

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

OECD Teaching and Learning International Survey (TALIS)

Principal Questionnaire

Main Study Version (MS-11-01)

[International English, UK Spelling]

This questionnaire is not intended for production use!

It includes both international variables as well as internationally defined valid ranges.

[National Project Information]

International Project Consortium:

International Association for the Evaluation of Educational Achievement (IEA), The Netherlands

IEA Data Processing and Research Center (IEA DPC), Germany

Statistics Canada, Canada

About TALIS

The first Teaching and Learning International Survey (TALIS) 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 Cooperation and Development (OECD) and [Name of country], along with some 23 other countries, is taking part in the survey.

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

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

Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school nor any of its personnel will be identified in any report of the results of the study. [Participation in this survey is voluntary and any individual may withdraw at any time.]

About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- **The person who completes this questionnaire should be the principal of this school.** If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take approximately 45 minutes to complete.
- <When questions refer to 'this school' we mean by 'school': national school definition.>
- 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 [National Return Procedures and Date].
- When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach us by phone at the following numbers: [National Center Contact Information]

Thank you very much for your cooperation!

Background Information

These questions are about you, your education and your position as school principal. In responding to the questions, please mark the appropriate box.

1. What is your gender? BCG01

Female Male
₁ ₂

2. How old are you? BCG02

Under 40 40-49 50-59 60+
₁ ₂ ₃ ₄

3. Do you have principal responsibilities for more than one school? BCG03

Yes No
₁ ₂

4. What is the highest level of formal education you have completed? BCG04

Please mark one choice.

- ₁ <Below ISCED Level 5>
₂ <ISCED Level 5B>
₃ <ISCED Level 5A Bachelor degree>
₄ <ISCED Level 5A Masters degree>
₅ <ISCED Level 6>

5. How many years experience do you have working as a principal? BCG05

This is my first year	1-2 years	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
<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

6. How many years experience do you have working as a principal at this school? BCG06

This is my first year	1-2 years	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
<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

7. How many years did you spend as a subject/class teacher before you became a principal? BCG07

None	Less than 3 years	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
<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 Background Information

8. Is this school a public or private school? **BCG08**

Please mark one choice.

₁ A public school → Please go to question 10.

(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)

₂ A private school → Please go to question 9.

(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business or other private institution.)

9. Thinking about the funding of this school in a typical year, which of the following applies?

Please only answer this question if you marked "private school" in question 8 before.

Please mark one choice in each row.

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) 50% or more of the school's funding comes from the <government> (Includes departments, local, regional, state and national) BCG09A | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Teaching personnel are funded by the <government> (Includes departments, local, regional, state and national) BCG09B | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

10. Which of the following best describes the community in which this school is located?

Please mark one choice. **BCG10**

₁ A <village, hamlet or rural area> (fewer than 3 000 people)

₂ A <small town> (3 000 to about 15 000 people)

₃ A <town> (15 000 to about 100 000 people)

₄ A <city> (100 000 to about 1 000 000 people)

₅ A large <city> with over 1 000 000 people

11. For each type of position listed below, indicate the number of staff currently working in this school.

Please indicate the number of persons (in head counts) who work at this school.

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

- a) Teachers, irrespective of the grades/ages they teach
(Those whose main activity at this school is the provision of instruction to students) **BCG11A, international valid range: 0-100**
- b) Personnel for pedagogical support, irrespective of the grades/ages they support
(Including all teacher aides or other non-professional personnel who provide instruction or support teachers in providing instruction, professional curricular/instructional specialists and educational media specialists) **BCG11B, international valid range: 0-30**
- c) School administrative or management personnel
(Including principals, assistant principals, other management staff, receptionists, secretaries, administration assistants whose main activity is administration or management) **BCG11C, international valid range: 0-30**

12. What is the current school enrolment (number of students of all grades in this school)?

Please write a number. **BCG12, international valid range: 0-1500**

Number of students

13. Please estimate the broad percentage of students at **<ISCED 2> level in this school who have the following characteristics.**

It is acceptable to base your replies on rough estimates.

Please mark one choice in each row.

	Less than 10%	10% or more but less than 20%	20% or more but less than 40%	40% or more but less than 60%	60% or more
a) Students whose <first language> is different from the language(s) of instruction or a dialect of this/these BCG13A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Students who have at least one parent/guardian who has completed <ISCED 3> or higher BCG13B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Students who have at least one parent/guardian who has completed <ISCED 5> or higher BCG13C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

14. How much consideration is given to the following factors when students are considered for admission to this school?

Please mark one choice in each row.

