs

5. Do you currently have a teaching obligation as part of your work as a principal at this school?

Please select one choice.

- ₁ Yes, more than 50% of my working hours
- ₂ Yes, up to 50% of my working hours
- ₃ No

6. What is your current employment status as a principal at this school?

Please select one choice.

- ₁ Full-time (more than 90% of full-time hours)
- ₂ Part-time (71-90% of full-time hours)
- ₃ Part-time (50-70% of full-time hours)
- ₄ Part-time (less than 50% of full-time hours)

7. 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 select one choice in each row.

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

8. During the last 12 months, did you participate in any of the following professional learning activities aimed at you as a principal?

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

Please select one choice in each row.

	Yes, in person	Yes, virtual or online	Yes, in person <u>and</u> virtual/online	No
a) Courses/seminars/workshops about subject matter, teaching methods, or pedagogical topics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Courses/seminars/workshops about leadership.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Education conferences where teachers, principals and/or researchers present their research or discuss educational issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Formal qualification program (e.g., a degree program)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Peer and/or self-observation and coaching as part of a formal arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Formal or informal principal networks for the purpose of professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Self-initiated learning activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Courses/seminars/workshops on developing a strategy for the use of digital resources and tools for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

9. During the last 12 months, did you participate in any of the following professional learning activities aimed at you as a principal?

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

Please select one choice in each row.

	Yes	No
a) Knowledge and understanding of environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Ways to improve this school's environmental sustainability practices or ecological footprint (e.g., energy and water saving, reducing consumption, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Ways to support teachers to teach about environmental sustainability	<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 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 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 learning 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) School management (e.g., human resource management, financial management)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Developing a strategy for the use of digital resources and tools for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Knowledge and understanding of environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Promoting staff wellbeing	<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 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) The professional learning offered is of poor quality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Professional learning 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 select 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.

Enter 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) Other (e.g., donations, grants, fundraising)

14. Is this school publicly- or privately-managed?

Please select one choice.

- ₁ Publicly-managed
This is a school managed by a public education authority, government agency, municipality, 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. Include temporary staff and staff employed through a contractor.

Please enter a number in each row. Enter 0 (zero) if none.

- a) Teachers, irrespective of the grades/ages they teach
Those whose main professional activity at this school is the provision of instruction to students
- b) Personnel for pedagogical support, irrespective of the grades/ages they support
Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, school psychologists, therapists, and nurses
- c) School administrative personnel
Including receptionists, secretaries, accountants, and administration assistants
- d) School management personnel
Including principals, assistant principals, and other management staff whose main activity is management
- e) Other staff (e.g., cafeteria, cleaning, technicians or guards)

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, parental leave, and temporary teaching.

Please enter a number in each row. Enter 0 (zero) if none.

- a) Teachers who began work at this school during the last 12 months
- b) Teachers who permanently left this school during the last 12 months
- c) Teachers absent or unavailable for teaching for the most recent Tuesday that school was in session

17. Are the following education levels and/or programs taught in this school?

Please select one choice in each row.

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

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

Please enter a number.

Students

19. How often are the following factors considered when students are admitted to this school?

Please select one choice in each row.

	Never	Sometimes	Most of the time	Always
a) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students' record of academic performance (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Whether the student requires or is interested in a special program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Emergency situations (e.g., conflicts, natural disasters, health-related crises).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

20. What is this school’s policy for organizing instruction for students with different abilities?

Please select one choice in each row.

	Not for any subjects	For some subjects	For all subjects
a) Students are grouped by ability into different classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Students are grouped by ability within their classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

21. During the past month, how did students participate in lessons as this school?

Please select one choice in each row.

	In no lessons	In some lessons	In all lessons
a) All students participated in person.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) All students participated online.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Some students participated in person while others participated online.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

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

Students may fall into multiple categories.

'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.

'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities of life, such as adequate income, housing, nutrition or medical care.

'Ethnic/national minorities or Indigenous communities' refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.

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.

'Refugees' are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

Please select one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	61% to 90%	91% to 99%	All
a) Students who have difficulties understanding the language(s) of instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
b) 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	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c) Students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d) 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	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
e) Students belonging to ethnic/national minorities or Indigenous communities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f) Male 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	<input type="checkbox"/> ₇
g) Students who are immigrants or with migrant background (not including refugees)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
h) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

School Leadership

23. 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 select one choice.

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

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

Please select 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 (e.g., accountant, treasurer)	<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) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

25. 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 select 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

26. Regarding this school, who has a significant responsibility for the following areas?

A 'significant responsibility' is one where an active role is played in decision making.

Please select 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) Deciding on the use of digital resources and tools for teaching.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Improving this school's environmental sustainability practices or ecological footprint (e.g., energy and water saving, reducing consumption, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Determining policies on student diversity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Determining policies on teacher diversity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Facilitating teachers' professional learning activities to support students' social and emotional development.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Defining school improvement priorities ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

27. 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"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
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"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c) Teacher and staff interactions <i>Including advice-giving, feedback and evaluation, non-teaching school activities</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d) Student interactions <i>Including counseling and conversations outside structured learning activities, discipline</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
e) Parent or guardian interactions <i>Including formal and informal interactions</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f) Interactions with local and regional community, business, and industry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
g) Emergency tasks <i>Including attending to school infrastructure damage, community, or national crisis</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
h) 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>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
i) Extra-curricular planning and supervision	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

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

Please select 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 learning plan for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

29. Please indicate how frequently you took actions related to the following areas in this school during the last 12 months.

Please select one choice in each row.

	Never or rarely	Sometimes	Often	Very often
a) Supporting the integration of digital resources and tools for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Supporting student diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Supporting teacher diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Improving this school's environmental sustainability practices or ecological footprint (e.g., energy and water saving, reducing consumption, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Supporting teachers interested in teaching about climate change.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Supporting teachers interested in teaching about climate change	<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 these statements about teachers at this school?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers take leadership roles in promoting a professional learning community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers initiate and lead extracurricular activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers lead their professional growth and development activities whenever possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers participate in non-teaching school events and projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Induction, Mentoring and Formal Appraisal

31. Which teachers have access to the following induction activities at this school?

'Induction activities' are designed to support new teachers' introduction into the teaching profession and to support experienced teachers who are new to a school.

They are either organized as 'formal induction programs' such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc., or as 'informal induction activities', that are unstructured or unplanned activities comprising general introductions to the school and the work, informal peer work with other new teachers, a welcome handbook, etc.

'Teachers new to teaching' refers to those who have less than one year paid employment as teachers.

Please select one choice in each row.

	All teachers new to this school	Only teachers new to teaching	None
a) <u>Formal</u> induction program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) <u>Informal</u> induction activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

If you answered 'None' to a) and b) → Please go to Question [33].

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

Please select one choice in each row.

	Yes	No
a) Courses/seminars/workshops attended in person.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Online courses/seminars/workshops	<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 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

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

'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.

Please select one choice.

- ₁ Yes, but only teachers who are new to teaching, i.e., have less than one year paid employment as a teacher, 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 [35].**

34. Is the mentor's main subject field(s) the same as that of the teacher being mentored?

Please select one choice.

- ₁ Yes, most of the time
- ₂ Yes, sometimes
- ₃ No, rarely or never

35. On average, how often is each individual teacher formally appraised in this school by the following people?

'Formal appraisal' is defined as when a teacher's work is formally reviewed by the principal, an external inspector or by his or her colleagues (e.g., as part of a formal performance management system, involving set procedures and criteria), in contrast to a more informal approach (e.g., through informal discussions).

If none of the response choices reflect this school's situation, please choose the one that is closest to it.

Please select one choice in each row.

	Never	Less than once per year	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
b) Other members of the school management team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Assigned mentors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
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
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

If you answered 'Never' to all of the above → Please go to Question [38].

36. Who uses the following types of information as part of the formal appraisal of teachers' work in this school?

Please select 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., state 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

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

Please select 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

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

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) This school provides staff with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) This school provides parents or guardians with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) This school provides students with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I make the important decisions on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There is a collaborative school culture which is characterized by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
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) This school encourages staff to lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers understand the curricular goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers succeed in implementing the 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) Students harass their peers who excel in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The school cooperates with the local community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

40. To what extent is this school’s capacity to provide quality instruction currently hindered by any of the following issues?

