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Organization for Economic Cooperation and Development (OECD)
Teaching and Learning International Survey (TALIS) 2013

Teacher Questionnaire

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

Main Study Version
United States

U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. All information you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

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National Center for Education Statistics
U.S. Department of Education
1990 K St. NW
Washington DC 20006

International Project Consortium:

About TALIS 2013

The second Teaching and Learning International Survey (TALIS 2013) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Co-operation and Development (OECD). The United States, along with more than 30 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other school leadership, management and workplace issues.

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

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

Confidentiality

NCES is authorized to collect information from the questionnaire under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). You do not have to provide the information requested. However, the information you provide will help the U.S. Department of Education's ongoing efforts to understand better how the educational system in the United States compares to that in other countries. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose (Public Law 107-279, Section 183 and Title V, subtitle A of the E-Government Act of 2002 (P.L. 107-347)). Your responses will be combined with those from other participants to produce summary statistics and reports.

About the Questionnaire

- When questions refer to 'this school' we mean by 'school': a division of the school system consisting of students in one or more grades and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in many buildings.
- This questionnaire should take approximately 45 minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please put the questionnaire in the pre-paid, pre-addressed business reply envelope and mail to Strategic Research Group.
- When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach us by using the following contact details:

Strategic Research Group
Phone Number: 1-800-341-3660
Email: TALIS@websrg.com

Or write to us directly at the following mailing address:

Teaching and Learning International Survey
National Center for Education Statistics
Institute of Education Sciences, U.S. Department of Education
1990 K St, NW, Room 9010
Washington, DC 20006

Thank you very much for your participation!

Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. Are you female or male?

₁ Female

₂ Male

2. How old are you?

Please write a number.

Years

3. What is your current employment status as a teacher?

Please consider your employment status for all of your current teaching jobs combined.

Please mark one choice.

₁ Full-time (more than 90% of full-time hours) → **Please go to Question 5.**

₂ Part-time (71-90% of full-time hours)

₃ Part-time (50-70% of full-time hours)

₄ Part-time (less than 50% of full-time hours)

4. Why do you work part-time?

Please mark one choice.

₁ I chose to work part-time

₂ There was no possibility to work full-time

5. How many years of work experience do you have?

Please round up to whole years.

a) Year(s) working as a teacher at this school

b) Year(s) working as a teacher in total

c) Year(s) working in other education roles (do not include years working as a teacher)

d) Year(s) working in other jobs

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

Please mark one choice.

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

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

Please mark one choice.

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

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

Please write a number.

School(s)

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

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

Please mark one choice.

- ₁ None
- ₂ Some
- ₃ Most
- ₄ All

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

Please mark one choice.

- ₁ High school and/or some college courses
- ₂ Associate's degree
- ₃ Bachelor's degree
- ₄ Master's degree
- ₅ Doctoral degree or equivalent (Ph.D., Ed.D., J.D., M.D.)

11. Did you complete a teacher education or training program?

Please mark one choice.

- ₁ Yes
- ₂ No

12. Were the following elements included in your formal education or training?

Please mark one choice in each row.

	Yes, for all subject(s) I teach	Yes, for some subject(s) I teach	No
a) Content of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Pedagogy of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Classroom practice (practicum, internship or student teaching) in the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

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

13. How long did your classroom practicum, internship or student teaching last?

Please mark one choice.

- ₁ 4 weeks or less
- ₂ 5-7 weeks
- ₃ 8-11 weeks
- ₄ 12 weeks or more

14. In your teaching, to what extent do you feel prepared for the elements below?

Please mark one choice in each row.

	Not at all	Somewhat	Well	Very well
a) Content of the subject(s) I teach	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| b) Pedagogy of the subject(s) I teach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Classroom practice in the subject(s) I teach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Were any of the subject categories listed below included in your formal education or training?

Please mark as many choices as appropriate in each row.

Because this is an international survey, we had to categorize many of the actual subjects taught in schools into broad categories. Please refer to the subject examples below. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.