	Not considered	Considered	High priority	Prerequisite
a) Residence in a particular area BCG14A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students' academic record (including placement tests) BCG14B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Recommendation of feeder schools BCG14C	<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 BCG14D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students' need or desire for a special programme BCG14E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Attendance of other family members at the school (past or present) BCG14F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

School Management

- 15. Below you can find statements about your management of this school. Please indicate the frequency of these activities and behaviours in this school during the current school year.**

Please mark one choice in each row.

	Never	Seldom	Quite often	Very often
a) I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school. BCG15A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I ensure that teachers work according to the school's educational goals. BCG15B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I observe instruction in classrooms. BCG15C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I use student performance results to develop the school's educational goals. BCG15D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I give teachers suggestions as to how they can improve their teaching. BCG15E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I monitor students' work. BCG15F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) When a teacher has problems in his/her classroom, I take the initiative to discuss matters. BCG15G	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I inform teachers about possibilities for updating their knowledge and skills. BCG15H	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) I check to see whether classroom activities are in keeping with our educational goals. BCG15I	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I take exam results into account in decisions regarding curriculum development. BCG15J	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) I ensure that there is clarity concerning the responsibility for coordinating the curriculum. BCG15K	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) When a teacher brings up a classroom problem, we solve the problem together. BCG15L	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) I pay attention to disruptive behaviour in classrooms. BCG15M	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) I take over lessons from teachers who are unexpectedly absent. BCG15N	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. How strongly do you agree or disagree with these statements as applied to this school, your job, and the teachers at this school?

Please mark one choice in each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) An important part of my job is to ensure ministry-approved instructional approaches are explained to new teachers, and that more experienced teachers are using these approaches. BCG16A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Using test scores of students to evaluate a teacher's performance devalues the teacher's professional judgment. BCG16B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Giving teachers too much freedom to choose their own instructional techniques can lead to poor teaching. BCG16C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A main part of my job is to ensure that the teaching skills of the staff are always improving. BCG16D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) An important part of my job is to ensure that teachers are held accountable for the attainment of the school's goals. BCG16E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) An important part of my job is to present new ideas to the parents in a convincing way. BCG16F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I influence decisions about this school taken at a higher administrative level. BCG16G	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) It is important for the school that I see to it that everyone sticks to the rules. BCG16H	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) It is important for the school that I check for mistakes and errors in administrative procedures and reports. BCG16I	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) An important part of my job is to resolve problems with the timetable and/or lesson planning. BCG16J	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) An important part of my job is to create an orderly atmosphere in the school. BCG16K	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) I have no way of knowing whether teachers are performing well or badly in their teaching duties. BCG16L	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) In this school, we work on goals and/or a school development plan. BCG16M	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) I define goals to be accomplished by the staff of this school. BCG16N	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) I stimulate a task-oriented atmosphere in this school. BCG16O	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

17. As principal of this school, on average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?

Rough estimates are sufficient.

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

Please ensure that responses add up to 100%.

- a)

--	--	--	--

 % Internal administrative tasks (including human resource/personnel issues, regulations, reports, school budget, timetable) **BCG17A, international valid range: 0-100**
- b)

--	--	--	--

 % Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers) **BCG17B, international valid range: 0-100**
- c)

--	--	--	--

 % Responding to requests from district, state, or national education officials **BCG17C, international valid range: 0-50**
- d)

--	--	--	--

 % Representing the school at meetings or in the community and networking **BCG17D, international valid range: 0-50**
- e)

--	--	--	--

 % Other **BCG17E, international valid range: 0-50**
-
- 100** % Total

18. How often during the last 5 years did this school produce a school self-evaluation document and/or was the school evaluated by an external agency or body (e.g. external inspector)?

This refers to an evaluation of the whole school rather than of individual subjects or departments.

Please mark one choice in each row.

- | | Never | Once | 2-4 times | Once per year | More than once per year |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) A school self-evaluation report was produced. BCG18A | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| b) An external evaluation was conducted. BCG18B | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

If you replied 'Never' to both parts a) and b) above → Please go to question 23.

19. In your opinion, how important were the following aspects considered to be in these school evaluations?

Please consider both school self-evaluation and external evaluation. We realise these evaluations may have attached different importance to various aspects, but please consider both types of evaluations in your response to each row.

Please mark one choice in each row.