Please select 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 education 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 resources and tools for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Insufficient Internet access	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of 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) Insufficient utilities (e.g., drinking water, electricity, and sewage/sanitation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select 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) on school grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Online 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
d) 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
e) Intimidation or verbal abuse of teachers or staff on school grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Online intimidation or verbal abuse of teachers or staff					
g) 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

Schooling in Diverse Environments

The following section includes questions about school policies and practices concerned with diversity. 'Diversity' refers to the recognition of and appreciation for differences in the ethnic, cultural or socioeconomic backgrounds, gender identities, and learning needs of students and staff.

42. Does this school include students from different cultural or ethnic backgrounds?

Please select one choice.

₁ Yes

₂ No

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

Please select 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
e) Including books and pictures featuring people from a variety of ethnic and cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Employing teachers that are representative of the diverse backgrounds of students and/or their families	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Providing additional support for students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Teaching students to be inclusive of different socioeconomic backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Explicit policies against gender discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Explicit policies against socioeconomic discrimination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Providing additional support for students from disadvantaged backgrounds ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Promoting a safe school climate for students of diverse sexual orientation and gender identity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Please select 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
e) 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
f) Students should learn to oppose gender discrimination.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) It is important to treat all students equally regardless of their gender.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) 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
i) A classroom with a high proportion of students with special education needs enriches learning experiences.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Students should feel comfortable to express their diverse sexual orientations and gender identities at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Education and Environmental Sustainability

The following section includes questions about school policies and practices concerned with environmental sustainability, with an emphasis on climate change.

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

'Climate change' encompasses global warming but also refers to a broader range of changes, including rising sea levels, shrinking glaciers, accelerated melting of polar ice, and shifts in flower/plant blooming times as well as its impacts on environment, economy, and society.

45. Thinking about your role as a principal in supporting education about environmental sustainability, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) It is important for me as a principal to address environmental sustainability with the curriculum. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I have the resources I need to develop a school strategy on including environmental sustainability in the curriculum.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I am confident supporting teachers so that they can teach about environmental sustainability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It is just too difficult for someone like me to do much about environmental sustainability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I worry about parent or guardian complaints with respect to teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I attend to students' concern about the future of our environment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I encourage teachers to empower students to take action on climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I encourage teachers to teach about climate change across different subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

46. In your view, to what extent are the following barriers for teaching about climate change in this school?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Teachers think it is not related to the subject(s) they teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers think students are too young.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers don't know enough about it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers don't have the materials needed to teach the subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers don't believe in it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Our school governing board and/or municipal, local, regional, state, or national authority does not allow it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teachers think students have already learned about it in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The curriculum is not flexible enough.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The curriculum does not mandate it be taught.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Assessments do not include it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47. How concerned are you personally about climate change?

Please select one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

48. There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion?

Please select one choice.

- ₁ The world's climate has not been changing.
- ₂ The world's climate has been changing mostly due to natural processes.
- ₃ The world's climate has been changing about equally due to natural processes and human activity.
- ₄ The world's climate has been changing mostly due to human activity.
- ₅ I don't know.

Occupational Perceptions

49. For how many more years do you want to continue to work as a principal?

Please enter a number.

□□□ Years

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) 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

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

Please select 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 education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Being held responsible for students' social and emotional wellbeing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Having to adapt this school's practices due to unexpected disruptions (e.g., natural disasters, public health emergencies/pandemics, humanitarian crises) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select 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

52. How strongly do you agree or disagree with the following statements?

Please select 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

This is the end of the questionnaire.

Thank you very much for your participation!



**Organization for Economic Cooperation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2024**

Teacher Questionnaire – Form A

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

Main Survey Version

United States

The National Center for Education Statistics (NCES) is authorized to conduct the Teaching and Learning International Survey (TALIS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. 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 12/31/2025

National Center for Education Statistics
Potomac Center Plaza
550 12th Street, SW, 4th Floor
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

RAND Europe, United Kingdom

cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organization for Economic Cooperation and Development (OECD). The United States, along with more than 50 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.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

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 opinions 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 between 45 and 60 minutes on average 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 selecting the one most appropriate answer.

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 Study
National Center for Education Statistics
Institute of Education Sciences, U.S. Department of Education
Potomac Center Plaza

550 12th Street, SW, 4th floor
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 select the appropriate choice(s) or provide figures where necessary.

1. What is your gender?

Please select one choice.

- ₁ Female
₂ Male
₃ Nonbinary or another gender

2. How old are you?

Please enter a number.

Years

X. Are you of Hispanic or Latino origin?

Please select one choice.

- ₁ Yes
₂ No

X. What is your race?

Select one or more races to indicate what you consider yourself to be.

- ₁ White
₂ Black or African American
₃ Asian
₄ Native Hawaiian or other Pacific Islander
₅ American Indian or Alaska Native

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

Please select one choice.

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

4. What type of education did you complete for your first teaching qualification?

A 'traditional teacher education or training program' requires future teachers to complete post-secondary education leading to a teaching credential, typically at a university with a focus on subject-matter, pedagogy, and practice either concurrently or consecutively.

An 'alternative teacher education or training program' refers to pathways into a teaching job that are not traditional teacher education or training programs in terms of duration and/or content designed for specific groups (e.g., second-career candidates, candidates with some teaching experience, or candidates with high levels of subject knowledge).

Please select one choice.

- ₁ A traditional teacher education or training program
- ₂ An alternative teacher education or training program
- ₃ Subject-specific education or training only
- ₄ I have another formal qualification not listed above.
- ₅ I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. → **Please go to Question [7].**

5. In which year did you complete your first teaching qualification?

An approximate year is sufficient.

Please enter in a year.

--	--	--	--	--

6. How strongly do you agree or disagree with the following statements about your first teaching qualification?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) It provided me with a strong understanding of the subject(s) I teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) It provided me with ideas for managing classroom behavior successfully.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) It included enough time for classroom observations.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It had a good balance between theoretical and practical aspects of teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) It provided me with enough practical opportunities to teach in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Overall, its quality was high.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

7. To what extent did your formal education and training make you feel prepared for each of the following aspects of your teaching this year?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Content of some or all subject(s) I teach	<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"/> ₃	<input type="checkbox"/> ₄
c) General pedagogy	<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"/> ₃	<input type="checkbox"/> ₄
e) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use of digital resources and tools for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Supporting students' social and emotional development ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Engaging students with environmental sustainability	<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 select one choice.

₁ Yes

₂ No

Current Work

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

Please select one choice.

- ₁ Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
- ₂ Fixed-term contract for a period of more than 1 school year
- ₃ Fixed-term contract for a period of 1 school year or less

10. Do you currently work as a teacher of 7th, 8th and/or 9th grade students at another school?

Please select one choice.

- ₁ Yes
- ₂ No → **Please go to Question [9].**

11. 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)

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

Please select one choice.

- ₁ Full-time (more than 90% of full-time hours)
- ₂ Part-time (71-90% of full-time hours)
- ₃ Part-time (50-70% of full-time hours)
- ₄ Part-time (less than 50% of full-time hours)

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

Do not include any extended periods of leave such as parental leave.

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

Please round up to whole years, e.g., if this is your first year teaching, enter "1".

- 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

14. 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 learning 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

15. 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 learning, etc. will be recorded in the next question.

Round to the nearest whole hour.

Hours teaching

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?

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) | <input type="text"/> <input type="text"/> | Hours | Individual planning or preparation of lessons either at school or out of school |
| b) | <input type="text"/> <input type="text"/> | Hours | Teamwork and dialogue with colleagues within this school |
| c) | <input type="text"/> <input type="text"/> | Hours | Grading/correcting of student work |
| d) | <input type="text"/> <input type="text"/> | Hours | Counseling students (including student supervision, mentoring, virtual counseling, career guidance, and behavior guidance) |
| e) | <input type="text"/> <input type="text"/> | Hours | Participation in school management |
| f) | <input type="text"/> <input type="text"/> | Hours | General administrative work (including communication, paperwork, and other clerical duties) |
| g) | <input type="text"/> <input type="text"/> | Hours | Professional learning activities |
| h) | <input type="text"/> <input type="text"/> | Hours | Communication and cooperation with parents or guardians |
| i) | <input type="text"/> <input type="text"/> | Hours | Engaging in extracurricular activities (e.g., sports and cultural activities after school) |
| j) | <input type="text"/> <input type="text"/> | Hours | Developing students' test-taking skills to improve performance on mandated assessments |
| k) | <input type="text"/> <input type="text"/> | Hours | Administering, proctoring, and scoring mandated assessments |
| l) | <input type="text"/> <input type="text"/> | Hours | Other work tasks |

Professional Learning

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

Please only consider professional learning you have undertaken after your initial education or training.