Reading, writing and literature: reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism

English as a Second Language (ESL): ESL or bilingual education in support of students' subject matter learning

Special Education: education of students with special needs

Mathematics: basic and general mathematics, geometry, pre-algebra, algebra, business and applied mathematics, statistics and probability, trigonometry, calculus, and pre-calculus.

Science: general or integrated science, physics, physical science, chemistry, biology or life science, human biology, environmental science, Earth science

Social studies/Social science: general social studies, anthropology, economics, geography, government or civics, history, humanities, philosophy, psychology, sociology

Modern foreign languages: languages other than English (e.g., French, German, Spanish, ASL)

Classical Greek and/or Latin

Technology: orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical and health education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Business studies: accounting, business management, business principles and ethics, marketing and distribution

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

Interdisciplinary subject: integration of content and perspective of several traditional school subjects

	Included in high school, vocational certificate, or Associate's degree	Included in Bachelor's degree or above	Included in subject specialization as part of teacher education	Included at the in-service or professional development stage
a) Reading, writing and literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Social studies/Social science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Modern foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Classical Greek and/or Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Physical and health education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Religion and/or ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Business studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Practical and vocational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Interdisciplinary subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Special education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. During this current school year, do you teach the subjects below to any 7th, 8th, and/or 9th grade students in this school?

Please mark one choice in each row.

	Yes	No
a) Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) English as a Second Language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Social studies/Social science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Classical Greek and/or Latin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Physical and health education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) Business studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) Special education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

17. During your most recent complete calendar week, approximately how many 60-minute hours did you spend in total on teaching, planning lessons, grading, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school?

A 'complete' calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Also include tasks that took place during weekends, evenings or other off-classroom hours.

Round to the nearest whole hour.

Hours

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

Please only count actual teaching time.

Time spent on preparation, grading, etc. will be recorded in Question 19.

Hours

19. As a teacher of this school, during your most recent complete calendar week, how many 60-minute hours did you spend on the following tasks?

Also include tasks that took place during weekends, evenings or other off-classroom hours. Please exclude all time spent teaching as this was recorded in the previous question.

Rough estimates are sufficient.

If you did not perform the task during the most recent complete calendar week, write 0 (zero).

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

Teacher Professional Development

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

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

20. In your first regular employment as a teacher, did/do you take part in any induction program?

An 'induction program' is defined as a range of structured activities to support your introduction into the teaching profession, for example peer work with other new teachers, mentoring by experienced teachers, etc.

Please mark one choice in each row.

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) I took/take part in an induction program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I took/take part in <u>informal</u> induction activities not part of an induction program. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I took/take part in a general and/or administrative introduction to the school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

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

21. In your first, regular employment as a teacher, how often did/do you take part in the induction program or informal induction activities?

Please mark one choice.

- ₁ A few occasions
- ₂ Multiple occasions across several months of my first year of teaching
- ₃ Consistently throughout my first year of teaching

22. Are you currently involved in any mentoring activities?

This question refers to mentoring by or for teachers at your school. It does not refer to students in teacher education programs who are student teachers practicing at your school.

Please mark one choice in each row.

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

23. I. During the last 12 months, did you participate in any of the following professional development activities, and if yes, for how many days did they last?

Please indicate 'Yes' or 'No' in part (A) for each of the activities listed below. If 'Yes' in part (A), please specify the number of days spent on the activity in part (B).

Please sum up the activities in full days (a full day is 6-8 hours). Please include activities taking place during weekends, evenings or other off-work hours.

	(A) Participation		(B) Duration in days
	Yes	No	
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □ □
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □ □
c) Observation visits to other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □ □
d) Observation visits to business premises, public organizations, non-government organizations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □ □
e) In-service training courses in business premises, public organizations, non-government organizations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	□ □ □ □ □

II. During the last 12 months, did you participate in any of these activities?

Please indicate 'Yes' or 'No' for each of the activities listed below.

	Yes	No
f) Degree program)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

24. Did the professional development activities you participated in during the last 12 months cover the following topics? If so, what positive impact did these have on your teaching?

For each specified alternative please indicate 'Yes' or 'No' in part (A). If 'Yes' in part (A), please estimate the positive impact in part (B).