	I do not know if it was considered	Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
a) Student test scores BCG19A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Retention and pass rates of students BCG19B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Other student learning outcomes BCG19C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Student feedback on the teaching they receive BCG19D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Feedback from parents BCG19E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) How well teachers work with you, the principal, and their colleagues BCG19F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Direct appraisal of classroom teaching BCG19G	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Innovative teaching practices BCG19H	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Relations between teachers and students BCG19I	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Professional development undertaken by teachers BCG19J	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Teachers' classroom management BCG19K	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) Teachers' knowledge and understanding of their main subject field(s) BCG19L	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
m) Teachers' knowledge and understanding of instructional practices (knowledge mediation) in their main subject field(s) BCG19M	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
n) Teaching of students with special learning needs BCG19N	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
o) Student discipline and behaviour BCG19O	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
p) Teaching in a multicultural setting BCG19P	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

q) Extra-curricular activities with students (e.g. school plays and performances, sporting activities)

BCG19Q.....

 ₁ ₂ ₃ ₄ ₅

20. To what extent did these school evaluations have an influence upon the following?

Please mark one choice in each row.

	No influence at all	Low level of influence	Moderate influence	High level of influence
a) The school budget BCG20A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The performance feedback to this school BCG20B .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The performance appraisal of the school management BCG20C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The performance appraisals of individual teachers BCG20D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) The assistance provided to teachers to improve their teaching skills BCG20E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) The remuneration and bonuses received by teachers BCG20F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

21. Are these school evaluations published? **BCG21**

Yes No
₁ ₂

22. Are these school evaluations used by <government> in the publication of tables that compare the performance of individual schools? **BCG22**

Yes No
₁ ₂

Teacher Appraisal

We would like to ask you about the appraisal (defined below) of teachers in this school.

In this survey, **appraisal** is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal, more subjective approach (e.g. through informal discussions with the teacher).

23. How often is the work of teachers in this school appraised by either you, other colleagues in the school, or an external individual or body (e.g. inspector)?

	Never	Less than once every 2 years	Once every 2 years	Once per year	Twice or more per year
a) You (the principal) BCG23A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Other teachers or members of the school management team BCG23B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) External individual or body (e.g. external inspector) BCG23C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

If you answered 'Never' to all of the above (a, b, and c) → Please go to question 29.

24. In your opinion, how important were the following aspects considered to be in these appraisals?

Please mark one choice in each row.

	I do not know if it was considered	Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
a) Student test scores BCG24A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Retention and pass rates of students BCG24B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Other student learning outcomes BCG24C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Student feedback on the teaching they receive BCG24D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Feedback from parents BCG24E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) How well the teacher works with you, the principal, and their colleagues BCG24F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Direct appraisal of classroom teaching BCG24G	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h) Innovative teaching practices BCG24H	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i) Relations between the teacher and students BCG24I	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j) Professional development undertaken by the teacher BCG24J	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k) Teacher's classroom management BCG24K	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l) Teacher's knowledge and understanding of their main subject field(s) BCG24L	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
m) Teacher's knowledge and understanding of instructional practices (knowledge mediation) in their main subject field(s) BCG24M	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
n) Teaching of students with special learning needs BCG24N	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
o) Student discipline and behaviour in the teacher's classes BCG24O	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
p) Teaching in a multicultural setting BCG24P	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
q) Extra-curricular activities with students (e.g. school plays and performances, sporting activities) BCG24Q	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

25. When teachers' work is appraised in this school, can these appraisals directly lead to any of the following for the teacher?

Please mark one choice in each row.

	Can result from an appraisal of teachers' work	Can not result from an appraisal of teachers' work
a) A change in salary BCG25A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) A financial bonus or another kind of monetary reward BCG25B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) A change in the likelihood of career advancement BCG25C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Opportunities for professional development activities BCG25D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Changes in teachers' work responsibilities that make their job more attractive BCG25E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) A development or training plan to improve their teaching BCG25F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

26. We would like to ask your opinion on the objectives of the appraisal of teachers' work at this school. Can you please rate the importance of each of the following objectives in the appraisal of teachers' work?

Please mark one choice in each row.

	No importance	Low importance	Moderate importance	High importance
a) To determine the career advancement of individual teachers BCG26A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) To inform an administrative level above the school (school board, municipality, school district, school inspectorate) BCG26B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) To evaluate the performance of the whole school BCG26C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) To evaluate the teaching in a particular subject BCG26D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) To address a crisis or problem in the school BCG26E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) To identify the professional development needs of teachers BCG26F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) To take decisions about remuneration and bonuses of teachers BCG26G	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) To take decisions about school improvement BCG26H	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. How often are appraisals of teachers' work conducted that include a written report that is kept as a record? Please also indicate who provides this report.

Please mark one choice in each row.