17. During the last 12 months, did you participate in any of the following professional learning activities?

Please select one choice in each row.

	Yes, in- person	Yes, virtual or online	Yes, in person <u>and</u> virtual/ online	No
a) Courses/seminars/workshops	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Education conferences where teachers and/or researchers present their research or discuss educational issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Formal qualification program (e.g., a degree program)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Visits to other schools to inform my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Visits to business premises, public organizations, or non-governmental organizations related to my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Reflections on lesson observations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Coaching as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Formal or informal teacher networks for the purpose of professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Self-initiated learning activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

If you answered 'No' to all of the above → Please go to Question [19].

18. 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.

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.

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) Using artificial intelligence for teaching and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Classroom management for student behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Approaches to individualized learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Teacher-parent/guardian cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) Knowledge and understanding of environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q) Implementation of national/state curriculum standards or Common Core standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
r) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

19. 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) The professional learning offered is of poor quality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teaching in General

20. On average, how often do you do the following in this school?

Please select 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) 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
h) Collaborate with parents or guardians to enrich students' learning activities in general.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

21. In your teaching, to what extent can you do the following?

Please select 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 my expectations about student behavior clear	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Help students think critically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Get students to follow classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Calm a student who is disruptive or noisy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Provide an alternative explanation (e.g., when students are confused)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Vary instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Support student learning through the use of digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Help every student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Reduce achievement gaps among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Support students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Support students' learning about environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

22. Thinking about the use of artificial intelligence in education, how strongly do you agree or disagree with the following statements?

'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a) Artificial intelligence helps teachers write or improve lesson plans.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Artificial intelligence enables teachers to adapt learning material to different students' abilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Artificial intelligence assists teachers in supporting students individually.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Artificial intelligence supports students with specific needs (e.g. multilingual learners, students with special education needs).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Artificial intelligence helps teachers automate administrative tasks.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Artificial intelligence enables students to misrepresent others' work as their own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Artificial intelligence makes recommendations that may not be appropriate or correct.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Artificial intelligence amplifies biases that reinforce students' misconceptions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Artificial intelligence jeopardizes the privacy and security of student data.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Artificial intelligence suggests unsuitable pedagogical approaches that teachers would use with students..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

23. During the last 12 months, have you used artificial intelligence in your teaching or to facilitate student learning?

Please select one choice.

₁ Yes → **Please go to Question [24].**

₂ No → **Please go to Question [25].**

24. Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning?

Please select one choice in each row.

	Yes	No
a) To assess or grade student work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) To predict student performance based on prior achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) To generate lesson plans or activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) To support students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) To automatically adjust the difficulty of lesson materials according to students' learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) To generate text for student feedback or parent/guardian communications	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) To review data on student participation or performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) To help students practice new skills in real-life scenarios (e.g., foreign language learning, creative writing, computer coding, problem solving)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Please go to Question [26].

25. Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning?

Please select one choice in each row.

	Yes	No
a) My school lacks the digital tools and resources infrastructure to use artificial intelligence.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) I do not have the knowledge and skills to teach using artificial intelligence.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) I do not believe we should use artificial intelligence in teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) My school does not allow the use of artificial intelligence in teaching. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) I feel overwhelmed by integrating new technologies in my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Education and Environmental Sustainability

The following section includes questions related to sustainability, with an emphasis on climate change.

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves conservation of natural resources and the protection of Earth's ecological systems. Climate Change is one of the main threats to environmental sustainability.

'Climate change' encompasses global warming but also refers to a broader range of changes, including rising sea levels, shrinking glaciers, accelerated melting of polar ice, and shifts in flower/plant blooming times as well as its impacts on environment, economy, and society.

26. To what extent can you do the following activities related to environmental sustainability?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Work with other teachers at this school to improve teaching about environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Work with experts (e.g., scientists, staff at NGOs or CBOs) to develop solution-oriented teaching about environmental sustainability challenges	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Empower students to adopt pro-environmental behaviors (e.g., reduced consumption, ethical consumption, reusing, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Empower students to participate in activities in favor of environmental protection (e.g., writing letters to newspapers, posting on social media, signing petitions, talking with peers and parents)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Help students identify misconceptions and disinformation about environmental sustainability issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Attend to students' concern about the future of our environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Help students translate their knowledge on climate change into actions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. Thinking about climate change, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I feel confident in my ability to answer students' questions about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I have the resources I need to teach about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I worry about parent or guardian complaints with respect to teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I am comfortable providing instruction on climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My school management team encourages us to empower students to take action on climate change. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

28. On average, which of the following statements best describe your teaching about climate change, its causes and impacts on our environment, economy, and society?

Please select one choice.

- ₁ I don't teach about climate change in my lessons.
- ₂ I mention climate change in my lessons.
- ₃ I teach 1-2 lessons on climate change.
- ₄ I teach a module/unit (at least 3-4 lessons) on climate change.
- ₅ I teach a special lesson dedicated to climate change.

If you did not answer 'I don't teach about climate change in my lessons' or 'I mention climate change in my lessons' → Please go to Question [30].

29. Are the following reasons why you don't teach lessons about climate change?

Please select one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) It's not related to the subject(s) I teach. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Students are too young. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I don't know enough about it. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) I don't have the materials needed to teach the subject. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) I don't believe in climate change. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) My school management team does not allow it. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Students have already learned about it in school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) The curriculum is not flexible enough. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Assessments do not include climate change. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) Other | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

30. To what extent do you talk informally with your students about climate change, its causes and impacts on our environment, economy, and society?

Please select one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

31. How concerned are you personally about climate change?

Please select one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

32. There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion?

Please select one choice.

- ₁ The world's climate has not been changing.
- ₂ The world's climate has been changing mostly due to natural processes.
- ₃ The world's climate has been changing about equally due to natural processes and human activity.
- ₄ The world's climate has been changing mostly due to human activity.
- ₅ I don't know.

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 class at the 7th, 8th, or 9th grade level 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.

33. Teaching is a complex activity with often competing goals. To what extent have the lessons you taught over the past week in the target class achieved the following aims?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Presenting the content in a comprehensible way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Engaging students in work that challenges them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Providing students with feedback to support their learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Offering students opportunities to practice what they learned	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Adapting teaching to meet the different needs of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Helping students to manage their own emotions, thoughts, and behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Managing student behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate

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

Please select 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) 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
e) 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
f) 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
g) This school encourages staff to lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teachers take leadership roles in promoting a professional learning community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teachers initiate and lead collaborative activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teachers lead their professional growth and development activities whenever possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Teachers participate in non-teaching school events and projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

35. How strongly do you agree or disagree with the following statements about what happens in this school?

Please select 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

36. Thinking about the principal at this school, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The principal has a clear vision for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The principal encourages cooperation among teachers to develop new teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The principal ensures that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The principal ensures that teachers feel responsible for their students' learning outcomes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The principal encourages all staff to have a say on important decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The principal has good professional relationships with staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The principal has good professional relationships with parents or guardians.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The principal has good professional relationships with students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The principal ensures that teachers' performance is monitored effectively.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The principal provides useful feedback to teachers and staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

37. Thinking about the general climate in this school, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers can rely on the school management team for professional support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The principal has confidence in the expertise of the teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students can be counted on to do their school work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Students can be counted on to do their homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

'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.

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

Please select 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"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Student survey responses related to my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Assessment of my content knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) External results of students I teach (e.g. national test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) School-based and classroom-based results (e.g. performance results, project results, test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
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"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

If you answered 'I have never received this feedback in this school' to all of the above → Please go to Question [40].

39. 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 select one choice in each row.