	(A) Topic		(B) Positive impact			
	Yes	No	No	Small	Moderate	Large
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Student evaluation and assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Student behavior and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Approaches to individualized learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teaching students with special needs (see Question 9 for the definition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Approaches to developing cross-occupational competencies for future work or future studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) New technologies in the workplace	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Student career guidance and counseling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Implementation of national/state curriculum standards or Common Core standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

25. For the professional development in which you participated in the last 12 months, how much did you personally have to pay for?

Please mark one choice.

- ₁ None
- ₂ Some
- ₃ All

26. For the professional development in which you participated in the last 12 months, did you receive any of the following support?

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) I received scheduled time off for activities that took place during regular working hours at this school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) I received a salary supplement for activities outside working hours. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) I received non-monetary support for activities outside working hours (reduced teaching, days off, study leave, etc.). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

27. Considering the professional development activities you took part in during the last 12 months, to what extent have they included the following?

Please mark one choice in each row.

- | | Not in any activities | Yes, in some activities | Yes, in most activities | Yes, in all activities |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) A group of colleagues from my school or subject group | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Opportunities for active learning methods (not only listening to a lecture) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) Collaborative learning activities or research with other teachers | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) An extended time-period (several occasions spread out over several weeks or months) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

28. For each of the areas listed below, please indicate the degree to which you currently need professional development.

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Student evaluation and assessment practice	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Student behavior and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Approaches to individualized learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teaching students with special needs (see Question 9 for the definition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Approaches to developing cross-occupational competencies for future work or future studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) New technologies in the workplace	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Student career guidance and counseling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Implementation of national/state curriculum standards or Common Core standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

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

Teacher Feedback

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

'Feedback' is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students' performance).

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

30. In this school, who uses the following methods to provide feedback to you?

'External individuals or bodies' as used below refer to, for example, inspectors, local or state education authorities, or other persons from outside the school.

Please mark as many choices as appropriate in each row.

	External individual s or bodies	School principal	Member(s)) of the school manage- ment team	Assigned mentors	Other teachers (not a part of the manage- ment team)	I have never received this type of feedback in this school
a) Feedback following direct observation of your classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Feedback from student surveys about your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Feedback following an assessment of your content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Feedback following an analysis of your students' test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Feedback following surveys or discussions with parents or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

31. In your opinion, when you receive this feedback, what is the emphasis placed on the following areas?

Please mark one choice in each row.

	Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
a) Student performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Pedagogical competencies in teaching my subject field(s)	<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) Student behavior and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching of students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) The feedback I provide to other teachers to improve their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Feedback from parents or guardians	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Student feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Collaboration or working with other teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

32. Concerning the feedback you have received at this school, to what extent has it directly led to a positive change in any of the following?

Please mark one choice in each row.

	No positive change	A small change	A moderate change	A large change
a) Your public recognition from the principal and/or your colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Your role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The likelihood of your career advancement (e.g. promotion)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The amount of professional development you undertake	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Your job responsibilities at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Your confidence as a teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Your salary and/or financial bonus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Your classroom management practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Your knowledge and understanding of your main subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Your teaching practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Your methods for teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Your use of student assessments to improve student learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Your job satisfaction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Your motivation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33. We would now like to ask you about teacher appraisal and feedback in this school more generally. How strongly do you agree or disagree with the following statements about this school?

Here, 'appraisal' is defined as review of teachers' work. This appraisal can be conducted in a range of ways from a more formal approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to a more informal approach (e.g. through informal discussions).

When a statement does not apply in your context, please skip the item.

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) The best performing teachers in this school receive the greatest recognition (e.g. rewards, additional training or responsibilities).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teacher appraisal and feedback have little impact on the way teachers teach in the classroom.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teacher appraisal and feedback are largely done to fulfill administrative requirements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A development or training plan is established for teachers to improve their work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Feedback is provided to teachers based on a thorough assessment of their teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) If a teacher is consistently under-performing, he/she would be dismissed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) 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
h) 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
i) High performing teachers are promoted to positions of greater influence and authority.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Struggling teachers are provided with additional support to improve their performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Teaching in General

34. We would like to ask about your personal beliefs on teaching and learning. Please indicate how strongly you agree or disagree with each of the following statements.