	Never	Less than once every 2 years	Once every 2 years	Once per year	Twice or more per year
a) You (the principal) BCG27A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Other teachers or members of the school management team BCG27B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) External individual or body (e.g. external inspector) BCG27C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

28. Please indicate the frequency with which each of the following occurs if an appraisal of teachers' work identifies weaknesses or you consider a teacher to be underperforming in their teaching duties.

Please mark one choice in each row.

	Never	Sometimes	Most of the time	Always
a) I ensure that the outcome is reported to the teacher. BCG28A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I ensure measures to remedy the weaknesses in teaching are discussed with the teacher. BCG28B ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I, or others in the school, establish a development or training plan for the teacher to address the weaknesses in their teaching. BCG28C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I, or others in the school, impose material sanctions on the teacher (e.g. reduced annual increases in pay). BCG28D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I, or others in the school, report the underperformance to another body to take action (e.g. governing board, local authority, school inspector). BCG28E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I ensure the teacher has more frequent appraisals of their work. BCG28F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Other (please specify below) BCG28G	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please specify BCG28GT				

School Resources

29. Is this school's capacity to provide instruction hindered by any of the following?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) A lack of qualified teachers BCG29A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A lack of laboratory technicians BCG29B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) A lack of instructional support personnel BCG29C ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A lack of other support personnel BCG29D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of instructional materials (e.g. textbooks) BCG29E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Shortage or inadequacy of computers for instruction BCG29F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of other equipment BCG29G	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Shortage or inadequacy of library materials BCG29H	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Other (please specify below) BCG29I	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Please specify BCG29IT				
<hr style="border: 0.5px solid black;"/>				

30. In this school, to what extent is the learning of students hindered by the following behaviours?

Please mark one choice in each row.

By students in this school:	Not at all	Very little	To some extent	A lot
a) Arriving late at school BCG30A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Absenteeism (i.e. unjustified absences) BCG30B ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Classroom disturbance BCG30C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Cheating BCG30D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Profanity/Swearing BCG30E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Vandalism BCG30F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Theft BCG30G	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Intimidation or verbal abuse of other students (or other forms of bullying) BCG30H	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Physical injury to other students BCG30I	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Intimidation or verbal abuse of teachers or staff BCG30J	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Use/possession of drugs and/or alcohol BCG30K ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
By teachers in this school:	Not at all	Very little	To some extent	A lot
l) Arriving late at school BCG30L	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Absenteeism BCG30M	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Lack of pedagogical preparation BCG30N	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31. Regarding this school, who has a considerable responsibility for the following tasks?

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

Please mark as many choices as appropriate in each row.