	Yes	No
a) Knowledge and understanding of my 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 for student behaviour	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Methods for teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Methods for teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Methods for teaching with digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Methods for engaging students with environmental sustainability concepts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

40. How strongly do you agree or disagree with the following statements about student bullying at this school?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers at this school make it clear to students that bullying is not tolerated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) At this school, students tell teachers when other students are being bullied.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are adults at this school students could turn to if they had a personal problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The teachers at this school are genuinely concerned about the students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Bullying among students is a problem at this school.	<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 about student harassment at this school?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Students at this school get teased about their clothing or physical appearance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students at this school get put down because of their ethnicity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students at this school get teased about their gender expression and sexuality (e.g., comments about students not acting "masculine" or "feminine" enough, homophobic, or transphobic remarks).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There are adults at this school that students belonging to ethnic/national minorities or Indigenous communities could turn to if they were discriminated against.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There are adults at this school students could turn to if they were discriminated against based on gender expressions and sexuality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

42. How strongly do you agree or disagree with the following statements about changes in this school, regardless of whether these were initiated by the school or externally?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Too many change initiatives are introduced at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am tired of all the changes in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) We are asked to change too many things in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It feels like we are always being asked to change something around here.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I would like to see a period of stability before we change anything else in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I am asked to implement change initiatives without the necessary resources.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Occupational Perceptions

43. How important are the following factors for you as a teacher?

Please select one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) Teaching suits my abilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teaching is a secure job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Working hours fit with my family responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teaching has commitment flexibility (travel, part-time, family commitments).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching allows me to influence the next generation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching allows me to work against social disadvantage.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching makes a worthwhile social contribution.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I like working with children/adolescents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teaching allows me to exercise autonomy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

44. For how many more years do you want to continue to work as a teacher?

Please write a number.

Years

45. How likely are each of the following factors to cause you to leave teaching in the next five years?

Please select one choice in each row.

	Not at all likely	Not very likely	Likely	Very likely
a) A non-teaching position within education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A job outside of education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Further education or training	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Personal or family reasons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Retirement from work sector	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select 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

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

Please select 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 school district or state education 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 education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Being held responsible for students' social and emotional wellbeing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Keeping up with curriculum or program changes in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Having too much work on diversity and equity issues, concerns, or conflicts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Having to adapt my work due to unexpected disruptions (e.g., natural disasters, public health emergencies/pandemics, humanitarian crises) ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Keeping up with professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select 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 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

49. How strongly do you agree or disagree with the following statements?

Please select 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 are valued by students in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers are valued by parents/guardians in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers' views are valued by policymakers in this country.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teachers can influence educational policy in this country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teachers are valued in the media in this country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

50. How strongly do you agree or disagree with these statements about your experiences as a teacher?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I like the subject(s) that I teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I often feel happy while I teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I generally teach with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The interesting challenges of teaching give me satisfaction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

51. Thinking about education at the 7th, 8th, and/or 9th grade level as a whole, what is your single most important recommendation to stakeholders or policy makers in this country?

This is the end of the questionnaire.

Thank you very much for your participation!



Organization for Economic Cooperation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2024

Teacher Questionnaire – Form B

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

Main Survey Version

United States

The National Center for Education Statistics (NCES) is authorized to conduct the Teaching and Learning International Survey (TALIS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. 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 12/31/2025

National Center for Education Statistics
Potomac Center Plaza
550 12th Street, SW, 4th floor
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
RAND Europe, United Kingdom
cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organization for Economic Cooperation and Development (OECD). The United States, along with more than 50 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.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

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 opinions 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 between 45 and 60 minutes on average 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 selecting the one most appropriate answer.

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 Study

National Center for Education Statistics

Institute of Education Sciences, U.S. Department of Education

Potomac Center Plaza

12th Street, SW, 4th floor

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 select the appropriate choice(s) or provide figures where necessary.

1. What is your gender?

Please select one choice.

- ₁ Female
- ₂ Male
- ₃ Nonbinary or other gender

2. How old are you?

Please enter a number.

Years

X. Are you of Hispanic or Latino origin?

Please select one choice.

- O₁ Yes
- O₂ No

X. What is your race?

Select one or more races to indicate what you consider yourself to be.

- O₁ White
- O₂ Black or African American
- O₃ Asian
- O₄ Native Hawaiian or other Pacific Islander
- O₅ American Indian or Alaska Native

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

Please select 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 (e.g., MD, DDS, lawyer, minister)
- ₆ Doctorate (Ph.D. or Ed.D)

4. What type of education did you complete for your first teaching qualification?

A 'traditional teacher education or training program' requires future teachers to complete post-secondary education leading to a teaching credential, typically at a university with a focus on subject-matter, pedagogy and practice either concurrently or consecutively.

An 'alternative teacher education or training program' refers to pathways into a teaching job that are not traditional teacher education or training programs in terms of duration and/or content designed for specific groups (e.g., second-career candidates, candidates with some teaching experience, or candidates with high levels of subject knowledge).

Please select one choice.

- ₁ A traditional teacher education or training program
- ₂ An alternative teacher education or training program
- ₃ Subject-specific education or training only
- ₄ I have another formal qualification not listed above.
- ₅ I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. **Please go to Question [8].**

5. In which year did you complete your first teaching qualification?

An approximate year is sufficient.

Please enter in a year.

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6. How strongly do you agree or disagree with the following statements about your first teaching qualification?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) It provided me with a strong understanding of the subject(s) I teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) It provided me with ideas for managing classroom behavior successfully.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) It included enough time for classroom observations.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It had a good balance between theoretical and practical aspects of teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) It provided me with enough practical opportunities to teach in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Overall, its quality was high.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

7. To what extent did your formal education and training make you feel prepared for each of the following aspects of your teaching this year?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Content of some or all subject(s) I teach	<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"/> ₃	<input type="checkbox"/> ₄
c) General pedagogy	<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"/> ₃	<input type="checkbox"/> ₄
e) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use of digital resources and tools for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Supporting students' social and emotional development ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Engaging students with environmental sustainability	<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 select one choice.

₁ Yes

₂ No

Current Work

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

Please select one choice.

- ₁ Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
- ₂ Fixed-term contract for a period of more than 1 school year
- ₃ Fixed-term contract for a period of 1 school year or less

10. Do you currently work as a teacher of 7th, 8th and/or 9th grade students at another school?

Please select one choice.

- ₁ Yes
- ₂ No **Please go to Question [12].**

11. 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)

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

Please select one choice.

- ₁ Full-time (more than 90% of full-time hours)
- ₂ Part-time (71-90% of full-time hours)
- ₃ Part-time (50-70% of full-time hours)
- ₄ Part-time (less than 50% of full-time hours)

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

Do not include any extended periods of leave such as parental leave.

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

Please round up to whole years, e.g., if this is your first year teaching, enter "1".

- 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

14. 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, selecting, professional learning, etc. will be recorded in the next question.

Round to the nearest whole hour.

Hours teaching

15. 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) | <input type="text"/> <input type="text"/> | Hours | Individual planning or preparation of lessons either at school or out of school |
| b) | <input type="text"/> <input type="text"/> | Hours | Team work and dialogue with colleagues within this school |
| c) | <input type="text"/> <input type="text"/> | Hours | Grading/correcting of student work |
| d) | <input type="text"/> <input type="text"/> | Hours | Counseling students (including student supervision, mentoring, virtual counseling, career guidance and behaviour guidance) |
| e) | <input type="text"/> <input type="text"/> | Hours | Participation in school management |
| f) | <input type="text"/> <input type="text"/> | Hours | General administrative work (including communication, paperwork, and other clerical duties) |
| g) | <input type="text"/> <input type="text"/> | Hours | Professional learning activities |
| h) | <input type="text"/> <input type="text"/> | Hours | Communication and co-operation with parents or guardians |
| i) | <input type="text"/> <input type="text"/> | Hours | Engaging in extracurricular activities (e.g., sports and cultural activities after school) |
| j) | <input type="text"/> <input type="text"/> | Hours | Other work tasks |

Professional Learning

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

Please only consider professional learning you have undertaken after your initial education or training.

16. When you began work at this school, 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.

They are either organized as 'formal induction programs' such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc., or as 'informal induction activities', that are unstructured or unplanned activities comprising general introductions to the school and the work, informal peer work with other new teachers, a welcome handbook, etc.

Please select one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) I took part in a <u>formal</u> induction program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I took part in <u>informal</u> induction activities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you did not answer 'Yes' to either a) or b) Please go to Question [18].

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

Please select one choice in each row.