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) My role as a teacher is to facilitate students' own inquiry.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students learn best by finding solutions to problems on their own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Thinking and reasoning processes are more important than specific curriculum content.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

	Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more
a) Teach jointly as a team in the same class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) Observe other teachers' classes and provide feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) Engage in joint activities across different classes and age groups (e.g. projects)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) Exchange teaching materials with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) Engage in discussions about the learning development of specific students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) Work with other teachers in my school to ensure the use of common standards in evaluations assessing student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g) Attend team conferences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

h) Take part in collaborative professional learning

_1

_2

_3

_4

_5

_6

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

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
a) Get students to believe they can do well in school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Help my students value learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Craft good questions for my students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Control disruptive behavior in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Motivate students who show low interest in 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) Implement alternative instructional strategies in the classroom	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Your Teaching in the Target Class

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

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

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

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

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

This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates.

Students may fall into multiple categories.

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	More than 60%
a) Students whose first language is not English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Low academic achievers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Students with special needs (see Question 9 for the definition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Students with behavioral problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Students from socioeconomically disadvantaged homes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Academically gifted students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

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

See Question 9 for the definition of students with special needs.

Please mark one choice.

₁ Yes → Please go to Question 46.

₂ No

39. Into which subject category does this target class fall?

Please mark one choice.

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

₁₅ Other

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

Please write a number.

Students

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

Write a percentage for each activity. Write 0 (zero) if none.

Please ensure that responses add up to 100%.

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

42. Please indicate how representative you feel the target class is of all the classes you teach.

Please mark one choice.

- ₁ Very representative
- ₂ Representative
- ₃ Not representative

43. How strongly do you agree or disagree with the following statements about this target class?

Please mark one choice in each row.

- | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) When the lesson begins, I have to wait quite a long time for students to quiet down. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Students in this class take care to create a pleasant learning atmosphere. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) I lose quite a lot of time because of students interrupting the lesson. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| d) There is much disruptive noise in this classroom. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

44. How often does each of the following happen in the target class throughout the school year?

Please mark one choice in each row.

	Never or almost never	Occasion-ally	Frequentl y	In all or nearly all lessons
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) 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
c) I give different work to the students who have difficulties learning and/or to those who can advance faster.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) 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
e) I let students practice similar tasks until I know that every student understands the subject matter.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I check my students' exercise books or homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students work on 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
h) Students use ICT (information and communication technology) for projects or class work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

	Never or almost never	Occasion-ally	Frequentl y	In all or nearly all lessons
a) I develop and administer my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I administer a standardized test.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I have individual students answer questions in front of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I provide written feedback on student work in addition to a letter grade or numeric score.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I let students evaluate their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Climate and Job Satisfaction

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) This school provides staff with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) This school provides parents or guardians with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) This school provides students with opportunities to actively participate in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) This school has a culture of shared responsibility for school issues.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) There is a collaborative school culture which is characterized by mutual support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teachers get along well with the school leadership.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) In this school, teachers and students usually get along well with each other.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Most teachers in this school 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 in this school 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 from this school needs extra assistance, the school provides it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

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

Please mark one choice in each row.

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

49. Finally, how strongly do you agree or disagree with the following statements concerning your personal attitudes?

Please mark one choice in each row.

	Totally disagree	Neutral	Totally agree
a) I always listen carefully to students.	<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) I am confident about my judgments about 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
c) I have doubts about my ability to succeed as a teacher.	<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) I have always been honest with myself about my teaching qualities.	<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) I feel threatened by teachers who are very successful.	<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) I have said things that hurt colleagues' or students' feelings.	<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) I feel angry when colleagues express ideas different from my own.	<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) I help students and colleagues in trouble.	<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) I admit when I do not know something if a student asks a question in 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	<input type="checkbox"/> ₇
j) I am irritated by students who ask for favors.	<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

This is the end of the questionnaire.

Thank you very much for your participation!

Please put the questionnaire in the pre-paid, pre-addressed business reply envelope and mail to Strategic Research Group.