	Principal	Teachers	School <governing board>	<Regional or local education authority>	<National education authority>
a) Selecting teachers for hire	BCG31A 1 <input type="checkbox"/> ₁	BCG31A 2 <input type="checkbox"/> ₁	BCG31A 3 <input type="checkbox"/> ₁	BCG31A 4 <input type="checkbox"/> ₁	BCG31A 5 <input type="checkbox"/> ₁
b) Firing teachers	BCG31B 1 <input type="checkbox"/> ₁	BCG31B 2 <input type="checkbox"/> ₁	BCG31B 3 <input type="checkbox"/> ₁	BCG31B 4 <input type="checkbox"/> ₁	BCG31B 5 <input type="checkbox"/> ₁
c) Establishing teachers' starting salaries	BCG31C 1 <input type="checkbox"/> ₁	BCG31C 2 <input type="checkbox"/> ₁	BCG31C 3 <input type="checkbox"/> ₁	BCG31C 4 <input type="checkbox"/> ₁	BCG31C 5 <input type="checkbox"/> ₁
d) Determining teachers' salary increases	BCG31D 1 <input type="checkbox"/> ₁	BCG31D 2 <input type="checkbox"/> ₁	BCG31D 3 <input type="checkbox"/> ₁	BCG31D 4 <input type="checkbox"/> ₁	BCG31D 5 <input type="checkbox"/> ₁
e) Formulating the school budget	BCG31E 1 <input type="checkbox"/> ₁	BCG31E 2 <input type="checkbox"/> ₁	BCG31E 3 <input type="checkbox"/> ₁	BCG31E 4 <input type="checkbox"/> ₁	BCG31E 5 <input type="checkbox"/> ₁
f) Deciding on budget allocations within the school	BCG31F 1 <input type="checkbox"/> ₁	BCG31F 2 <input type="checkbox"/> ₁	BCG31F 3 <input type="checkbox"/> ₁	BCG31F 4 <input type="checkbox"/> ₁	BCG31F 5 <input type="checkbox"/> ₁
g) Establishing student disciplinary policies ..	BCG31G 1 <input type="checkbox"/> ₁	BCG31G 2 <input type="checkbox"/> ₁	BCG31G 3 <input type="checkbox"/> ₁	BCG31G 4 <input type="checkbox"/> ₁	BCG31G 5 <input type="checkbox"/> ₁
h) Establishing student assessment policies .	BCG31H 1 <input type="checkbox"/> ₁	BCG31H 2 <input type="checkbox"/> ₁	BCG31H 3 <input type="checkbox"/> ₁	BCG31H 4 <input type="checkbox"/> ₁	BCG31H 5 <input type="checkbox"/> ₁
i) Approving students for admission to the school	BCG31I 1 <input type="checkbox"/> ₁	BCG31I 2 <input type="checkbox"/> ₁	BCG31I 3 <input type="checkbox"/> ₁	BCG31I 4 <input type="checkbox"/> ₁	BCG31I 5 <input type="checkbox"/> ₁
j) Choosing which textbooks are used	BCG31J 1 <input type="checkbox"/> ₁	BCG31J 2 <input type="checkbox"/> ₁	BCG31J 3 <input type="checkbox"/> ₁	BCG31J 4 <input type="checkbox"/> ₁	BCG31J 5 <input type="checkbox"/> ₁
k) Determining course content	BCG31K 1 <input type="checkbox"/> ₁	BCG31K 2 <input type="checkbox"/> ₁	BCG31K 3 <input type="checkbox"/> ₁	BCG31K 4 <input type="checkbox"/> ₁	BCG31K 5 <input type="checkbox"/> ₁
l) Deciding which courses are offered	BCG31L 1 <input type="checkbox"/> ₁	BCG31L 2 <input type="checkbox"/> ₁	BCG31L 3 <input type="checkbox"/> ₁	BCG31L 4 <input type="checkbox"/> ₁	BCG31L 5 <input type="checkbox"/> ₁

m) Allocating funds for teachers' professional development	BCG31 M1	BCG31 M2	BCG31 M3	BCG31 M4	BCG31 M5
	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1	<input type="checkbox"/> _1

32. How strongly do you agree or disagree with each of the following statements about teaching and learning in general?

Please mark one choice in each row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) Effective/good teachers demonstrate the correct way to solve a problem. BCG32A	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) When referring to a "poor performance", I mean a performance that lies below the previous achievement level of the student. BCG32B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) It is better when the teacher – not the student – decides what activities are to be done. BCG32C	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) The role of teachers is to facilitate students' own inquiry. BCG32D	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teachers know a lot more than students; they shouldn't let students develop answers that may be incorrect when they can just explain the answers directly. BCG32E	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students learn best by finding solutions to problems on their own. BCG32F	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly. BCG32G	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) How much students learn depends on how much background knowledge they have – that is why teaching facts is so necessary. BCG32H	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved. BCG32I	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) When referring to a "good performance", I mean a performance that lies above the previous achievement level of the student. BCG32J	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) A quiet classroom is generally needed for effective learning. BCG32K	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Thinking and reasoning processes are more important than specific curriculum content. BCG32L	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

33. When a teacher begins teaching at this school, does he/she undertake a formal <induction> process? BCG33

Please mark one choice.

- ₁ Yes, for all teachers who are new to this school
- ₂ Yes, but only for teachers for whom this is their first teaching job
- ₃ No, there is no <induction> process for teachers who are new to this school
→ Go to question 35.

34. If 'Yes' in the previous question, who organises the <induction> process? BCG34

Please mark one choice.

- ₁ The school alone
- ₂ The school together with agencies or institutions outside of the school
- ₃ Outside agencies or institutions alone

35. When a teacher begins teaching at this school, is there a programme or policy by which he/she works with an experienced teacher or teachers who act as their mentor?

Please mark one choice. BCG35

- ₁ Yes, for all teachers who are new to this school
- ₂ Yes, but only for teachers for whom this is their first teaching job
- ₃ No, there is no mentoring programme or policy in this school → Go to question 37.

36. If 'Yes' in the previous question, is the mentor teacher's main subject area(s) usually the same as that of the new teacher? BCG36

Yes No

- ₁ ₂

37. How would you rate the importance of mentoring new teachers in helping them to improve their instructional effectiveness? BCG37

Please mark one choice.

- | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Not important
at all | Of low
importance | Of moderate
importance | Of high
importance |
| <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 cooperation!

Please [National Return Procedures and Date]