	Yes	No
a) Courses/seminars/workshops attended in person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Online courses/seminars/workshops	<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 teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Supervision by the principal and/or experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Networking/collaboration with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Team teaching with experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Portfolios/diaries/journals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Reduced teaching load	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) General/administrative introduction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Observing teachers at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

18. 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 select 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

19. During the last 12 months, did you participate in any of the following professional learning activities?

Please select one choice in each row.

	Yes, in-person	Yes, virtual or online	Yes, in person <u>and</u> virtual/online	No
a) Courses/seminars/workshops	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Education conferences where teachers and/or researchers present their research or discuss educational issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Formal qualification program (e.g., a degree program) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Visits to other schools to inform my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Visits to business premises, public organizations, or non-governmental organizations related to my teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Reflections on lesson observations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Coaching as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Formal or informal teacher networks for the purpose of professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Self-initiated learning activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

If you answered 'No' to all of the above Please go to Question [22].

20. 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. Often they will be those for whom additional public or private resources (personnel, material, or financial) have been provided to support their education.

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.

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) Using artificial intelligence for teaching and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Classroom management for student behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Approaches to individualized learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Teacher-parent/guardian cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) Knowledge and understanding of environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
s) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

21. Thinking of the professional learning activities in which you participated during the last 12 months, overall to what extent did they have a positive impact on your teaching?

Please select one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

22. To what extent are the following characteristics of professional learning important for you?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Builds on my prior knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Adapts to my personal development needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Provides a coherent structure	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Focuses on content needed to teach my subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Provides opportunities for my active learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Provides opportunities for collaborative sharing of ideas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Provides opportunities to practice/apply new ideas and knowledge in my own classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Provides opportunities for reflection about my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Provides follow-up activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Addresses my school's needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Involves most colleagues from this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Takes place over an extended period of time (e.g., several weeks or longer)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23. 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) Skills for using artificial intelligence for teaching and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Classroom management for student behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Approaches to individualized learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Analysis and use of student assessments.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Teacher-parent/guardian cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Knowledge and understanding of environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teaching in General

24. On average, how often do you do the following in this school?

Please select 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Observe other teachers' classes and provide feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Engage in joint activities across different classes and age groups (e.g., projects) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Exchange teaching materials with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Engage in discussions about the learning development of specific students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Work with other teachers in this school to ensure common standards in evaluations for assessing student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Take part in collaborative professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Collaborate with parents or guardians to enrich students' learning activities in general.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. In your teaching, to what extent can you do the following?

Please select 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 my expectations about student behavior clear	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Help students think critically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Get students to follow classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Calm a student who is disruptive or noisy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Provide an alternative explanation (e.g.,when students are confused)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Vary instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Support student learning through the use of digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Help every student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Reduce achievement gaps among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Support students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Support students' learning about environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

26. In your teaching, to what extent can you do the following?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) 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
b) Ensure that students with and without a migrant background work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Raise awareness for cultural differences among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Reduce ethnic stereotyping among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Ensure that students with different cultural or ethnic backgrounds work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Use examples that are familiar to students from diverse cultural backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. In which language(s) do you regularly read, write, or communicate?

Please select as many choices as appropriate.

- ₁ English
- ₂ Spanish
- ₃ Arabic
- ₄ Chinese
- ₅ Other, please specify

28. How strongly do you agree or disagree with the following statements about intelligence and learning?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Everyone has certain amount of intelligence and no one can really do much to change it.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) People's intelligence is something about them that they can't change very much.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Someone can learn new things, but they can't really change their basic intelligence.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

29. In your work as a teacher, to what extent can you do the following practices?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Work jointly with other professionals and staff (e.g., aides, other teachers) to teach students with special education needs in the classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Get parents/guardians involved in school activities of their children with special education needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Collaborate with other professionals (e.g., specialist teachers, speech pathologists) in designing educational plans for students with special education needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Inform others who know little about laws and policies relating to the inclusion of students with special education needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Design learning tasks to accommodate students with special education needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Adapt state or district assessment so that all students with special education needs can be assessed	<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 about your teaching?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am comfortable providing instruction on social and emotional skills to students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Taking care of students' social and emotional needs comes naturally to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Informal lessons in social and emotional learning are part of my regular teaching practice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31. To what extent can you do the following tasks with digital resources and tools?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Identify digital resources and tools to support the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Use digital resources and tools to present concepts in a different way to my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Choose digital resources and tools that enhance students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Adapt the use of digital resources and tools to different teaching activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Explain to students the potential risks of using digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Communicate with parents using digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Learn to use technology that is new to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. Thinking about the use of digital resources and tools for student learning, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The use of digital resources and tools helps students develop greater interest in learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) The use of digital resources and tools helps students develop skills to plan and monitor their work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) The use of digital resources and tools helps improve students' academic performance.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The use of digital resources and tools distracts students from learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) The use of digital resources and tools limits the amount of face-to-face communication among students.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Frequent use of digital resources and tools negatively impacts students' wellbeing.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) The use of digital resources and tools results in students submitting Internet content as their own work.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) The use of digital resources and tools helps students collaborate on tasks efficiently.	<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 class at the 7th, 8th, or 9th grade 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.

33. How many students are currently enrolled in this target class?

Please enter a number.

Students

34. We would like to understand the composition of the target class. Please estimate the broad percentage of students who have the following characteristics.

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.

'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.

'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities of life, such as adequate income, housing, nutrition or medical care.

'Ethnic/national minorities or Indigenous communities' refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.

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.

'Refugees' are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

Please select one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	61% to 90%	91% to 99%	All
a) Students who have difficulties understanding the language(s) of instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
b) 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	<input type="checkbox"/> 6	<input type="checkbox"/> 7
c) Low academic achievers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
d) Academically gifted 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	<input type="checkbox"/> 7
e) Students with special education needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
f) Students with behavioral problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
g) 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	<input type="checkbox"/> 6	<input type="checkbox"/> 7
h) Students belonging to ethnic/national minorities or Indigenous communities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
i) Male 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	<input type="checkbox"/> 7
j) Students who are immigrants or with migrant background (not including refugees)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
k) Students who are refugees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

35. Into which subject category does this target class primarily fall?

Please select one choice.

- 1** Reading, writing and literature
Includes reading and writing (and literature) in English, language arts, public speaking, 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, humanities, philosophy, psychology, sociology
- 6** Modern foreign languages
Includes languages other than English (e.g., French, German, Spanish, ASL)
- 7** Classical Greek and/or Latin
- 8** Technology
Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology
- 9** Arts
Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework
- 10** Physical and health education
Includes physical education, gymnastics, dance, health
- 11** Religion and/or ethics
Includes religion, history of religions, religion culture, ethics
- 12** Business Studies
Includes accounting, business management, business principles and ethics, marketing and distribution
- 13** Practical and vocational skills
Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft
- 14** Special Education
Includes education of students with special needs
- 15** Other

36. Was this primary subject category of the target class included in your formal education or training?

Please select one choice.

- ₁ Yes
- ₂ Somewhat
- ₃ No

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

Enter a percentage for each activity. Enter 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**

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

Please select 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 a lesson or a unit.	<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 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
o) I encourage students to question and critique arguments made by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

39. Thinking about your lessons in the target class, how often do you perform the following tasks?

Please select one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) Use digital resources and tools to present information through direct instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Replace printed materials with digital versions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Provide digital feedback on student work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Download lesson plans from the Internet for use in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Use digital resources and tools to enable collaboration with other classrooms, schools, or experts outside of this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use digital resources and tools to handle logistic aspects of teaching (e.g., tracking student grades, assigning or collecting student work)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Support collaboration among students using digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Use digital resources and tools that provide personalized learning paths for students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Use digital resources and tools to assess student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Provide digital resources and tools that allow students to plan and monitor their own learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Give students problems that can only be solved by using digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select one choice in each row.

	Never or almost never	Occasion- ally	Frequently	Always
a) I administer an assessment at the end of a unit or block of lessons.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I give a mark (e.g., numeric score, letter grade, smiley face) to communicate to students how they performed in relation to their classmates.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I provide oral or written feedback to indicate areas for improvement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I ask students to assess their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) 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
f) I use assessments to check whether students have learned the material presented.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

41. To what extent do these situations happen in the target class?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) There is much disruptive noise and disorder.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I have to wait a long time for students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Many students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I lose quite a lot of time because students interrupt the lesson.	<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 perform the following actions?

Please select one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) I consider students' prior knowledge and needs when planning a lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I point students to different materials for learning depending on their needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I change my way of explaining when a student has difficulties understanding a topic or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I adapt my teaching methods to students' needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I ask questions at various difficulty levels to check students' understanding of the subject matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

43. Thinking about your teaching in the target class, how often do you perform the following actions?

Please select one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) I let students review multiple examples to practice the steps involved in a procedure or skill.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I select tasks for student practice that gradually increase in difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I prepare students for difficulties that can occur while practicing a procedure or skill.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

44. How much autonomy do you have over the following aspects of planning and teaching in the target class?

Please select one choice in each row.

	No autonomy	Limited autonomy	Substantial autonomy	Full autonomy
a) Implementing the curriculum in a flexible way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Selecting teaching methods and strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Choosing assessment activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Selecting learning objectives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Designing and preparing lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

45. Teaching is a complex activity with often competing goals. To what extent have the lessons you taught over the past week in the target class achieved the following aims?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Presenting the content in a comprehensible way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Engaging students in work that challenges them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Providing students with feedback to support their learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Offering students opportunities to practice what they learned	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Adapting teaching to meet the different needs of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Helping students to manage their own emotions, thoughts, and behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Managing student behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Inability to control lighting levels	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Bad acoustics (hard to hear)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Inability to control the heating system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Poor air quality	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Inability to adjust the air cooling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Lack of access to natural elements (e.g., trees, plants) .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47. In your practice in the target class, to what extent can you do the following?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Be aware of my students' feelings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Show warmth to my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Care about the problems of my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Be empathetic towards my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Care about the social and emotional problems of my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

48. Thinking about your teaching in the target class, how often do you focus on developing the following student skills?

Please select one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) Understanding their own emotions, thoughts, or behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Managing their own emotions, thoughts, or behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Understanding the perspectives of others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Empathizing with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Establishing and maintaining healthy relationships with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Making caring and constructive choices about their personal actions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note: Items 49 and 50 have been removed but numbering retained.

School Climate

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

Please select 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) 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
e) 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
f) 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
g) This school encourages staff to lead new initiatives.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Teachers can rely on each other.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Teachers take leadership roles in promoting a professional learning community.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j) Teachers initiate and lead collaborative activities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k) Teachers lead their professional growth and development activities whenever possible.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l) Teachers participate in non-teaching school events and projects.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Occupational Perceptions

52. How important are the following factors for you as a teacher?

Please select one choice in each row.

	Not important at all	Of low importance	Of moderate importance	Of high importance
a) Teaching suits my abilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teaching is a secure job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Working hours fit with my family responsibilities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teaching offers flexibility (e.g., travel, part-time, family commitments).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching allows me to influence the next generation. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching allows me to work against social disadvantage.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching makes a worthwhile social contribution.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I like working with children/adolescents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teaching allows me to exercise autonomy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

53. For how many more years do you want to continue to work as a teacher?

Please write a number.

Years

54. How likely are each of the following factors to cause you to leave teaching in the next five years?

Please select one choice in each row.

	Not at all likely	Not very likely	Likely	Very likely
a) A non-teaching position within education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A job outside of education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Further education or training	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Personal or family reasons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Retirement from work sector	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select 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

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

Please select 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 school district or state education 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 education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Being held responsible for students' social and emotional wellbeing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Keeping up with curriculum or program changes in this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Having too much work on diversity and equity issues, concerns, or conflicts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Having to adapt my work due to unexpected disruptions (e.g., natural disasters, public health emergencies/pandemics, humanitarian crises)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Keeping up with professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select 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 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

58. How strongly do you agree or disagree with the following statements?

Please select 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 are valued by students in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers are valued by parents/guardians in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers' views are valued by policymakers in this country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teachers can influence educational policy in this country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teachers are valued in the media in this country.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

59. How strongly do you agree or disagree with these statements about your experiences as a teacher?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I like the subject(s) that I teach.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I often feel happy while I teach.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I generally teach with enthusiasm.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The interesting challenges of teaching give me satisfaction.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

60. Thinking about education at the 7th, 8th, and/or 9th grade level as a whole, what is your single most important recommendation to stakeholders or policy makers in this country?

This is the end of the questionnaire.

Thank you very much for your participation!



Organization for Economic Cooperation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2024

Teacher Questionnaire – Form C

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

Main Survey Version

United States

The National Center for Education Statistics (NCES) is authorized to conduct the Teaching and Learning International Survey (TALIS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. 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 12/31/2025

National Center for Education Statistics
Potomac Center Plaza
550 12th Street, SW, 4th Floor
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
RAND Europe, United Kingdom
cApStAn Linguistic Quality Control, Belgium

About TALIS 2024

The fourth Teaching and Learning International Survey (TALIS 2024) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organization for Economic Cooperation and Development (OECD). The United States, along with more than 50 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.

International comparisons from TALIS will allow participants to identify common challenges and to learn from other policy approaches. Principals and teachers will provide information about teaching and learning issues such as their education and professional learning, professional and pedagogical practices, occupational perceptions, and institutional environments and management as well as contemporary issues for education systems such as diversity and equity, social and emotional learning of students, educational uses of technology, and environmental and sustainability education.

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 opinions 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 between 45 and 60 minutes on average 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 selecting the one most appropriate answer.
- 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 Study

National Center for Education Statistics

Institute of Education Sciences, U.S. Department of Education

Potomac Center Plaza
550 12th Street, SW, 4th floor
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 select the appropriate choice(s) or provide figures where necessary.

1. What is your gender?

Please select one choice.

- ₁ Female
₂ Male
₃ Nonbinary or another gender

2. How old are you?

Please enter a number.

Years

X. Are you of Hispanic or Latino origin?

Please select one choice.

- ₁ Yes
₂ No

X. What is your race?

Select one or more races to indicate what you consider yourself to be.

- ₁ White
₂ Black or African American
₃ Asian
₄ Native Hawaiian or other Pacific Islander
₅ American Indian or Alaska Native

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

Please select one choice.

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

3. What type of education did you complete for your first teaching qualification?

A 'traditional teacher education or training program' requires future teachers to complete post-secondary education leading to a teaching credential, typically at a university with a focus on subject-matter, pedagogy, and practice either concurrently or consecutively.

An 'alternative teacher education or training program' refers to pathways into a teaching job that are not traditional teacher education or training programs in terms of duration and/or content designed for specific groups (e.g., second-career candidates, candidates with some teaching experience, or candidates with high levels of subject knowledge).

Please mark one choice.

- ₁ A traditional teacher education or training program
- ₂ An alternative teacher education or training program
- ₃ Subject-specific education or training only
- ₄ I have another formal qualification not listed above.
- ₅ I have no formal qualification related to the subject I am teaching or to any type of pedagogical education. → **Please go to Question [5].**

4. To what extent did your formal education and training make you feel prepared for each of the following aspects of your teaching this year?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Content of some or all subject(s) I teach	<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"/> ₃	<input type="checkbox"/> ₄
c) General pedagogy	<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"/> ₃	<input type="checkbox"/> ₄
e) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use of digital resources and tools for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Supporting students' social and emotional development ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Engaging students with environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Current Work

5. Do you currently work as a teacher of 7th, 8th and/or 9th grade students at another school?

Please select one choice.

- ₁ Yes
₂ No → Please go to Question [6].

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

Please enter a number.

School(s)

7. 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 parental leave.

Please enter a number in each row. Enter 0 (zero) if none.

Please round up to whole years, e.g., if this is your first year teaching, enter "1".

- 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

Professional Learning

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

Please only consider professional learning you have undertaken after your initial education or training.

8. When you began work at this school, 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.

They are either organized as 'formal induction programs' such as regular supervision by the principal, reduced teaching load, formal mentoring arrangements with experienced teachers, etc., or as 'informal induction activities', that are unstructured or unplanned activities comprising general introductions to the school and the work, informal peer work with other new teachers, a welcome handbook, etc.

Please select one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) I took part in a <u>formal</u> induction program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I took part in <u>informal</u> induction activities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

If you did not answer 'Yes' to either a) or b) → Please go to Question [10].

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

Please select one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) Courses/seminars/workshops attended in person | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Online courses/seminars/workshops | <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 teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Supervision by the principal and/or experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Networking/collaboration with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Team teaching with experienced teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) Portfolios/diaries/journals | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| i) Reduced teaching load | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| j) General/administrative introduction | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| k) Observing teachers at this school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

10. 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 |

11. During the last 12 months, did you participate in any of the following professional learning activities?

Please select one choice in each row.

- | | Yes, in-person | Yes, virtual or online | Yes, in person <u>and</u> virtual/online | No |
|---|---------------------------------------|---------------------------------------|--|---------------------------------------|
| a) Courses/seminars/workshops | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Education conferences where teachers and/or researchers present their research or discuss educational issues | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Formal qualification program (e.g., a degree program) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) Visits to other schools to inform my teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| e) Visits to business premises, public organizations, or non-governmental organizations related to my teaching | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| f) Reflections on lesson observations | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| g) Coaching as part of a formal school arrangement | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| h) Formal or informal teacher networks for the purpose of professional learning | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| i) Self-initiated learning activities | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| j) Other | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

If you answered 'No' to all of the above → Please go to Question [14].

12. 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.

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the production of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

'Artificial intelligence' is the capacity for computers to perform tasks traditionally thought to involve human intelligence. This can include making predictions, suggesting decisions, or generating text.

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) Using artificial intelligence for teaching and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Classroom management for student behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Approaches to individualized learning.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Teaching students with special education needs.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) Teacher-parent/guardian cooperation.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) Knowledge and understanding of environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q) Implementation of national/state curriculum standards or Common Core standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
r) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

13. Thinking of the professional learning activities in which you participated during the last 12 months, overall to what extent did they have a positive impact on your teaching?

Please select one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

14. To what extent are the following characteristics of professional learning important for you?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Builds on my prior knowledge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Adapts to my personal development needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Provides a coherent structure	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Focuses on content needed to teach my subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Provides opportunities for my active learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Provides opportunities for collaborative sharing of ideas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Provides opportunities to practice/apply new ideas and knowledge in my own classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Provides opportunities for reflection about my teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Provides follow-up activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Addresses my school's needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Involves most colleagues from this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Takes place over an extended period of time (e.g., several weeks or longer)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

15. 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) Skills for using artificial intelligence for teaching and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Classroom management for student behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Approaches to individualized learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Analysis and use of student assessments.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Teacher-parent/guardian cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Knowledge and understanding of environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) 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

Teaching in General

16. 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) 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
h) Collaborate with parents or guardians to enrich students' learning activities in general	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

17. 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 my expectations about student behavior clear	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Help students think critically	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Get students to follow classroom rules	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Calm a student who is disruptive or noisy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Provide an alternative explanation (e.g., when students are confused)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Vary instructional strategies in my classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Support student learning through the use of digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Help every student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Reduce achievement gaps among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Support students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Support students' learning about environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

18. In your teaching, to what extent can you do the following?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) 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
b) Ensure that students with and without a migrant background work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Raise awareness for cultural differences amongst students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Reduce ethnic stereotyping among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Ensure that students with different cultural or ethnic backgrounds work together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Use examples that are familiar to students from diverse cultural backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

19. In which language(s) do you regularly read, write or communicate?

Please mark as many choices as appropriate.

- ₁ English
- ₂ Spanish
- ₃ Arabic
- ₄ Chinese
- ₅ Other, please specify

20. How strongly do you agree or disagree with the following statements about intelligence and learning?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Everyone has certain amount of intelligence and no one can really do much to change it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) People’s intelligence is something about them that they can’t change very much.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Someone can learn new things, but they can’t really change their basic intelligence.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

21. In your work as a teacher, to what extent can you do the following practices?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Work jointly with other professionals and staff (e.g., aides, other teachers) to teach students with special education needs in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Get parents/guardians involved in school activities of their children with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Collaborate with other professionals (e.g., specialist teachers, speech pathologists) in designing educational plans for students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Inform others who know little about laws and policies relating to the inclusion of students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Design learning tasks to accommodate students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Adapt district- or state-wide assessment so that all students with special education needs can be assessed	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

22. How strongly do you agree or disagree with the following statements about your teaching?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am comfortable providing instruction on social and emotional skills to students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Taking care of students' social and emotional needs comes naturally to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Informal lessons in social and emotional learning are part of my regular teaching practice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23. To what extent can you do the following tasks with digital resources and tools?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Identify digital resources and tools to support the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Use digital resources and tools to present concepts in a different way to my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Choose digital resources and tools that enhance students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Adapt the use of digital resources and tools to different teaching activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Explain to students the potential risks of using digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Communicate with parents using digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Learn to use technology that is new to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

24. Thinking about the use of digital resources and tools for student learning, 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 use of digital resources and tools helps students develop greater interest in learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The use of digital resources and tools helps students develop skills to plan and monitor their work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The use of digital resources and tools helps improve students' academic performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The use of digital resources and tools distracts students from learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The use of digital resources and tools limits the amount of face-to-face communication among students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Frequent use of digital resources and tools negatively impacts students' wellbeing.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The use of digital resources and tools results in students submitting Internet content as their own work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The use of digital resources and tools helps students collaborate on tasks efficiently.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Education and Environmental Sustainability

The following section includes questions related to environmental sustainability, with an emphasis on climate change.

'Environmental sustainability' means meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves the conservation of natural resources and the protection of Earth's ecological systems. Climate change is one of the main threats to environmental sustainability.

'Climate change' encompasses global warming but also refers to a broader range of changes, including rising sea levels, shrinking glaciers, accelerated melting of polar ice, and shifts in flower/plant blooming times as well as its impacts on environment, economy, and society.

25. To what extent can you do the following activities related to environmental sustainability?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Work with other teachers at this school to improve teaching about environmental sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Work with experts (e.g., scientists, staff at NGOs or CBOs) to develop solution-oriented teaching about environmental sustainability challenges	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Empower students to adopt pro-environmental behaviors (e.g., reduced consumption, ethical consumption, reusing, recycling)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Empower students to participate in activities in favor of environmental protection (e.g., writing letters to newspapers, posting on social media, signing petitions, talking with peers and parents)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Help students identify misconceptions and disinformation about environmental sustainability issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Attend to students' concern about the future of our environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Help students translate their knowledge on climate change into actions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

26. Thinking about climate change, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I feel confident in my ability to answer students' questions about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I have the resources I need to teach about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I worry about parent or guardian complaints with respect to teaching about climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I am comfortable providing instruction on climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) My school management team encourages us to empower students to take action on climate change. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. On average, which of the following statements best describe your teaching about climate change, its causes and impacts on our environment, economy and society?

Please select one choice.

- ₁ I don't teach about climate change in my lessons.
- ₂ I mention climate change in my lessons.
- ₃ I teach 1-2 lessons on climate change.
- ₄ I teach a module/unit (at least 3-4 lessons) on climate change.
- ₅ I teach a special lesson dedicated to climate change.

If you did not answer 'I don't teach about climate change in my lessons' or 'I mention climate change in my lessons' → Please go to Question [29].

28. Are the following reasons why you don't teach lessons about climate change?

Please select one choice in each row.

	Yes	No
a) It's not related to the subject(s) I teach.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Students are too young.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) I don't know enough about it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) I don't have the materials needed to teach the subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) I don't believe in climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) My school management team does not allow it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Students have already learned about it in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) The curriculum is not flexible enough.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) The curriculum does not mandate it be taught.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Assessments do not include climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

29. To what extent do you talk informally with your students about climate change, its causes and impacts on our environment, economy and society?

Please select one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

30. How concerned are you personally about climate change?

Please select one choice.

- ₁ Not at all
- ₂ To some extent
- ₃ Quite a bit
- ₄ A lot

31. There has been a lot of discussion about the world's climate and the idea that it has been changing in recent decades. Which of the following statements comes closest to your opinion?

Please select one choice.

- ₁ The world's climate has not been changing.
- ₂ The world's climate has been changing mostly due to natural processes.
- ₃ The world's climate has been changing about equally due to natural processes and human activity.
- ₄ The world's climate has been changing mostly due to human activity.
- ₅ I don't know.

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 and/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 class at the 7th, 8th and/or 9th grade level 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.

32. How many students are currently enrolled in this target class?

Please enter a number.

Students

33. We would like to understand the composition of the target class. Please estimate the broad percentage of students who have the following characteristics.

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.

'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.

'Socioeconomically disadvantaged homes' refers to homes lacking the basic necessities of life, such as adequate income, housing, nutrition, or medical care.

'Ethnic/national minorities or Indigenous communities' refers to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.

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.

'Refugees' are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

Please select one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	61% to 90%	91% to 99%	All
a) Students who have difficulties understanding the language(s) of instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
b) 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	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
c) Low academic achievers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
d) Academically gifted 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	<input type="checkbox"/> ₇
e) Students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
f) Students with behavioral problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
g) 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	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
h) Students belonging to ethnic/national minorities or Indigenous communities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
i) Male 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	<input type="checkbox"/> ₇
j) Students who are immigrants or with migrant background (not including refugees)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
k) Students who are refugees	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

34. Into which subject category does this target class primarily fall?

Please select one choice.

- ₁ Reading, writing and literature
Includes reading and writing (and literature) in English, language arts, public speaking, composition, communications, journalism
- ₂ English as a Second Language (ESL)
- 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, humanities, 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 education
Includes physical education, gymnastics, dance, health
- ₁₁ Religion and/or ethics
Includes religion, history of religions, religion culture, ethics
- ₁₂ Business Studies
Includes accounting, business management, business principles and ethics, marketing and distribution
- ₁₃ Practical and vocational skills
Includes vocational skills (preparation for a specific occupation), agriculture and natural resources, domestic science, career education, clothing and textiles, construction trades, cosmetology, culinary arts, driving, health occupations, home economics, mechanics and repair, polytechnic courses, secretarial studies, tourism and hospitality, handicraft
- ₁₄ Special Education
Includes education of students with special needs
- ₁₅ Other

35. Was this primary subject category of the target class included in your formal education or training?

Please select one choice.

- ₁ Yes
- ₂ Somewhat
- ₃ No

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

Enter 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**

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

Please select 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 a lesson or a unit.	<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 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
o) I encourage students to question and critique arguments made by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

38. Thinking about your lessons in the target class, how often do you perform the following tasks?

Please select one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) Use digital resources and tools to present information through direct instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Replace printed materials with digital versions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Provide digital feedback on student work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Download lesson plans from the Internet for use in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Use digital resources and tools to enable collaboration with other classrooms, schools, or experts outside of this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use digital resources and tools to handle logistic aspects of teaching (e.g., tracking student grades, assigning, or collecting student work)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Support collaboration among students using digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Use digital resources and tools that provide personalized learning paths for students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Use digital resources and tools to assess student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Provide digital resources and tools that allow students to plan and monitor their own learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Give students problems that can only be solved by using digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select one choice in each row.

	Never or almost never	Occasion- ally	Frequently	Always
a) I administer an assessment at the end of a unit or block of lessons.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I give a mark (e.g., numeric score, letter grade, smiley face) to communicate to students how they performed in relation to their classmates.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I provide oral or written feedback to indicate areas for improvement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I ask students to assess their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) 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
f) I use assessments to check whether students have learned the material presented.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

40. To what extent do these situations happen in the target class?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) There is much disruptive noise and disorder.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I have to wait a long time for students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Many students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I lose quite a lot of time because students interrupt the lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

41. Thinking about your teaching in the target class, how often do you perform the following actions?

Please select one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) I consider students' prior knowledge and needs when planning a lesson.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I point students to different materials for learning depending on their needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I change my way of explaining when a student has difficulties understanding a topic or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I adapt my teaching methods to students' needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I ask questions at various difficulty levels to check students' understanding of the subject matter.	<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 perform the following actions?

Please select one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) I let students review multiple examples to practice the steps involved in a procedure or skill.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I select tasks for student practice that gradually increase in difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I prepare students for difficulties that can occur while practicing a procedure or skill.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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

43. How much autonomy do you have over the following aspects of planning and teaching in the target class?

Please select one choice in each row.

	No autonomy	Limited autonomy	Substantial autonomy	Full autonomy
a) Implementing the curriculum in a flexible way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Selecting teaching methods and strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Choosing assessment activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Selecting learning objectives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Designing and preparing lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

44. Teaching is a complex activity with often competing goals. To what extent have the lessons you taught over the past week in the target class achieved the following aims?

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Presenting the content in a comprehensible way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Engaging students in work that challenges them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Providing students with feedback to support their learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Offering students opportunities to practice what they learned	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Adapting teaching to meet the different needs of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Helping students to manage their own emotions, thoughts, and behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Managing student behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Inability to control lighting levels	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Bad acoustics (hard to hear)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Inability to control the heating system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Poor air quality	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Inability to adjust the air cooling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Lack of access to natural elements (e.g., trees, plants) ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

46. In your practice in the target class, to what extent can you do the following?

This question asks for your beliefs in your capabilities regardless of external constraints (e.g., lack of time, resources or opportunity, restrictive regulations).

Please select one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Be aware of my students' feelings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Show warmth to my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Care about the problems of my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Be empathetic towards my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Care about the social and emotional problems of my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

47. Thinking about your teaching in the target class, how often do you focus on developing the following student skills?

Please select one choice in each row.

	Never or almost never	Occasionally	Frequently	Always
a) Understanding their own emotions, thoughts, or behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Managing their own emotions, thoughts, or behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Understanding the perspectives of others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Empathizing with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Establishing and maintaining healthy relationships with others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Making caring and constructive choices about their personal actions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate

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

Please select 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) 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
e) 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
f) 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
g) This school encourages staff to lead new initiatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teachers can rely on each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teachers take leadership roles in promoting a professional learning community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teachers initiate and lead collaborative activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teachers lead their professional growth and development activities whenever possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Teachers participate in non-teaching school events and projects.	<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 select 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' wellbeing 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

50. Thinking about the principal at this school, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The principal has a clear vision for this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The principal encourages cooperation among teachers to develop new teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The principal ensures that teachers take responsibility for improving their teaching skills.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The principal ensures that teachers feel responsible for their students' learning outcomes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The principal encourages all staff to have a say on important decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The principal has good professional relationships with staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) The principal has good professional relationships with parents or guardians.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The principal has good professional relationships with students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) The principal ensures that teachers' performance is monitored effectively.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) The principal provides useful feedback to teachers and staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

51. Thinking about the general climate in this school, how strongly do you agree or disagree with the following statements?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers can rely on the school management team for professional support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The principal has confidence in the expertise of the teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students can be counted on to do their school work. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Students can be counted on to do their homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

'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.

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

Please select 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., state test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) School-based and classroom-based results (e.g., performance results, project results, test scores)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Self-assessment of my work (e.g., presentation of a portfolio assessment, analysis of my teaching using video)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

If you answered 'I have never received this feedback in this school' to all of the above → Please go to Question [54].

53. 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 select one choice in each row.

	Yes	No
a) Knowledge and understanding of my 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 for student behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Methods for teaching students with special education needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Methods for teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Methods for teaching with digital resources and tools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Methods for supporting students' social and emotional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Methods for engaging students with environmental sustainability concepts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

54. How strongly do you agree or disagree with the following statements about student bullying at this school?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Teachers at this school make it clear to students that bullying is not tolerated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) At this school, students tell teachers when other students are being bullied.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are adults at this school students could turn to if they had a personal problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The teachers at this school are genuinely concerned about the students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Bullying among students is a problem at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

55. How strongly do you agree or disagree with the following statements about student harassment at this school?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Students at this school get teased about their clothing or physical appearance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students at this school get put down because of their ethnicity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students at this school get teased about their gender expression and sexuality (e.g., comments about students not acting "masculine" or "feminine" enough, homophobic or transphobic remarks).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) There are adults at this school that students belonging to ethnic/national minorities or Indigenous communities could turn to if they were discriminated against.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There are adults at this school students could turn to if they were discriminated against based on gender expressions and sexuality.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

56. How strongly do you agree or disagree with the following statements about changes in this school, regardless of whether these were initiated by the school or externally?

Please select one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Too many change initiatives are introduced at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am tired of all the changes in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) We are asked to change too many things in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It feels like we are always being asked to change something around here.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I would like to see a period of stability before we change anything else in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I am asked to implement change initiatives without the necessary resources.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Occupational Perceptions

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

Please select 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

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

Please select 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 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

60. Thinking about education at the 7th, 8th, and/or 9th grade level as a whole, what is your single most important recommendation to stakeholders or policy makers in this country?

This is the end of the questionnaire.

Thank you very much for your participation!